

**THE INFLUENCE OF ENTREPRENEURIAL SKILLS,
ENVIRONMENTAL SUPPORT AND MOTIVATIONAL FACTORS ON
ENTREPRENEURIAL INTENTION**

IBRAHIM MAHMOUD IBRAHIM SIAM

**MASTER OF SCIENCE (MANAGEMENT)
UNIVERSITI UTARA MALAYSIA JUNE 2015**

**THE INFLUENCE OF ENTREPRENEURIAL SKILLS, ENVIRONMENTAL
SUPPORT AND MOTIVATIONAL FACTORS ON ENTREPRENEURIAL
INTENTION**

BY

IBRAHIM MAHMOUD IBRAHIM SIAM

**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
Universiti Utara Malaysia,
in Partial Fulfillment of the Requirement for the Master of Sciences (Management)**

PERMISSION TO USE

In presenting this dissertation/project paper in partial fulfillment of the requirements for a Post Graduate degree from the Universiti Utara Malaysia (UUM), I agree that the Library of this university may make it freely available for inspection. I further agree that permission for copying this dissertation/project paper in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor(s) or in their absence, by the Dean of Othman Yeop Abdullah Graduate School of Business where I did my dissertation/project paper. It is understood that any copying or publication or use of this dissertation/project paper parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the UUM in any scholarly use which may be made of any material in my dissertation/project paper.

Request for permission to copy or to make other use of materials in this dissertation/project paper in whole or in part should be addressed to:

Dean of Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman

ABSTRACT

This study exploits Theory of Planned Behaviour to capture the entrepreneurial intention among students in Universiti Utara Malaysia (UUM). It was revealed that entrepreneurial skills, environmental support and motivational were the key factors which positively related with entrepreneurial intention among the students. Self-administered questionnaires were distributed to the students of Bachelor in Business Administration (BBA) and Bachelor of Entrepreneurship (BEnt) students in UUM in order to identify their entrepreneurial intention and the influence factors. A stratified sampling technique was used to among 200 students who participated in the study. Generally, results show that entrepreneurial skills; environmental support and motivational factors are significantly related to the entrepreneurial intention. The implication of this study shows that the entrepreneurial intention of BBA and BEnt student in UUM is supported by the environment that would enable the student to start their own business.

Keywords: Entrepreneurial Intention, Entrepreneurial Skills, Environmental Support, Motivational Factors.

ABSTRAK

Kajian ini telah mengeksploitasi Teori Perancangan Tingkahlaku untuk mengenalpasti kecenderungan keusahawanan di kalangan pelajar-pelajar di Universiti Utara Malaysia (UUM). Kajian ini mendedahkan bahawa kemahiran keusahawanan, sokongan persekitaran dan motivasi merupakan faktor-faktor utama yang mempunyai perhubungan yang positif dengan kecenderungan keusahawanan di kalangan pelajar. Soal selidik pengurusan-kendiri telah diedarkan kepada pelajar-pelajar Ijazah Sarjana Muda Pentadbiran Perniagaan (BBA) dan Ijazah Sarjana Muda Keusahawanan (BEnt) di UUM untuk mengenal pasti kecenderungan keusahawanan dan faktor-faktor yang mempengaruhinya. Teknik pensampelan berstrata telah digunakan untuk antara 200 pelajar yang mengambil bahagian dalam kajian ini. Secara umumnya, keputusan menunjukkan bahawa kemahiran keusahawanan; sokongan alam sekitar dan faktor-faktor motivasi mempunyai perhubungan yang signifikan dengan kecenderungan keusahawanan. Implikasi kajian ini menunjukkan bahawa kecenderungan keusahawanan pelajar-pelajar BBA dan BEnt di UUM telah disokong oleh persekitaran yang membolehkan pelajar untuk memulakan perniagaan mereka sendiri.

Kata kunci: Kecenderungan Keusahawanan, Kemahiran keusahawanan, Sokongan Persekitaran, Faktor-faktor motivasi.

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and the Most Merciful

First of all, I would like to express my profound gratitude to Al-Mighty Allah, the Most Merciful and the Most Compassionate, Who has granted me the strength and will to start and complete this study. I pray to Him and request His Greatness to continue to be with me and inspire me deeper to enable me contribute more knowledge for the good of humanity

My appreciation also goes to my supervisors Dr. Lily Julienti bt. Abu Bakar and Dr. Darwina bt. Hj. Ahmad Arshad also is singular diligent supervision is indeed the undeniable impetus to the successful completion of this work. I thank both of you very deeply for your support and cooperation.

The same goes to my great mother and father who always give more supports and inspirations. May Allah bless them in good health and long life's old. I also wish to thank for all family my siblings.

Also thanks to all of my friends and everyone, that has been contributed by supporting my work and helps me during the research progress till it is fully completed. Finally, my appreciations also go to all my friends, colleagues and everyone who have contributed at one time or the other for the success of this project.

May Allah bless you all.

TABLE OF CONTENTS

ABSTRACT	ii
ABSTRAK	iii
ACKNOWLEDGEMENT	iv
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ABBREVIATION	xii
CHAPTER ONE : INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem Statement	3
1.3 Research Questions	6
1.4 Research Objectives	7
1.5 Scope of the study.....	7
1.6 Significance of the Study	7
1.7 Definition of Key Terms	8
1.7.1 Entrepreneurial Intention	8
1.7.2 Entrepreneurial Skills	8
1.7.3 Environmental support.....	9
1.7.4 Motivational Factors	9
1.8 Organization of the Chapters	9

CHAPTER TWO : LITERATURE REVIEW	11
2.1 Introduction	11
2.2 Entrepreneurship and Entrepreneur.....	11
2.3 Students Involvement in Entrepreneurial Activities	13
2.4 Entrepreneurial Intention.....	14
2.5 Entrepreneurial Skills and Entrepreneurial Intention	17
2.5.1 Entrepreneurial Skills dimensions	19
2.5.1.1 Recognizing opportunity	19
2.5.1.2 Managerial Skill.....	20
2.5.1.3 Technical skill.....	21
2.6 Environmental Support and Entrepreneurial Intention	24
2.6.1 Environmental Support dimensions.....	26
2.6.1.1 Government	26
2.6.1.2 University.....	28
2.7 Motivational Factors and Entrepreneurial Intention	30
2.7.1 Motivational Factors dimensions.....	32
2.7.1.1 Role Model.....	32
2.7.1.2 Financial support.....	34
2.8 Relevant Theories.....	36
2.8.1 Attitude towards Behaviour	37
2.8.2 Subjective Norms.....	37

2.8.3 Perceived Behaviour Control.....	37
2.9 Concluding Remark.....	39
CHAPTER THREE : RESEARCH METHODOLOGY	40
3.1 Introduction	40
3.2 Research Framework.....	40
3.3 Hypothesis Development	41
3.4 Research Design	42
3.5 Instrumentation.....	44
3.5.1 Unit of analysis	44
3.6 Questionnaire Design	44
3.7 Data Collection.....	48
3.8 Populations	48
3.9 Sample	49
3.10 Data Collection Procedures	49
3.11 Data Analysis Techniques.....	49
3.12 Analysis	50
3.12.1 Reliability.....	50
3.12.2 Descriptive Analysis	50
3.12.3 Correlation Analysis	50
3.12.4 Multiple Regressions	51
3.13 Concluding Remark.....	51
CHAPTER FOUR:RESULTS	53

4.1 Introduction	53
4.1 Response Rate	53
4.2 Inferential Analysis	53
4.2.1 Reliability Test.....	54
4.3 Test of Normality	55
4.4 Descriptive /Frequencies Analysis	56
4.4.1 Gender.....	56
4.4.2 Age.....	56
4.4.3 Marital Status.....	57
4.4.4 Ethnicity.....	57
4.4.5 Specialization of Study	58
4.4.6 Semester of Study	59
4.4.7 Family Involvement in Business.....	59
4.5 Correlation Analysis	60
4.6 Hypotheses Testing.	62
4.6.1 Regression Analysis.....	62
4.7 Chapter Summary	64
CHAPTER FIVE.....	65
CONCLUSION AND RECOMMENDATIONS	65
5.1 Introduction	65
5.2 Discussion on the Findings.....	65

5.3 Factors that Influence the Entrepreneurial Intention among UUM Udergraduate Students	65
5.3.1 Entrepreneurial Skill	66
5.3.2 Environmental Factor	67
5.3.3 Motivational factor	68
5.4 Summary	69
5.5 Limitations of the Study	69
5.6 Recommendations	70
5.6.1 Recommendations for University Utara Malaysia.....	70
5.6.2 Recommendations for Future Research	71
5.7 Conclusion.....	71
REFERENCES	73

LIST OF TABLES

3.1	<i>Adapted of Questionnaire</i>	46
3.2	<i>Numbers of students who are in (BBA &BENT)</i>	49
3.3	<i>Determining sample size from population</i>	50
4.1	<i>Reliability output for variables</i>	56
4.2	<i>Frequency and Percentage of Respondent by Gender.</i>	57
4.3	<i>Frequency and Percentage of Respondent by Age</i>	58
4.4	<i>Frequency and Percentage of Respondent by Marital Status.</i>	58
4.5	<i>Frequency and Percentage of Respondent by Ethnicity.</i>	59
4.6	<i>Frequency and Percentage of Respondent by Specialization of Study.</i>	59
4.7	<i>Frequency and Percentage of Respondent by Semester of Study.</i>	60
4.8	<i>Frequency and Percentage of Respondent by family involve in business.</i>	61
4.9	<i>Case Processing Summary</i>	62
4.10	<i>Mean and Std. Deviation</i>	62
4.11	<i>Multiple Regression summary</i>	64
4.12	<i>summary of hypotheses</i>	65

LIST OF FIGURES

2.1 <i>Illustration on how Theory of Planned Behavior works</i>	38
3.1 <i>Theoretical Framework</i>	<u>41</u>
3.2 <i>Research design for the research</i>	<u>43</u>
4.1 <i>Histogram for Outliers and Normality checking</i>	57

LIST OF ABBREVIATION

BBA	Bachelor Business Administration
BEnt	Bachelor in Entrepreneurship
RM	Bachelor in Marketing
HR	Bachelor in Human Resources
SBM	School Of Business Management
GPD	Gross Domestic Product
TPB	Theory Planned behavior
UUM	Universiti Utara Malaysia
MOE	Ministry of Education
ICT	Information Communication Technology
IT	Information, Technology
SMIDEC	Small and Medium Industries Development Corporation
MTDC	Malaysian Technology Development Corporation
MARA	Majlis Amanah Rakyat
SME	Small Medium Enterprise bank
PUNB	Perbadanan Usahawan Nasional Berhad
MEDEC	Malaysian Entrepreneurship Development Centre

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Malaysia is one of the developing countries in the world with a total population of about 30 million (Chong, 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).

Besides the quick development of entrepreneur worldwide, professional and academicians literature the most evident confirmation of the development of entrepreneur around the world is numerous courses related with entrepreneur also it has been opened for students to uncover them a formal training in enterprise including Bachelor degree level, Master degree level and even PhD level (Mohammad Safizal, 2003). These whole projects really help students to open to business visionary field and start their own enthusiasm to be entrepreneur in future. Universities can be seen as potential sources in creating future entrepreneurs since education that offered by college generally impact their career choice (Turker & Selcuk, 2008).

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 and after that it become Ministry of Entrepreneur & Co-operative Development (MECD) (Othman, Sulaiman, Zainudin, & Hasan, 2008). The ministry was 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.

In the context of higher learning institution, with its slogan of the Eminent Management University, UUM embarks 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.

At the end this study focused on undergraduate students in order to view the intention of young adults on entrepreneurship specifically for students in School of Business UUM. There are several factors that might influence them to be an entrepreneur either individual skills or environment support or Motivational factor. It is very important to determine which factors will lead them to be entrepreneurs.

1.2 Problem Statement

Government places a high priority for developing an entrepreneurship culture among graduate students and some practitioners and scholars have raised concern that not all the scholars have purpose or sufficient entrepreneurship skills to be an entrepreneur (Ahmad Yasruddin, Nik Abdul Aziz & Nik Azyyati, 2011).

Also it is assumed that since government is in the lead for entrepreneurial development, it should provide the much needed resources within its capability (Toma, 2014). Such resources include provision of environment conducive to business that will highly promote entrepreneurship. In terms of supportive, implementation and funding policies by the government.

According to Sessano (2007) government policy as it relates to entrepreneurial practice is targeted at encouraging entrepreneurship by making a favorable environment for the entrepreneurs. Furthermore, government needs to enact policies that would be user friendly to the entrepreneurs. Pals (2006) argued that there is a need for government policies as they relate to entrepreneurship to be successfully implemented irrespective of which administration is in power in order to achieve the goals of the guideline which often times is always lacking.

This research is in recognition of the seriousness government attached to developing potential entrepreneurs who are expected to serve as building blocks for a more resilient economy. This research is considered timely in order to investigate the level of entrepreneurial intention among undergraduate students. In order to increase the

numbers of entrepreneurs, intention needs to be studied because it is a key concept when it comes to understanding the reasons for individuals' career (Franco, Haase & Lautenschlager, 2010). In the context of the study of Auken, Stephen, Fry and Silva (2006), students with different courses background do not the same level of interest of becoming a graduate entrepreneur while, entrepreneurship students obviously are expected to have higher intention to start a business.

Youths are the sets of people that are likely to start a business within the age range of 25 to 44 (Turker & Selcuk, 2008). It is also critical to focus on people who are younger than 25 and understand which factors affect their intentions to start-up a business in the future.

According to Henderson and Robertson (2000; pp80) “. . . *the future working environment will depend on the creativity and individuality of the young. However, even though they have formal education in entrepreneur, not all students choose to be an entrepreneur. There will be high possibility among young people to choose entrepreneurial career if the university provide them adequate knowledge as well as the entrepreneurship program which emphasizes the need for the students to become entrepreneur*’ (pp80) “

There are quite number of studies on entrepreneurial intention within the academic institutions such as in (Autio, H. Keeley, Klofsten, GC Parker, & Hay, 2001; Pruett, Shinnar, Toney, Llopis, & Fox, 2009; Van BGelderen, Brand & Bodewes, 2008). However, as a foremost business focus university, many researches have been done entrepreneurial intention. For example there were study about entrepreneurial intention

among students, that was conducted about Asian students with particular interest on the Thai students in UUM (Sama-Ae, 2009).

