THE INFLUENCING FACTORS OF ENTREPRENEURIAL

INTENTION: A COMPARATIVE STUDY BETWEEN PUBLIC (UUM) AND

PRIVATE (KUIN) UNIVERSITIES IN NORTHERN MALAYSIA.

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By

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ABSTRACT

Entrepreneurial Intention seems to have been an exhausted area in management. However, this study, using Shapero's model of entrepreneurial intention investigates factors that influence students' entrepreneurial intention in a new dimension by conducting a comparative study between public and private universities sampling students there in. Addition to this, the study examines the influence of religion (in terms of religious supports) if treated as an independent variable rather than it being treated under demographic variable as most study did. Findings concludes that, there is no significance difference between entrepreneurial intention between public and private universities in general, although, factors contributing to their entrepreneurial intentions differs individually, this conclusion is based on the variables investigated, that is, entrepreneurial education, social supports and religious supports. Entrepreneurial education is found to be the most significant factors at both institutions, religious support is found not to be a relevant factor among the two universities surveyed. Social support is statistically significant among public (UUM) students' samples but it is not statistically significant among samples drawn from private (KUIN) university.

Keywords: Entrepreneurial Intention, Social Supports, Social Supports, Religious Supports.

ABSTRAK

Niat keusahawanan di dalam bidang pengurusan dilihat semakin berkurangan. Walau bagaimanapun, dalam kajian ini, Model Shapero digunakan bagi mengkaji faktor-faktor yang mempengaruhi kecenderungan keusahawanan dalam kalangan pelajar dengan menjalankan kajian perbandingan di antara universiti awam dan swasta yang melibatkan pelajar universiti berkenaan sebagai sampel. Selain itu, pengaruh agama (dari segi sokongan agama) juga dikaji sama ada ia dianggap sebagai pembolehubah bebas seperti kajian-kajian lain sebelum ini yang mengambil pembolehubah demografi sebagai pembolehubah bebas. Keputusan menunjukkan, secara umumnya, tidak terdapat perbezaan yang signifikan antara niat keusahawanan di antara universiti awam dan swasta, walaupun, faktor yang menyumbang kepada niat keusahawanan adalah berbeza di kalangan indidvidu. Kesimpulan ini adalah berdasarkan kepada pembolehubah yang dikaji iaitu pendidikan keusahawanan, sokongan sosial dan sokongan agama. Pendidikan keusahawanan adalah faktor yang paling penting di kedua-dua buah institusi, manakala sokongan agama didapati tidak manjadi faktor yang berkaitan di antra kedua-dua universiti yang dikaji.   Sokongan sosial secara statitistiknya adalah signifikan di kalangan pelajar Universiti Awam (UUM) tetapi tidak ketara di kalangan pelajar Universiti Swasta (KUIN).

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TABLE OF CONTENTS

LIST OF TABLES

TABLE OF FIGURES

LIST OF ABBREVIATIONS

Bumiputera Economic Strengthening Agenda   BESA

Entrepreneurship Education Program   EEP

Economic Transformation Program   ETP

Global Science and Innovation Advisory Council   GSIAC

Government Business Support Services   GBSS

National Directorate of Employment   NDE

New Economic Policy   NEP

Small and Medium Enterprises   SMEs'

Structural Adjustment Program   SAP

Kolej Universiti Insaniah   KUIN

Universtiti Utara Malaysia   UUM

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CHAPTER ONE

INTRODUCTION

1.1   Introduction

This chapter introduces the concept of entrepreneurship, history of government involvement in entrepreneurial activities, the importance of entrepreneurial activities as well as entrepreneurial education in the tertiary institution in Malaysia. Going further statement of the problem was developed from the study background, leading to asking of some research questions as well as objectives to be achieved at the end of the study.

