

**ENTREPRENEURIAL INTENTION AMONG FOREIGN  
STUDENTS IN UUM: A CASE OF NIGERIAN STUDENTS**

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**ENTREPRENEURIAL INTENTION AMONG FOREIGN STUDENTS IN UUM: A  
CASE OF NIGERIAN STUDENTS**

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Othman Yeop Abdullah Graduate School of Business,  
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## ABSTRACT

Government all over the developing countries is doing enough to ensure that students now engage in entrepreneurship activities so as to reduce the level of unemployment among graduates. However, there is still lack of entrepreneurial intention among students. This study examined the entrepreneurial intention among foreign students in UUM. It was revealed that factors such as entrepreneurial orientation, entrepreneurial skill and enabling and supportive environment were key factors responsible for the lack of entrepreneurial intention among the students for building their entrepreneurial intention. In particular, the study examined the influence of entrepreneurial orientation, entrepreneurial skill and environmental factor on the entrepreneurial intention of the Nigerian students in UUM. Due to this, a cross-section study with quantitative questionnaire approach was conducted among Nigerian students in UUM. A convenient sampling technique was used to select 155 students who participated in the study through self-administered procedure. Overall, the result obtained shows that entrepreneurial skill and entrepreneurial orientations are significantly related to entrepreneurial intention while on the contrary; the result also shows that environmental factor was not significantly related to entrepreneurial intention. The implication of this study shows that Nigerian student in UUM have both entrepreneurial skill and entrepreneurial orientation to engage in entrepreneurial activities, as such the university assist them by providing an enabling and supportive environment that would enable the student to achieve their entrepreneurial intention in Malaysia. Finally, the theoretical and the practical aspects were clearly highlighted in addition to the limitation of the study and suggestion for future study.

**Keywords:** entrepreneurial orientation, entrepreneurial skill, environmental factor, Entrepreneurial intention, Students, UUM

## **ABSTRAK**

Kerajaan di seluruh negara membangun sedang berusaha untuk memastikan para pelajar mereka terlibat dalam aktiviti-aktiviti bercorak keusahawanan dalam membantu pelajar-pelajar terbabit berdiri sendiri dan seterusnya mengurangkan kadar pengangguran di kalangan para siswazah. Walau bagaimanapun, kecenderungan terhadap keusahawanan didapati masih lagi rendah di kalangan para pelajar. Kajian ini melihat kecenderungan ke arah keusahawanan di kalangan para pelajar asing di UUM. Dapatan kajian mendapati bahawa faktor-faktor seperti orientasi keusahawanan, kemahiran keusahawanan dan sokongan suasana persekitaran sebagai faktor utama yang bertanggungjawab kepada rendahnya kecenderungan keusahawanan di kalangan para pelajar asing UUM dalam meningkatkan kecenderungan keusahawanan mereka. Secara khususnya, kajian ini mengkaji pengaruh orientasi keusahawanan, kemahiran keusahawanan dan faktor persekitaran ke atas kecenderungan keusahawanan para pelajar Nigeria di UUM. Untuk ini, satu kajian silang dengan pendekatan borang soal selidik kuantitatif telah dijalankan di kalangan para pelajar Nigeria di UUM. A kaedah persampelan mudah telah digunakan untuk memilih sebanyak 155 orang pelajar yang terlibat dalam kajian ini melalui prosedur sendiri. Secara keseluruhannya, dapatan kajian mendapati bahawa kemahiran keusahawanan dan orientasi keusahawanan adalah berhubungan secara signifikan dengan kecenderungan keusahawanan manakala di satu sudut lain pula, dapatan kajian ini juga menunjukkan bahawa faktor persekitaran tidak mempunyai hubungan yang signifikan dengan kecenderungan keusahawanan. Implikasi kajian ini menunjukkan bahawa para pelajar Nigeria di UUM mempunyai kedua-dua kemahiran keusahawanan dan orientasi keusahawanan untuk bergiat di dalam aktiviti-aktiviti bercorak keusahawanan, seperti apa yang telah dibantu oleh pihak universiti dengan menyediakan persekitaran yang membantu yang berupaya untuk mewujudkan kecenderungan keusahawanan di kalangan pelajar terbabit di Malaysia. Akhir sekali, aspek teoretikal dan praktikal dengan jelas telah diketengahkan di dalam kajian ini di samping limitasi kajian dan cadangan-cadangan untuk kajian akan datang.

Kata kunci: Orientasi keusahawanan, Kemahiran keusahawanan, Faktor persekitaran, Kecenderungan keusahawanan, Pelajar Nigeria, UUM

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

The concept of entrepreneurship has long been in the history of human beings. The concept has cut across almost every aspect of human endeavors such as management, engineering, economics and marketing. It has been growing radically for the past two decades, with organizations, individuals and academicians becoming more concern with the role it plays in the development of youth towards becoming self reliance (Abidin & Bakar, 2005). This is as a result of the major roles it plays as an economic and development force, especially in developed countries.

Generally, entrepreneurship has been described as a process of the creation of new things that will improve the standard of living or solve a particular problem of the human being which leads to the creation of a new wealth (Drucker, 1985). Moris, Lewis and Sexton (1994) found that entrepreneurship activities have great impacts on the economy of the country, and also improves quality of life to the citizens. This is achieved by generating employment that lead to the empowerment of the people which in turn impact positively on the economy.

This means that entrepreneurship development plays a key role or function in the economic growth and development of every nation. For instance, it is the believed of the experts that entrepreneurship is the bedrock of the economic transformation of the United States which is seen as one of the world most powerful economy. The entrepreneurship

system of the United States is seen as a major factor in this achievement, the roots are based on skill acquisition and the psychological capabilities of doing or achieving the impossible (Akinola, 2013). China is also seen as the fastest growing economy in the world with entrepreneurship playing a major role as identified by the World Bank (Bruton & Ahlstrom, 2003). China's economy is expected to take over the United State of America (USA) economy within the next decade. Similarly, Lucky and Minai (2011) noted that entrepreneurship development is a force for both economic growth and development. They noted that entrepreneurship development is capable of providing jobs, creating wealth and contributing significantly to the GDP of a country.

Therefore, the significance of entrepreneurship development in providing employment and economic sustainability has attracted the attention of developing countries in adapting various entrepreneurship programs. As it plays an important role in solving the major problems faced by the developing economy which includes high rate of unemployment (with great number of graduate among them) has make developing economy to seek solutions in entrepreneurship (Karimi, Chizari, Biemans, & Mulder, 2010). As a result of this development, many countries are adopting entrepreneurship development program in their tertiary institutions in order to inculcate the concept to their teaming student/young populations. However, the possibility of students taking entrepreneurship course to become future entrepreneurs have become a major concern within and outside the academic community (Abidin & Bakar, 2005; Lucky & Minai, 2011). Several studies (Karimi et al., 2010; Zainal Abidin & Bakar, 2007; Zainuddin &

Rejab, 2010) have been conducted in relation to either success or role of entrepreneurship in developing country including Malaysia

Despite many of these studies, little has been done concerning the entrepreneurship orientation and entrepreneurship intention of foreign students in Malaysia, especially in UUM. This study therefore focuses on the supportiveness of the environment in motivating foreign students to become entrepreneurs considering their entrepreneurial orientation. It has been established by several studies that environment plays an important role for the success of the program (Department for Business, Innovation and Skills, 2008; ISBA Consortium, 2004) as cited by (Nabi & Liñán, 2011).

## **1.2 Background of the study**

Malaysia is one of the developing countries in the world with a total population of about 30million (Chi, 2014). The country has witnessed a major economic post-independence success. The role of entrepreneurship in this success cannot be over emphasized, coupled with the good government policies which favors small and private sectors (Abdullah, Hamali, Deen, Saban, & Abdurahman, 2009). Recently, Malaysia was ranked one of the highest in terms of attracting international students with a total of about two percent of the world international students. The increase in the number of students, prompted Malaysia to target the sum of RM 600Billion to its economy by 2020 (Chi, 2011). It is expected that, if foreign students engaged in entrepreneurial activities, they will contribute to the economic objectives of the Malaysian government. Majority of these

international students are from Iran, Indonesia, China, Nigeria and Yemen etc. (Chi, 2011).

Furthermore, Malaysian government has done a lot in promoting entrepreneurship development among its citizens through various economic and entrepreneurship programs and policies such as upgrading entrepreneurship department to a ministry in 2004 (Othman, Sulaiman, Zainudin, & Hasan, 2008). The ministry is expected to provide enabling environment that will promote and develop entrepreneurship in Malaysia. Some of the efforts of the ministry include financing support, developing entrepreneurial training and programs and the provision of necessary advices and infrastructure that would help in achieving the said goals. With its slogan of the Eminent Management University, UUM embark on an effort of developing an effective leaders in business by introducing various entrepreneurship course such as the Co-Curricular Entrepreneurship activities, Basic Entrepreneurship course, the Bachelor of Entrepreneurship degree program, the Student Enterprise Program (SEP) and the technopreneurship. Even though some of these programs are available to international student, others like the technopreneurship are only for the local students. However, the environment poses some challenges for international students even though they indicated interest in entrepreneurship. These programs mentioned above are in line with the new policies of the government which emphasizes on the need of shaping the Bumiputera Commercial and Industrial Community (BCIC) toward achieving the objectives of national development (Zainuddin & Rejab, 2010).

However, these policies seem to exclude the foreigners, students among them. These foreigners are believed to possess certain skills and abilities that could contribute to the economic growth and development of their host country by involving in one form of entrepreneurial activities or the other. This is in line with the assertion of Sookhtanlo, Rezvanfar, Hashemi and Karaj (2009) who highlighted skills as one of the primary areas that must be developed for entrepreneurial success. Although most of these students seem to possess these skills and abilities, yet, the environment seems not to be supportive and encouraging for them to exhibit their entrepreneurial skills. This implies that most of the students in Malaysia universities have the entrepreneurial intentions of becoming entrepreneurs yet they are not supported by the environment.

### **1.3 Problem statement**

Understanding the role of entrepreneurship toward economic development in Malaysia, the government and all stakeholders are doing more to ensure they promote its conduct at all levels. This includes the introduction of compulsory entrepreneurship program in schools and universities with the aim of producing and inculcating the culture and habit of becoming an entrepreneur.

The teaching of entrepreneurship inculcates new ideas that will enhance businesses or lead to starting a new venture. It is the identification of an opportunity in a problem that will enhance or solve a particular problem. The role of the university in ensuring the success of the effort of the government cannot be over emphasized. Despite the fact that

there are quite a number of studies (Autio, H. Keeley, Klofsten, GC Parker, & Hay, 2001; Pruett, Shinnar, Toney, Llopis, & Fox, 2009; Van Gelderen et al., 2008) on entrepreneurial intention within the academic institutions, however, there seem to be a lack of study on entrepreneurial intention among foreign students particularly in UUM. The only study found on entrepreneurial intention among students, focused on Asian students with particular interest on the Thai students in UUM (Sama-Ae, 2009).

A critical observation revealed that the number of foreign students in UUM particularly those from the African continent and Nigeria has increased more than what it used to be. It is assumed in this study that allowing foreign students involvement in one form of entrepreneurial activity or the other would allow the students to contribute some quota in the overall Malaysian economic development as well as contributing towards the university's total objective of becoming an eminent management university not only in Asia but in the world. It is generally believed that institutions rules, attitude, and social function plays a dominant role for university students to embark on entrepreneurial career (Veciana, Aponte, & Urbano, 2005).

Another major issue is the lack of entrepreneurial orientation among the foreign students due to the lack of emphasis on entrepreneurial programs for foreign students. For instance, most of the entrepreneurial programs in UUM are only meant for local students. For example, the technopreneurship program which emphasizes the need for the students to become entrepreneur is limited to the local students. Furthermore, although there are many studies (Bhuian, Richard, & Shamma, 2012; Bolton & Lane, 2012; Janssen & Van

Yperen, 2004; Seibert, Kraimer, & Crant, 2001) on entrepreneurial orientation, however, most of the studies are conducted at the organizational level (Bhuan et al., 2012; Bolton & Lane, 2012; Janssen & Van Yperen, 2004; Seibert et al., 2001). There is therefore a need for further study at the academic level for purpose of creating more entrepreneurship awareness among the students in particular foreign students who are believed to be showing interest in business activities. Another issue with entrepreneurial orientation is the availability of measurement. However, an instrument to measure individual orientation developed by Bolton and Lane (2012) is suggested to be tested in other part of the world in order to study the individual entrepreneurial intention.

With respect to the entrepreneurial skill, it has been identified as one of the major issues that determine the entrepreneurial intention of an individual. For instance, Arowomole (2000) noted that the lack of entrepreneurial skill is a crucial issue that needed to be addressed as many entrepreneurs including the would-be entrepreneurs are still lacking the required skill to effectively pilot their businesses. Accordingly, Kuratko and Hodgetts (2004) also observed that entrepreneurial skill is an important factor for a successful entrepreneurship development which also covers entrepreneurial intention. According to Adeyemo (2009), entrepreneurs need to possess certain entrepreneurial skills such as sales and marketing skills, self-motivation skill, financial know-how, time management skill, administrative skills, management skills, technological skill etc. to be able to successfully achieve their entrepreneurial goals. The author argued that potential entrepreneurs can possibly acquire these skills through their effort and time investment.



Furthermore, Grimaldi, Marzocchi and Sobrero (2009a) affirmed that entrepreneurial skill such as the ability to use new technology will affect entrepreneurial intention of an individual. In an attempt to understand the connection between agriculture and entrepreneurial skills, Pyysiäinen, Anderson, McElwee and Vesala (2006) observed that even though managerial skills are valued and vital to the farmers, yet many of these farmers are lacking the required entrepreneurial skills required for the success of their businesses. In view of this, Pyysiäinen, et al. (2006) suggest further study on the entrepreneurial skill in relation to the entrepreneurial intention.

Apart from entrepreneurial orientation and entrepreneurial skill highlighted above, environmental factor is also of serious concern for an effective entrepreneurial intention among the students. It has been observed that lack of enabling and supportive environment is a major challenge among the students in the academic institution towards building their intention on entrepreneurship activities (Abdullah et al., 2009; Indarti, Rostiani, & Nastiti, 2007; Lucky & Minai, 2011; Taormina & Lao, 2007). They all believe that the relationship between environment and entrepreneurial intention is worth investigating.

Despite all these, environmental factor in relation to entrepreneurial intention among students is yet to be examined within the UUM context. The Theory of Planned Behaviour by Ajzen (1991) assumed that certain factors such as behavior (orientation), characteristics (skills) and environment play vital roles in stirring individual intention in becoming what he/she wants to become. Thus, these factors entrepreneurial orientation,

entrepreneurial skill and environmental factors are assumed to influence entrepreneurial intention of an individual. In view of this, this study examined the influence of entrepreneurial orientation, entrepreneurial skill and environmental factors on the entrepreneurial intention among foreign students in UUM with particular interest in Nigeria students.

#### **1.4 Research Questions**

1. Does entrepreneurial orientation influence entrepreneurial intention of the foreign student in UUM?
2. Does entrepreneurial skill significantly related to entrepreneurial intention of the foreign student in UUM?
3. Is there any relationship between the environmental factor and entrepreneurial intention of the foreign student in UUM?

#### **1.5 Research Objectives**

1. To examine the influence of entrepreneurial orientation on entrepreneurial intention of the foreign student in UUM.
2. To examine the influence of entrepreneurial skills on entrepreneurial intention of foreign students in UUM.
3. To determine the relationship between environmental factor and entrepreneurial intention of the foreign student in UUM

## **1.6 Scope of the study**

Basically, this study attempts to determine the relationship between entrepreneurship orientation, environmental factor, entrepreneurial skills and entrepreneurial intention of the foreign students in UUM. Therefore, the study would be limited the foreign students in to UUM. Currently, UUM is one of the Malaysian universities with high number of foreign students, due to the management and business courses it offers.