Entrepreneurial skills acquired through relevant training, has been identified as one of the major requirement that can develop or determine the entrepreneurial intention of undergraduate or an individual. This is much emphasized by Arowomole (2000) who noted that lack of entrepreneurial skill is a crucial determinant of would be entrepreneurs and needs to be accorded due attention both by entrepreneurs and would-be entrepreneurs. Similarly, Kuratko and Hodgetts (2004) observed that acquiring entrepreneurial skill will boost confidence of the person in training and helps in cultivating entrepreneurial intention among undergraduates' students should be considered as an important factor for a successful entrepreneurship development. Adeyemo (2009), noting that the possession of the wide ranging skills in sales and marketing, self-motivation, financial know-how, time management skill, administrative skills, management skills, technological skills are essential factors in becoming a successful achiever in entrepreneurial goals. However, the author argued that potential entrepreneurs can possibly acquire these skills through their effort and time investment.

Lack of environmental support is considered by scholars as a major challenge as part of disabling factor against the students in the academic institution towards building their intention on entrepreneurship activities (Abdullah, Hamali, Deen, Saban & Abdurahman, 2009; Indarti, Rostiani, & Nastiti, 2007; Lucky & Minai, 2011; Taormina & Lao, 2007). In spite of this observation by scholars in pointing out the necessity of investigating the interrelationship between environment and entrepreneurial intention.

Therefore, this study intended to fill this gap by focusing on students of UUM to investigate entrepreneurial intention among students.

A review of the existing literature on motivational factor in entrepreneurship reveals that most scholars of the field such as Aldrich and Zimmer (1986) and Carroll and Mosakowski (1987) have criticized the role of motivation in entrepreneurship. They also argued that inadequate empirical work does not negate the importance of understanding the role of motivation in the entrepreneurial process. They also on the contrary noted that these criticisms have resulted in insufficient consideration of the role of the motivation in the entrepreneurial process in recent entrepreneurship research. Therefore, their theories of entrepreneurship do not consider variation in the motivations of different people like students in universities. Thus, this study consider relevant motivational factor to see the influence towards entrepreneurial intention.

1.3 Research Questions

1. Do entrepreneurial skills influence entrepreneurial intention of the university students?
2. Does environmental support significantly related to entrepreneurial intention of university students?
3. Is there any relationship between the motivational factor and entrepreneurial intention of the university students?

1.4 Research Objectives

1. To examine the relationship between entrepreneurial skills and entrepreneurial intention among university students.
2. To examine the relationship between environmental support and entrepreneurial intention among university students.
3. To determine the relationship between motivational factor and entrepreneurial intention among the university students

1.5 Scope of the study

Basically, this study attempts to determine the relationship between entrepreneur skills, environmental support and motivational factors influence entrepreneurship intention among undergraduate students in Universiti Utara Malaysia (UUM). Therefore, the study would be limited the undergraduate students who take (BBA & BEnt) in UUM. Currently, UUM is one of the Malaysian universities with high number of students, due to the management and entrepreneurship courses it offers.

1.6 Significance of the Study

This study try to identify whether the factors like entrepreneurial skills, environmental support or Motivational factors influence entrepreneurship intention among undergraduate students in Universiti Utara Malaysia (UUM). In addition, the findings of this research can provide a bright of knowledge to understand the entrepreneurship factors in increasing the entrepreneurship activities at UUM. This study also could reveal the number of students with entrepreneurship tendencies and choose to become entrepreneurs.

The result of the research can give more supportive suggestions and guidelines to Ministry of Education (MOE) to enhance entrepreneurship level in the university. Then, based on the research outcomes, the government and the university's and families can provide more channels, assistance and specific incentives or special funds to students. This study at least is able to help and provide useful input to the Ministry of Education in general, as the body responsible for triggering the idea and design the entrepreneurship and education policy making in the universities throughout Malaysia. Finally, this study support the government's agenda to make entrepreneurship as a first career choice among Malaysian graduates in year 2020. However, the findings obtained in this study are expected to provide additional insight for the entrepreneurial intention literature with particular interest on the undergraduate students which will be a source of further inquiry in this area of study.

1.7 Definition of Key Terms

1.7.1 Entrepreneurial Intention

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.

1.7.2 Entrepreneurial Skills

Based on the study by Lucky (2011) entrepreneurial skill is operationalized as the ability and knowledge of the potential entrepreneurs required from them to effectively achieve entrepreneurial intention.

1.7.3 Environmental support

Baldacchino and Dana (2006) defined that the external factor which is also called environmental support influence success since it provides a conducive environment for people as well as organization to flourish. In addition, according to Fini, Grimaldi, and Sobrero (2009), environmental factor is defined as support and influence from outside the organization which is referred to as environmental support and environmental influence.

1.7.4 Motivational Factors

According to Stephen (2010) defined motivation as “the willingness to exert high levels of effort toward organizational goals, conditioned by the effort and ability to satisfy some individual need.” Accordingly, the entrepreneurial motivation may be defined as the process that activates and motivates the entrepreneur to exert higher level of efforts for the achievement of his/her entrepreneurial goals. In other words, the entrepreneurial motivation refers to the forces or drive within an entrepreneur that affect the direction, intensity, and persistence of his / her voluntary behavior as entrepreneur.

1.8 Organization of the Chapters

This chapter has given a detailed account of the need for this study, the objectives and significance of the study. Chapter Two presents the literature review in the subject areas. Literatures relating to the research constructs were revisited including the main theories developed in the field. Chapter Three presents the methodology that was adopted in this study. The research design, research model, measurement development, data collection procedure, population, sampling and the analysis technique used were elaborated.

Chapter Four provides the details of a theoretical framework of the study and Chapter Five presents the initial study results of a survey on the current state.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents a review of research studies, concepts and theories that relate to the subject matter of the study. It is an overview research pertaining to the entrepreneurial intention and those factors that influence the intention to start up the business.

2.2 Entrepreneurship and Entrepreneur

The concept of entrepreneur, according to Fayolle (2007), has evolved over time. The origin of the word entrepreneur was traced to and derived from the French word which is *entreprendre* which means “to undertake, to fulfill needs and wants through innovation and starting business” (Keow, 1996). However, ‘entrepreneur’ has acquired a general meaning of in the seventeenth century to refer to ‘a person who undertakes to do something’ (Fayolle, 2007). From an economics perspectives entrepreneur in a more economic perspectives as ‘any person who manages an enterprise of their own, and implements the various factors of production such as land, labor and capital in order to sell goods or services’ (Fayolle, 2007).

Historically, Fayolle (2007) traced the origin of entrepreneurship, According to him the historical foundations of entrepreneurship belong to the economics while Richard Cantillon was credited as the first to present the role of the entrepreneur and its importance for economic development. Bruyat and Julien (2001) posited that entrepreneurship is a concept that has been defined in various ways. According to

Matlay and Westhead (2005), entrepreneurship, within, the historic period; is perceived as necessity due to its connection to socio-economic and political transformation of nations. Furthermore, Hisrich and Shepherd (2008) attempt to define entrepreneurship as the technique of generating something new with value by devoting the necessary work and time, assuming the accompanying financial, physical and social risk and receiving the resulting rewards of financial and personal satisfaction and independence. Similarly, (Fayolle, 2007) further asserts that entrepreneurship is should be regarded as what represents the actual engine of economic development. Because through the entrepreneurship, wealth are being created and development of new business activities will emerge leading to job creations and introduction of significant innovations that usually have tremendous effect on the economic growth.

Even though it may be desirable to encourage everyone to develop entrepreneurial attitude, it is not everybody that will be sufficiently motivated to start their own business because. (Stevenson & Gumpert, 1985). Some people may be comfortable to being employed and regular, permanent income. The individual characteristics, inner guts ambitions and the urge to be independent are usually associated with their intention of get involved in entrepreneurship. (De Jong & Wennekers, 2008; Donald) However, getting involved in entrepreneurship activities is a factor that encourages the individual's person to develop their skills of opportunity recognition which will lead to innovative activities that bring about the formation of new products or services. It also results in the dynamism of the environment and the competitive nature of the businesses Goldsby, 2004).

In concluding this overview of the concept of entrepreneurship, it is relevant to re state that entrepreneurship is one of the processes that begin with the known and an exploitation of any opportunities that may offer them. Or in terms of advantages and maximization of profits as well as facing all the possible risks in achieving their successfulness. Therefore this study is attempting to determine factors that have the most impact on persons to be entrepreneur.

2.3 Students Involvement in Entrepreneurial Activities

The emerging trend whereby the students are getting involved carrying out little business on campus is pointer in some way of trying raise extra financial gain. It also shows how to overcome the matters related to the inadequate instructional loans or financial constraints. If within the busy academic life schedule student where the necessity of their study and educational demand, some of the students still carry out entrepreneurial activities, there is opportunities for several students to get involved with the little business activities around their university or college (Lüthje & Franke, 2003)

The larger society may not have noticed the existence of small entrepreneur who is trying to widen their business empire within the reality of the constraint and hectic life on the campus. Many at times the types of business choice embark upon by the young entrepreneurs may not be consistent because they depend on the demands and response from the university students (Klapper & Jarniou, 2006).

In my opinion in UUM this kind of business the members of the community including students and scholars operated is the essential services needed by the university student community. For example, students were involved in selling foodstuffs such as bread, soft drinks, dairy products and general food. Besides, foodstuff some other products like souvenirs, prepaid card, brooches, scarves, clothes, health and beauty products as well as

electrical devices are some the items being sold. Other types of business where you can find university scholars include printing services, photocopying services, automobile renting, laptop computer and computer formatting and plenty of more.

2.4 Entrepreneurial Intention

A central concept in entrepreneurship method is intentionality; it plays a key role. It corresponds to a state of mind that directs the individual attention, experience and action toward the objective of founding a business. According to Bird (1988) and Aizat Mohd Nasuridin, Noor Hazlina Ahmad and Lin (2009), the purpose of entrepreneurship can be defined as state of mind which directs and guides the actions implementation as well as development of new business. They also viewed entrepreneurship as individual purpose to perform a venture into new creation of behavior and action. It also refers to their determination to developing it.

As pointed out by Thompson (2009), entrepreneurial intention can be seen and defined as the self-acknowledged conviction of the individual mind in the likelihood of bringing up a brand new business with an honest and dedicated plan which will show up at a definite point of time. The authors state further that the propelling force behind the idea of entrepreneurial purpose is determined by the strength of purpose to start up a brand, spanking new business. As a matter of fact, it has been strongly suggested that entrepreneurial purpose is helped by certain factors as to validate determinates of the entrepreneurial activities of an individual. These factors include the willingness and ability to study the entrepreneurial purpose which clearly helps in understanding the antecedents that predict entrepreneurial purpose (Bird, 1988; Davidsson, 1995; Ismail et al., 2009; Krueger, Reilly, and Carsrud., 2000; Liñán, 2004; Peterman & Kennedy, 2003).

Different stakeholders are getting involved in entrepreneurship reflecting different aims and objectives. More programmes are being created with the aim of exposing the individual to the actual life of entrepreneur. Also government, private sector and even higher education institutions getting involved creating and implementing varying activities with the objective to generate awareness and motivate society to take the challenge and venture in to entrepreneurship. This perhaps explains the reason why students in entrepreneurship study are developing their own higher intentions to begin up a business compared to non-entrepreneurship students (Auken, Stephens & Fryand Forest, 2006).

Such activities being organized can or should attract more people to learn and get motivated by their spirits to become an entrepreneur. However, government ought to continue to play a central role in encouraging these individuals to become a successful entrepreneur and reduce any barriers that could prevent them from venturing in to entrepreneurship field. Besides, the state of research in the fields indicate that the possibility of university candidate to select entrepreneurship as a career depending on the number of universities that may be offering the courses. That might increase young people's interest if universities provide knowledge and inspiration for entrepreneurship (Turker & Selcuk, 2008). This indicated that education is the key role in development of entrepreneurial intention. Henderson and Robertson (2000) supported this position when he mentioned that effective education on entrepreneurship is one among the factors that leads towards entrepreneurial career among students.

The probability of beginning a business in the foreseeable future is the usual measurement of entrepreneurial intentions. As observed by Gartner and Vesper (1994)

that entrepreneurship could also be viewed as a process that happens over time. In this process, entrepreneurial intention would be the first primary step within the evolving process that will propel future method of venture creation (Lee & Wong, 2004). Therefore it must be noted that to start up or trying to own a business venture is not something that, happen suddenly. It is the outcome of process involving enquiry that guides and determines entrepreneurial purpose. Those people or individual who nurse the intentions to found an organization are observed to have attitudes, interests, values and skills regarding entrepreneurship and these form part of the content of their entrepreneurial intentions (Lee & Wong, 2004).

There is considerable literature and research that have been conducted to inquire in to factors that lead to entrepreneurial purpose (Linan and Guerrero, 2007; Franke and Luthje, 2003; Scholten, Kemp and Omta, 2004; Fitzsimmons and Douglas, 2005; Degeorge and Fayolle, 2008; Linan, Cohard and Guzman, 2008). The outcome of the some of the empirical studies identified certain feature of individual characteristics, traits and skills that are present among nascent entrepreneurs. These characteristics are seen as having key influence on the entrepreneurial intention.

Many previous various studies on entrepreneurial intention and other variables, tried to focus on examining relationship and factors that informed the intention of becoming an entrepreneur. For example Samuel, Ernest, and Awauh (2013) inquired in to an assessment of Entrepreneurship Intention carried out among Sunyani polytechnic marketing students. With survey as the research design, the study collected information from 136 students, including both female and male selected through convenient sampling methods. The findings indicate that Intention of students to become

entrepreneurs is high pointing to high possibilities of the students becoming entrepreneurs in future.

2.5 Entrepreneurial Skills And Entrepreneurial Intention

Fini, Grimaldi, et al (2009) who affirmed that entrepreneurial skills are significantly related to entrepreneurial intention. Thus, the study affirmed that entrepreneurial skill is significantly related to entrepreneurial intention. 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.

Acquiring skills by the entrepreneur cannot be over emphasized because an important requirement for the entrepreneur to be successful. However, Green, Jones and Miles (2012), noted that there is no general consensus on what the definition of skill should be. In other words, scholars of the field have not achieve a consensus as to an agreed definition of what constitute skills. Generally, Liucky and Nurahimah (2013) defined skill as the ability and capacity to do something.