1.2   Background of the Study

Scholars from virtually all fields of study agree that entrepreneurs contribute to nation's economy that is, it serves as "engine role" (Gilaninia, Alipour, & Tondar, 2013) especially developing country (Kayed, 2006). More to this, Robertson, Collins, Medeira and Slater (2003) identified small businesses as an economy booster, by enhancing productivity crafting employment opportunities and energizing economies. Irrespective of different definitions given by various scholars, entrepreneurship sole benefits are said to be employment creation, boost economic returns, likewise also regards as alternatives with huge intensity to positively influence people's well-being in developed, developing and underdeveloped nations. To some academicians, entrepreneurial activities are seen as an economic and cultural occurrence (Kayed, 2006).

Recent trends in the labor market affecting most nations is inability of graduates to secure their dream job (Hadi, & Zainol, 2015; Tran & Nørlund, 2015), this has paved way for alternative means of survival; shortage of choice career in public/private sector, unsatisfactory work conditions, work-life balance and so on are among key issues being faced by graduates' especially "fresh graduates with no previous work experience" (Hadi, & Zainol, 2015).

On a global scale, efforts to minimize the impact of high unemployment rate in countries like Nigeria, government of different regime has initiated different programs; set up departments, such as National Directorate of Employment (NDE) established around 1999; YouWin initiative was also launched in 2013; Structural Adjustment Program (SAP) some of these programs targets postsecondary school students, while others aim to hunt and empower young entrepreneurs in the whole public. In spite of this unemployment, the rate is on the rise (Sunday, Vonke & Matthew, 2014).

In Malaysia, entrepreneurial policy became the first government priority as far back as 1970 with the introduction of the New Economic Policy (NEP) with the intention of eradicating poverty among Malaysians (Kinyua, 2015; Yusoff, Yaacob & Aziz, 2014). According to Yusoff and Yaacob (2010), they noticed that Malaysian government had being involving itself in entrepreneurial activities some years before independence when they realized the need to bridge the gap between the rural people and government officials through the program dubbed "Government Business Support Services (GBSS)". The GBSS is part of the government strategy to ensure that Small and Medium Enterprise (SMEs) operation in the country remains strong and capable of confronting volatile

economic environment. Although, evident from their studies signaled some conflicting view between the old GBSS which aimed at closing the gap between rural folks and the government officials; while the new GBSS mission is to move the country to the high-income economy in ten years' time using the new economic policy.

The perceived relevance of entrepreneurship to the growth of Malaysia's economy is confirmed by the sheer amount and variety of encouraging mechanisms and policies that is available for entrepreneurs, that include funding, physical infrastructure and business advisory services and so on (Ariff & Abubakar 2003). Some of the initiatives include Economic Transformation Program (ETP) Program, Jaringan Sinergi Usahawan Wanita' (Women Entrepreneur Networking Synergy Program), and "Bumiputera Economic Strengthening Agenda" (BESA) Yusoff and Zainol (2014), these programs aim to encourage existing females entrepreneurs and potential candidates to venture into retail establishments with the assurance that they are competent to produce a decisive economic impact to the society and the nation.

In addition, non-governmental organization such as SME Bank contributes to the development of entrepreneurial spirit in Malaysia; working in line with Malaysian government to provide financial assistance fostering the growth of Small and Medium Scale Enterprise (SMEs). Given this, it is stated on SME bank webpage that 1737 young entrepreneurs benefited from their program total financing cost amount 2.73 billion Malaysian ringgits in the year 2013.

Entrepreneurship as a subject taught in higher learning education in Malaysia rather than as a career path aims to prepare student especially final year students for the possible way out of likely challenges to be faced in nearer future after graduation. To achieve this, while increasing the number of entrepreneurs among students in Malaysia simultaneously, Malaysian government allocated a huge amount of fund to Ministry of Higher Education (MOHE) to ignite entrepreneurial activities among them, targeting six thousand (6,000) graduates to become entrepreneurs within the year 2013 – 2015, with the implementation of Entrepreneurial Strategic Plan (ESP) in higher education institution (Mustapha, Mohamad & Azer, 2014).