Secondly, the study is also restricted to Nigerian students in UUM. Currently, Compared to other nationalities, Nigeria is one of the countries with the highest number of students. These students are perceived to possess some level of entrepreneurial skills which are reflected in their academic activities.

## **1.7 Significance of the study**

First, it is expected that the study would be of benefit to universities across the globe particularly those with a high number of foreign students. The study would serve as an avenue of sharing ideas between the host community and the foreign student. Again, it would provide a guide line to policy makers, which would motivate students to participate in entrepreneurial activities.

Secondly, it would also be beneficial to the policy makers and those who are responsible for designing entrepreneurship and economic program and policies as it will provide vital information regarding the involvement of foreign students on the economic growth and development of the host country. With Malaysia targeting RM 600 Billion by

2020 (Chi, 2011), foreign students if allow to participate in entrepreneurship would help Malaysia to achieve its target. More so, foreign students will partner with the locals and as such generate employment for the sustainability of the economy.

Thirdly, looking at the dominance of the Chinese in entrepreneurial activities in Malaysia may not be unconnected to their exposure and interaction with other people worldwide. Since culture is believed to be a shaping factor in entrepreneurship (Shinnar, Giacomini, & Janssen, 2012), allowing foreign student to participate in the entrepreneurial activities would help more Bumiputera to learn entrepreneurship of people with different culture.

Lastly, the findings obtained in this study are expected to provide additional insight for the entrepreneurial intention literature with particular interest on the foreign students which will be a source of further inquiry in this area of study.

## **1.8 Definitions of terms**

### **1.8.1 Entrepreneurial orientation**

This is operationalized as individuals' predisposition to recognize entrepreneurial process, practices and decision-making as characteristics by a preference for innovativeness, proactiveness, and risk-taking (Matsuno, Mentzer, & Özsomer, 2002). For this study, entrepreneurial orientation is conceptualized as the awareness of an individual towards entrepreneurial activities such as innovativeness, proactiveness, and

risk-taking. Entrepreneurial orientation as the individual behavior in terms of participating or taking up entrepreneurial activities, the behavior can be positive or negative. These entrepreneurial activities can be performed from a new or existing business.

### **1.8.2 Environmental factors**

Frederick, Kuratko and Hodgetts (2006) described environmental factors as those elements outside the organization that impact on the organization either positively or negatively. According to Baldacchino and Dana (2006), external factor which he called external components play significant role in the creation of a viable organizations. In other words, they are indispensable in ensuring the success of any business organization regardless of their size. Accordingly, Baldacchino and Dana, (2006) noted that the external factor which is also called environmental factors influence success since it provides a conducive environment for people as well as organization to flourish. According to Fini, Grimaldi, and Sobrero (2009c), environmental factor is defined as support and influence from outside the organization which is referred to as environmental support and environmental influence. Therefore, in line with Fini, et al. (2009c), this study operationalized environmental factor as environmental support and environmental influence that are capable of influencing entrepreneurial intention of the foreign students.

### **1.8.3 Entrepreneurial skills**

Based on the study by Lucky (2013), entrepreneurial skill is operationalized as the ability and knowledge of the potential entrepreneurs required from them to effectively achieve their entrepreneurial intention.

### **1.8.4 Entrepreneurial intention**

Bird (1988) described intention as the state of mind directing a person's attention (e.g. experience and action) toward a specific object (goal), or a path, in order to achieve something (means). According to Tubbs and Ekeberg (1991), intention can be described as a cognitive representation of the objective (or goal) one is striving for and the action plan one intends to use to reach that objective. Building on this, entrepreneurial intention is therefore conceptualized as attitude, behavior and action towards becoming an entrepreneur.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section presents the body of knowledge, concepts and theories that relate to the subject matter of the study. The essence is to create and provide a detailed explanation of the basic concept related to the study. Some of the key issues reviewed and synthesized include the four variable of the study. They are entrepreneurial orientation, entrepreneurial skills, environmental factors and entrepreneurial intention, as well as the overview of UUM and Nigerian students.

#### **2.2 Conceptualizing Entrepreneurial Development**

The concept of entrepreneurship has been considered as a major bedrock for economic development (Klandt & Volkmann, 2006). Entrepreneurship becomes the most common word in business circle in the 1980s, with the idea of individualized zeal and aspiration of becoming entrepreneurs which led to the concept of intrapreneurship or entrepreneurship used by corporation. The main aim of people engaging in entrepreneurship activities is said to be wealth and freedom which will positively affect the economy. However, firms and organization used entrepreneurship through innovativeness to gain competitive advantage over its rivals.

The definition and usage of the concept of entrepreneur and entrepreneurship largely depend on a deep understanding from the perspective of different scholars and researchers alike. Accordingly, Arowomole (2000), stated that Entrepreneurship development is dated back to the period of individuals in a society or country in terms of ability and rigidity to take bold decisions. On his assertion, individuals within the community or society come up with new or modify things due to the love they have for adventure and enterprising. That is, entrepreneurship is as a result of the ability, passion, zeal, and intention of engaging in entrepreneurial activities targeted at providing dynamic change to themselves and the economy in general. This is done through to creation of employment that will provide wealth to individuals and the country. Hence, any activity that will improve and develop the economy is entrepreneurship.

Furthermore, Schumpeter (1934) defines the concept of entrepreneurship as the continuous innovation and creation of new products and services that will replace the old ones in terms of value and efficiency (Ireland, Hitt, & Sirmon, 2003). In his own opinion creative destruction is a process of coming up with something new, as a result of mixture of existing and the new innovation. Gartner's (1985) defines entrepreneurship as "the emergence of new organization", this definition is in line with that of Low and MacMillan (1988) who defined entrepreneurship as "the creation of new enterprises".

While Cromie (2000) describe Entrepreneurship as the initial foundation laying and building of a new business rather than managing or supervising one. On his assertion



he sees entrepreneurship as the way of identifying opportunities in a situation in which people see problem and chaos. Entrepreneurship deals with the ability and willingness to build a team that will be used to compliment the skills and talents of an entrepreneur.

Entrepreneurship is the process of recognizing an opportunity and ability to take and manage risk, through organizing, planning and coordinating resources that will lead to the development of new product or services (Gibb, 2002). Timmons and Spinelli (1994) defined entrepreneurship as the process of identifying an opportunity through critical thinking, reasoning that will lead to a holistic approach to business creation with balanced leadership. Shook, Priem, and McGee (2003), viewed entrepreneurship as the individual entrepreneurial characteristics and how they relate with their environment in order to discover, evaluate and exploit opportunities. Darren and Conrad (2009) defined entrepreneurship as a situation of discovering, evaluating and exploiting and opportunity by an individual. Similarly, Ogundele (2007) identified entrepreneurship as the process of recognizing opportunities, resource mobilization in order to benefit from such opportunities that exist through risk taking of providing goods and services to the people. Kuratko (2004) explain that entrepreneurship is not restricted to just creation of business, even though it is an integrals part. “Entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Essential ingredients include the willingness to take calculated risks in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal needed

resources; and fundamental skill of building solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion” (Kuratko & Hodgetts, 2004). The critical factor included in this definition makes the definition to be integral one that is needed for this phenomenon.

### **2.2.1 Who are Entrepreneurs?**

Similarly, there is no universally acceptable definition of entrepreneurs, even though there are a number of definitions by various authors (Rebecca & Benjamin, 2009). The word entrepreneur originates from a French verb “entreprendre” meaning to undertake (Ahmad & Seymour, 2008). Entrepreneur to an economist is any individual that combines the factors of production (resources) to add value to him and the society. Differently, a psychologist sees an entrepreneur as an individual that is been driven towards achievement of certain need, which will lead to the accomplishment of a particular goal. While to a business man, the word entrepreneur may mean something different, depending on the relationship that exists between the two (business man and entrepreneur). If it is a new thing then it will be a threat and a competitor, but if it is an ally like supply or customers which will help in solving a problem in order to achieve effective and efficient utilization of resources and also create job (Hisrich, Peters, & Shepherd, 2005). Precisely, it is described as the process of establishing and managing of venture.

Ahmad and Seymour (2008) reported that Richard Cantillon (1680- 1734), was the first person to use the word entrepreneur, Cantillon was an Irish-French economist. He stated that this can be traced in his article “Essai sur la nature du commerce e general (Easy on the nature of trade in general)”. He defines the word entrepreneurs as people ready to make a decision while uncertain about the result, using the factors of production to produce goods and services at a price that will ensure a profit. He also states that entrepreneurs are risk takers, innovators that have an indispensable role for the development of the economy. Similarly, Deakins and Freel (1996) cited Say (1821) also concur the vital role played by entrepreneurs towards economic development and change. Solomon (2007) defined entrepreneurs as “innovative, action- oriented people who, by devoting time and effort, create something different with value added”.

Entrepreneurs take a high in terms of time, money and the comfort of their live with the expectation of higher return in cash and kind. Entrepreneurs are individuals that are in dear need of change through recognition of opportunity in places others see problems, danger or confusion (Kuratko, 2007). According to Johnson (2001), an entrepreneur is an individual that recognized and seized opportunity through innovation or developing additional value to an existing product that will generate new market ideas, money and skills while assuming the risk and profit alone. Duygulu (2008 ) on his part summarized an entrepreneur as an individual that create a new business in a place where there is none.

## **2.3 Important of entrepreneurship**

The concept of entrepreneurship is considered as an integral part of economic development by both researchers and decision makers. Three levels or perspectives of entrepreneurship have been identified by Ireland and Webb (2007), they are individual, organization and societal levels. The role of entrepreneurship cannot be overemphasized as it plays a significant role in job creation which have a direct impact on the economy, and also increase revenue, tax, creativity and innovation in the country (Audretsch & Thurik, 2001; Hart, 2003). The process or idea of coming up with new products, service innovation can best explain the role of entrepreneurship at the organization level. The actions will enhance the performance and profitability of the organization as a result of an increase in the level of satisfaction of the customers (Ireland & Webb, 2007). At the individual levels entrepreneurship encourage individuals to develop their skill through opportunity recognition which will lead to the formation of new products or services, which is as a result in the dynamism of the environment and the competitive nature of the businesses (De Jong & Wennekers, 2008; Donald & Goldsby, 2004).

### **2.3.1 Function and roles of entrepreneurs**

The role of an entrepreneur in the development of the economy cannot be over emphasized, as several scholars (Hwang & Powell, 2005; Volkmann & Tokarski, 2009) have identified the role entrepreneurs played in the economy of a particular country. However, Rebecca and Benjamin (2009), reported that the role of entrepreneurs in the

economic activities of a nation or country was first recognized and reported by the Austrian School of Economics in the 1800s. Similarly, with the great interest of research in this area by scholars recent literature have identified several roles and function of entrepreneurs which originate from the generation of an idea, actualizing the idea into reality, the operation and the sustainability of the actualize idea.

The role of an entrepreneur in actualizing their dreams as identified by Kumar (2011) includes the identification of new marketable products or services, planning, formulating, implementation and evaluation of the policies and programs associated with marketing, product design and the organizational structure of the new product or business. Some of the key functions of the entrepreneurs as identified by lucky (2011) are:

1. Risk-bearing function,
2. Innovative function,
3. Organizational function,
4. Managerial function, and
5. Decision making function.

#### **2.3.1.1 Risk bearing function**

The aspect of risk taking is considered as the basic or key factor of becoming an entrepreneur. According Kumar (2011), see risk taking as the core function of been an entrepreneur. However, Lucky and Minai (2011) argued that even though risk taking is the main difference between an entrepreneur and non-entrepreneurs the need for taking

calculated risk is an important factor of successful entrepreneurs. Kumar (2011) explain further that the main reason of taking risk is to maximize profit as a result of changing in the way and manner consumer used certain goods, or as a result of new development (innovative) that will provide a solution to certain problem.

#### **2.3.1.2 Innovation function**

There are still continuous arguments by experts and scholars in the field of entrepreneurship on whether innovation is the key factor of an entrepreneur. The way in which the entrepreneurs perform the function of innovativeness is associated with the development of new product or services, modification of old product to solve a new problem and ideas and information. Entrepreneur's innovation can be related to many ways such as identifying new markets for an existing product, discovering new things and ways of doing things etc.

Subsequently, Peter Drucker defines the term innovation to include all the process of creating new wealth as a result of coming up with new things or modification of old ones to achieve additional wealth. From this definition it is vividly clear that all the concern of an entrepreneur is the process of transforming his idea into wealth, which should have a positive relationship between innovation and economic development that will cause significant changes to the society.

### **2.3.1.3 Organizational Function**

It is generally believed by economist that the basic factors of production are land, labor, capital and entrepreneurship. The fact that these are the basic factors for production does not mean that they can do without each other, i.e. they need coordination, and organization in other to be effectively utilized to achieved the set economic goals and objectives. Thus, for the achievements of the said goals and objectives the entrepreneurs are identified as the person that will provide the basic function of coordinating and organizing these factors of production (land, labor, capital and entrepreneurship). The process of identifying an idea, getting the means of how to actualize that dream and the production of the said product by the entrepreneurs need the selection, organization and supervision of qualified individual that acquire the desired skills and expertise by the entrepreneurs. Based on this, entrepreneurs are seen as having managerial function in controlling organizational resources in other to expand and manage the capital of the organization efficiently and effectively.

### **2.3.1.4 Managerial Function**

The process of ensuring the continuous and effective success of the organization through the coordination and supervision of the daily routine activities that will ensure profit cannot be over emphasized. The effective and efficient way in carrying out these activities are part of the function of entrepreneurs (Lucky & Minai, 2011). The main goal and objectives of the business, policy formulation, implementation, and evaluation,

product and market analysis, determining the labor force and the design of the day to day activities are some of the main function expected from entrepreneurs. The basic function perform at this level by an entrepreneur as identified by Henry Fayol are planning, organizing, coordinating and controlling. However, Kumar (2011) indicates that for the business to be efficiently and effectively managed, the entrepreneur must be able to logically and scientifically provide the basic managerial function. Even though this function are usually delegated to the top level and middle level manager of the organization, the entrepreneurs usually oversee all these managers and provides advice, solution when the need arises in order to avoid problems.

#### **2.3.1.5 Decision Making Function**

Decision making process is very important and therefore very difficult to be performed especially in human life due to the uncertainty of the nature of business and its environment. Thus, the act of decision making by entrepreneurs usually becomes a very big challenge to perform, since they are the owners of the business. However, that entrepreneurs are the major decision makers of their businesses was fully acknowledged by (Kumar, 2011). He identified certain areas, in which entrepreneurs make a decision about their organization to include objectives and goals of the business, organizational structure, development, financing, business partners, market and business strategy, product development as well as social responsibility to the host community.



## **2.4 Entrepreneurial intention**

Over the years, several studies have been conducted on entrepreneurial intention mostly using the popular Ajzen's model theory of planned behavior. This theory mainly explains the relationship between intention and attitude and the actual behavior of an individual. The theory was based on the assumption on the relationship between three different but also related factors, that are considered to be the main determinants of planned behavior (intention) and the real or actual behavior to perform a certain task. The theory is more concern with the individual behavior that is under his control. These related factors have been categorized into three (1) Attitude is defined as the degree to which an individual minds favors or otherwise certain behavior at a particular time. (2) Subjective norms refer to the perceived social pressure that will make an individual perform an act or not. The last one is the (3) perceived behavior control which is explained as the strength of the intention of starting a new business.