Skill according to Adeyemo, (2009) has been used in many different contexts and disciplines 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. This informed the position of Arowomole,(2000), that entrepreneurial skill constitute an important elements of entrepreneurship development. It is a vital requirement needed 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. Similarly, authors like Ogundele (2007) and Kuratko and Hodgetts (2004) entrepreneurial skill as the ability to know the business very well that allow for proper planning. Kuratko and Hodgetts (2004) on further posited that the concept of a entrepreneur is a generalist for proper planning. Adeyemo (2009) a summary of the wide range of definition of entrepreneurial skills to include the following: Entrepreneurial skill is ability to develop 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) also aligned with definition that the skill is the individual ability to create a new business through exploitation of an idea in other to benefit both the individual and the society. The author goes further to identify two ways in which to define entrepreneurial skills. One is the identifying the activities involves entrepreneurial initiatives. Two is finding out what are the characteristics of these activities.

To be a successful entrepreneurial skill certain definite skills are required. That is why Adeyemo, (2009) argues that the belief by some individuals that entrepreneurs are born and not made is not true. Rather, he believes that entrepreneurial skills can be acquired through effort and time investment. Three essential skills are related to entrepreneurial skills. These are recognizing opportunity, managerial skill and technical skill. A discussion of each is contained in the following sections:

2.5.1 Entrepreneurial Skills dimensions

2.5.1.1 Recognizing opportunity

Entrepreneurs must possess the ability to recognize and take an opportunity. This vital skill is possessed by creative thinkers that understand how to take advantage of any situation to turn it into a new idea or product. By monitoring the trend and the changes as it happens, the opportunity seeker is always recognizing an idea and 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). Adeyemo (2009) conducted a study on the entrepreneurial skills acquisition among teachers. The findings showed that individual with the intention of becoming entrepreneurs must possess entrepreneurial skills. His conclusion was that teachers with entrepreneurial skill tend 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, Liñán (2008)'s study in which he used the Ajzen's theory of planned behavior to examine how skills and value perception affect entrepreneurial intention among students. The study was conducted on 249 university students with structural equation model as the tool to test the study hypothesis. The main objective was to determine the 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. This means that skills and value perception play 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 order to generate more incomes as a result of sustainability and diversification. The findings of the study showed 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.

2.5.1.2 Managerial Skill

Managerial skills can simply be understood as the possession of knowledge and the ability of the individual on a managerial position to fulfill some specific managerial activities or tasks. This knowledge and ability can be learned and practiced. However, they also can be acquired through practical implementation of required activities and tasks (Solomon, Duffy & Tarabishy 2002)

Any discussion about managerial skills is usually focused on the skills of a manager to maintain high efficiency in the way and how his or her employees complete their everyday working tasks. This is the reason why, managers will need skills that will help them to manage people and technology to ensure an effective and efficient realization of their working tasks. (Whetten, 2005). The fact that the entrepreneur has hired a manager's does not mean he would need to

daily details. The entrepreneur must understand if their business has the right resources and if those resources are being used effectively. They must ensure that all the positions in their business are occupied by effective people. The managerial skills to be gained, either actually or through the vocation of others, clearly rely on upon the sort of business and the individual running it. What is essential is mindfulness that there are holes in aptitude and a capacity to bridge those gaps.

The importance of managerial skills in overseeing both human and non-human resources of an organization cannot be over-emphasized. This is because the manger uses his skills time management and individual's administration of the association in other to accomplish the said objective and destinations. Etonyeaku, Kanu, Ezeji and Chukwuma (2014) also stated that managerial skills are needed for planning, decision making, human relationship, innovative changes, visionary leadership and ability to manage change.

2.5.1.3 Technical skill

According to Hargittas and Shafer (2006), technical skill refer to the ability to perform a given tasks or job that requires the use different machines and tools. Such involves using tools and specific techniques such as using a computer word, processing a program, or creating a budget and it is said that it is crucial in a way that they have direct contact with the employee performing work activities.

The possession of technical skills makes the manager to be able to use different techniques to achieve what they want to achieve by applying knowledge and ability they have acquired. Technical skills are not related only to machines, production tools or other equipment, but includes the skills that are required to increase sales, design different types of products and services, and market the products and services. This demands of different technical makes some to demand in the education of entrepreneurship to lay emphasize on multiple dimensions. For example, Johannisson (1991) identified four cornerstones of entrepreneurship as: ability to impact one's personal environment, a high degree of self-confidence, an ability to create support networks, and an ability to create a linkage from vision to action. He then conducted a survey of Swedish universities to determine the emphasis placed on each of these dimensions. He concluded that most university programs emphasize the teaching of technical skills. The technical expertise of such individuals is seen as being applicable to the future achievement , impressive uncertainty has been thrown on whether specialized technical entrepreneurs have the management skills abilities needed to deal with an successful business.

This study concentrates on technical skill related to information, technology and communication (ICT) whereby each segment and field included the utilization of IT including business. In the Malaysian Seventh Plan has specified that key parts, for example, data innovation, foundation, utility and also transportation need to be developed and targeted by entrepreneurs. (Chinien, 2003).These technical skills being emphasized include 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. A number of government agencies and financial institutions are already involved in the development of entrepreneurship such as Small and Medium Industries Development Corporation (SMIDEC), Malaysian Technology Development Corporation (MTDC), Majlis Amanah Rakyat (MARA), SME Bank (Small Medium Enterprise bank), Bank Rakyat, Perbadanan Usahawan Nasional Berhad (PUNB), Malaysian Entrepreneurship Development Centre (MEDEC) and many more.

Among scholars who have written on technical skills are Van Deursen and VanDijk (2010). They identified four Internet skills that are based on individual abilities which makes them include relevant skills necessary for the general population to function well in an increasingly digital environment. By this, Van Deursen and Van Dijk are trying to avoid a technologically deterministic viewpoint, hence their work accounting for technical aspects related to the use of the Internet and substantive aspects related to the content provided by the Internet. Their definition illustrates that the provision of operational and formal skills alone is not sufficient when using the Internet. Furthermore, Van Deursen and Van Dijk (2010). Admit that their approach contains gradients of difficulty by pointing out that the four skills have a sequential and conditional nature. This means learners like students in the new digital environment should also know how other skills like using internet as it will help them to determine the right

information about what they want to do and help them to collect the right information in right time to apply it in the right place.

2.6 Environmental Support and Entrepreneurial Intention

Sama-Ae (2009) affirmed that environmental factor affects the entrepreneurial intention of the Thai student in UUM. Besides, Uddin and Bose (2012) also stated that the environment is significantly related to entrepreneurial intention among students. On the other hand 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

An important element in entrepreneurship is the role the business environment plays in influencing entrepreneurial activities. A lot of scholars associated it with the role of government in promoting entrepreneurship. The role of government comes in different form in the area of policies and programmes including funding, externalities, and infrastructures that shape the actual local context. Similarly is the university environment (environmental support) which is known as mechanisms that influence entrepreneurial activities (Fini ,Grimaldi & Sobrero, 2009).

Frederick, Kuratko and Hodgetts (2006) try to give more clarification on what constitute environmental support by describing as those elements outside the organization that exact influence on the organization either positively or negatively. These are what Baldacchino and Dana (2006) refer to as external factor and identified them as elements that play significant role in the creation of viable organizations. They have been equally

identified as indispensable factors in the process of ensuring the success of any business organization irrespective of their size by providing a conducive environment for people as well as organization to flourish.

Baldacchino and Dana (2006) noted that the external factor (which is also called environmental support) influence success of the organization. On their part, Fini, Grimaldi, and Sobrero (2009), refer to environmental factor as the support and influence from outside the organization which is variously refer to as environmental support and environmental influence.

Many students have been given resources that they classified as tangible and intangible. This creates the environment that is very supportive in respect to entrepreneurial activities (Beck, Demirgüç-Kunt, & Maksimovic, 2005; Niosi & Bas, 2001). Equally, the university has been identified as a significant part of the factor of promoting and enhancing entrepreneurial activities which is reefered to as university support. Although, the roles varies from university to university and may be in terms of policies and programs available in the university.

Some of these services that are available in a university are consultancy; physical resources and access to university business loan are identified as some of the supports needed within the university environment (Mian, 1996). This study try to focus on government and university support to see the influence of both environments towards entrepreneurial intention. A discussion of each is contained in the following sections:

2.6.1 Environmental Support dimensions

2.6.1.1 Government

Among the element of the business environment that plays a very vital role in influencing entrepreneurial activities is 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.

To take example from Malaysia, the Ministry of Entrepreneur Development have been stated before as part of its main objectives to generate and develop entrepreneurs who are resilient, successful and competitive in all the potential growth sectors of the economy (Choy, Kuppusamy & Jusoh, 2005). However, in 2004, Malaysian government has been restructuring its department and hence the Ministry of Entrepreneur and Co-operative were established with objectives to provide an environment that will promote and assist the development of entrepreneurs as well as to inculcate a culture of entrepreneurship among Malaysians. To achieve these new objectives, tertiary institutions have been mobilized in order to encourage university graduates in venturing into entrepreneurship. This approach points to the fact that Malaysian government regards graduates are valuables resources that will affect the quality of the future society. They are also recognized having critical roles to in assuring the continued development of the economy of a country (Choy et al., 2005).

Hari , Balck, Babin, Anderson and Tatham (2006) as cited in (Mastura & Abdul,2008), have pointed out that the Malaysian government also plans to make

entrepreneurship courses compulsory for all public university students in the hope of fostering five percent entrepreneurs from among the graduates. Both public and private institutions of higher learning in Malaysia are cueing into this government initiative by offering various programmes in entrepreneurship area in order to fulfill the demand from government and the public sector. Among these, institutions of higher learning, Universiti Utara Malaysia is one of the public universities that is first to offer programmes related to entrepreneurship (Habshah and Faudziah, 2005).

In conjunction with the national aspiration, UUM also has initiated strategies towards entrepreneurship such as classes, seminar, training, curriculum activities and many more. In UUM, the Co-operative and Entrepreneurship Development Institute (CEDI) has been introduced with the objectives as follows:

- A. To produce student entrepreneurs based on acquired knowledge through student business programmes known as Siswaniaga. (Programme known as Siswaniaga is developed with the purpose to allow students to operate small business activities in designated areas in campus such as Varsity mall, Residence College or faculties).
- B. To be a consultation and research centre in entrepreneurship and co-operatives.
- C. To generate income to the university through consultations and research programmes.

In addition to the above, UUM also provides entrepreneurship education by offering the entrepreneurship programme for their students. Thus, the programme Bachelor of Entrepreneurship in UUM is the first ever programme offered in Malaysia.

Galloway and Brown (2002), has rightly pointed out that there is high possibilities that individual who attend entrepreneurship courses have a higher tendency to start their own businesses at some point in their career than those attending other courses. The assumption behind the establishment of the programme is that it is felt that entrepreneurship will become the catalyst to spur the economic growth of the country.

In terms of curriculum activities towards entrepreneurship, UUM emphasizes on the aspect of characteristics of entrepreneurs, recognizing business opportunities, assessing resources and learning how to allocate resources using specific strategies. Moreover, all the entrepreneurship related programmes in UUM are conducted in collaboration with the government ministry, agencies and financial institutions such as MECD, MARA, SMIDEC, SME Bank, Bank Rakyat and many more.

2.6.1.2 University

It is believed that entrepreneurship level reached through education, particularly entrepreneurship education will lead to higher performance. A key assumption underlying these programmes oriented towards entrepreneurship skills is that it bring out person that are not with fixed personal characteristics. In line with this

assumption, the result of general education as measured in years of schooling on entrepreneur performance is positive (Van der Sluis and Van Praag, 2007). Also the business coaching has been found to be effective for the performance of people who applied for microfinance to begin their own business.

Other universities that have been offering entrepreneurship courses and subject in their programmes are Malaya since middle of 1990. There are similar programmes going on as well for college students in degree and at Master levels (Ibrahim Othman, 2009). Many other public and private institutions of higher learning in Malaysia offered varied programmes in entrepreneurship area so as to satisfy the demand from government and the public sector.

These entrepreneurship programmes exposes students truly to facilitate that reveal entrepreneur field and encourage them to be an entrepreneur in future. Universities are rightly perceived as potential sources of developing future entrepreneurs since education that they offered mostly influence their career choice (Turker & Selcuk, 2008)

Some studies on the issue like that of Yusuf, Sandhu and Jain (2008) reveals that there was a major effects between programmes that students enrolled for in the university and their intention of becoming into entrepreneur. Their study also demonstrates that business students were tend to be influenced in their intention if they are clustered with different programmes. It shows that business students have higher influence on the intention among the other students to pursue their

career as an entrepreneur. Some of the students choose to be an entrepreneur and some are not, even though they have formal education in entrepreneurship.

There is high possibility among young people to choose entrepreneurial career if the university provide them adequate knowledge as well as aspiration for entrepreneurship (Turker & Selcuk, 2008).

2.7 Motivational Factors and Entrepreneurial Intention

Drennan, Kennedy, and Renfrew (2003), stated that students with role model perceive starting a business to be more feasible and desirable compared with those without role model. This statement was related with study by Bosma et.al.,(2011), where the role model have influence the decision of person or individual for start up the business and develop their own business whereby role model can be anyone whether famous people, teachers, colleagues or family members.

On the other hand financial support can be from parents, government, any agencies etc. The study also related to research by Habsah and Fauziah (2005) in their studies found that 86 percent of entrepreneurs start business using their own saving as a capital and another 14 percent used own saving as well as capital from friends or family.

Motivation is an important factor and is regarded as vital for an entrepreneur. To be motivated is to have the belief that will make him successful in his quest to becoming an innovator or developer of a new idea.

The entrepreneur being a person who always trying to find an opportunity in every single thing that another person sees as a threat or a problem, there is need to be highly

motivated. They are people who see and understand things differently from other people. Also, this skill will also help the entrepreneurs to help in motivating people to also believe in themselves which will benefit the whole business Agbenyegah (2013).