Malaysian tertiary education system underwent a major legislative change in 1996. Prior to the change of legislature in 1996, tertiary education system in Malaysia is predominantly dominated by public universities. Change in education legislature brings about creation of private universities. However, despite the classification of the tertiary education system into private and public institutions the two are controlled by a body called Ministry of Higher Education "MoHE" (Da, 2007).

1.3   Problem Statement

Malaysian government as mentioned above, are trying their best for their citizen especially those who they feels that they might have innovating talent, were unable to follow their dream job, seize the opportunity economic demand to supply the scarce resource, or at least to have an alternative means of survival; but instead the number of unemployed graduates is increasing. Saieed (2015) of "The Star News Online." gave the

4

unemployment statistics rate to have increased as of the month of February 2015 to 3.2%. With this, Dato Sri Dr. Zakri of science2action.my cites the speech of Malaysian Prime Minister (Tun Dr. Najib Abdul Razak) delivered at Global Science and Innovation Advisory Council (GSIAC) meeting in San Francisco on entrepreneurial activities as a long term objectives laying emphasis on inculcation of innovation culture as well as the country's need to focus on capacity to create and knowledge exploration through entrepreneurship, science and technology which are significant source of competitive advantages in wealth creation and improvement in life quality.

Furthermore, he was reported saying that to achieve this competitive advantage, "his government converges on encouraging and rewarding risk-taking principally among the Government-linked Companies (GLCs) and small, medium enterprises (SMEs) to engage in grander roles in developing new emerging industries as well as improving the growth of new technology-based start-ups among young scientists and entrepreneurs."

Evident from the work of Yusoff, Yaacob, and Aziz (2014) signaled that despite the efforts of Malaysian government to eliminate poverty among the local Malays, cope with social and economic inequality between races; leading to the launching of NEP (1970 – 1990) with the aim of increasing Malays' firm ownership with at least 30%, they concluded that the anticipated result is yet to be achieved.

Furthermore, on the side of the citizenry, individuals tend to secure extra income to satisfy unlimited wants. To do this needs, the urge to be "master of oneself set in"; this

is achieved by either starting a new business venture or become a supplier of limited commodities "supply entrepreneurs" (Gerry, Marques, & Nogueira 2008).

Much study has been carried out to know the factors that influence or hindered student to become an entrepreneur or initiate a business start-up examples of such are studies of (Ahmed, Nawaz, Ahmad, Shaukat, Rehman & Ahmed 2010; Ismail, Khalid, Othman, Jusoff, Abdul Rahman & Zain, 2009; Macstay 2008; Shariff & Saud 2009; Zampetakis, Anagnosti & Rozakis, 2013), also, comparing students' entrepreneurial intention between countries, and inter-continent with objectives of investigating factors that leads to entrepreneurial intent among students (Autio Keeley, Klofsten, Parker & Hay 2001; Lee, Chang & Lim 2005) however, few studies tends to compare the intention of public and private tertiary institution with one of the institution specializing in religious studies or vice versa. With this, there is urging needs to fill the gap with this present study.

Also, it was concluded that religion plays a vital role influencing one's intention to embark on entrepreneurial role. But from the previous studies religion is being combined with other factors such as gender, age and so on "demographical variables/factors" with few investigations separating religion as an independent variable. The study that did something similar to that is the work of (Barro, Robert, Rachel, & McCleary, 2003) when they investigate "religious and economic growth across countries". But the main difference in their study and this present research is that they use secondary data to investigate their findings while this study based on both primary and

secondary data. Because of this, there is a high need to study the influence of religion separately which is part of the aim of tis present study.

1.4   Research Questions

From the background, problem statement, the following questions were intended to be answered at the end of this study. These questions are?

1. Is there any different in entrepreneurial intention of student at public university (UUM) and private university (KUIN)?

2. Is there any significant relationship between entrepreneurial education and entrepreneurial intention at UUM and KUIN?

3. What is the nature of relationship between religious supports and entrepreneurial intention among UUM and KUIN samples?