Just like entrepreneurship the concept of entrepreneurial intention has been defined by several authors. For example Bird (1988), defined the concept of entrepreneurial intention as the mind sets that directs, guide, coordinate and control the basic concept (action) of new business development, implementation and evaluation. Katz and Gartner (1988), highlighted that entrepreneurial intention is made of up of many dimension that can be classified as internal and external locus. Many studies have used entrepreneurial intention as dependent variable (Chen, Greene, & Crick, 1998). The concept of entrepreneurial intention is mostly associated with the process of creating of a

new business or adding new things in an old business. Similarly, Tubbs and Ekeberg (1991) in their own definition describe that intention as a cognitive of both the objectives, goals and action one is aiming to achieve in accordance with the said objectives.

From the above definitions it is evidently clear that the entrepreneurial intention of an individual originates with the idea and aspiration of becoming an entrepreneur (Delmar & Shane, 2003). Similarly, Krueger Jr, Reilly and Casrud (2000) also stated the idea of commencing a business or becoming an entrepreneur cannot be a surprise but as a result of the intention and attitude of an individual. They also identified entrepreneurial intention as the basic factor of becoming an entrepreneur as compared to other factors like culture, policy, external stakeholder and corporate structure and strategy. Lucky and Minai (2011) argued that the possibility of an individual of becoming an entrepreneur may be influenced by his attitude. This is as a result of the type of attitude of the individual towards his intention, which can be considered to be positive or negative. It is assumed that a positive intention will help, motivate and guide in the realization of the individual intention, while the negative will just do the opposite by discouraging and demoralizing the intention of an individual.

Entrepreneurial intention is also defined by Thompson (2009) as the self-acknowledged conviction of the individual mind in the possibility of starting up a new business with a sincere and dedicated plan to do so at a certain point of time. He went further to state that the concept of entrepreneurial intention is determined by the strength of intention of starting up a new business. This is in line with the assumption of the Ajzen's

theory which explains that the higher the intention the higher the possibility of displaying the behavior (Ajzen, 1991). In fact, it has been strongly established that entrepreneurial intention is a validated determinates of the entrepreneurial activities of an individual, as such studying the entrepreneurial intention clearly helps in understanding the antecedents that predict entrepreneurial intention (Bird, 1988; Davidsson, 1995; Ismail *et al.*, 2009; Krueger Jr *et al.*, 2000; Liñán, 2004; Peterman & Kennedy, 2003).

In the past they are various studies on entrepreneurial intention and other variables, with the aim of examining relationship and factors that determine the intention of becoming an entrepreneur. For instance Samuel, Ernest, and Awauh (2013) investigate an assessment of Entrepreneurship Intention among Sunyani polytechnic marketing student. The study which uses a survey design methodology collected data from 136 students, including both male and female using a convenient sampling. The study shows that intention of students to become entrepreneurs is high and that students high interest in becoming entrepreneurs.

The study of Liñán, Rodríguez-Cohard and Rueda-Cantuche (2011) was conducted on 354 samples of final year students of business and economy, with the main aim of examining the factors affecting entrepreneurial intention. The study uses feasibility, personal attitude, perceived social norms to check the entrepreneurial intention of the sample students. Equally the study found that “Promoting Entrepreneurial” Policy is not only about convincing people to start-ups but also,

increasing the number of individuals seeking these options, through ambitious education initiatives.

Similarly, Díaz-García and Jiménez-Moreno (2010) in their study the entrepreneurial intention: the role of gender. They argued that gender can be a major player in determining entrepreneurial intention as a result of the general agreement from previous research, based on the assumption of theory of planned behavior (TPB), that attitude determines entrepreneurship intention. The researchers found that men are more likely to have thought about intention of forming a new firm than of being determined to do it. Only 16% male students have intention of creating a firm as compared to their female classmate who did not intend to form a firm. Therefore gender has a direct impact on entrepreneurial intention.

Fitzsimmons and Douglas (2011) also conducted a similar research on the interaction of the feasibility and desirability of that leads to entrepreneurial intention. In their study they Use age, gender, education, prior income, experience and perceived feasibility to see if there is any relationship with entrepreneurial intention of 414 MBA Students taking Entrepreneurial Course in Australia, China, India & China. The Results indicate that when both Perceived Feasibility & Perceived Desirability are high, Entrepreneurial intention is high. And also when either Perceived Feasibility or Perceived Desirability is high, and other variables are low still entrepreneurial intention will be high. This combination either low/high or high/low represents accidental & inevitable entrepreneurs respectively.

Also Autio, Keeley, Klofsten, Parker and Hay (2001) study the entrepreneurial intention of students in USA. The study was conducted using the theory of planned behavior adopting a sample of four different business schools from four countries; this gives enough and robust possibility of comparing them in other to see the entrepreneurial intention of these schools. The study shows that all the three factors identified by Ajzen's theory of planned behavior were found to be significant in terms of determining the entrepreneurial intention of the students. Also when compared with the school only London business school students were found not to be significant in relation to subjective norms and entrepreneurial intention. Additionally, Drennan and Saleh (2008) examine the dynamics of the entrepreneurship intention of MBA student with focus on Asian developing countries. According to them the study on developing countries was limited as such sees the need for the study. The study was conducted using 378 respondents from Bangladeshi MBA students. The result shows that difficult childhood, frequent relocation of parents and also the business background of the family are found to influence the entrepreneurial intentions of the students.

Similarly, a study conducted by Sánchez (2011) on the impact of the entrepreneurial competency on the intention of creating new businesses. The study was conducted using university student numbering 864 with 403 taking a programme and 460 are in the control group. The study test the relationship between entrepreneurial intention and self-efficacy, the result of the findings indicates a difference in the competencies and

intention of the students. For example the students in the programme are more in terms of their competencies and intention as compared to the control group.

The above few reviews have no doubt clarify that a lot of researchers have studies the relationship that exists between entrepreneurial intention and other factors such as self-efficacy, skills, education and so on, as such this study will utilize entrepreneurial skills, entrepreneurial orientation and environmental factors to determine the entrepreneurial intention of the student.

## **2.5 Entrepreneurial Orientation**

The idea of the concept of entrepreneurial orientation can be traced back to Miller (1983), who provides significant insight especially at the firm level. He suggested that an entrepreneurial firm is one that "engages in product market innovation, undertakes somewhat risky ventures, and is first to come up with 'proactive' innovations, beating competitors to the punch" (1983: 771). In his own view "innovativeness," "risk taking," and "proactiveness" are the key factors of entrepreneurial firms. Many researchers such as (Covin & Slevin, 1989; Naman & Slevin, 1993) adopted the concept of entrepreneurial orientation on the original conceptualization of Miller (1983). However, Lumpkin and Dess (1996) based on the concept of Miller (1983) incorporate two more characteristics which are autonomy and competitive aggressiveness. According to them, autonomy is defined as the possibility of an individual or groups develops an idea as well as executing the idea without any intervention, control or supervision. While, competitive

aggressiveness is described as the possibility of an individual to directly and intensely question the strategy and challenge the performance of its industrial rival.

In the past, several studies (Lumpkin & Dess, 1996; Sama-Ae, 2009; Taormina & Lao, 2007; Uddin & Bose, 2012) have been conducted in order to test entrepreneurial intention and other factors consider influencing entrepreneurial intention such as environment, skills, gender, religion, employment status, family Background and Personality type. For instance, a study conducted by Wiklund (1999) on the relationship between entrepreneurial orientation and firm performance. The study which was conducted using Swedish small firms, the findings of the study indicates a positive relationship between entrepreneurial orientation and firm performance. The findings also indicates that this relationship increases over time, it also shows that investing in entrepreneurial orientation is very good for small firms as it will yield a high return in the long run.

In addition, a study conducted by Bhuian, Richard and Shamma (2012) on the relationship between, entrepreneurial orientation and organizational performance: the managerial traits, using the need for achievement, tolerance of ambiguity and individualism. The study which was conducted on 475 banks with a total response rate of 262 representing 55% of the population found that the role of entrepreneurial orientation to the performance of the organization has more impact than managerial traits even though both serve as an indicator. Similarly, Smart and Conant (2011) also examined the entrepreneurial orientation using a business people comparing them in terms of high,

medium and low level of EO in relation to distinctive marketing competency and organizational performance. The result shows that EO is significantly and positively related distinctive marketing competencies and organizational performance.

Pihie and Bagher (2011) examined the entrepreneurial attitude orientation of Malay secondary school students in relation to self-efficacy. The study was conducted using the descriptive approach in order to examine the entrepreneurship intention among the secondary schools of Malaysia. A set of questionnaire was distributed to 2,574 students that were randomly selected in order to test their entrepreneurial orientation and self-efficacy. The findings of the study indicate that a moderate high entrepreneurial attitude toward entrepreneurial intention. The students see them self as entrepreneurs in the future as they have high self-esteem and need for achievement.

The study conducted by Bhuian *et al* (2012), investigates the relationship between entrepreneurial orientation and organizational performance. The need for achievement, tolerance of ambiguity, conformity and individualism was used as factors to measure the organizational performance. The study was conducted on 475 bank branches, however only 262 response to the questionnaire. The finding of the study indicates that the entrepreneurial orientation is strongly and directly related to organizational performance than managerial traits, even though both are determinants.

Bolton and Lane (2012) also conducted a study in order to develop an instrument that will be used to test the entrepreneurial orientation of an individual. The study used a total of 1,100 student's respondents to generate and validate the instrument. The items



were developed based on the Lumpkin and Dess definition of entrepreneurial orientation in which they added two more factors to the original three. However only three out of the five (innovativeness, risk taking and proactiveness) are found to be significantly related to individual orientation, the remaining two (aggressiveness and autonomy) are found to be of no significant to individual orientation.

Additionally, there are other studies conducted using individuals in testing their entrepreneurial orientation (risk taking, innovativeness and proactiveness) in relation to organizational performance. Some of the studies (Janssen & Van Yperen, 2004; Seibert *et al.*, 2001) all found that a significant relationship exist between individual entrepreneurial orientation and organizational performance.

## **2.6 Environment Factors**

The reaction of the environment is felt by both entrepreneurs and the business; this is because neither of them acts in a vacuum (Peters & Waterman, 1982). As such the entrepreneurs and business have to relate in one way or the other, through the exchange of goods and services, human capital and resources with the larger society. The critical factors for the development and sustainability of entrepreneurship in the country or region are referred to as an entrepreneurial environment (Gnyawali & Fogel, 1994). Ogundele (2007) describe environment as all the conditions and influences affecting the development of an organism or organization. Van de Ven (1993) is of the view that that for any study on entrepreneurship that disregard environment is insufficient and

incomplete. Environment has been widely identified as one of the key players that ensure, and dictate the continual survival and continuation of the business (Arowomole, 2000).

Obviously, the assumption and perception of people to engage in business is encouraged by supportive environment irrespective of the region or specialty of the business. Gnyawali and Fogel (1994), classify entrepreneurial environment as policy and programs of the government, entrepreneurial skills, socioeconomic conditions, financial and non-financial support.

### **2.6.1 Environmental support**

The business environment plays a very vital role in influencing entrepreneurial activities, which many scholars associated it with the role of government in promoting entrepreneurship. Some of the roles of the government come in terms policies and programs such as of funding, externalities, and infrastructures that shapes the real local context. In addition, the university environment (environmental support) is also identified as vital mechanisms that influence entrepreneurial activities (Fini et al., 2009c; Morris & Lewis, 1995). The way and manner in which government provides support to entrepreneurs will go a long way in encouraging and motivating people to be entrepreneurs, this support can be inform of grant, tax holiday and even government patronizing the said product or services. Several scholars have identified certain resources which they classified as tangible and intangible that makes the environment very supportive in relation to entrepreneurial activities (Beck, Demirgüç-Kunt, & Maksimovic,

2005; Niosi & Bas, 2001). Some of these resources identified include financial support, training, business idea and plan competition, soft loan, and most importantly the physical structure within the local environment. Moreover, the roles of university support have been identified as a major factor of promoting and enhancing entrepreneurial activities. Even though it is believed that the type of support of the university will differ as a result of the kind of policies and programs available in the university. In view of this, technology available and consultancy offices available, physical resources and access to university business loan are identified as some of the supports needed within the university environment (Mian, 1996).

### **2.6.2 Environmental influences**

The influences deal with the nature and characteristics of the environment in terms of competitive nature and changes, which are the normal circumstances in business. It is assumed that the higher the dynamism of the environment the higher the need for innovation in order to meet the demand of the changing environment (Fini, Grimaldi, Marzocchi, & Sobrero, 2009b). Fini *et al.* (2009b) reports that company operating in different markets will tend to have more experience in terms of dealing with customers and competitors, as they will have more idea to apply as a result of the diversity of the markets they operate. They also argued that the greater the number of diversity with the organization the greater the entrepreneurial activities in terms of innovation. This is as a result of the understanding and perception of different structures, policies and programs,

as well as the personnel and administrative differences that will display. The combinations of all this difference will be motivate, educate and guide individual in conceiving and developing new ideas (Miller & Friesen, 1983).

### **2.6.3 External factors**

Some of the definitions of environment were based on external and internal factors. The definitions of external factors have been defined by various scholars who use it differently e.g. some will define it referring it to the situation in the environment, while other sees it as a condition or characteristics of the environment. Hashim (2005) described external factor as those element in the environment that can manipulate the success or failure of both the success of business and that of an entrepreneur. It has been reported that the role of the external environment such as government policy, infrastructure and capital can determine the success and failure of the business (Arowomole, 2000; Hashim, 2005).

Accordingly, Kader, Mohamad and Ibrahim (2009) affirmed that eternal factors could assign boundaries to firm's performance and firm's decisions and on the other hand provide opportunities from the environment. Similarly, Van de Ven (1993) argued that any study in the field of entrepreneurship which does not regard variable such as environment should be regarded as insufficient and incomplete. He asserted that research in entrepreneurship should try to look at or view entrepreneurship in a social system

perspective which on the other hand gives attention to external environmental conditions; it should be considered more appropriate in the explanation of firm performance.

Abdullah, *et al.* (2009) noted that environment plays a positive impact on the development of small firms in the society to the extent that it influences entrepreneurial activity. Accordingly, several studies e.g. Uddin and Bose (2012) found a strong correlation between the environment and the entrepreneurial intention. Their study suggests that the relationship between environment and entrepreneurial intention is worth investigating. Similarly, Taormina and Lao (2007), pointed out that environment has a strong influence on every individual. They argued that the environment can encourage or discourage them from becoming entrepreneurs. For example, an individual is likely to be interested in becoming an entrepreneur in an environment that promote business while on the other hand, an individual may not have interest in business or entrepreneurship activities where the environment does not promote the business. According to Lucky and Minai (2011) environmental factor plays crucial role in determining the probability of individual becoming entrepreneurs. They argued that enabling environment would help people to think of becoming an entrepreneur. Also, the study by Indarti, Rostiani, and Nastiti (2007) found that the environment is a significant factor in influencing entrepreneurial intention among Asian students.

Supporting this, Arowomole (2000) noted that the various factors, forces and actors (infrastructures, government policy, capital etc) that make up the external determinant could be a problem or opportunities to the entrepreneurs and therefore could

effectively determine or influence the firm performance or the performance of the entrepreneurs themselves. Kuratko, Hornsby and Goldsby (2004) argued that external factors could directly or indirectly affect or influence the entrepreneurial or business decisions thereby also affecting the firm performance.

Ahmed, Aamir and Ijaz (2011) also conducted a study to measure the effort of government in trying to reduce unemployment in the country. The researcher understands that entrepreneurship is not only influence by attitude and personality but also required a conducive and supportive environment for it to be successful. They argued that external factors are mostly ignored in various studies, which makes it vital in order to overcome these challenges. The data was collected from 200 Pakistani students in order to analyze the entrepreneurial intention in relation to social and economic factors as well as personality trait. The study found a significant relationship between external factors and entrepreneurial intentions as well as social factors, but the economic factors were found to have no influence to the student intention.