Perwin (2003) identified two types motivation: inherent and outside. Inherent motivation refers to a private interest within the task, e.g. action motivation. Outside motivation refers to an out of doors reward that follows positive behavior. Shapero and Sokol (1982) in their study examined entrepreneurial intentions as life path changes and their impact on the people perceptions of desirability. They looked at the perceptions of practicableness associated with new venture formation. The intention was in the context of becoming freelance and forms a new venture (an entrepreneurial event), this depends on the people perceptions of desirability and practicableness in regard to that activity. Further, the entrepreneurial event may be a product that is associated with people perceptions' of desirability of entrepreneurship suffering from their own personal attitudes, values and feelings. These feelings are a result of their peerless social environments (e.g. relatives, peer teams, instructional and skilled influences)

Further, Perceived government and non-government support is also one of the most important predictor variables to predict the self-employment intention among undergraduates (Ummah, 2009). Therefore, she suggested the government officials to provide the financial support, advisory support, technical assistance, and awareness training programs to undergraduates to induce the self-employment intention. Motivational factor in this study has been divided by role model and financial support as follows:

2.7.1 Motivational Factors dimensions

2.7.1.1 Role Model

A role model is a person whose by exemplary conduct serves to motivate and people emulate his conduct or behavior (Business Dictionary, 2012). The term model has two components. First is the thought of role and intention of person to spot with others. Secondly, the abstract modeling, matching psychological feature skills and behavior patterns of the individual person and observant. The model as an example of positive example is vital among those factors that influence entrepreneurial activity (Lafuente & Amp; Vaillant, 2008). This factor jointly refers to their call to the career they select or call to interact in entrepreneurship. As a matter of facts, many entrepreneurs have confessed that the motivation by others was an important factor that influenced to their call for business starts up and to develop their own business (Bosma, Hessels, Schutjens, Praag, and Verheul. 2011).

The foregoing points to the fact that there is need to help entrepreneur to identify with role models who could be seen as equal in term of their characteristics, behaviors or their ambition (goals) and from whom they will learn skills or special skills from the role models. Model may sometimes influenced or inspired the individual to be like them, either in gift or in their future (Business wordbook, 2012).

Role models might influence individual directly or through how they were perceived. The belief and attitudes towards them are important factors. Kennedy,

Drennan, Renfrow, and Watson (2003) stated that role model such as folks, peers, classmates or colleagues also influence the perceptions of desirability of individual to begin a business. Model can lead a personal attempt to copy the observed behavior so as to receive similar benefits as their role models.

Since, it is observed that young individuals who are never exposed to actual entrepreneurship life may be afraid to start up their own businesses. They are often pre occupied with of thinking failure, pressure in establishing their business as well as not lots of young entrepreneur models for them to follow. With this realization, the importance of role model that will motivate the young entrepreneur has come the fore again. It means that role model actually have vital influences in guide and direct new and young entrepreneur to venture in this field.

Role model can be referred as somebody who may influence individuals includes politicians, celebrity, public figure, relatives or friends itself. (Bosma et al, 2011) mentioned that role model for entrepreneur can be other entrepreneur and range from famous people such as Steve Jobs to their former colleagues or relatives member.

The role of feature model is also recognized and discussed in literature. Kennedy *et al*, (2003) claimed that feasible role models can be individual that are not personally known to the entrepreneur. Example is historical and famous figures. Besides relatives and academics, other parties such as career counselors and trade or entrepreneurs itself are required to involve regularly in giving advice or

assistance not only for existing but also future entrepreneurs (Zahariah, Amelina & Erlane, 2010).

Across the world many personalities can serve as role model to lot of existing entrepreneur and new entrepreneur such as Larry Ellison, Donald Trump, Mark Zuckerberg and plenty of more. Also Malaysia can boost of several giant names likes Syed Mokhtar Al-Bukhary, Dato Wan Mohammad Sani, Ananda Krishnan etc. Role model in terms of career can help new entrepreneur to shape their outcome expectation as well as their self-efficacy that lead to intentions of pursue their career (Auken, Stephens, Fry and Silva . 2006).

2.7.1.2 Financial support

Most of people think it is a challenge for them and high risk in new event that they don't have financial support to venture in this field. Financial support can be from parents, government, any agencies etc. In a study conducted by Habsah & Fauziah (2005) it was discover that 86 percent of entrepreneurs start business using their own saving as a capital while another 14 percent used own saving as well as capital from friends or relatives. This shows that most of entrepreneurs start their businesses with their own capital rather than wait to access loan or lend from third parties. Although this is possible for those who run who run a tiny business but for those who need more capital they can get from other institutions as well.

The availability of financial resources as well could motivate individual to pursue in entrepreneurship because capital restrain has seen as barrier for

individual to start their own business. However, Zahariah, Amelina & Erlane (2010) claimed that there is no significant difference between economic trait and entrepreneurial intention which means economic trait ought to not see as a barrier for those who have interest to be an entrepreneur.

If the undergraduate students are to be motivated to be entrepreneurship, then the financial support obtainable to entrepreneurs need adapting to meets the needs of undergraduate students who setting up their own business. A look at a study by Ahmad Yasruddin, Nik Abdul Aziz & NikAzyyati (2011) conducted about entrepreneurship intention among polytechnic students in Malaysia their findings indicated that the technical students are less likely to involve in entrepreneurship field because they did not have financial support or financial aid from the providers.

Chong (1993) who carried out studies among the Malaysia (chinese), his findings reveals that capital that available from relatives helps to ease individual to become an entrepreneur. The study showed that the factor that contributes to the success of Chinese entrepreneur in Malaysia is because of the availability of capital from their own relatives. The availability of financial supports such as venture capital has been identified as leading factor in entrepreneurial intention (Fini et al., 2009).

Similarly, Gnywali and Fogel (1994) in an article mentioned that the type of financial assistance that are needed by entrepreneurs are usually for the

purposes of diversifying the startup risk in their business, to accumulate capital for startup and also to expand the finance growth. Therefore, the rate at which individual would need to have new business start-up depends on the availability of that financial assistance. Their findings are summed in this hypothesis: the higher or greater availability for financial assistance, the higher creation of new business. This claim was supported with the findings by National Knowledge Commission (2008), which pointed out that those entrepreneurs who started their business after year 2000 found that it was difficult and hard for them to access bank funding.

2.8 Relevant Theories

The relevant theory to this study is the Theory of planned behavior (TPB) which was developed in 1988. Researchers in the field of entrepreneurship have used in predicting how individual sees other individual interest. When applied to the field of entrepreneurship, the theory assumed that the higher the attitude, subjective norms and perceived behavioral control of an individual, the higher the possibility of becoming an entrepreneur.

This theory was proposed by Icek Ajzen (1991) It posits that understanding the behavior of an individual can be done through the identifying some key determinants on the relationship between attitude and behavior. This theory was divided by three combination elements such as attitude toward behavior, subjective norms and perceived behavior control.

2.8.1 Attitude towards Behaviour

This is explained as the assumption about two elements that belief about the consequences of the behaviour and the judgments about each of the features of behaviour either positive or negative (Ajzen, 1991).

2.8.2 Subjective Norms

This also consists of two components. The first is the work in interaction whereby someone believes about how the other person, who might be important to them; would like them to behave (Ajzen, 1991).also subjective norms reflect the perceived desirability of performing the behavior while perceived behavioral control reflects the perceived feasibility of performing the behavior and is thus related to perceptions of situational competence or self-efficacy (Krueger et al., 2000).

2.8.3 Perceived Behaviour Control

This also has two aspects which highlights how much a person control over the behavior and how the person feels confident about being able to perform or not perform the behavior (Ajzen, 1991).

The core assumption of the theory is that the more the understanding of the antecedents of the intention the more possible for us to predict behavior and attitude. As an example, For instance, Douglas and Shepherd (2002) employed the theory of planned behavior in a study to determine the entrepreneurial intention of an individual The findings indicates that attitudes, subjective norms and perceived behavioral control of an individual is very key in determining the entrepreneurial intention of an individual.

Ajzen (1991) has also mentioned that individual intention serves as a motivational factor that influences behavioral intention. This means that any decision will depend on the three elements of behavioral attitude, subjective norms and perceived behavioral control. To what extent this applies, will depend on how individual is able to control his or her behavior.

Therefore, the use of TPB in this study assumed that certain factors such as entrepreneurial intention, entrepreneurial skill and environmental support influence entrepreneurial intention. Thus, theory becomes relevant to explain the relationship between entrepreneurial intention, entrepreneurial skill and environmental support, and entrepreneurial intention

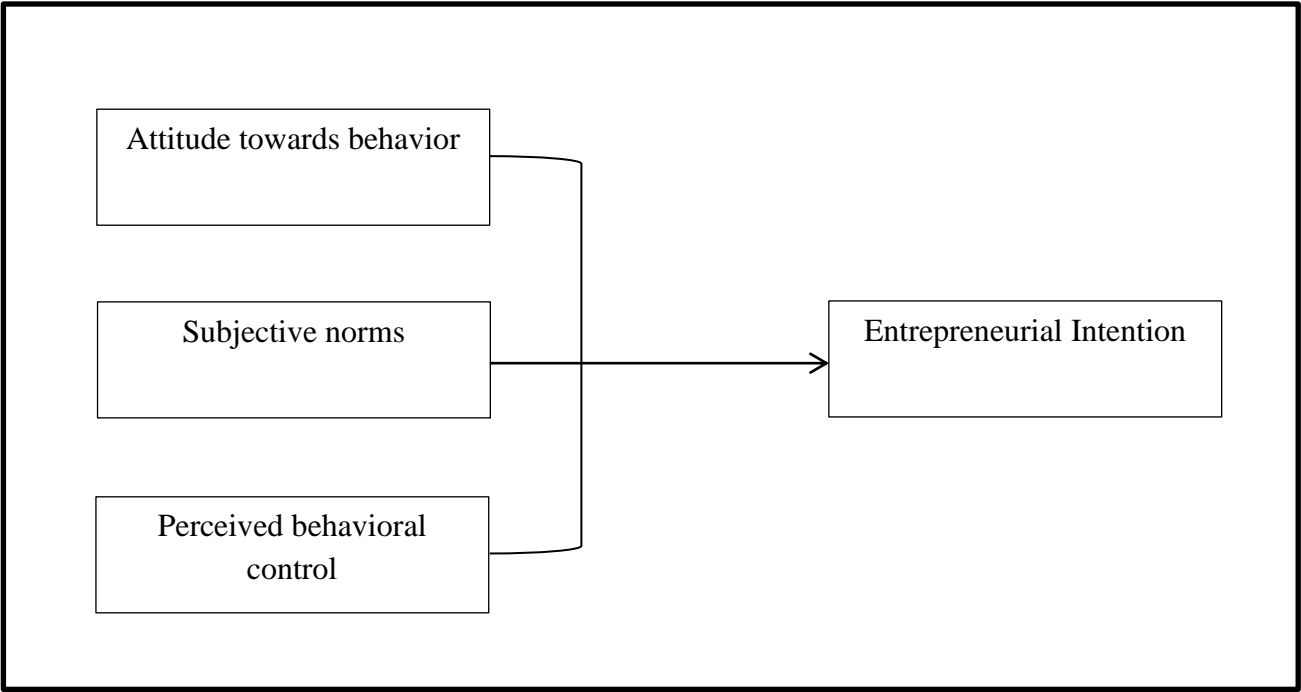


Figure 2.1
Illustration on how Theory of Planned Behavior works
Source: Ajzen (1991)

2.9 Concluding Remark

Chapter two now pointed evidence that entrepreneurship is very important in developed countries like Malaysia. Generally, literature showed that there was lack of knowing the factors that influence the entrepreneurship on undergraduate students in Uum University. Additionally, lack of academic research on the use interpersonal skills and environment support and Motivational factors as shown by the literature review. The method used in this study were explained in Chapter 3 namely research methodology. This chapter highlighted about the research framework, hypothesis, and research design. Besides that, the measurement of variables, data collection and techniques of data analysis were explained in this chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The aim of this study is to examine the entrepreneurial intention among the UUM undergraduate (BBA and BEnt) students in relation to entrepreneurial intention. This chapter discusses the research design and methodology and also explains and discussed the type of study and the instrumentation in detail that used for this study. Furthermore, the chapter also discusses the population of the study, sample size and sampling techniques, method used in measuring the variables This section also describe in detail the techniques or step that need to be followed in order to collect and gather the data as well as the subsequent. Besides, this chapter explains about the analysis of the data to be collected which has been used SPSS for analyze which was adopted for the study.

3.2 Research Framework

Through The growing interest by researchers, government, stakeholders, management and entrepreneurs on entrepreneurial intention and orientation studies is evidenced in a large number of literatures; the following theoretical frameworks were created. Based on the theoretical framework as shown in Figure 3.1, the research is designed to recognize the relationship between entrepreneurial skills, environmental support and Motivational factors, and entrepreneurial intention among students in UUM.

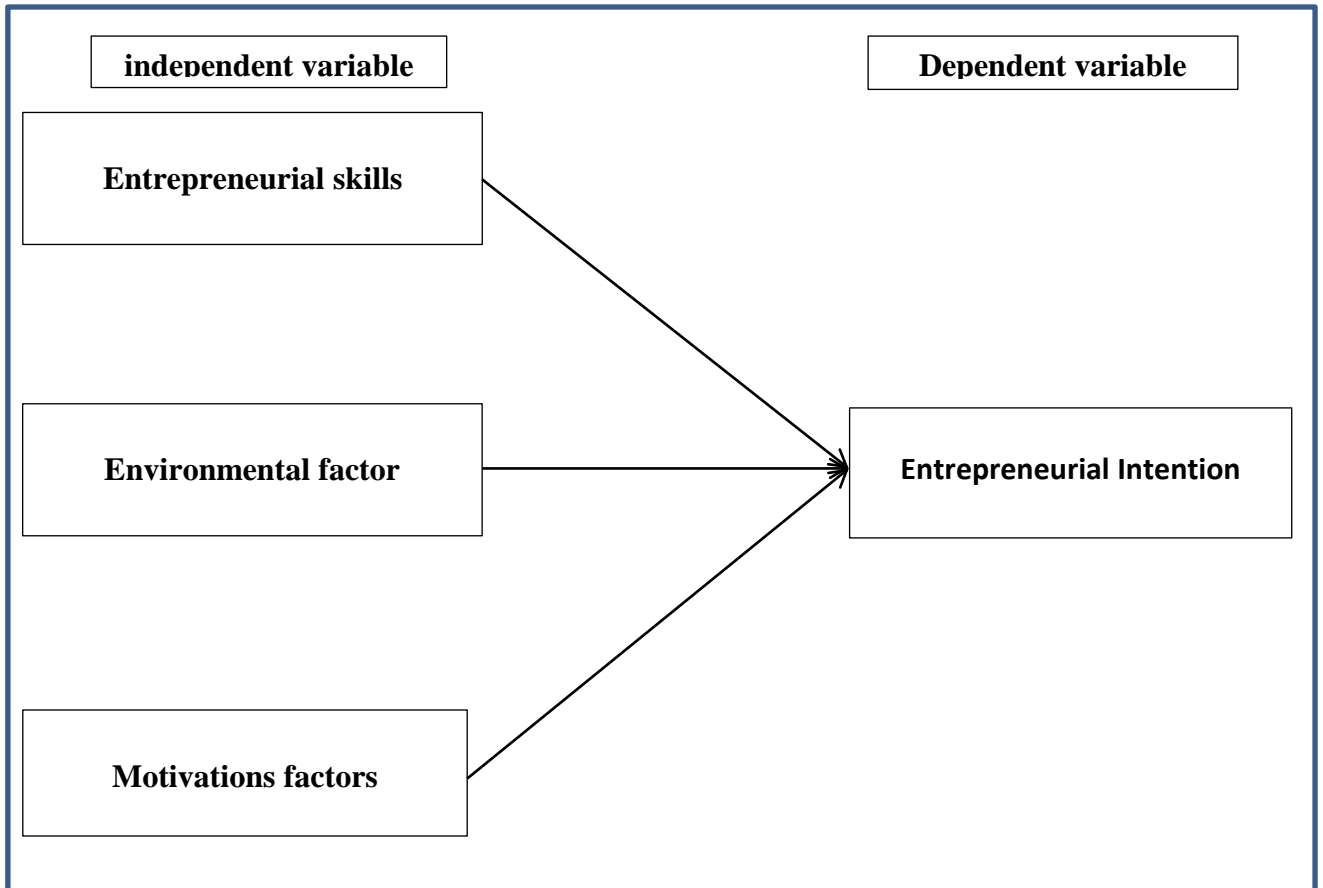


Figure 3.1
Theoretical Framework

3.3 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. So based on the frame work the following hypotheses are hereby proposed in order to test the influence of environment support, entrepreneurial skills and motivational factors on the entrepreneurial intention.

H1: There is positive relationship between entrepreneurial skills and entrepreneurial intention

H2: There is positive relationship between environmental support and entrepreneurial intention

H3: There is positive relationship between motivational factors and entrepreneurial intention

3.4 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) This is descriptive quantitative study which investigates the factors namely This is descriptive quantitative study which investigates the factors namely environment support , entrepreneurial skills and motivational factors that can lead to entrepreneurial intention among UUM students that can lead to entrepreneurial intention among UUM students.

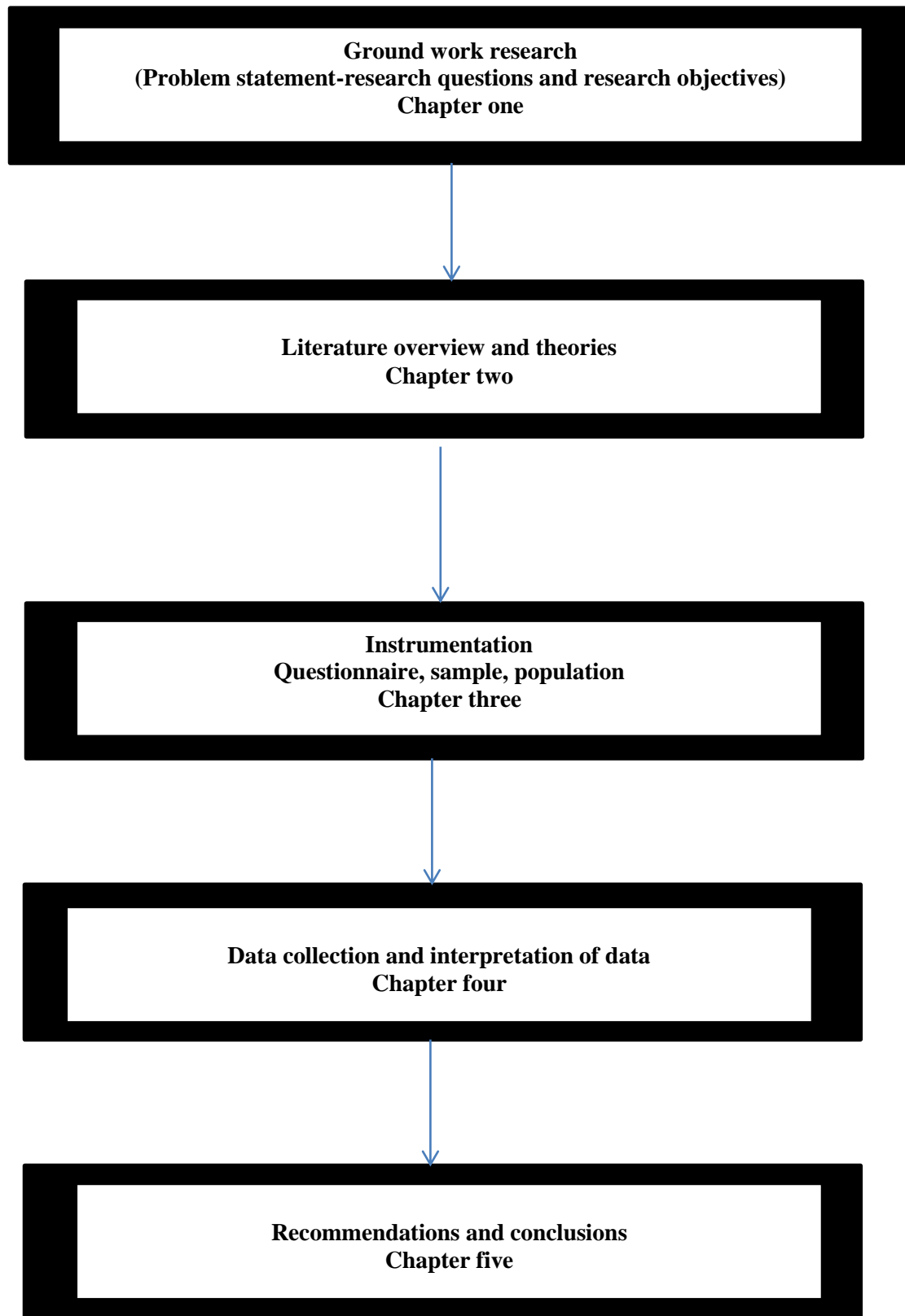


Figure 3.2
Research design for the research

3.5 Instrumentation

3.5.1 Unit of analysis

The unit of analysis in this study is the individual; that is each individual's response is considered an independent data source. In other words, individual student in UUM were used as the unit of analysis.

3.6 Questionnaire Design

According to (Sekaran, 2000), the questionnaires are the most useful as a data collection method when large numbers of people are to be reached in different geographical regions. Furthermore, questionnaires are a popular method of collecting data because researchers can obtain data fairly easily.

The items are adapted from various authors in the area of entrepreneurial intention. The items were used to measure the independent variables (entrepreneurial skills, environmental support and motivations factor), and entrepreneurial intention which is the dependent variable this research used the questionnaires to get the data. The questionnaire comprised of thirty-four (32) questions which used to collect data. The questions on demographic factors which included in section 1 were self-constructed. For section 2, 3, 4 and 5 as shown in the appendix A.

Represents dependent variable and independent variable all questions in this questionnaire used a five-point Likert-type scale as shown below:

1: strongly agree 2: agree 3: neutral 4: disagree and 5: strongly disagree

(Section 1) Demographic factors

(Section 2) Independent variable is entrepreneurial skills

(Section 3) Independent variable is environmental support

(Section 4) Independent variable is motivations factor

(Section 5) Independent variable is entrepreneurial intention

Section 1: Demographic Factors:

There are eight questions asked in section A. The respondents need to fill up their details such as (age, gender, marital status, ethnicity and programs of study).

Table 3.1
Adapted of Questionnaire

Section B : It contains questions that are aimed at understanding Entrepreneurial Skills	Authors adapted
<ol style="list-style-type: none"> 1. Be creative. 2. Solve problems. 3. Exhibits leadership and communication skills 4. I enjoy thinking about new ways of doing things. 5. I frequently identify opportunities to start-up new businesses (even though I may not pursue them). 6. I frequently identify ideas that can be converted into new products or services (even though I may not pursue them). 7. I generally lack ideas that may materialize into profitable enterprises (reverse scored). 8. Generate innovative ideas and new ways to disseminate 9. Use different word processing packages/software 10. Communicate ideas, thoughts, information and messages in form of letters, reports manuals etc 	<p style="text-align: center;">(Liñán, 2008)</p>
Section C : It contains questions that are aimed at understanding Environmental support Government and university	
<ol style="list-style-type: none"> 1. I am supported by my university environment to do business 2. In my university there is a well-functioning support infrastructure to support the start-up of new firms 3. Entrepreneurship courses at my university prepare people well for an entrepreneurial career. 4. In my university, people are actively encouraged to pursue their own ideas. 5. University education encouraged me to develop creative business ideas. 6. I am supported by the government to engage in business activities 7. Government support of innovation 8. Government Provides training via seminar/ workshop 9. Government Provides guidance and expertise 10. Government Provides financial assistance. 	<p style="text-align: center;">(Liñán, 2008)</p> <p style="text-align: center;">(Autio et al., 1997)</p> <p style="text-align: center;">(Autio et al., 2001)</p>
Section D : It contains questions that are targeted at understanding Motivational factors Role model and financial support	

<ol style="list-style-type: none"> 1. I am interested in business because my friends are in business 2. I admire my celebrity ability to motivate others. 3. Friends are main sources of business-related information. 4. public figure are main source of business related information 5. I care what lecturers think about my employment decision. 6. Availability of capital from friends. 7. Availability of capital from family. 8. Availability finance resources relative to competitors 9. Availability from government. 10. Availability of bank loans 	<p style="text-align: center;">Shane and Kolvereid (1996)</p> <p style="text-align: center;">Ooi, Selvarajah & Meyer2011</p>
---	--

Section E : It contains questions that are targeted at understanding Entrepreneurial Intention

<ol style="list-style-type: none"> 1. I am ready to do anything to be an entrepreneur after my graduation 2. I will make every effort to start and run my own business after my graduation 3. I am determined to create a business venture in the future after my graduation 4. My professional goal is to be an entrepreneur after my graduation 5. If I were given a choice between self-employments and being employed, my personal preference would be self-employment. 6. It has crossed my mind to start a business of my own or with my partner 7. Estimating the likelihood that I will start my own business or become self-employed on a full time basis within the next one year. 8. Estimating the likelihood that I will start my own business or become self-employed on a full time basis within the next five year. 9. How likely is it I will choose a career as an employer? 10. Prefer to be an entrepreneur rather than an employee in a company 	<p style="text-align: center;">(Krueger et al. 2000)</p> <p style="text-align: center;">Linan and Chen, 2009)</p>
--	---

3.7 Data Collection

This study used self-administered procedure to distribute and retrieve the distributed questionnaires from the respondents at the same time. 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, These questionnaires have been distributed to students in their lecture time and they were given about 15 minutes to answer all the questions.

3.8 Populations

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). The population for this study covers BBA & BENT students who currently studying in School of Business management UUM, and also who are in the fourth semester and above. According to the record from UUM's Academic Affairs Department in UUM, there are 388 students who currently studying in UUM in bachelor business administration and bachelor in entrepreneurship as shown in the Table 3.2.

Table 3.2
Numbers of students who are in (BBA &BENT)
Source: UUM's Academic Affairs

Programme	Number
Bachelor Business Administration	113
Bachelor In Entrepreneurship	275
Total	388

3.9 Sample

3.10 Data Collection Procedures

The data analysis for this research conducted through Statistical Software Package for Social Science (SPSS) version 20.0. This research also tested reliability of the instruments. So, it allows producing concrete and valid results. After giving questionnaires for respondents, next the questionnaires are collected and researcher starts to analyze the data based on questionnaires.

3.11 Data Analysis Techniques

The researcher using SPSS version 20.0 for statistical analysis. The items will be coded before entry in the computer. Cronbach's Alpha coefficient computed to examine the reliability of the instruments. According to (Sekaran, 2003).

It measures reliability that range from zero (0) to one (1) and the value of 0.6 to 0.7 are considered as lowest limit of acceptable, while the value from 0.7 to 0.8 are considered as adequate and the value above 0.8 means that the reliability result is high and very good. Also using various techniques such as descriptive statistics (frequencies, percentage, means and standard deviation) and testing hypothesis (reliability and correlations) will help to get the results.

3.12 Analysis

3.12.1 Reliability

Referring to Sekaran (2003), reliability is an indication of the stability and the consistency with which the instruments measures the concept and help to access the goodness of measure. On the other hand, the data obtained was analyzed using the Cronbach`s Alpha Test in the SPSS software version 20.0 Higher internal consistency of reliability indicate when the Cronbach`s Alpha is near to 1.

3.12.2 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 summarized measures. Descriptive analysis helps in providing a summarized form of examine data been 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.

3.12.3 Correlation Analysis

According to Sekaran (2010), correlation analysis is done on order to trace the mutual influence of variables on one another. the researcher also would like to know how one variable is related to another (Sekaran, 2003). Correlation Analysis has been used in this study for analyzing the relationship between entrepreneurial skills and environmental support and Motivational factors (independent variable) have correlation with the

entrepreneurial intention (dependent variable). Also according to Salkind (2000) who classified correlation into five different categories, said that any correlation between 0.8 and 1.0 is a very strong relationship, 0.6 and 0.8 is considered to be a strong one, while 0.4 and 0.6 is seen as a moderate relationship, 0.2 and 0.4 is said to be a weak correlation and .0 and .2 is considered as very weak correlation.

3.12.4 Multiple Regressions

This was used to determine the relationship between the IV (entrepreneurial skills and environmental support and Motivational 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 variable. R-Squared explain the extent to which independent variables explain the dependent variable. The use of this analysis technique helps in explaining the nature and direction of the IV (entrepreneurial skills and environmental support and Motivational factors) and DV (entrepreneurial intention) relationship.

3.13 Concluding Remark

In this chapter, the development and validation of the new instruments were established. The instruments were prepared as questionnaires and were used to answer the research question and research objectives among undergraduate students in UUM, Series of tests such as correlation, and reliability analysis was conducted to confirm that the instruments were valid. In Addition, in this chapter, the research methodology that was followed and adopted by this research was detailed out. This includes all the procedures,

process, and guidelines that according to research literature are suitable for this kind of research. Next chapter presents the finding of the study.