## **2.7 Entrepreneurial Skills**

The need for an entrepreneur to obtain or acquire certain skills for him/her to be successful cannot be over emphasized. According to Green, Jones and Miles (2012), there is no general consensus on what the definition of skill should be. In other words, authors are yet to agree on a universal definition of skill. Generally, Lucky and Nurahimah (2013) defined skill as the ability and capacity to do something. Wickham

(2006) also defined skill as the knowledge that is best described by an action. The word “skill” is synonymous with any of the following words; “ability”, “competence”, “knack”, “aptitude” and “talent” and its interpretation varies according to languages.

Ogundele (2007) described skill as the ability and the capacity to do things. Skill has been used in many different contexts and disciplines (Adeyemo, 2009) such as entrepreneurship skill, teaching skill, football skill and so on. In entrepreneurship context for example, skill has been identified as one of the most important factors required by the entrepreneurs to be successful in their entrepreneurial practices, including those that have intention to become entrepreneurs. Kilby (1971) also strongly advised to possess the necessary entrepreneurial skill that would make them successful entrepreneurs. According to Arowomole (2000), entrepreneurial skill is an important component of entrepreneurship development which is required for a successful entrepreneurial practice. To him, entrepreneurs must have a range of skills such as managerial skill, organizing skill, coordinating skill and thinking skill. Ogundele (2007) described entrepreneurial skill as the ability to know the business very well. Kuratko and Hodgetts (2004) also defined entrepreneurial skill as the ability for the entrepreneur to be a generalist for proper planning.

Some other definitions of entrepreneurial skill reported by Adeyemo (2009) are as follows: Entrepreneurial skill is also defined as the skill in developing or creating a new thing that will add value to the society and generate monetary benefits to the entrepreneur. This skill is as a result of dedication in both tangible and intangible such as

time, effort as well as the ability of risk taking in achieving the reality of that idea (Hisrich & Peters, 2002). Olagunju (2004) argued that the entrepreneurial skill is the individual ability to create a new business through exploitation of an idea in order to benefit both the individual and the society.

In a similar definition by Salgado-banda (2005), he identified key factors or characteristics that defined entrepreneurial skill to include ‘self-belief, boldness, tenacity, passionate, empathy, and readiness’ that will motivate and encourage an individual to achieve certain objectives as a result of opportunity and risk taking. Kilby (1971) also explained that the “array of possible entrepreneurial skills encompasses the perception of economic opportunity, technical and organizational innovations, gaining commands over scarce resources, taking responsibilities for internal management and for external advancement of the firm in all aspects (of teaching enterprise)”. In his own view they are only two ways in which to define entrepreneurial skills, one, is by identifying the activities involved and secondly finding out what are the characteristics of these activities.

There are certain entrepreneurial skills needed to be possessed by an entrepreneur in order for them to be successful (Adeyemo, 2009). He argued that, believe by few individuals, that entrepreneurs are born not made is not true as he believed that entrepreneurial skills can be acquired through effort and time investment. The skills are:



### **2.7.1 Sales and marketing skills**

These are considered the basic skills needed by an entrepreneur. This skill involves the systematic way and manner in which the entrepreneurs will reach their targeted audience or market. This will give the audience the understanding and clarity of the need for that new idea or product that will lead to the acceptance of that product. In summary, it is the ability to sell a dummy for a lion. .

### **2.7.2 The financial know how**

The ability to plan and handle cash is very vital for an entrepreneur, as this will give him the advantage of using his resources wisely to gain competitive advantage over his rival. The function in this skill will include knowing when to hold more cash in order to meet unforeseen circumstance i.e. speculative function.

### **2.7.3 self- motivation skill**

The need for an entrepreneur to be self-motivated is very vital as only self-belief will make him successful in his quest to becoming an innovator or developer of a new idea. This is because most entrepreneurs are people who see and understand things differently from other people. They are always trying to find an opportunity in every single thing that another person sees as a threat or a problem. Also, this skill will also help the entrepreneurs to help in motivating people to also believe in themselves which will benefit the whole business.

#### **2.7.4 Time management skill**

A good entrepreneur is good in time management knowing fully that his idea or product must be available at a particular time and venue for it's to benefits from the said idea or product. The ability to plan and act upon the plan is considered one of the effective ways of managing day to day transaction of the business.

#### **2.7.5 Administrative skill**

This entrepreneurial skill is seen as a process of planning, organizing, directing, motivating and evaluating the overall business activities in order to achieve the said objectives of the business. The need for an entrepreneur to have administrative skill will surely help in making the full use and coordination of the above mention skills. Also, the administrative skill helps in planning and coordinating both human and other resources to achieve efficiency and effectiveness.

#### **2.7.6 Management skill**

The management skill involves all the skills of managing both human and non-human resources of an organization. This involves time and people management of the organization in other to achieve the said goal and objectives.

### **2.7.7 Technology skill**

This is the ability to use and manipulate the modern technological equipment or machine in order to come up with new products or services that will add value to you and the generality of the society.

### **2.7.8 Communication skill**

Are the abilities of persuading people to buy your idea or new product or services. This skill is very vital because only a well marketed idea or products will be sold. This skill clearly helps in explaining the main reason of the idea as well as the benefit of buying the said idea.

### **2.7.9 Problem solving skill**

The ability of an entrepreneur to solve the problem by providing solution is very vital, as this problem solving skills can involve the use of certain techniques to compare and contrast between various decision of the organizations or business in order to select the best.

### **2.7.10 Creative thinking skills**

The main difference between an entrepreneurs and non-entrepreneurs is the ability to think beyond the normal thinking of what people sees, this will lead to the development

of a new idea that will add value to an old product or services. The critical thinking skill provides a situation in which new and original idea or product are developed.

#### **2.7.11 Recognizing opportunity**

The ability to recognize and take an opportunity is a vital skill for entrepreneurs. This is because the opportunity is only recognized by creative thinkers that understand how to take advantage of any situation to turn it into a new idea or product. The opportunity seeker is always monitoring the trend and the changes as it happens, as this will give them an idea of how to plan in order to take full advantage of the situation.

Several authors have examined entrepreneurial skill and how it relates to entrepreneurial intention e.g. (Adeyemo, 2009; Levie & Hart, 2009; Liñán, 2008). In the study of Adeyemo (2009) among teacher on the entrepreneurial skills acquisition, found that individual that need to become entrepreneurs must possess entrepreneurial skills. In his views, teachers with entrepreneurial skill tends to contribute more in terms of educating students on the need for them to engage in entrepreneurship irrespective of their discipline. This means that there is a strong correlation between entrepreneurial skills and entrepreneurial intention.

Similarly, a study conducted by Liñán (2008) using the Ajzen's theory of planned behavior examined how skills and value perception affect entrepreneurial intention among students. The study was conducted on 249 university students using a structural equation model to test hypothesis, with the main objectives of determining

existence and reach of both skills and value perception. The result of the study indicates that both skills and perceived value are found to be significant therefore plays a vital role in the determination of entrepreneurial intention.

Moreover, the study conducted by Phelan and Sharpley (2012), on the entrepreneurial skills in relation with the competency of farm tourism with the aim of finding on how to diversify the farm tourism in other to generate more incomes as a result of sustainability and diversification. The findings of the study show that managerial skills are valued and vital to the farmers, however many of the farmers are found to be wanting or lacking in terms of entrepreneurial skills and business competency which are key requirements for the success of this diversification of the rural economy. Based on this it is clear that an entrepreneurial skill is significant to the success of the farm tourism.

Also the study of Pyysiäinen, Anderson, McElwee and Vesala (2006) also conducted a study on the how to develop entrepreneurial skills of farmers. According to them entrepreneurship focuses more on theoretical, practical and political interest. The study was necessitated as a result of the dynamic changes faced by agriculture as a result of changes in facilities and structure. The aim of the study was to understand the connection between agriculture and entrepreneurial skills. The finding of the study suggests the need for understanding of the different entrepreneurial skills needed by these farmers in terms of teaching, as some are more related to teaching than the others.

In the same vain Fini, Grimaldi, Marzocchi and Sobrero (2009a) also conducted a study on the foundation or factors determining the entrepreneurial intention of an

individual. The study was conducted on 333 entrepreneurs and new technology firms using the widely intentional theory of planned behavior. The study was used as a test to the theoretical model of micro foundation of entrepreneurial intention. The finding of the study also finds that psychological, individual skills and environment are all significantly related to determining the entrepreneurial intention of an individual.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

The aim of this study is to examine the entrepreneurial intention among the foreign students in UUM in relation to entrepreneurial orientation and environment. For the purpose of achieving the objectives of this study, discusses the procedure that was used which in conducting this study. a theoretical framework to be utilized in the study, Furthermore, the chapter also discusses the population of the study, sample size and sampling techniques, method used in measuring the variables, the research design/approach which was used in order to analyze the theorized relationships. Lastly, it discusses on conceptual definition, and hypothesis development and underpinning theory as well as data collection and analysis method.

#### **3.2 Underpinning theory**

The theory of Planned Behavior was first developed by Ajzen (1991). The theory was developed as an extension of the theory of reason action, the theory came into existence in other to plan and predict the behavior of an individual. TPB is considered as one of the major theories used in the study of intention (Fini et al., 2009b). It posits that understanding the behavior of an individual can be done through the identifying some key determinants; they are attitudes, subjective norms and perceived behavioral control.

The antecedence mentioned above highlight the desirability executing the behavior, while the last one explains how an individual can control the behavior (Krueger Jr et al., 2000). In other words, the higher the attitude, subjective norms and perceived behavioral control of an individual, the higher the possibility of becoming an entrepreneur. It is believed that the more the understanding of the antecedents of the intention the more possible for us to predict behavior and attitude. Similarly, Krueger Jr, et al (2000) also argued that TPB is considered as one of the leading theory in terms of robust and validity. Several studies have used the theory of planned behavior which is considered of great important in determining entrepreneurial behavior; examples are (Krueger & Carsrud, 1993; Souitaris, Zerbinati, & Al-Laham, 2007). For instance, examining the Douglas and Shepherd (2002) using the theory of planned behavior reports that attitudes, subjective norms and perceived behavioral control of an individual is very key in determining the entrepreneurial intention of an individual. Therefore, the use of TPB in this study assumed that certain factors such as entrepreneurial orientation, entrepreneurial skill and environmental factors influence entrepreneurial intention. Thus, theory becomes relevant to explain the relationship between entrepreneurial orientation, entrepreneurial skill and environmental factors, and entrepreneurial intention with the academic institution.



### **3.3 Past Models**

In an attempt to examine entrepreneurial intention, authors have proposed several models. Each model has its own merit and demerit. A few of these models are briefly examined below.

#### **3.3.1 Model from: Fini et al. (2009b)**

This model was proposed by (Fini et al., 2009b), the model emphasizes on the micro – foundation of entrepreneurial intention. It demonstrates that the individual skill, psychological characteristics, environmental support and environmental influence indirectly affect entrepreneurial intention. The model shows that the entrepreneurial intention is indirectly determined by four key factors which are highlighted above. The model seems relevant to the present study as some of the variables are incorporated into the present study. For example, the environmental support and environmental influence are classified as environmental factors, while technical; procedure and managerial skill are referred to as entrepreneurial skills in the present study. They are assumed to have significant influence on the entrepreneurial intention.

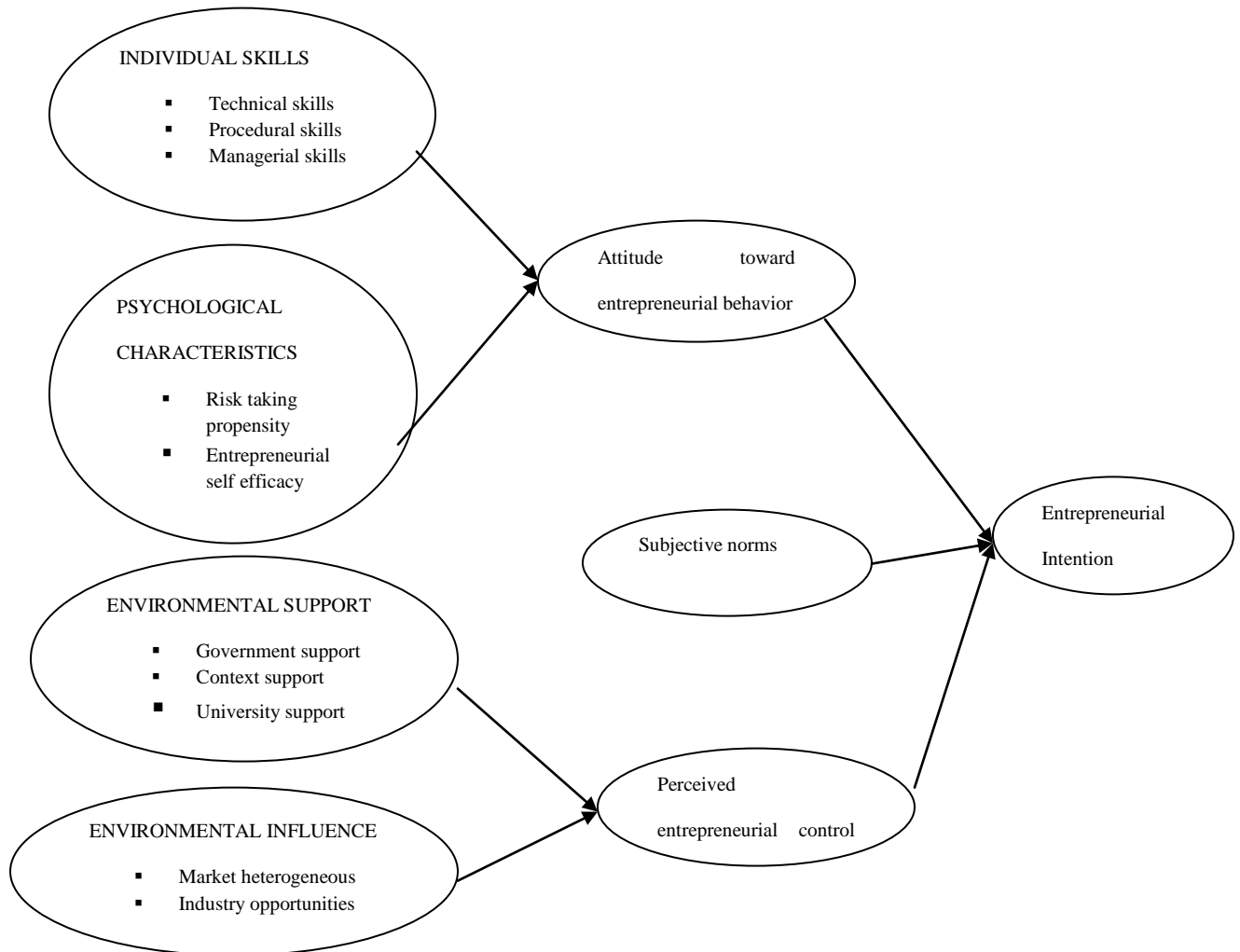


Figure 3.1  
*Conceptual model of the micro-foundation of entrepreneurial intention by (Fini et al., 2009b).*

### 3.3.2 Model from: Kristiansen and Indarti (2004)

The model is from the work of Kristiansen and Indarti (2004) in trying to test the entrepreneurial intention of Indonesian and Norwegian students. In the study they try to examine the differences in terms of economic and cultural contexts. Their study uses

entrepreneurial intention as the dependent variable, while demographic factors and individual background, personality and attitude and contextual element were used as the independent variables. Even though no variable is chosen from this model, it will help the researcher in his study as the model measure entrepreneurial intention of students.