CHAPTER FOUR

RESULTS

4.1 Introduction

This chapter presents the analysis and the findings of the study. Specifically, it analyzes the data and reveals the results that regards with profile of the respondents hypotheses testing of the relationship between variables (entrepreneurial skills and with entrepreneurial intention, environmental support with entrepreneurial intention, motivations factor with entrepreneurial intention). This data of analysis aims to achieve the research objectives and answer the research questions.

4.1 Response Rate

From 215 questionnaires that have been given to the students during lecture class to the fourth year to final year (BBA and BEnt) students at University Utara Malaysia, there are 209 questionnaires that were returned. Thus the percentage of respondent's response rate of the study reached over 94%. The respondents were picked randomly to answer the questionnaires. Thus, a total of 200 responses were usable and used for subsequent analysis. 9 questionnaires were omitted because it contained students from other programmes .

4.2 Inferential Analysis

The purpose of the inferential tests was to determine how the variables related to each other and whether there are differences between the two groups of variables or more (Sekaran, 2003). The statistical tests that belong in this category are reliability and

correlations.

4.2.1 Reliability Test

Reliability test is conducted to measure the reliability of the measurement instrument used in the research. The reliability of a measure is established by testing for consistency and stability. Consistency indicates how well the items measuring a concept hang together as a set. Cronbach's alpha is a reliability coefficient that indicates how well the items in a set are positively correlated to one another. According to Kline, P. (2000), 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. In this study, the result for reliability test is shown in the Table below. However, the researcher had divided them according to each of the variables.

Table 4.1
Reliability output for Variables

Variables	Number of items	Cronbach's alpha
Entrepreneurial skills	9	0.685
Environment support	10	0.659
Motivational factor	9	0.668
Entrepreneurial intention	10	0.760

The result for reliability test shows that a Cronbach's of 0.685, 0.659, 0.668, and 0.760 is Entrepreneurial Skills, Environmental support, Motivational factors, Entrepreneurial Intention respectively. It clearly indicated that all the Cronbach's are valid since their Cronbach's values are above the required 0.60 as summarized in the Table 4.1

4.3 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

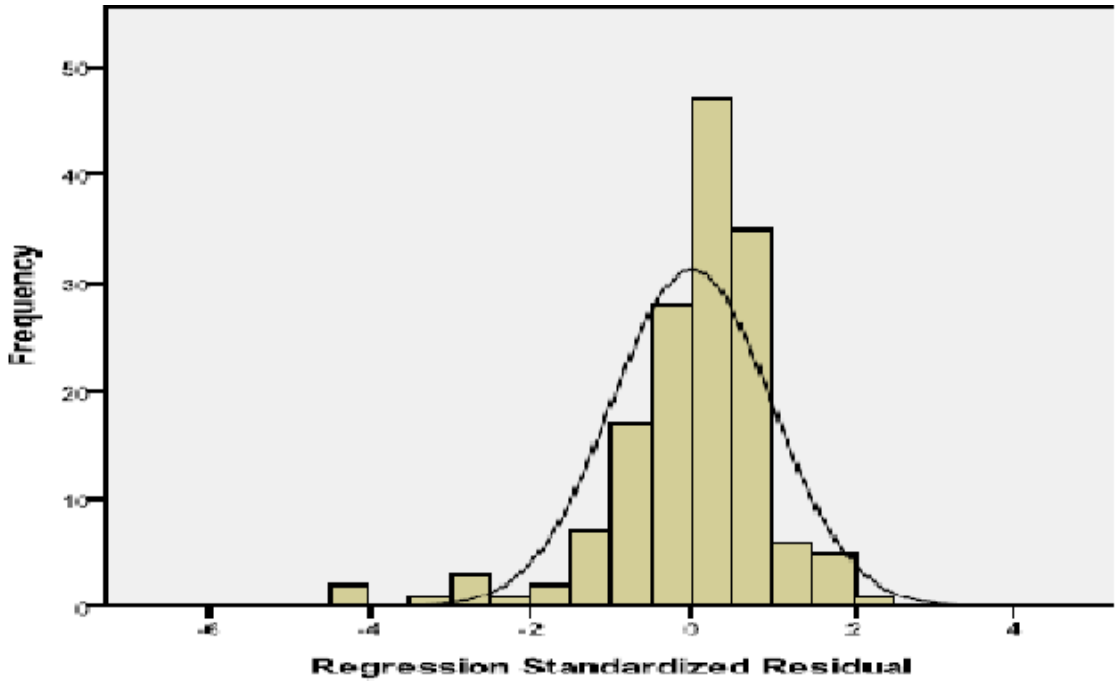


Figure 4.1
Histogram for Outliers and Normality checking

4.4 Descriptive /Frequencies Analysis

Descriptive analysis of studies conducted proceedings includes background respondents such as (Gender, Age, Marital, status, Ethnicity, Specialization of study, background of education, semester of study and family involve in business). All the descriptive analysis of the studies shows below:

4.4.1 Gender

Table 4.2 shows the frequency and percentage of respondents by gender of the 200 respondents. The majority who participated in this study consisted of 125 male respondents or 62 percent.

Table 4.2
Frequency and Percentage of Respondent by Gender.

	Frequency	Percent
Male	125	62.5
Female	75	37.5
Total	200	100.0

4.4.2 Age

Table 4.3 shows the frequency and percentage of respondents by age. The figure showed that age from 18 to 20 years were 118 or 59 percent respondents, also the figure showed that age from 21 to 24 years were 67 or 33.5 percent respondents while age from 25 to 30 were 15 or 7.5 percent and age 31 above showed no one.

Table 4.3
Frequency and Percentage of Respondent by Age

	Frequency	Percent
18-20	118	59.0
21-24	67	33.5
25-30	15	7.5
Total	200	100.0

4.4.3 Marital Status

Based on Table 4.4, shows the frequency and percentage of respondents by marital status. The figure showed that married is 5 or 2.5 percent respondents, followed by single 195 or 97.5 percent respondents. However single respondent showed higher than others. Meaning that, single people are willing to involve in this field.

Table 4.4
Frequency and Percentage of Respondent by Marital Status.

	Frequency	Percent
single	195	97.5
married	5	2.5
Total	200	100.0

4.4.4 Ethnicity

Based on Table 4.5, shows the frequency and percentage of respondents by ethnic. The majority of respondent is Malays 103 or 51.5 percent respondents, followed by Chinese 83 or 41.5 percent and in the end respondents by Indian 14 or 7 percent of

involved in this study.

Table 4.5
Frequency and Percentage of Respondent by Ethnicity.

	Frequency	Percent
Malay	103	51.5
Chinese	83	41.5
Indian	14	7.0
Total	200	100.0

4.4.5 Specialization of Study

Based on Table 4.6, shows the frequency and percentage of respondents by programme which taken by students. The figure showed that Bachelor Business Administration (BBA) 117 or 58.5 percent, Bachelor in entrepreneurship (BNET) 155 or 77.5 percent while other programmes is zero because the population sample is only for (BBA & BENT) on the other hand it showed that students from bachelor in entrepreneurship (BNET) are the majority in this study.

Table 4.6
Frequency and Percentage of Respondent by Specialization of Study.

	Frequency	Percent
BBA	117	58.5
BENT	155	77.5
Total	200	100.0

4.4.6 Semester of Study

Table 4.7 shows the frequency and percentage of respondents by current Semester of Study. The figure showed that semester from (1 to 2) were 0 or 0 percent respondents, while that semester from (3 to 4) were 128 or 64 percent respondents that semester from (5 to 6) were 67 or 33.5 percent respondents that semester from (7 to 8) were 3 or 1.5 percent respondents that semester.

Table 4.7
Frequency and Percentage of Respondent by Semester of Study.

	Frequency	Percent
1-2	0	.0
3-4	128	64.0
5-6	67	33.5
7-8	3	1.5
Total	200	100.0

4.4.7 Family Involvement in Business

Based on Table 4.8, shows the frequency and percentage of respondents by Family Involve in Business. The figure showed that family involves (Yes) is 86 or 43 percent respondents, on the other hand the majority that not involve (No) 144 or 57 percent respondents. However family not involves in business is the majority of respondent.

Table 4.8
Frequency and Percentage of Respondent by family involve in business.

	Frequency	Percent
yes	86	43.0
no	114	57.0
Total	200	100.0

4.5 Correlation Analysis

The correlation analysis carried out to determine whether there are a significant relationship or not between Entrepreneurial Skills (hypothesis 1), Environmental support (hypothesis 2), and Motivational factors (hypothesis 3) with the Entrepreneurial Intention. The computation of the Pearson Correlation coefficients was performed to obtain an understanding of the relation between all the variables in the study.

In view of this the correlation between entrepreneurial skills, motivational factors, is considered a very strong one, while the correlation between the environmental factor and entrepreneurial intention is a strong one. Also the result shows that motivational factors have the highest and strongest correlation with entrepreneurial intention.

Table 4.9
Case Processing Summary

		ESKILL	ENS	MOT	EINT
ESKILL	Pearson Correlation	1	*	*	*
	Sig. (2-tailed)				
ENS	Pearson Correlation	.909**	1	*	*
	Sig. (2-tailed)	.000			
	N	200	200		
MOT	Pearson Correlation	.678**	.709**	1	*
	Sig. (2-tailed)	.000	.000		.
EINT	Pearson Correlation	.946**	.932**	.646**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	200	200	200	200

* **Eskill** : Entrepreneurial Skills , **ENS**: Environmental Support, **MOT** : Motivational Factors

EINT: Entrepreneurial Intention

Table 4.10
Mean and Std. Deviation

	Mean	Std. Deviation
Entrepreneurial skills	3.9461	.44930
Environmental support	3.9745	.41298
Motivational factors	4.0742	.42839
Entrepreneurial intention	3.9140	.47922

A standard deviation close to 0 indicates that the data points tend to be very close to the mean (also called the expected value) of the set, while a high standard deviation indicates that the data points are spread out over a wider range of values (Bland & Altman1996). Based on the Table above it could be noticed that the mean for entrepreneurial skills is 3.9 and 44 percent for the stander deviation and for the environmental skills is 3.97 the mean and 41.2 for the standard deviation also for the motivational factor we found that the mean is 4.07 and 42.8 percent for the standard deviation on the other hand for the independent variable (entrepreneurial intention) it shows that is 3.91 for the mean and 47.9 for the standard deviation.

4.6 Hypotheses Testing.

4.6.1 Regression Analysis

The regression analysis was conducted between the entrepreneurial Intention, entrepreneurial skills, and environmental support and Motivational factors. At the end, each of the variables was tested using SPSS to see the relationship with the dependent variable. As shown in Table 4.11

Table 4.11
Multiple Regression summary

Variables	hypothesis	B	T	SG
Entrepreneurial skills	H1	.581	12.526	*.000
Environmental support	H2	.454	9.397	*.000
Motivational factors	H3	-.070	-2.539	*.012
	R ²			.927
SUMMARY STATISTICS	F			834.873
	P			.000

**.Correlation is significant at the 0.01 level

Based on Table above, the findings showed that independent variable explained the 92.7 percent of the variance (R square) of positive entrepreneurship intention of the UUM students.

4.7 Chapter Summary

At the end based on the correlation test, and compering P at significant level 0.001 the results shows that all the variable (Entrepreneurial skills, Environmental Support and Motivational factors) have significant. Influence on the entrepreneurial intention as shows in the Table 4.12.

Table 4.12
Summary of hypotheses

Hypothesis	Description	Result
H1	There is a significant relationship between entrepreneurial skills and entrepreneurial intention	Accepted
H2	There is a significant relationship between environmental support and entrepreneurial intention	Accepted
H3	There is a significant relationship between motivational factors and entrepreneurial intention	Accepted

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the chapter is to discuss the findings of the study as well as to give some recommendations for future research. The main objective of the study was to examine the influence of entrepreneurial skills, environmental factor and Motivational factor on the entrepreneurial intention among undergraduate students in UUM. This study also providing important suggestion that should be considered for future study. Finally, based on the research findings and discussions, the conclusions were highlighted.

5.2 Discussion on the Findings

From the findings, the analyses on demographic profile were measured. This study involved both female and male undergraduate students that were randomly selected from UUM. This questionnaire has been distributed in order to study on the intention to become entrepreneur among undergraduate students in University Utara Malaysia.

5.3 Factors that Influence the Entrepreneurial Intention among UUM Undergraduate Students

Based on this study, three (3) objectives factors are included in order to determine whether these factors influence the intention of entrepreneurship among polytechnic students. The following are the hypotheses that have been stated in this study below;

H1: There is a significant relationship between entrepreneurial skills and entrepreneurial intention

H2: There is a significant relationship between environmental support and entrepreneurial intention

H3: There is a significant relationship between motivational factors and entrepreneurial intention

5.3.1 Entrepreneurial Skill

The result obtained from the data analyzed in Table 4.21, indicates that entrepreneurial skill significantly influence entrepreneurial intention among the Undergraduate students in UUM. It revealed that entrepreneurial skill is a significant determinant of entrepreneurial intention among Undergraduate students in UUM. It can be concluded that there is a significant correlation between entrepreneurial intention and entrepreneurial skill. Meaning to say, respondents that assume that they have managerial skills, recognizing opportunity and technical skills will likely to have intention in entrepreneurship.

This result supports the findings by Fini, Grimaldi, et al (2009) who affirmed that entrepreneurial skills are significantly related to entrepreneurial intention. Thus, the study affirmed that entrepreneurial skill is significantly related to entrepreneurial intention. 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 Undergraduate

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.

5.3.2 Environmental Factor

Accordingly, the result of the hypothesis testing in Table 4.21 revealed that environmental support such as supportive environment does significantly influence entrepreneurial intention among Undergraduate students in UUM .It demonstrates that supportive environmental is significantly related to entrepreneurial intention among Undergraduate students in UUM.

This finding is support the previous findings by Sama-Ae (2009) which affirmed that environmental 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. It also 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

5.3.3 Motivational factor

The result obtained from the data analyzed in Table 4.21, indicates that Motivational factor significantly influence entrepreneurial intention among the undergraduate students in UUM

As result that there is significant correlation between entrepreneurial intention and financial support. Meaning to say, respondents that assume easier to have financial support and role model will likely to have intention in entrepreneurship.