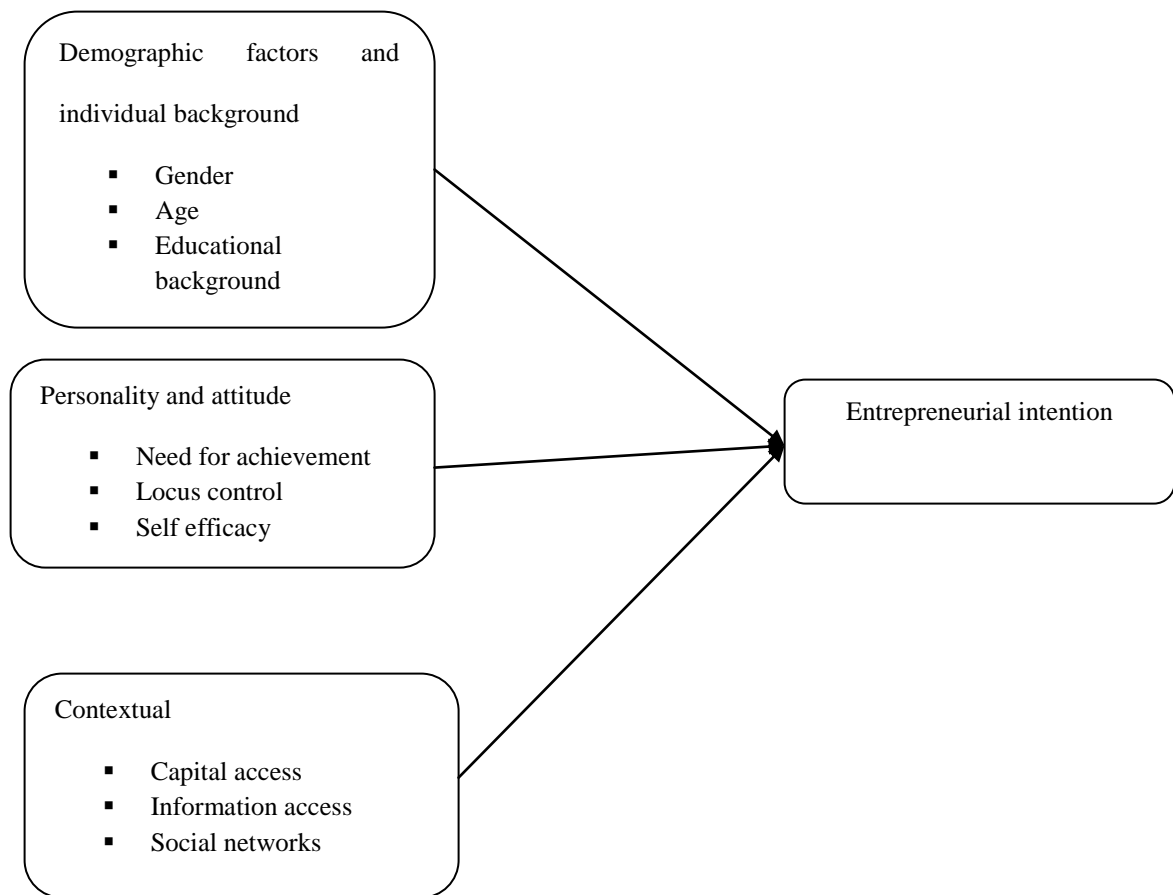
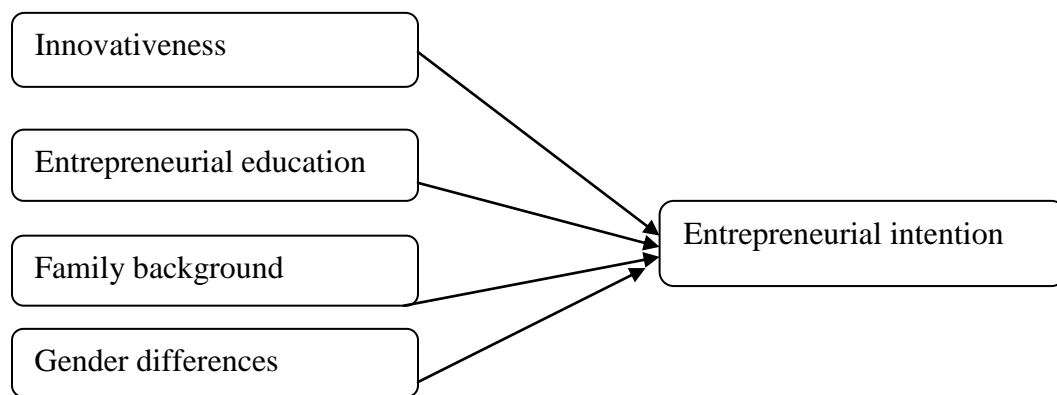


Figure 3.2  
*Entrepreneurial intention among Indonesian and Norwegians students (Kristiansen & Indarti, 2004)*

### 3.3.3 Model from: Ahmed et al (2010)

Ahmed et al. (2010) in their study on factors that determine the entrepreneurial career of students, using the difference in family background and gender. In their own view entrepreneurial intention of becoming an entrepreneur is not a day job, rather a continuous behavior that need to be natured and enhanced. The study used the person traits, education and demographic characteristics to measure the relationship with entrepreneurial intention. The study found a positive relationship with gender, age in determining the entrepreneurial intention of an individual. The study also proved the existence of positive relationship between entrepreneurial intention and entrepreneurship education.



*Figure 3.3*  
*Determinants of Students' Entrepreneurial Career Intentions: Evidence from Business Graduates (Ahmed et al., 2010)*

### **3.4 Research Framework**

The growing interest by researchers, government, stakeholders, management and entrepreneurs on entrepreneurial intention and orientation studies is evidenced in a large number of literatures. However, all of these constituents have a different concern on it. As such this study will observe the entrepreneurial orientation, entrepreneurial skills, environmental factors and individual skills as the independent variable, while entrepreneurial intention will be the dependent variable.

For this study, variable are selected based on the study and recommendation of Bolton and Lane (2012). Although some modification was made on the independent variables with an introduction of environmental factor and entrepreneurial skill as used by Fini et al., (2009b).

In essence, the framework of this study includes three independent variables with entrepreneurial orientation (innovativeness, proactiveness and risk taking). Environmental factor also has two dimensions i.e. environmental support and environmental influence and lastly entrepreneurial skills. On the other hand, entrepreneurial intention is the dependent variable which is measured using (Attitudes, subjective norms, and perceived behavioral control).

The framework can be diagrammatically represented as below to explain the IV and DV.

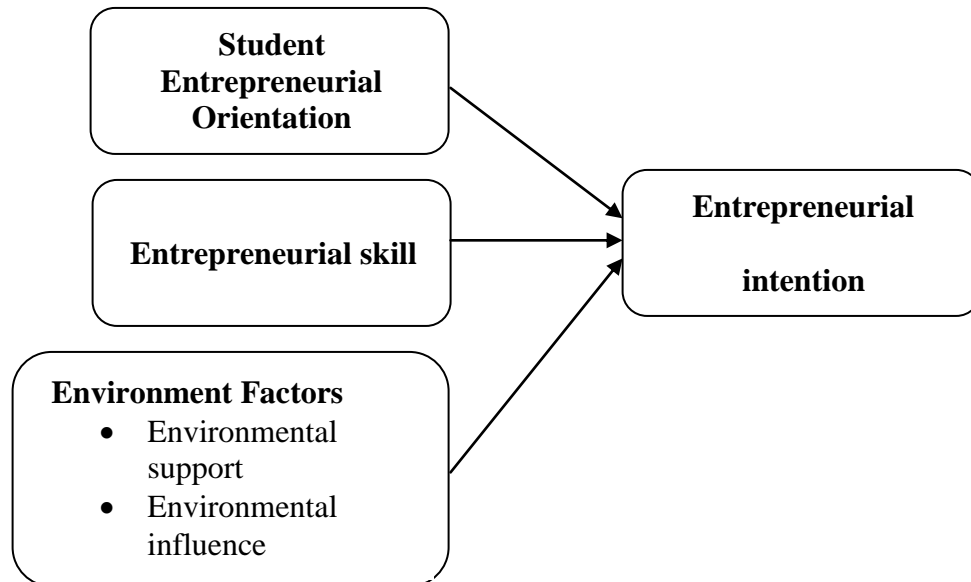


Figure 3.4.1  
*the conceptual framework*

### 3.5 Hypothesis Development

According to Zikmund, Babin, Carr and Griffin (2012), a hypothesis can be explained as yet to be proven statement that will explain certain facts or phenomena tentatively. The model by Fini et al., (2009b) proposed that entrepreneurial skill and environmental factors such as environmental support and environmental influence affect entrepreneurial intention while Bolton and Lane (2012), Janssen and Van (2004) and Yperen and Seibert et al. (2001) also reasoned that entrepreneurial orientation is significantly related to entrepreneurial intention. With respect to the above description and coupled with the research framework, the following hypotheses are hereby proposed in order to test the

influence of student's entrepreneurial orientation, environment on the entrepreneurial intention.

**H1:** Student's entrepreneurial orientation will significantly influence entrepreneurial intention

**H2:** Entrepreneurial skill is significantly related to entrepreneurial intention

**H3:** Environmental factors will significantly influence entrepreneurial intention.

### **3.6 Research Design**

Research design is considered as a road map for achieving the research objectives. It is defined as the basic structure in which all other parts of the research depends on; it is usually based on the research question (Cooper & Schindler, 2006). The study utilized a cross sectional research design. According to Creswell (2008), cross-sectional design can be defined as the process of collecting data and information of a sample or population once at a particular point in time. Similarly, Neil (2009) defined research design as procedures and method through which the researcher is expected to conduct the process of data collection and analysis. This current study utilized one of the most common types of experimental research i.e. cross-sectional research. Cross sectional method was selected in order to prevent times delay that is associated with the longitudinal method (Sekaran & Bougie, 2010).

### **3.7 Research Approach**

There are many research approaches in the social science domain. Common among them are quantitative, qualitative and triangulation or mix method (Neil, 2009). According to Saunders, Wilson, and Zimmerer (2009) quantitative approach is the data that is derived from numbers which include numerical and standard data that will be used in conducting analysis, which will be explain by the aid of diagrams and statistics. Qualitative is concerned with the use of verbal information; it is usually used in a special case in which the researcher is interested in identifying and analyzing the full information of a particular phenomenon (O'Sullivan, Rassel, & Berner, 2003). It is also defined as a process in which the researcher observes and records a natural situation for a period of time, the researcher is usually directly involves in the process. Triangulation stresses on the situation in which a researcher uses more than one theoretical aspects of in his study. It is simply defined as the process of mixing both quantitative and qualitative method in data analysis, usually to strengthen the evidence of the study (Neuman, 2005).

For this particular study, quantitative research technique is adopted. Langdride and Hgger-johnson (2009), concur that quantitative research technique is judged suitable for a study of this nature in terms time and cost. Quantitative research is very common use for empirical evidences in the field of social sciences and business field (Sekaran, Robert, & Brain, 2001). Leedy and Ormond, ( 2005)suggested the use of quantitative in examining relationship and hypothesis to be able to validate the interaction of the variables. Also Cresswell (2008) has stated that quantitative method helps in providing



validity, reliability of the deductive and objectives of the studies. According to Babbie (2005) quantitative methods if use in research makes the research more generalized as compared to qualitative methods. Survey questionnaire will be utilized in this study. The questionnaire will be distributed to all Nigerian students in UUM. Survey questionnaire is identified as the best in terms of data or information collection, especially in issue relating to the nature of people environment.

### **3.8 Population of the Study**

Population of the study can be defined as the generality of group of people, things or events that are of interest to the researcher in which he wish to investigate (Sekaran & Bougie, 2010). Neuman, (2005) define population as the aggregate or totality of all the objects, subjects or members that conform to a set of specifications. The population for this study covers all Nigerian students currently studying in UUM. According to the record from the academic affairs, there are 278 Nigerians currently studying in UUM in various departments and academic levels, 52 at the undergraduate level and 226 at the post graduate level, given a total of 278. The Nigerian students represent nearly 1% of the total population of UUM (30,515). Accordingly, Samuel, Ernest, and Awauh (2013) suggested a convenience sampling technique when there is lack of sampling frame and when the population is not well known. For this study, the lack of respondent's information such as names and matric number warranted the use of convenience sampling technique.

### **3.9 Sampling Techniques**

A convenience sampling technique of non-probability was employed to select 200 respondents. Sekaran and Bourgie (2009) suggested a sample size of 162 for a population of 280. However, to avoid the problem of non-bias response, the study distributed more than 162 as suggested by Sekaran and Bourgie (2009). Hence, the total respondent for this study is 200. Accordingly, Samuel, Ernest, and Awauh (2013) suggested a convenience sampling technique when there is lack of sampling frame and when the population is not well known. For this study, lack respondent's information such as names and matric number warranted the use of convenience sampling technique.

### **3.10 Measurement of construct**

The variable in this study were measured using five-point scale with an option ranging from strongly agree to strongly disagree based on the previous studies of Liñán (2008), Liñán and Chen (2009) and Bolton and Lane (2012).

Entrepreneurial intention was measured using the items developed by Liñán and Chen (2009). The construct consists of six items, with which the respondents were asked to select between strongly disagree and strongly agree using a five (5) likert-scale. The construct consist of (I am ready to do anything to be an entrepreneur, my professional goal is to become an entrepreneur, I will make every effort to start and run my own business). Similarly, entrepreneurial orientation was measured with the items developed

by (Bolton & Lane, 2012) which was developed specifically to measure the individual entrepreneurial orientation. Ten (10) items of five likert scale were used, the respondents were asked to select from strongly disagree to strongly agree. Again, entrepreneurial skills was measured using the item developed by (Liñán, 2008). The items will also be selected by the respondents using likert scale of five (5) to select between strongly agree and strongly disagree. In the same vein, the environmental factors were adapted from the study of Liñán (2008) which has 7 items was also measured using likert scale of five (5) to select between strongly agree and strongly disagree.

*Table 3.1*  
*shows the summary of the items as adapted*

<b>Variable</b>	<b>Number of Items</b>	<b>Source</b>
Entrepreneurial orientation	10	(Bolton & Lane, 2012)
Entrepreneurial skill	6	(Liñán, 2008)
Environmental factor	7	(Liñán, 2008)
Entrepreneurial intention	5	(Liñán & Chen, 2009)

### **3.10.1 Questionnaire**

The study used a self-assessment method for all the items used in the study. The items are adapted from various authors in the area of entrepreneurial intention. The items were used to measure the independent variables (entrepreneurial orientation, environmental factors and entrepreneurial skills), and entrepreneurial intention which is the dependent variable. This method of self-assessment is believed to be more practical and efficient especially when it involves large data from many respondents (Paulhus & Vazire, 2007).

According to Vazire (2006) self-assessment or report is considered as one of the most commonly used method in social sciences research domain.

### **3.10.3 Unit of analysis**

Bailey and Pearson (1983) defined unit of analysis as a key element or entity that is being studied, in which data for the study was collected. The research question is a major guide in determining the unit of analysis of a particular study (Yin, 1994). The unit of analysis for this study is at the individual level. In other words, individual student in UUM who are from Nigeria were used as the unit of analysis.

### **3.11 Data collection procedure**

According to Zikmund et al. (2012), there are several ways or procedures by which researchers can elucidate data from the respondents. Some of these procedures include email, self-administer, online, post etc. This study adopts self-administered procedure to distribute and retrieve the distributed questionnaires from the respondents. According to Zikmund et al. (2012), a self-administered questionnaire procedure is considered suitable for this kind of study because of its numerous advantage such as speed in distribution and response which is considered highly as a result of the sensitivity of time in this study. In the same vein, the questionnaire design was closed ended as the respondents are expected to select from strongly disagree to strongly agree on a 5-point scale.

### **3.12 Pilot Study**

Pilot study is the process of administering of questionnaires in order to test the suitability of the measurement of the study. It involves a small number of the sample that involves respondents that are similar to the main sample. It is referred to as “dress-rehearsal” (Lewis, Templeton, & Byrd, 2005). The need for conducting a pilot study before the main study was strongly recommended as it would reveal the problems associated with the instrument and also how to make corrections (Lucky & Minai, 2011). It would also provide the opportunity to check if the respondents understand the questions thereby providing the required data. Pilot study is important in order to identify if the items really measured the research variables. The process of conducting a pilot study is same with the main data collection process; however in the pilot study, only 20 respondents are often randomly selected among the potential respondents, after which recommendation, correction and modification will be effected.

### **3.13 Response rate**

The sample size used for this study is 200 respondents, out of which the researcher was able to collect a total number of 170 which represents 85%. The entire questionnaire was distributed using the self-administered method. Furthermore, for the entire questionnaire collected only 159 representing 93.5% were found to be adequately completed which makes it usable for the study, while 11 representing 6.5% were not properly filled and therefore could not be used in the study. Johnson and Owen (2003) reports that the

acceptable rate of response is 32.6%, as such 93.5% response rate in this study is adequate.

### **3.14 Analysis techniques**

The study analysis used several analysis techniques for analyzing the data collected. Some of the analysis conducted includes the following:

#### **3.14.1 Factor analysis**

The analysis was used to reduce the data size in order to determine which of these measurement items actually measure what they intend to measure. The use of factor analysis will give the researcher the idea of how many items determines how a variable was structured. Based on this reasons, factor analysis was conducted on all the variables, in order to ascertain the number of items to be used in each variable. In relation to this, varimax rotation was used to explain the acceptability limit of the items.

#### **3.14.2 Descriptive Analysis**

According to Johnson and Christensen (2000) descriptive analysis is the method of describing, organizing, displaying and explaining the characteristics of the sample in a tabular and graphic form to provide a summarized measures. Descriptive analysis helps in providing a summarized form of examine data beinn collected.

The process of explaining the phenomena of interest is referred to as descriptive analysis. The descriptive analysis provides and analyzed of how many times a particular phenomenon occurs (frequency). It will also explain the average score or mean and the standard deviation. The main reason for using descriptive analysis is to explain the sample characteristics that were used in the study.

#### **3.14.3 Correlation analysis**

This analysis was used to check the correlation among the variables. The correlation was done in order to determine if entrepreneurial origination, entrepreneurial skills and environmental factors (independent variable) have correlation or association with the entrepreneurial intention (dependent variable). Even though it does not explain the variable that causes the correlation, it definitely explain the existence of the association (Pallant, 2005). Cohen (1988) stated that 0.10 to 0.30 correlation is considered weak, 0.30 to 0.50 is seen as a moderate relationship while 0.5 and above is regarded as a strong relationship.

#### **3.14.4 Multiple regressions**

This was used to determine the relationship between the IV (entrepreneurial orientation, entrepreneurial skills and environmental factors) and the DV (entrepreneurial intention). According to Neuman, (2005) multiple regression analysis is used for two main purposes, which are calculating the R-Squared and contribution of each variables. R-Squared

explain the extent to which independent variables explain the dependant variable. The use of this analysis technique helps in explaining the nature and direction of the IV (entrepreneurial orientation, entrepreneurial skills and environmental factors) and DV (entrepreneurial intention) relationship.

### **3.15 Summary**

The chapter clearly stated the methodology aspect of this study. The chapter dwelled on the sampling techniques, data collection methods and analysis techniques. It also explains the hypothesis development, underpinning theory, population of the study and the pilot study being conducted. Lastly the chapter explains the validity and reliability of the instruments used in the study.



## **CHAPTER FOUR**

### **ANALYSIS AND PRESENTATION OF FINDINGS**

#### **4.1 Introduction**

The chapter covers the result of data analysis and findings generated from the responses of 155 Nigerian students in UUM. Specifically, the information reveals the data analysis and result on the following (i) data cleaning and cleansing (ii) factor analysis and test of normality (iii) descriptive analysis (iv) correlation analysis (v) T- test and regression analysis. In addition the relationship between the independents variable and dependent variable was tested. This data analysis helped the researcher in answering the research questions as well as the research objectives stated in chapter one (Pg. 9).

#### **4.2 Response Rate**

The data for this study was collected through a self administered questionnaire to the Nigerian students studying in UUM. The study distributed 200 questionnaires, out of which 170 were filled and return back to the researcher, this amount to 79.5% of respondent's rate of return. This amount is assumed to represent the sample size which can be use to represent the total population of Nigerian students in UUM based on jobber's (1989). Out of these questionnaires only 159 were found to be adequately filled, while 11 were not used because they are not properly and adequately filled. In the same vein, 4 were found to be outliers which reduce the data to 155 (see Table 4.1).

*Table 4.1*  
Response Rate of questionnaires

<b>Response Rate</b>	<b>Frequency/Rate</b>
No. of distributed questionnaire	200
Returned questionnaires	170
Unusable returned questionnaires	11
Usable returned questionnaires	159
Not returned questionnaires	30
Response rate	85
Valid response rate	80

**Source: The Researcher**

#### **4.2 Data Screening and Cleaning**

The method of checking for an error in the data collected is what is called data screening and cleaning (Pallant, 2007). The error expected take various form which may include missing data or data that is outside the normal range stated by the researcher (out of range). The SPSS was used to conducted a thorough search of the data by plotting the minimum and maximum of all the variables, this process revealed any missing data or out of range data. The result of the above process detects no missing data or out of range, as this paved the way for the second process to be performed.

#### **4.2.1 Basic Assumptions for Statistical Analysis**

Practically and theoretically there exist certain assumption based on analysis of data such as outliers, normality, linearity and homoscedasticity when using regression and correlation. Pallant (2007) emphasize that most of these assumptions are seen as a basic necessity or pre-requisite in any study when using regression analysis application. Based on the above, certain numbers of the stated assumptions (E.g. outliers, normality, linearity and homoscedasticity) were examined in this study.

##### **4.2.1.1 Treatment of Outliers**

Outlier's treatment was performed using a histogram and boxplot in line with the recommended by (Pallant, 2007). Using the above method, the first process of checking and inspection highlights the existence if outliers in the data. Pallant (2007) methods of treating outliers was used which led to the deletion of all identified outliers in the data. Out of the total number of 159 cases only 4 were deleted. In addition, after the deletion of the identified outlier's cases, anew histogram and boxplot was plotted again to see if they exist another outliers in the remaining 155 cases. However, the new plotted histogram and boxplot did not identify the existence of any new outliers, which clearly explain the meeting of the assumptions stated above.

#### 4.2.1.2 Test of Normality

The process of checking the normality of the distribution of data is one of the basic key assumptions for statistical analysis. This test was also performed; the result of the output clearly shows that the data were normally distributed. This can be summarized by looking at the histogram where most of the scores occurred at the center as can be seen figure 4.1 below.

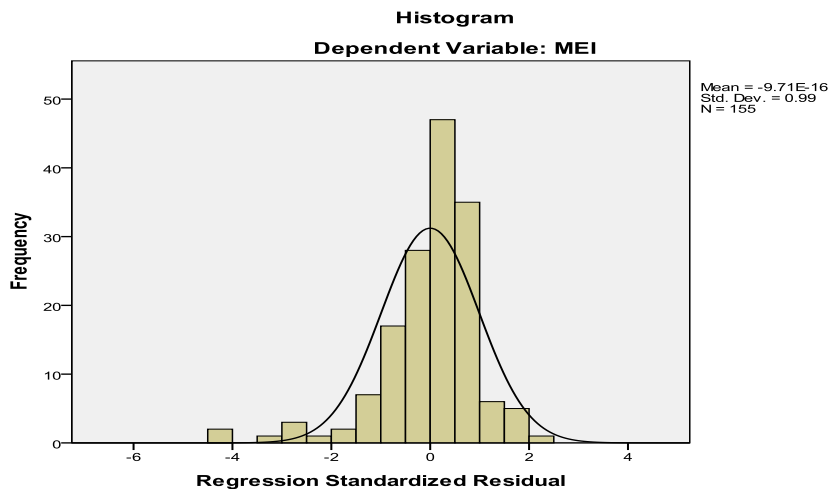


Figure 4.1  
*Histogram for Outliers and Normality checking*

#### 4.2.1.3 Testing of Linearity

This assumption was achieved by plotting the normal P-P plot. The inspection of the normal P-P plot in figure 4.2 below indicates that the residuals should a straight-line relationship with predicted dependent variable- lecturer performance.

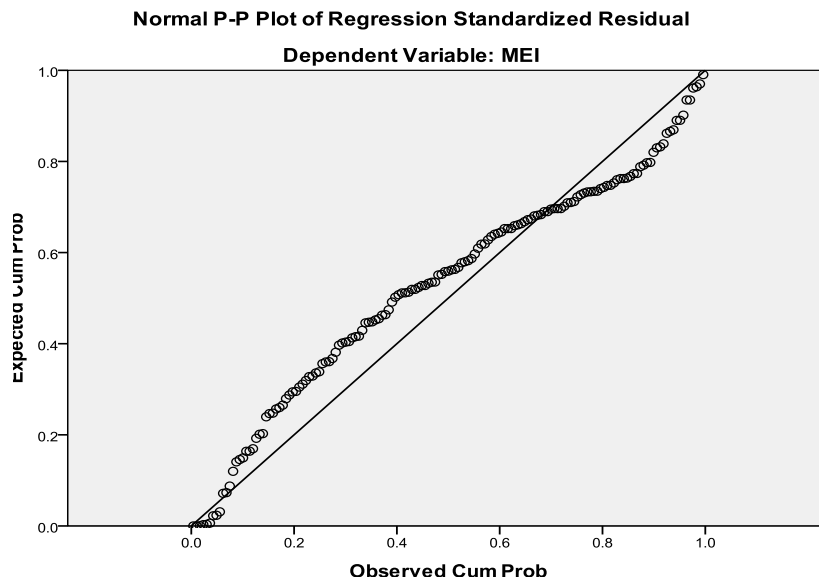


Figure 4.2  
*Normal P-P Plot for checking linearity*

#### **4.2.1.4 Treatment of Homoscedasticity (Levene Test)**

The possibility of a researcher to select the wrong characteristics sample or under represents the respondents is what is called non response (Berg, 2002). The proper identification, selection of unit of analysis or despondence as well as getting rid of questionnaires that were not filled according to the process of helps in avoiding the non-response bias (Bryman & Bell, 2007; Fowler Jr et al., 2002). However, investigating the rate of bias is highly recommended no matter how small the non- response bias (Pearl & Fairley, 1985), which clearly explain the need for non- response bias analysis in this study. Comparing the questionnaires filled and returns early with the ones filled and return late is judged to be one of the best ways of testing non response bias. The researcher distributed the questionnaires at the end of February, 2014, therefore all those

that filled and return their questionnaires after the first week of March are assumed to represent non bias group.

Therefore, the total number of thirty (30) questionnaire were not used in this study, this is as a result of the way in which they were filled in not proper as far as the study is concern.

Pallant (2007) argues that the situation whereby the levente significant value is more than 0.05, it is assumed that the homoscedacity ceased to exists, she also highlighted the need for all the predicting score of the dependant variables to be the same. Here, the significant values are all above 0.05 ranging from .380, .974, .142, and.480 for all the variables used in this study. Table 4.1 below shows the result whereas appendix G gives more detail about the test result.

Table 4.2  
*Result of the Test of Non-Respondent Bias*

<b>Variables</b>	<b>Sig.</b>
Entrepreneurial orientation	.380
Entrepreneurial skill	.974
Environmental factors	.142
Entrepreneurial intention	.480
<i>P&gt;0.05</i>	

Table 4.3  
Independent Samples Test Result

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	T	df	Sig. (2- taile d)	Mean Differenc e
<b>MEO</b>	Equal variances assumed	.777	.380	- 1.067	153	.288	-1.00091
	Equal variances not assumed			- 1.136	132.364	.258	-1.00091
<b>MES</b>	Equal variances assumed	.001	.974	-.698	153	.486	-.35909
	Equal variances not assumed			-.707	115.818	.481	-.35909
<b>MEF</b>	Equal variances assumed	2.175	.142	2.753	153	.007	3.09909
	Equal variances not assumed			2.634	97.971	.010	3.09909
<b>MEI</b>	Equal variances assumed	.502	.480	-.041	153	.967	-.02636
	Equal variances not assumed			-.042	123.442	.966	-.02636

### **4.3 Factor Analysis**

A factor analysis was conducted in order to see if the items actually measured what they intended to measure. A principal component factor analysis and varimax rotation was employed. The factor analysis data regarding entrepreneurial orientation identified all the ten items submitted to factor analysis. Selection of items was based on the suggestion of Adamson, Cant, and Atyeo (2001). They suggested that for any item to be included in the study must have at least a loading factor of 0.4. All the ten items included in the factor accounted for 43.14% of the variance with each item associated with Eigenvalue of 4.31 and a KMO of .850. Table 4.3 below provides the statistic summary of the analysis.



Table: 4.4

*Factor analysis result for Entrepreneurial orientation*

<b>Entrepreneurial orientation</b>	<b>Factor Loading 1</b>
I like to take bold action by venturing into the unknown	EO9 .704
I am willing to invest a lot of time and/or money on something that might yield a high return	EO10.693
I tend to act “boldly” in situations where risk is involved	EO7.686
I often like to try new and unusual activities that are not typical but not necessarily risky	EO5.668
In general, I prefer a strong emphasis in projects on unique, one-of-a-kind approaches rather than revisiting tried and true approaches used before	EO3.663
I prefer to try my own unique way when learning new things rather than doing it like everyone else does	EO4.642
I favor experimentation and original approaches to problem solving rather than using methods others generally use for solving their problems	EO6.638
I usually act in anticipation of future problems, needs or changes	EO2.635
I tend to plan ahead on projects	EO1.617
I prefer to “step-up” and get things going on projects rather than sit and wait for someone else to do it	EO8.616
Eigenvalue	4.31
Percentage of variance explained (%)	43.14
Kasier-Meyer-Olkin	.850
Bartlett's test of sphericity approx. chi square	507.736

Secondly, entrepreneurial skill was loaded for factor analysis using six items with a principal factor and a varimax rotation. All the six items were also identified by the factor analysis. The items met the minimum loading level of 0.4 as suggested by Atyeo, Adamson and Cant (2001). The six items included in the factor accounted for about 52.37% of the variance with each item associated with Eigenvalue of 3.1 and a KMO of .84 which is greater than 1. The summary statistic for this analysis is presented in table 4.4 below.

Table: 4.5  
*Factor Analysis Result for Entrepreneurial skill*

<b>Entrepreneurial skill Items</b>	<b>Factor Loading 1</b>
Recognition of opportunity	ES4.766
Creativity	ES2.762
Problem solving skills	ES3.762
Leadership and communication skills	ES1.729
Development of new products and services	ES5.660
Networking skills, and making professional contacts	ES6.652
Eigenvalue	3.1
Percentage of variance explained (%)	52.37
Kasier-Meyer-Olkin	.84
Bartlett's test of sphericity approx. chi square	278.568

Thirdly, the entrepreneurial factor which has six items was equally submitted for factor analysis. The items were all identified by factor analysis. As such all the seven items were used for further analysis after meeting the minimum requirement as suggested by Adamson et al. (2001). The seven items included in the factor accounted for about 63.0% of the variance with each item associated with Eigenvalue of 4.6 and a KMO of .87. The summary statistics for this analysis are presented in table 4.5 below

Table: 4.6  
*Factor Analysis Result for Environmental factors*

<b>Environmental factors items</b>	<b>Factor Loading 1</b>
I am supported my university environment to do business	EF5.874
I am supported by the government to engage in business activities	EF6.856
The environment encourages me to become an entrepreneur	EF4.829
My present environment is considered conducive	EF3.827
My present environment is considered supportive	EF7.812
I am often given opportunity to showcase my entrepreneurial skill	EF2.777
My environment often provides me with adequate training on business activities	EF1.700
Eigenvalue	4.6
Percentage of variance explained (%)	63.0
Kasier-Meyer-Olkin	.87
Bartlett's test of sphericity approx. chi square	698.421
df.	21
Sig.	.000

Next is the dependent variable, entrepreneurial intention which has six items. The items were submitted for factor analysis using the principal factor and varimax rotation. All the six items were equally identified by the factor analysis. Therefore, all the six items were selected for further analysis since they all met the minimum requirement as of 0.4 loading factor required before any item can be included in the fact (Adamson et al., 2001).