According to Drennan, Kennedy, and Renfrew (2003), stated that students with role model perceive starting a business to be more feasible and desirable compared with those without role model. This statement was related with study by Bosma et.al.,(2011), where the role model have influence the decision of person or individual for start up the business and develop their own business whereby role model can be anyone whether famous people, teachers, colleagues or family members.

On the other hand financial support have been supports by previous study by Shamsul Hana (2012) , where the financial support can come from various institutions like banks, government, family and friends as well as competitors itself. Most of people think it is a challenge for them and high risk if they do not have enough financial support to venture in this field. Financial support can be from parents, government, any agencies etc. The study also related to research by Habsah and Fauziah (2005) in their studies found that 86 percent of entrepreneurs start business using their own saving as a capital and another 14 percent used own saving as well as capital from friends or family.

5.4 Summary

Conclusively, the present study offers additional insight on the influence of entrepreneurial skills, environmental support and Motivational factors on the entrepreneurial intention among undergraduate students in UUM.

The findings from of entrepreneurial skills, environmental support and Motivational factors have offered empirical evidence that and entrepreneurial skill can influence entrepreneurial intention as posited by the Theory of Planned Behavior within the context of undergraduate students in UUM. The findings suggest that the entrepreneurial intention among Undergraduate students is crucial despite the significant of environmental support and environmental influence.

5.5 Limitations of the Study

One of the limitations of the study the data only reflect undergraduate students in UUM ,who are from semester three and up and who take (BBA & BENT) without considering other 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 students especially students from other African countries so as to countries so as to compare and contrast between their entrepreneurial intention using entrepreneurial orientation, entrepreneurial skills and environmental support. Compare and contrast between their entrepreneurial intention using, entrepreneurial skills, environmental support and Motivational factor .

5.6 Recommendations

5.6.1 Recommendations for University Utara Malaysia

- I. The UUM should multiply its courses and seminars entrepreneurial motivation to their students who are interested in becoming an entrepreneur through cooperation with other parties such as MARA. To be more effective, UUM should invite graduates who have successfully become entrepreneurs to share experiences and motivate students. As a result, the spirit of the students will be more keenly to be successful in the area of interest.

- II. The finding of research has found that the skill factor is the most important factor that has driven the graduates of UUM became an entrepreneur. Thus, through these findings, UUM should give students the opportunity to open a business and working with the business community outside of UUM. The UUM should provide strategic and business space in the campus through the creation of a number of rules to be followed. For example, the board of directors must consist of graduate entrepreneurs from UUM that has proven successful and has had extensive working experience. The real purpose must be reviewed in advance and have the likely rope by experienced and honest leader. The goals and methods of implementation would also need to be clear so that students not only recognize profit to UUM in business within the scope of a short outlook. To provide exposure to the field of entrepreneurship, the UUM to provide entrepreneurial expo invites entrepreneurs to exhibit and make a speech that will open the minds of students and entrepreneurs the opportunity to see up close.

5.6.2 Recommendations for Future Research

Based on the experience of the researcher in the course of the study, recommendations were forwarded to the next researchers.

- I. In the future research students from other college such as College of Law, Government and International Studies (COLGIS) also can be considered and take as sample since they also categorized under non-business students. To get more accurate result, a bigger sample size is needed. So by including both students from College of Art and Science and COLGIS will be much more accurate to get the number of students that incline in entrepreneurship. Intention to become an entrepreneur can generate by providing students with entrepreneurship environment. As now, in UUM each and every student is compulsory to take entrepreneurship subject as one of their university subject.
- II. this study have been applied in Malaysia precisely UUM, also its recommended that future study should examine the relationship between entrepreneurial skill, environmental factor, Motivational factors and entrepreneurial intention among 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.

5.7 Conclusion

From the overall results, there are many factors that can influence individual to be an entrepreneur as well as many process that leading to the decision toward entrepreneurial intention. The findings from this research can be used by next researcher, government, university authority as well as lecturers as guiding for them to produce more

entrepreneurs in future especially those come from non-business background. In addition, in order to increase awareness of entrepreneurial career possibilities there should be programmes or government policies directed towards it as well as exposing them to any opportunity for entrepreneurial experiences.

REFERENCES

- Abdullah, F., Hamali, J., Deen, A. R., Saban, G., & Abdurahman, A. Z. A. (2009). Developing a framework of success of Bumiputer entrepreneurs. *Journal of Enterprising Communities: People and Places in the Global Economy*, 3, 8-24.
- Abidin, F. Z., & Bakar, H. (2005). Entrepreneurship Education: The Case of Universiti Utara Malaysia: UUM, Sintok.
- Adeyemo, S. A. (2009). Understanding and Acquisition of Entrepreneurial Skills: A Pedagogical Re-Orientation for Classroom Teacher in Science Education. *Journal of Turkish Science Education (TUSED)*, 6.
- Ahmad Yasruddin Md Yasin , Nik Abdul Aziz Nik Mahmood & Nik Azyyati Nik Jaafar. (2011). Students` entrepreneurial inclination at a Malaysian Polytechnic: a preliminary investigation. *International Education Studies*, 4(2), 198-205. Retrieved from <http://www.ccsenet.org/journal/index.php/ies/article/view/7981/7510>
- Ahmed, I., Aamir, M., & Ijaz, H. A. (2011). External factors and entrepreneurial career intentions; moderating role of personality traits. *International Journal of Academic Research*, 3.
- Aizat Mohd Nasurdin, Nor Hazlina Ahmad & Chew, E. L. (2009). Examining a model of entrepreneurial intention among Malaysians using SEM procedure. *European Journal of Scientific Research*, 33(2), 365-373. Retrieved from http://www.eurojournals.com/ejsr_33_2_15.pdf

- Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes*, 50, 179-211.
- Akinola, T. (2013). Entrepreneurship education critical to development, *The Guardian*. Retrieved from <http://www.ngrguardiannews.com/index.php/features/focus/130655-entrepreneurship-education-critical-to-development>
- Aldrich, H., & Zimmer, C. (1986). Entrepreneurship through social networks. In D. Sexton, & R. Smilor (Eds.), *The art and science of entrepreneurship* (pp. 3–23). Cambridge, MA: Ballinger.
- Aneizi, Ibrahim Othman (2009) *Intention Toward Entrepreneurship : The Case of Libyan Master's Students in Universiti Utara Malaysia and Garyounis University*. Masters thesis, Universiti Utara Malaysia.
- Arowomole, K. (2000). *Modern business management (Theory and Practice)*: Sango-Ota, Ogun State: Ade-Oluyinka Commercial Press.
- Auken, H.V., Stephens, P., Fry, F.L. and Silva, J. (2006). Role model influences on entrepreneurial intentions: A comparison between USA and Mexico. *Entrepreneurship Management*, 2(2), 325-336. Doi:10.1007/s11365-006-0004-1
- Autio, E., H. Keeley, R., Klofsten, M., GC Parker, G., & Hay, M. (2001). Entrepreneurial intent among students in Scandinavia and in the USA. *Enterprise and Innovation Management Studies*, 2, 145-160.

- Baldacchino, G., & Dana, L. P. (2006). The impact of public policy on entrepreneurship: a critical investigation of the protestant ethic on a divided island jurisdiction. *Journal of Small Business & Entrepreneurship*, 19, 419-430.
- Baron, R. A., & Ozgen, E. (2007). Social sources of information in opportunity recognition: Effects of mentors, industry networks, and professional forums. *Journal of Business Venturing*, 22, 174–192
- Beck, T., Demirgüç-Kunt, A., & Maksimovic, V. (2005). Financial and legal constraints to growth: does firm size matter? *The Journal of Finance*, 60, 137-177.
- Bird, B. (1988). Implementing entrepreneurial ideas: The case for intention. *Academy Of Management Review*, 13, 442-453.
- Bland, J.M.; Altman, D.G. (1996). "Statistics notes: measurement error." (PDF). *Bmj*, 312(7047), 1654. Retrieved 22 November 2013
- Bosma, N., Hessels, J., Schutjens, V., Praag, M.V. & Verheul, I. (2011). Entrepreneurship and role models. *Tinbergen Institute Discussion Paper*. Retrieved from <http://repub.eur.nl/res/pub/22907/2011-0613.pdf>
- Bruton, G. D., & Ahlstrom, D. (2003). An institutional view of China's venture capital industry: Explaining the differences between China and the West. *Journal of Business Venturing*, 18, 233-259.
- Bruyat, C. & Julien, P. A. (2001). Defining the field of research in entrepreneurship. *Journal of Business Venturing*. 16, (2), 165-80.

Buisness Dictionary (2012).*Role Model*. Retrieved April 14, 20001112, from <http://www.businessdictionary.com/definition/role-model.html>

Buzeye Zegeye. (2013). *Factors Explaining Students Inclination Towards Entrepreneurship: Empirical Study of Ethiopian University Students*. (April), 1 (4).

Carroll, G., & Mosakowski, E. (1987). The career dynamics of self-employment. *Administrative Science Quarterly*, 32, 570–589

Chinien, C. (2003). Skills to last: broadly transferable sustainable development skills for the Canadian workforce: a technical research report for Human Resources Development Canada, Human Resources Partnerships.

Chong, Chi, Chong, M. (2014). Population to hit 30 million this week, Statistics Department says *Malaymailonline*.

Chong, K. S. (1993). Chinese Entrepreneurship in Malaysia. *Unpublished PHD Thesis*.

Choy, C. S. Kuppusamy, J. & Jusoh, M. (2005). Entrepreneurial careers among business graduates: Match-making using theory of planned behaviour. *International Journal of Entrepreneurship*, 9, 67-90.

Cole, A. (1969). *Definition of entrepreneurship*. In J. Komives (Eds), Karl, A. Bostrum *Seminar in Study of Entreprise*, 10-22

Cooper, D. R., & Schindler, P. S. (2006). *Marketing research*: McGraw-Hill/Irwin New York.

- Davidsson, P. (1995). Determinants of entrepreneurial intentions. Jonkoping. International Business School (JIBS), Sweden.
- De Jong, J., & Wennekers, S. (2008). Conceptualizing entrepreneurial employee behaviour: Intrapreneurship.
- Degeorge, J. M. & Fayolle, A. (2008). Is entrepreneurial intention stable through time? First sights from a sample of French students. *Int. J. Entrepreneurship and Small Business*, 5 (1), 7-27.
- Donald, K. F., & Goldsby, M. G. (2004). Corporate entrepreneurs or rogue middle managers? A framework for ethical corporate entrepreneurship. *Journal of Business Ethics*, 55, 13-30
- Douglas, E. J., & Shepherd, D. A. (2002). Self-employment as a career choice: attitudes, entrepreneurial intentions, and utility maximization. *Entrepreneurship Theory and Practice*, 26, 81-90.
- Drennan, J., Kennedy, J. & Renfrow, P. (2005). Impact of childhood experiences on the development of entrepreneurial intentions. *International Journal of Entrepreneurship and Innovation*, 6(4), 231-238. Retrieved from <http://espace.uq.edu.au/eserv/UQ:74978/EntrepreneurshipArticle.IJE.05.pdf>

- Drucker, P. F. (1985). Entrepreneurial Strategies. *California Management Review*, 27.
- Etonyeaku, E. A. C., Kanu, J. A., Ezeji, H. A., & Chukwuma, J. N. (2014). Entrepreneurial Skill Needs of Secretarial Education Graduates of Colleges of Education for Self Sustainability in Enugu State, Nigeria. *American Journal of Industrial and Business Management*, 4(10), 601.
- Fayolle, A. (2007). *Entrepreneurship and new value creation: the dynamic of the entrepreneurial process*. United Kingdom: Cambridge University Press.
- Fini, R., Grimaldi, R., & Sobrero, M. (2009). Factors fostering academics to start up new ventures: an assessment of Italian founders' incentives. *The Journal of Technology Transfer*, 34, 380-402.
- Fini, R., Grimaldi, R., Marzocchi, G. L., & Sobrero, M. (2009). The foundation of entrepreneurial intention. *Journal The Departemen of Management of the University of Bologna*
- Fitzsimmons, J. R. & Douglas, J E. (2005). Entrepreneurial attitudes and entrepreneurial intentions: A cross-cultural study of potential entrepreneurs in India, Thailand and Australia. Paper presented to the Babson-Kauffman Entrepreneurial Research Conference.
- Franco, M., Haase, H. & Lautenschlager, A. (2010). Student`s entrepreneurial intentions: an inter regionalinter-regional comparison. *Education+Training*, 52(4), 260-275. Doi: 10.1108/00400911011050945

Frederick, H. H., Kuratko, D. F., & Hodgetts, R. M. (2006). *Entrepreneurship: theory, process, practice*: Nelson Australia.

Gartner, W. B. & Vesper, K. H. (1994). Executive forum: experiments in entrepreneurship education: success and failures. *Journal of Business Venturing*, 9(3), 179-187.

Ghaz Ghazali (2011, December 11). Technopreneurship: A promising call for the unemployed. BorneoPost Online. Retrieved from <http://www.theborneopost.com/2011/12/11/technopreneurship-a-promising-call-for-the-unemployed/>

Gnywali, D.R. & Fogel. (1994). Environments for entrepreneurship development: Key dimensions and research implications. *Entrepreneurship Theory and Practice*, 18(4), 43-62. Retrieved from Google database.

Green, L., Jones, B., & Miles, I. (2012). 8 Skills and Innovation. *Innovation Policy Challenges for the 21st Century*, 27, 185.