The items accounted for 63.46% of variance and Eigenvalue of 3.8. The KMO was .85 summary of the statistics analysis is presented in table 4.6 below

Table: 4.7  
*Factor analysis Result for Entrepreneurial Intention*

<b>Entrepreneurial Intention items</b>	<b>Factor Loading 1</b>
I am ready to do anything to be an entrepreneur	EI4.864
My professional goal is to become an entrepreneur	EI3.818
I will make every effort to start and run my own business	EI6.817
I am determined to create a business in the future	EI5.796
I have very seriously thought of starting a business	EI2.757
I have the strong intention to start a business some day	EI1.724
Eigenvalue	3.8
Percentage of variance explained (%)	63.6
Kasier-Meyer-Olkin	.85
Bartlett's test of sphericity approx. chi square	484.181
df.	15
Sig.	.000

#### **4.4 Reliability and Validity Test analysis Result**

According to Sekaran and Bougie (2010), construct validity is described as the ability to obtain the expected result using a particular measure that fit the selected theories in which the test is designed. It is used to ascertain whether the research questions were answered as being hypothesized by the concept (checking the validity of the instruments). Therefore, the construct validity is determined using the Kaiser-Meyer (KMO) index of sampling adequacy and Bartlett's test of sphericity. For this study, the factor analysis through KMO was used to check the validity of the constructs. According to Chakraborty (2010); a KMO .60 is considered acceptable. The result of this study shows a KMO of .85, .84, .87, and .85 is for entrepreneurial orientation, entrepreneurial skills, environmental factors and entrepreneurial intention respectively. It clearly indicated that

all the KMO's are valid since their KMO values are above the required 0.60 as summarized in the Table 4.7 below. Similarly, the reliability of the instruments was also tested using the Cronbachs' alpha.

The result indicates .85 for the entrepreneurial orientation, .81 for entrepreneurial skills, and .91 for environmental factors while .88 for entrepreneurial orientation. According to Michael, Jackson & Wroblewski (2000) and Pallant (2007), a Cronbach's alpha coefficient of 0.50 is considered as the minimum acceptable (good) level, while 0.80 and 0.90 Cronbach's alpha are considered as excellent Table 4.7 shows the result of the Cronbach's alpha coefficient as

Table 4.8  
*Validity and Reliability Test Result*

<b>Variables</b>	<b>No of Items</b>	<b>KMO</b>	<b>Cronbach's Alpha</b>
Entrepreneurial orientation	10	.85	.85
Entrepreneurial skills	6	.84	.81
Environmental factors	7	.87	.91
Entrepreneurial Intention	6	.85	.88

#### **4.5 Descriptive Analysis**

A descriptive analysis on the demographic data of the respondents was also conducted. The demographic data of this study are gender, age, marital status, specialization, semester and academic qualification (see Table 4.8) below.

Table: 4.9  
*Descriptive Analyses for the Demographic*

	<b>N</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Standard deviation</b>
<b>Gender:</b>		127	81.9	.386
Male		28	18.1	
Female		155	100.0	
Total				
<b>Age</b>				.767
20-30		56	36.1	
31-40		62	40.0	
41-Above		37	23.9	
Total		155	100	
<b>Marital status</b>				.499
Single		49	31.6	
Married		103	66.5	
Divorced		3	1.9	
Total		155	100.0	
<b>Academic Qualification:</b>				.481
PHD		3	1.9	
Masters		109	70.3	
BSc. (Degree)		43	27.7	
Total		155	100.0	
<b>Specialization</b>				.689
Management		113	72.9	
Art		22	14.2	
Sciences		20	12.9	
Total		155	100.0	
<b>Semester</b>				1.121
1		15	9.7	
2		62	40.0	
3		47	30.3	
4		17	11.0	
5		10	6.5	
6		4	2.5	
Total		155	100.0	

**Source: The Researcher**

From the statistics, the descriptive analysis shows a total number of 127 males students (81.9%) and 28 female (28%). The result also indicates that 56 (36.1%) of the respondents are between the age of 20-30, 62 (40%) are within the age bracket of 31-40 and 37 (23.9%) where above the age 41. The result further shows that 49 (31.6%) respondents were not married, while 103 respondents making up (66.5%) were married and lastly the remaining 3 (1.9%) were divorced. In terms of the academic qualification of the respondents, it show that 3 (1.9%) are PHD holders, 109 (70.3%) have masters while the remaining 43 (27.7%) have degree. In the specialization, 113 (72.9%) are of management sciences, 22 (14.2%) are of arts and humanities while the remaining 20 (12.9%) are of sciences. Looking at the statistics of the semester duration of the respondents 15 (9.7%) are semester one, 62 (40.0%) are of second semester, 47 930.3%) are of third semester, 17 (11.0%) were in there fourth semester, 10 (6.5%) are of fifth semester and the remaining 4 (2.5%) belongs to semester six and above.

#### **4.6 Correlation Analysis Test**

The Pearson correlation analysis was used to ascertain the correlation among variables (entrepreneurial orientation, entrepreneurial skills, environmental factors and entrepreneurial intention) utilized in this study, after the preliminary analysis such as outliers, normality, linearity and homoscedasticity was conducted, in order to fulfill the basic assumption of the research. The result of the analysis from Table 4.9 shows that there is a correlation between entrepreneurial orientation and entrepreneurial intention

( $r=.515$ ,  $p<0.01$ ), entrepreneurial skills and entrepreneurial intention ( $r=.559$ ,  $p<0.01$ ). However, the result did not find any correlation between the environmental factor and entrepreneurial intention ( $r=.136$ ,  $p<0.01$ ). According to Salkind (2000) who classified correlation into five different categories, said that any correlation between .8 and 1.0 is a very strong relationship, .6 and .8 is considered to be a strong one, while .4 and .6 is seen as a moderate relationship, .2 and .4 is said to be a weak correlation and .0 and .2 is considered as very weak correlation. In view of this the correlation between entrepreneurial orientation, entrepreneurial skills and entrepreneurial intention is considered a strong one, while the correlation between the environmental factor and entrepreneurial intention is a very weak one. Also the result shows that an entrepreneurial skill has the highest and strongest correlation with entrepreneurial intention.

Table 4.10  
*Correlations of the variables (N=155)*

Variables	EO	ES	EF	EI
<b>Entrepreneurial Orientation</b>	1			
<b>Entrepreneurial Skills</b>	.607**	1		
<b>Environmental Factors</b>	.116	.179	1	
<b>Entrepreneurial Intention</b>	.515**	.559**	.136	1

\*\* . Correlation is significant at the 0.01 level (2-tailed), \* . Correlation is significant at the 0.05 level (2-tailed).

#### 4.7 Hypotheses Testing

After meeting certain basic assumption of the statistical analysis using regression as mentioned a above. In addition, the regression analysis was conducted between the independent variable and the dependent variable i.e. entrepreneurial orientation,



entrepreneurial skills, environmental factors and the entrepreneurial intention. At the end, each of the variables was tested separately using SPSS to see the relationship with the dependent variable. Tables 4.11 and 4.12 below present the result.

Table 4.11

*Summary of Regression result for entrepreneurial orientation variable*

<b>Variables</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>F</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
Entrepreneurial Orientation	.265	.260	55.1	.515	7.423	.000

*\*\*p<0.05, \*\*\*p<0.001, Sig =Significant, NS = Significant*

### **Interpretation**

From the above Table 4.11, the result shows that they exist a relationship between entrepreneurial orientation and entrepreneurial intention with the beta statistically showing .515 (52% contribution) at 0.001 significance level. The result also explains 51.5% variance in entrepreneurial intention.

The next hypothesis tested was the relationship between entrepreneurial skills and entrepreneurial intention.

Table 4.12

*Summary of Regression result for entrepreneurial skills Variable*

<b>Variables</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>F</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
Entrepreneurial Skills	.313	.308	69.6	.559	8.347	.000

*\*\*p<0.05, \*\*\*p<0.001, Sig =Significant, NS = Significant*

### Interpretation

It is clear that the result in Table 4.11 above shows that between entrepreneurial skills and entrepreneurial intention is statistically significant with .559 beta value (56% contribution) at 0.001 significance level. Similarly, the result shows that entrepreneurial skills explain 55.6% variance in entrepreneurial intention.

Next is the test of the hypotheses on the relationship environmental factors and entrepreneurial intention.

Table 4.13

*Summary of Regression result for environmental factors Variable*

Variables	R <sup>2</sup>	Adjusted R <sup>2</sup>	F	Beta	t	Sig.
Environmental factors	.019	.012	2.89	.136	1.702	.091

*\*\*p<0.005, \*\*\*p<0.001, Sig =Significant, NS = Not Significant*

### Interpretation

Looking at the above table 4.12 explain that there is no significant relationship between entrepreneurial intention and environmental factors, the result shows a beta of .136 (14%) at 0.91 Significance level. It also explains 13.6% variance in entrepreneurial intention.

### Multiple Regression Analysis Result

The process of testing the variables simultaneously using SPSS is referred to as multiple regression analysis. The main reason of the multiple regressions is to analyze the strength of the variable if they are tested in a group in relation to the dependant variable- entrepreneurial intention. Table 4.10 below explains the result.

Table 4.14  
*Test Result of Multiple Regression Analysis Summary for the IV*

<b>Variables</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>F</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
<b>Entrepreneurial Orientation</b>	.363	.350	28.638	.277	3.384	.001*
<b>Entrepreneurial Skills</b>				.385	4.666	.000*
<b>Environmental Factors</b>				<b>.036</b>	<b>.1702</b>	<b>.592<sup>NS</sup></b>

\* $p < 0.001$ , \*\* $p < 0.005$ , Sig = Significant, NS = Not Significant

### **Interpretation**

- i. The result in Table 4.13 shows that the relationship between environmental factors and entrepreneurial intention is not statistically significant with .277 beta (27.7% contribution) at not significance level of 0.05.
- ii. The result in Table 4.13 shows that the relationship between entrepreneurial skills and entrepreneurial intention is statistically significant with .385 beta (38.5% contribution) at a significance level of 0.05.
- iii. The result in Table 4.13 indicates that the relationship between environmental factors is not statistically significant with .036 beta value (36% contribution on the variance explained on the entrepreneurial intention) at a significance level of 0.01.

## **CHAPTER FIVE**

### **RESULTS**

#### **5.1 Introduction**

The main objective of the study was to examine the influence of entrepreneurial orientation, entrepreneurial skill and environmental factor on the entrepreneurial intention among Nigerian students in UUM. This chapter discusses the various results from the hypotheses testing which are also in line with the various research objectives of this study. Analysis such as descriptive, factor analysis, correlation and regression analyses were conducted using the data generated from the 155 respondents in UUM. The study further discusses the implications and limitations of the study, while also providing important suggestion that should be considered for future study. Finally, based on the research findings and discussions, the conclusions were highlighted. The discussion section was organized based on the three main objectives of the study as well as the analysis being conducted.

## **5.2 Discussion from the Hypotheses Results and Findings**

### **5.2.1 Entrepreneurial Orientation**

The main aim of this study is to investigate the relationship between entrepreneurial orientation, entrepreneurial skill, environmental factor and entrepreneurial intention among Nigerian students in UUM. Overall, the study found on significance influence of entrepreneurial orientation and entrepreneurial skill but not environmental factor on the entrepreneurial intention. Generally speaking, the finding is consistent with previous studies (Lumpkin & Dess, 1996; Smith & Perks, 2006) that found a significant relationship between entrepreneurial orientation and entrepreneurial skill as significant predictors of entrepreneurial intention.

From hypothesis 1 (pg. 52), the result revealed that entrepreneurial orientation significantly influence entrepreneurial intention. It shows that entrepreneurial orientation can significantly predict entrepreneurial intention. The result suggests that Nigerian students in UUM are expose to risk taken and may be willing to venture or invest their time and money on business that would yield returns. The result is consistent with the previous study by Seibert, Kraimer and Crant (2001) who also found a direct significant relationship between entrepreneurial orientation and entrepreneurial intention as a result of career promotion and increase in salary.

### **5.2.2 Entrepreneurial Skill**

The result obtained from the data analyzed in Table 4.12 (pg. 77), under hypothesis two, indicates that entrepreneurial skill significantly influence entrepreneurial intention among the Nigerian students in UUM. It revealed that entrepreneurial skill is a significant determinant of entrepreneurial intention among Nigerian students in UUM.

This result supports the findings by Fini, Grimaldi, et al (2009b) who affirmed that entrepreneurial skills are significantly related to entrepreneurial intention. Thus, the study affirmed that entrepreneurial skill is significantly related to entrepreneurial intention. Also, Sookhtanlo, et al. (2009) also found that effective entrepreneurial intention among students highly depend on entrepreneurial skill of the students.

The finding suggests that significant entrepreneurial intention among students can be achieved through the right entrepreneurial skills. It further suggests that Nigerian students in UUM need to possess the right entrepreneurial skill to be able to achieve their entrepreneurial intention in their careers. It also indicates that entrepreneurial skill is an important factor or variable that can lead to an achievable entrepreneurial intention.

### **5.2.3 Environment Factor**

Accordingly, the result of the hypothesis testing in Table 4.13 (pg.78) revealed that environmental factors such as supportive environment does not significantly influence entrepreneurial intention among Nigerian students in UUM. It demonstrates that

supportive environmental is not significantly related to entrepreneurial intention among Nigerian students in UUM. This finding failed to support the previous findings by Sama-Ae (2009) which affirmed that external factor affect the entrepreneurial intention of the Thai student in UUM. Also, the study did not collaborate the finding by Fini, Grimaldi, et al. (2009b) which affirmed that environment is significantly related to entrepreneurial intention. They further concur that environmental support and environmental influence are very crucial for the effective attainment of student's entrepreneurial intention. The finding also fails to support the finding of Uddin and Bose (2012) which affirmed that the environment is significantly related to entrepreneurial intention among students.

However, the study is in line with the finding by Ahmed, et al., (2011). They found that even though environment can play a major role in motivating an individual to become an entrepreneur, but there is no significant relationship was found between environmental factor and entrepreneurial intention.

#### **5.2.4 Discussion on the Correlation Result**

Specifically, the outcome of the result indicates a positive relationship between entrepreneurial orientation and entrepreneurial intention at a significant level of ( $r=.515$ ,  $p<0.01$ ). This explains that the correlation between entrepreneurial orientation and entrepreneurial intention is strong. Similarly, entrepreneurial skills indicate a positive association with entrepreneurial intention at significant level of ( $r=.559$ ,  $p<0.01$ ). From the above explanation of the analysis, it demonstrates that entrepreneurial orientation and

entrepreneurial skill would definitely influence the entrepreneurial intention of the students.

On the other hand, environmental factors show a strong negative relationship with entrepreneurial intention at a significant level of ( $r=-.136$ ,  $p<0.01$ ). The result entails the existence of an inverse correlation between the environmental factor and entrepreneurial intention.

### **5.3 Conclusion**

Conclusively, the present study offers additional insight on the influence of entrepreneurial orientation, entrepreneurial skill and environmental factors on the entrepreneurial intention among foreign students in UUM. Regardless of the insignificant result of environmental factor, the findings from entrepreneurial orientation, and entrepreneurial skill have offered empirical evidence that entrepreneurial orientation and entrepreneurial skill can influence entrepreneurial intention as posited by the Theory of Planned Behavior within the context of foreign students in UUM. The findings suggest that the entrepreneurial intention among foreign students is crucial despite the significant of environmental support and environmental influence.



In line with the above, the following conclusions are highlighted:

1. That it is necessary to determine entrepreneurial intention among foreign students so as to assist them to achieve their entrepreneurial intention. Thus, there is a need to emphasize more on the foreign student's entrepreneurial abilities.
2. That an effective entrepreneurial intention among foreign students requires both effective entrepreneurial orientation and entrepreneurial skills.
3. That environmental support and environmental influence among foreign students should be urgently improved in order to assist the foreign students achieve their entrepreneurial dreams.

#### **5.4 Implications of the Study**

This study provides some important implications to the following groups; academicians, universities, organizations and government agencies or decision makers. However, the discussion on the implication of the study is categorized into two major implications which are: theoretical and practical implications.

##### **5.4.1 Theoretical Implication**

The study provides additional insight in the existence of a substantial number of literatures that exists in the area of entrepreneurial intention and the factors affecting it. As noted earlier, several studies have been conducted on entrepreneurial intention both for students, organization and general individuals; therefore conducting this study of

foreign students has contributed toward additional knowledge and literature in this area of study. Also, the study would ignite the need for a similar study of this nature that would serve as a replication and extension to the overall body of knowledge in this domain. The study also fulfills the need for understanding entrepreneurial intention especially in designing and dealings with entrepreneurial education in the university within the foreign student's perspective.

#### **5.4.2 Practical Implications**

The practical implication of this study would be directed to three major beneficiaries namely: students, university authority and policy makers.

It is strongly believe that the information from this study would assists students in team and project works by helping them in assessing their individual orientation towards entrepreneurial intention. Also, it would help the students in understanding the nature and type of training they need that would influence their career choices.

From the university authority, the study would help in guiding the authority in designing an appropriate policy especially about the environmental support to enhance the entrepreneurial intention of the student. This will go a long way in allowing the students put to practice whatever knowledge they have acquire with regards to entrepreneurship studies.

Finally, the study would appropriately guide the policy makers especially the government agency in charge of entrepreneurship programs identifying the interest of the potential entrepreneurs, thereby providing training and another support needed to enhance their entrepreneurial intention. The study would also guide the government in promoting the positive image of entrepreneurship development in the mind of the students.

### **5.5 Limitations of the Study**

One of the limitations of the study the data only reflect Nigerian students in UUM, without considering other foreign students in UUM whether there exist any difference in the way and manner they exhibits their entrepreneurial activities within the university.

Another limitation of the study is the time frame in which the study was conducted, the time is very short if not study would have include all other foreign students especially students from other African countries so as to compare and contrast between their entrepreneurial intention using entrepreneurial orientation, entrepreneurial skills and environmental factors.

### **5.6 Recommendation for Future Study**

Based on the objectives of this study, the analysis was limited only to the regression analysis in order to understand the influence of entrepreneurial orientation,

entrepreneurial skill and environmental factors on the entrepreneurial intention among foreign students in UUM.

Therefore, this study recommends hierarchical regression with the introduction of a mediating or moderating variable in order to better explain the variation in the influence of entrepreneurial orientation, entrepreneurial skill and environmental factors on the entrepreneurial intention among foreign students in UUM.

Secondly, this study was conducted in one of the public universities in Malaysia precisely UUM, other studies of this nature that are often conducted using organizations and firms, therefore, it is also recommended that future study should examine the relationship between entrepreneurial orientation, entrepreneurial skill, environmental factor and entrepreneurial intention among Nigerian students in other public universities in Malaysia or different countries with a view to validate and increase the generalization of the finding obtained in this study.

Thirdly, Moreover, the study was conducted using a cross sectional type of research in which the data was collected at a particular time. Therefore, future study can use longitudinal to study the entrepreneurial intention of the students at the beginning of their course and upon graduation.

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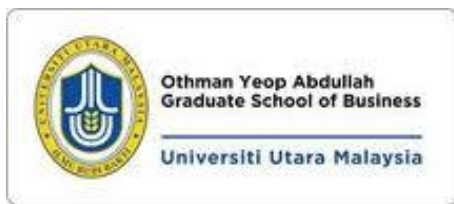
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**Appendix A**  
**Research Questionnaire**



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**Dear Respondent,**

I am conducting a research on: *Entrepreneurial orientation, individual skill, environmental factors and entrepreneurial intention*. I am glad to inform you that you have been chosen to participate in this study.

Your responses and views are highly important in achieving the objectives of this study. The information provided will be treated as confidential and will be used only for the purpose of this study.

Thank you for your valuable time, attention and cooperation.

Yours Faithfully,

Najafi A Ibrahim  
Masters' Candidate

Dr. Esuh Ossai-Igwe Lucky  
Supervisor

## Section 1:

**Section 1: DEMOGRAPHIC DATA: Respondent's profile. Please cross (X) ONE ONLY in the box. Please provide answer to the following;**

- 1: **Gender** ☐ Male ☐ Female
- 2: **Age** ☐ 20-20 ☐ 31-40 ☐ 40 and above
- 3: **Marital status** Single ☐ married ☐ Divorced ☐ Separated ☐
- 4: **Highest Qualification** .....
- 5: **Specialization of study** .....
- 6: **Your semester of study** .....

**Section 2: General Instruction** For this section below, please respond to the following statements using the likert-scale below.

**1-Strongly Disagree, 2-Disagree, 3- Neutral, 4-Agree, 5-Strongly agree.**

These statements relate to <b>Entrepreneurial orientation</b>					
I like to take bold action by venturing into the unknown	1	2	3	4	5
I am willing to invest a lot of time and/or money on something that might yield a high return	1	2	3	4	5
I tend to act "boldly" in situations where risk is involved	1	2	3	4	5
I often like to try new and unusual activities that are not typical but not necessarily risky	1	2	3	4	5
In general, I prefer a strong emphasis in projects on unique, one-of-a-kind approaches rather than revisiting tried and true approaches used before	1	2	3	4	5
I prefer to try my own unique way when learning new things rather than doing it like everyone else does	1	2	3	4	5
I favor experimentation and original approaches to problem solving rather than using methods others generally use for solving their problems	1	2	3	4	5
I usually act in anticipation of future	1	2	3	4	5



problems, needs or changes					
I tend to plan ahead on projects	1	2	3	4	5
I prefer to “step-up” and get things going on projects rather than sit and wait for someone else to do it	1	2	3	4	5
<b>My Entrepreneurial skill helps me to do the following</b>					
Recognition business opportunity	1	2	3	4	5
Be creative	1	2	3	4	5
Solve problems	1	2	3	4	5
Exhibits leadership and communication skills	1	2	3	4	5
Development new products and services	1	2	3	4	5
Network and make professional contacts	1	2	3	4	5
<b>These statements relate to Environmental factor</b>					
I am supported my university environment to do business	1	2	3	4	5
I am supported by the government to engage in business activities	1	2	3	4	5
The environment encourages me to become an entrepreneur	1	2	3	4	5
My present environment is considered conducive	1	2	3	4	5
My present environment is considered supportive	1	2	3	4	5
I am often given opportunity to showcase my entrepreneurial skill	1	2	3	4	5
My environment often provides me with adequate training on business activities	1	2	3	4	5
<b>These statements relate to Entrepreneurial intention</b>					
I am ready to do anything to be an entrepreneur	1	2	3	4	5
My professional goal is to become an entrepreneur	1	2	3	4	5
I will make every effort to start and run my own business	1	2	3	4	5
I am determined to create a business in the future	1	2	3	4	5
I have very seriously thought of starting a	1	2	3	4	5

business					
I have the strong intention to start a business some day	1	2	3	4	5

**THANK YOU**

## Appendix B SPSS Output

### Factor Analysis results

#### Entrepreneurial orientation

Component Matrix<sup>a</sup>

	Component	
	1	
EO9		.704
EO10		.693
EO7		.686
EO5		.668
EO3		.663
EO4		.642
EO6		.638
EO2		.635
EO1		.617
EO8		.616

Extraction Method: Principal Component Analysis.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.850
Bartlett's Test of Sphericity	Approx. Chi-Square	507.736
	df	45
	Sig.	.000

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.314	43.136	43.136	4.314	43.136	43.136
2	1.192	11.915	55.051			
3	.868	8.682	63.734			
4	.758	7.580	71.313			
dime	.671	6.715	78.028			
nsio	.541	5.411	83.439			
n0	.515	5.146	88.585			
7	.460	4.597	93.183			
8	.351	3.511	96.693			
9	.331	3.307	100.000			
10						

Extraction Method: Principal Component Analysis.

**Entrepreneurial skills**

**Component Matrix<sup>a</sup>**

	Component
	1
ES4	.766
ES2	.762
ES3	.762
ES1	.729
ES5	.660
ES6	.652

Extraction Method: Principal Component Analysis.

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.841
Bartlett's Test of Sphericity	Approx. Chi-Square
	278.568
	df
	15
	Sig.
	.000

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.142	52.368	52.368	3.142	52.368	52.368
2	.904	15.061	67.429			
3	.541	9.025	76.454			
4	.520	8.673	85.127			
5	.480	7.998	93.125			
6	.412	6.875	100.000			

Extraction Method: Principal Component Analysis.

**Environmental factors**

**Component Matrix<sup>a</sup>**

	Component
	1
EF5	.874
EF6	.856
EF4	.829
EF3	.827
EF7	.812
EF2	.777
EF1	.700

Extraction Method: Principal Component Analysis.

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.886
Bartlett's Test of Sphericity	Approx. Chi-Square
	698.421
	df
	21
	Sig.
	.000

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.622	66.032	66.032	4.622	66.032	66.032
2	.771	11.020	77.052			
dime 3	.460	6.574	83.626			
nsio 4	.372	5.307	88.933			
n0 5	.337	4.817	93.750			
6	.239	3.414	97.164			
7	.198	2.836	100.000			

Extraction Method: Principal Component Analysis.

**Entrepreneurial intention**

**Component Matrix<sup>a</sup>**

	Component
	1
EI4	.864
EI3	.818
EI6	.817
EI5	.796
EI2	.757
EI1	.724

Extraction Method: Principal Component Analysis.

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.854
Bartlett's Test of Sphericity	Approx. Chi-Square
	df
	Sig.
	484.181
	15
	.000

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.816	63.600	63.600	3.816	63.600	63.600
2	.772	12.873	76.473			
3	.446	7.426	83.899			
4	.420	7.000	90.899			
5	.302	5.039	95.938			
6	.244	4.062	100.000			

Extraction Method: Principal Component Analysis.

## Appendix C

### Reliability Results

Entrepreneurial orientation

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.848	.853	10

Entrepreneurial skills

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.813	.817	6

Environmental factors

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.913	.913	7



Entrepreneurial intention

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.875	.885	6

## Appendix D

### APPENDIX D: Non Response Bias

#### Group Statistics

NonBiasResponse	N	Mean	Std. Deviation	Std. Error Mean
dime nsion 1 Early Respondents	100	39.6900	5.96741	.59674
1 Late Respondents	55	40.6909	4.81076	.64868
dime nsion 1 Early Respondents	100	25.1500	3.11521	.31152
1 Late Respondents	55	25.5091	2.97441	.40107
dime nsion 1 Early Respondents	100	21.9900	6.32375	.63237
1 Late Respondents	55	18.8909	7.35772	.99211
dime nsion 1 Early Respondents	100	25.6100	3.99973	.39997
1 Late Respondents	55	25.6364	3.53482	.47663

### 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	
								Lower	Upper
Equal variances assumed	.777	.380	-1.067	153	.288	-1.00091	.93785	-2.85371	.85189
Equal variances not assumed			-1.136	132.364	.258	-1.00091	.88141	-2.74439	.74257
Equal variances assumed	.001	.974	-.698	153	.486	-.35909	.51475	-1.37602	.65784
Equal variances not assumed			-.707	115.818	.481	-.35909	.50784	-1.36495	.64677
Equal variances assumed	2.175	.142	2.753	153	.007	3.09909	1.12592	.87474	5.32344
Equal variances not assumed			2.634	97.971	.010	3.09909	1.17652	.76432	5.43386
Equal variances assumed	.502	.480	-.041	153	.967	-.02636	.64499	-1.30059	1.24787
Equal variances not assumed			-.042	123.442	.966	-.02636	.62222	-1.25797	1.20524

## APPENDIX E: Correlation Result

### Correlations

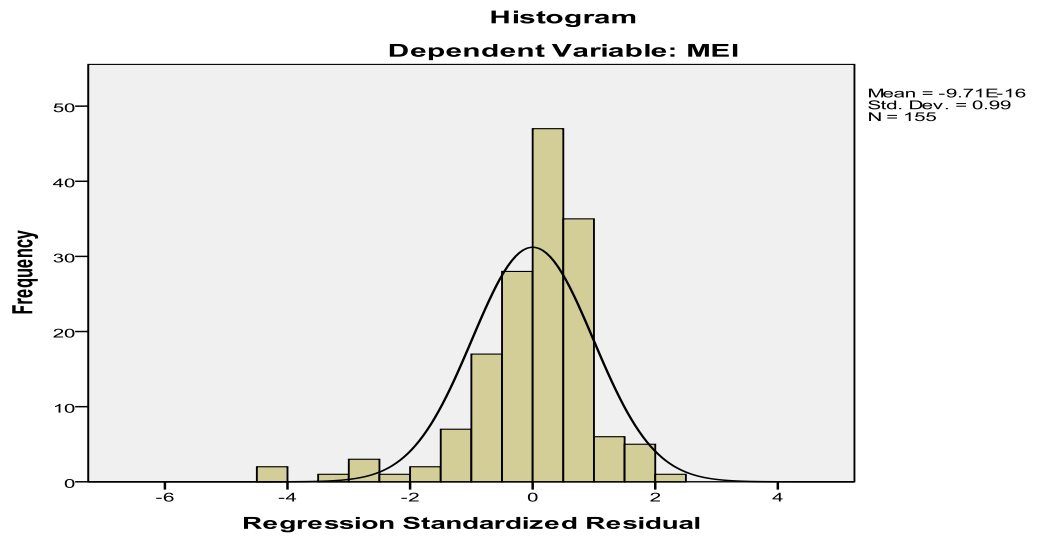
		MEANE O	MEANE S	MEANE F	MEANEI
MEANE O	Pearson Correlation	1	.607**	.116	.515**
	Sig. (2-tailed)		.000	.151	.000
	Sum of Squares and Cross-products	4821.587	1599.832	683.826	1698.045
	Covariance	31.309	10.389	4.440	11.026
	N	155	155	155	155
MEANE S	Pearson Correlation	.607**	1	.179*	.559**
	Sig. (2-tailed)	.000		.026	.000
	Sum of Squares and Cross-products	1599.832	1440.619	575.335	1008.987
	Covariance	10.389	9.355	3.736	6.552
	N	155	155	155	155
MEANE F	Pearson Correlation	.116	.179*	1	.136
	Sig. (2-tailed)	.151	.026		.091
	Sum of Squares and Cross-products	683.826	575.335	7204.348	549.910
	Covariance	4.440	3.736	46.781	3.571
	N	155	155	155	155
MEANE I	Pearson Correlation	.515**	.559**	.136	1
	Sig. (2-tailed)	.000	.000	.091	
	Sum of Squares and Cross-products	1698.045	1008.987	549.910	2258.542
	Covariance	11.026	6.552	3.571	14.666
	N	155	155	155	155

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## APPENDIX F: Regression Results

## Entrepreneurial intention



## Normal P-Plot