Habshah Bakar & Faudziah (2005). Entrepreneurship education: The case of Universiti Utara Malaysia. Retrieved from <http://wms-soros.mngt.waikato.ac.nz/NR/ronlyres/ekigitceflrgnvok3qgu5fv1vg72koxaqtvt3wgc3j3ut3oommu2x5i4va7db2wpkuhi22rvtr22k/ZAINALABIDINFaudziahEntrepreneurshipEducation2.pdf>

- Hair, J. F., Balck, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6th Ed). Upper Saddle River, New Jersey: Pearson Education International.
- Hargittai, E., & Shafer, S. (2006). Differences in actual and perceived online skills: the role of gender. *Social Science Quarterly*, 87(2), 432-448.
- Henderson & Robertson. (2000). „*Who wants to be an entrepreneur? young adults attitude to entrepreneur as career* “. Paper presented at career development international conference 5/6{2000} 279-287
- Hisrich R. D., Peters M. P. & Shepherd D. A. (2008). *Entrepreneurship* (7th Ed). McGraw Hill: New York.
- Hisrich, R. D., & Peters, M. P. (2002). *Entrepreneurship. Tata Mc Graw–Hill (Indian Reprint)*, 5, 501-504.
- Ikechukwu Owualah, S., & Ogechukwu Obokoh, L. (2008). Tackling youth restiveness in the Niger Delta region of Nigeria through entrepreneurship. *Journal of Enterprising Communities: People and Places in the Global Economy*, 2 168-179.
- Indarti, N., Rostiani, R., & Nastiti, T. (2007). Underlying factors of entrepreneurial intentions among Asian students. *South East Asian Journal of Management*.
- Ismail, M., Khalid, S. A., Othman, M., Jusoff, H. K., Rahman, N. A., Kassim, K. M. et al. (2009). Entrepreneurial intention among Malaysian undergraduates. *International Journal of Business and Management*, 4, P54.

- Johannisson, B. (1991), 'University Training for Entrepreneurship: Swedish Approaches', 3, 67-82.
- Karimi, S., Chizari, M., Biemans, H. J., & Mulder, M. (2010). Entrepreneurship education in Iranian higher education: The current state and challenges. *European Journal of Scientific Research*, 48, 35-50.
- Kennedy, J., Drennan, J., Renfrow, P. and Watson, B. (2003). The influence of role models on students' entrepreneurial intentions. 10, 37-52.
- Keow, C. K (1996). *Entrepreneurial orientation among Vocational and Technical students in Kuantan District*. M.S.C. Thesis Universiti Utara Malaysia.
- Klapper, R., & Leger-Jarniou, C. (2006). Entrepreneurship intention among French Grande École and university students: An application of Shapero's model. *Industry and Higher Education*, 20(2), 97-110.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educ Psychol Meas.*
- Krueger Jr, N. F., Reilly, M. D., & Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15, 411-432. doi: [http://dx.doi.org/10.1016/S0883-9026\(98\)00033-0](http://dx.doi.org/10.1016/S0883-9026(98)00033-0)
- Kuratko, D. F. & Hodgetts R. M. (2004). *Entrepreneurship: Theory, Process and Practice*. Ohio, US, Thomson Learning.

- Kuratko, D. F., Hornsby, J. S., & Goldsby, M. G. (2004). Sustaining corporate entrepreneurship: modelling perceived implementation and outcome comparisons at organizational and individual levels. *The International Journal of Entrepreneurship and Innovation*, 5, 77-89.
- Kuratko, D., & Hodgetts, R. (2004). Innovation and the entrepreneur. *Entrepreneurship*, 138-150.
- Lafuente, E.M. & Vaillant, Y. (2008). Generationally driven influence of role –models on entrepreneurship: Institutional Memory in a transition economy. *Centre for Entrepreneurship and Business Research for Working Paper Series*.
- Lee, S.H. & Wong, P.K. (2004). An exploratory study of technopreneurial intentions: a career anchor perspective. *Journal of Business Venturing*, 19, 7-28.
- Levie, J., & Hart, M. (2009). The effect of business or enterprise training on opportunity recognition and entrepreneurial skills of graduates and non-graduates in the UK.
- Liñán, F. (2004). Intention-based models of entrepreneurship education. *Piccola Impresa/Small Business*, 3, 11-35.
- Liñán, F. (2008). Skill and value perceptions: how do they affect entrepreneurial intentions? *International Entrepreneurship and Management Journal*, 4, 257-272.
doi: 10.1007/s11365-008-0093-0.
- Linan, F., Cohard, J. C. R. & Guzman, J. (2008). Temporal stability of entrepreneurial intentions: A longitudinal study. 4th European Summer University Conference on

Entrepreneurship Bodø Graduate School of Business and Nordland Research Institute 22nd to 26th August 2008, Bodø, Norway.

Linan, F., Urbano, D., & Guerrero, M. (2007). Regional variations in entrepreneurial cognitions: start-up intentions of university students in Spain. Paper presented at the Babson College Entrepreneurship Research Conference, Madrid, Spain.

Llucky E, O., & Nurahimah M, Y. (2013). *The teaching qualifications, characteristics, competence and lecturer performance in institution of higher education in Nigeria.*

Lucky, I., & Minai, M. S. (2011). “*The Entrepreneurial Mind of the Female Graduate-to-be in Northern Malaysia*”. Paper presented at the The Proceeding at the World Business, Economics and Finance Conference.

Luthje, C. & Franke, N. (2003). The ‘making’ of an entrepreneur: testing a model of entrepreneurial intent among engineering students at MIT. *R&D Management*, 33, (2), 135-47.

Lüthje, C., & Franke, N. (2003). The ‘making’ of an entrepreneur: testing a model of entrepreneurial intent among engineering students at MIT. *R&d Management*, 33(2), 135-147.

Marphosa, F. (1999). Education with entrepreneurship: A study of student entrepreneurship at the Zimbabwe. *Journal of Education and Research*, 11 (3), 159-177.

- Mastura Jaafar & Abdul Rashid. (2008). Entrepreneurship education in developing country: Exploration on its necessity in the construction programme. *Journal of Engineering, Design and Technology*, 6 (2), 178-189.
- Matlay, H. & Westhead, P. (2005). Virtual teams and the rise of e-entrepreneurship in Europe. *International Small Business Journal*. 23 (3), 279-302.
- Mayoux, L. (1999). Questioning virtuous spirals: micro-finance and women's empowerment in Africa. *Journal of international development*, 11(7), 957.
- Mian, S. A. (1996). Assessing value-added contributions of university technology business incubators to tenant firms. *Research policy*, 25, 325-335.
- Mohd Zaidi (2011). A Study of Entrepreneurial intention among information technology technopreneurs. *Unpublished Master Thesis*. Universiti Teknologi Malaysia.
- Morris, M. H., Lewis, P. S., & Sexton, D. L. (1994). Reconceptualizing entrepreneurship: an input output perspective. *SAM Advanced Management Journal*, 59, 21-21.
- Moy, J., Luk, V., Sheehan, B., & Sammapan, N. (2001). A comparative study on the perceptions of university business students in Hong Kong and Thailand: Why do they become entrepreneurs. BRC Working papers, <http://net2.hkbu.edu.hk/~ied/publications/wp/WP200102.pdf>
- Muhammad Safizal (2003). Assessing the entrepreneurial inclination of Universiti Utara Malaysia MBA students. *Unpublished Master Thesis*. Universiti Utara Malaysia, Kedah

Nabi, G. & Holden, R. (2008). "Graduates Entrepreneurship: Intentions, Education and Training," *Education+Training*, 50 , 545-551.

Nabi, G., & Liñán, F. (2011). Graduate entrepreneurship in the developing world: intentions, education and development. *Education+ Training*, 53, 325-334.

National Knowledge Commission (2008). Entrepreneurship in India. Retrieved March 3,2012,fromhttp://www.knowledgecommission.gov.in/downloads/documents/NKC_Entrepreneurship.pdf

Ndirangu, M. & Bosire, J. (2004). Students entrepreneurship on campus: a survival response or a career rehearsal? The case of Egerton University Student Entrepreneurs.

Ndirangu, M. & Bosire, J. (2004). Students entrepreneurship on campus: a survival response or a career rehearsal? The case of Egerton University Student Entrepreneurs. *EASSRR*, XX, (1), 51-66.

Niosi, J., & Bas, T. G. (2001). The competencies of regions–Canada's clusters in biotechnology. *Small Business Economics*, 17, 31-42.

Norasmah Othman & Salmah Ishak (2009).Attitude toward choosing a career in entrepreneurship amongst graduates. *European Journal of Social Science*,10(3),419-431. Retrieved from http://www.eurojournals.com/ejss_10_3_10.pdf

Ogundele, O. (2007). Introduction to Entrepreneurship Development, Corporate Governance and Small Business Management: Lagos: Molofin Nominees Publisher.

- Olagunju, Y. (2004). *Entrepreneurship and Small Scale Business Enterprise Development in Nigeria*: University Press.
- Othman, N. B., Sulaiman, M. B., Zainudin, N. B., & Hasan, Z. (2008). Entrepreneurial acculturation in Malaysia: Efforts and achievements.
- Pallant, J. F., & Tennant, A. (2007). An introduction to the Rasch measurement model: an example using the Hospital Anxiety and Depression Scale (HADS). *British Journal of Clinical Psychology*, 46(1), 1-18.
- Pals, S., Factors Determining Success/Failure in Business Incubators: A Literature Review of 17 Countries. 2006, Worcester Polytechnic Institute.
- Perwin, L. (2003). *The Science of Personality*. Oxford: Oxford University Press.
- Peterman, N. E., & Kennedy, J. (2003). Enterprise education: Influencing students' perceptions of entrepreneurship. *Entrepreneurship Theory and Practice*, 28, 129-144.
- Phelan, C., & Sharpley, R. (2012). Exploring entrepreneurial skills and competencies in farm tourism. *Local Economy*, 27, 103-118.
- Pruett, M., Shinnar, R., Toney, B., Llopis, F., & Fox, J. (2009). Explaining entrepreneurial intentions of university students: a cross-cultural study. *International Journal of Entrepreneurial Behaviour & Research*, 15, 571-594.
- Salkind, N. J., & Rainwater, T. (2000). *Exploring research*: Prentice Hall Upper Saddle River, NJ.

- Sama-Ae, T. (2009). *An Examination on the Entrepreneurial Intention among Thai Students at Universiti Utara Malaysia (UUM)*. Universiti Utara Malaysia.
- Samuel, Y. A., Ernest, K., & Awuah, J. B. (2013). An Assessment of Entrepreneurship Intention Among Sunyani Polytechnic Marketing Students. *International Review of Management and Marketing*, 3, 37-49.
- Scholten, V., Kemp, R., & Omta, O. (2004). *Entrepreneurship for life: The entrepreneurial intention among academics in the life sciences*. Paper prepared for European Summer University, Twente.
- Schumpeter, J. A. (1934). *The Theory of Economic Development*. Cambridge, MA: Harvard University Press.
- Sekaran, U., & Bougie, R. (2010). *Research methods for business. A skill building approach (5th ed.)* UK: John Willey.
- Sessano, D. (2007). Entrepreneurial behaviour of researchers in a basic research center: The example of CERN (No. CERN-THESIS-2007-007).
- Shamsul Hana Abd Rani (2012). A study of relationship between family support, role model and financial support towards entrepreneurial inclination among UUM non-business students. *Unpublished Master Thesis*. Universiti Utara Malaysia, Kedah.
- Shapiro, A. & Sokol, L. (1982). The social dimensions of entrepreneurship: In C. Kent, D. Sexton and K. Vesper, (Eds.), *Encyclopedia of entrepreneurship*, 72-90.

- Singh, R., Hills, G., Hybels, R., & Lumpkin, G. (1999). Opportunity recognition through social network characteristics of entrepreneurs. In P. Reynolds, W. Bygrave, S. Manigart, C. Mason, G. Meyer, & H. Sapienza, et al. (Eds.), *Frontiers of entrepreneurship research* (pp. 228–241). Babson Park: Babson College.
- Solomon, G. T., Duffy, S., & Tarabishy, A. (2002). The state of entrepreneurship education in the United States: A nationwide survey and analysis. *International Journal of Entrepreneurship Education*, 1(1), 65-86.
- Sookhtanlo, M., Rezvanfar, A., Hashemi, S. M., & Karaj, I. (2009). Psychological capabilities affecting agricultural students' entrepreneurship level: a comparative study. *Research Journal of Agriculture and Biological Sciences*, 5, 175-184.
- Stevenson, H. H., & Gumpert, D. E. (1985). The heart of entrepreneurship. *Harvard Business Review*, 184.
- Taormina, R. J., & Lao, S. M. (2007). Measuring Chinese entrepreneurial motivation: Personality and environmental influences. *International Journal of Entrepreneurial Behaviour & Research*, 13, 200-221.
- Thompson, E. R. (2009). Individual entrepreneurial intent: Construct clarification and development of an internationally reliable metric. *Entrepreneurship Theory and Practice*, 33, 669-694.
- Toma, S.-G., Grigore, A.-M., and Marinescu, P., Economic Development and Entrepreneurship. *Procedia Economics and Finance*, 2014. 8: p. 436-443.

- Tubbs, M. E., & Ekeberg, S. E. (1991). The role of intentions in work motivation: Implications for goal-setting theory and research. *Academy of Management Review*, 16(1), 180-199.
- Turker ,D. & Selcuk, S.S.(2008).Which factors affect entrepreneurial intention of university students? *Journal of European Industrial Training*,33(2),142-159.Doi: 10.1108/03090590910939049.
- Ummah, S. (2009). Entrepreneurial motivation and self-employment intention: An empirical study on management undergraduates in Sri Lanka. *Journal of Management*, 5 (1) :87-96.
- Van der Sluis, J., & Van Praag, C.M., 2007. Returns to Education for Entrepreneurs and Employees: Identification by Means of Changes in Compulsory Schooling Laws. University of Amsterdam, Amsterdam, the Netherlands Working paper.
- Van Deursen, A.J.A.M., & Van Dijk, J.A.G.M., 2010. Measuring Internet skills. *International Journal of Human Computer Interaction* 26, 891–916.
- Van Gelderen, M., Brand, M., van Praag, M., Bodewes, W., Poutsma, E., & Van Gils, A. (2008). Explaining entrepreneurial intentions by means of the theory of planned behaviour. *Career Development International*, 13, 538-559.
- Whetten, D. A. (2005). *Developing management skills*. Pearson Education India.
- Yousef , saghu & Jain K.K (2008) entrepreneur inculcation of university students: A case study of students at Tun Abdul Razk university (unitar),Unitar e-Journal, Volume 4,no.1

Zahariah Mohd Zain, Amalina Mohd Akram & Erlane K. Ghani. (2010).
Entrepreneurship intention among Malaysian business students. *Canadian Social
Science*, 6, 34-44.

Zainal Abidin, F., & Bakar, H. (2007). Entrepreneurship education: The case of
Universiti Utara Malaysia

Zainuddin, M. N., & Rejab, M. R. M. (2010). Assessing —ME generation's
entrepreneurship degree programmes in Malaysia. *Education and Training*, 52, 508-
527.

Zikmund, W., Babin, B., Carr, J., & Griffin, M. (2012). *Business research methods:*
Cengage Learning.