4. What is the nature of relationship between social supports and entrepreneurial intention among UUM and KUIN samples?

1.5   Research Aims and Objectives

Of the aims to be achieved in this study, the main objective is to contribute to the existing knowledge on entrepreneur intention, this will help policy makers to decide on the policy to be implemented on entrepreneurial process considering religion as a factor that contribute or hinder the progress.

This study attempts to investigate and clarify the following stance:

1. To investigate if there are significant differences in entrepreneurial intention between public university (UUM) and private university (KUIN) students.

2. To examine the relationship between Entrepreneurial Education, Social Supports, and Religious-Supports on Entrepreneurial Intention at UUM and KUIN.

3. To investigate significant different between Entrepreneurial Education, Social Supports, Religious Supports and Entrepreneurial Intention at UUM and KUIN.

4. To examine the relationship that exists between Entrepreneurial Education, Social Supports, Religious Supports and Entrepreneurial Intention at both Universities.

1.6 Scope of the Study

The scope of this study is to identify the influencing factors of entrepreneurial intention among public and private universities in northern Malaysia. To achieve this; final semester undergraduate students who have or are taking entrepreneurial courses are selected randomly from two universities namely Universiti Utara Malaysia (UUM) and Kolej Universiti Insaniah (KUIN). A sample of one hundred and fifty is drawn from UUM "public university" while a sample of seventy five is drawn from KUIN (private university) using random sampling. A prepared questionnaire is then distributed to the selected samples from which analysis is run on the data collected form the samples amounting to a total number of two hundred and twenty five (225).

1.7 Significance of the Study

This study adds to the existing literature especially, separating religion from demographic variables and treating it independently which will help policy makers a lot in the decision making a process that relates to religion and entrepreneurial issues. Also, this study clarifies the inconclusive argument on if entrepreneurial education influences entrepreneurial intention among students.

The last but not the least significance is that this work shed light by comparing the factors that influence entrepreneurial intention between public university that offers more conventional education and private universities offering more Islamic courses to students.

1.8 Organizations of the Chapters

The chapters of this research are organized as follows:

Chapter one consists of the introduction of the study, background, problem statement, research objectives, scope, the significance of the study, while the last but not the least section in the first chapter is the organization of study.

Following chapter that is chapter two entails an extensive literature review of the variables under consideration as well as Shapero's Entrepreneurial Model (SEM) used as the underpinning theory.

This leads to the next chapter that is, chapter three that consist of methodology used, research design, framework, hypothesis, research population, samples and also, measurement and instrumentations adopted and adapted in questionnaire design.

In chapter four, analysis was employed on the data collected from the designed questionnaire; while chapter five presents the discussion, recommendation, research implication, limitation, and research conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter reviews previous studies on variables that contribute to entrepreneurial intention among university students. Of the numerous variables; the independent variables considered are Entrepreneurial Education, Social Supports, and Religion in terms of Religious Supports.

More so, the similarity between the theory of planned behavior by Ajzen (1991) and that of Shapero and Sokol (1982) theory of the "entrepreneurial event" was examined. And thus, Shapero and Sokol (1982) theory is considered as the underlying theory while the theoretical framework and hypothesis are drawn.

Importance of entrepreneurs cannot be underestimated in an economy as previous studies argue that it promotes country's GDP (Eum, 2011; Linan & Santos, 2007). However, Naudé, Szirmai & Goedhuys (2011) opined that most of studies on importance of entrepreneurs focus on developed nations. Entrepreneurial Intention was investigated by several authors (Barro & Mccleary, 2007; Frazier, & Niehm, 2006; Maina 2011; Rasli, & Khan, 2013) and numerous factors such as education, social – capital (Linan & Santos, 2007), religion (Nwankwom, Gbadamosi and Ojo, 2012; Gümüsay, 2014), social support (Fowler, 2014) and so on were found to influence on motivate students entrepreneurial intent.

2.2   Entrepreneurial Intention (EI)

What does intention mean? In view of Davison (1995) on why people have the intention to become an entrepreneur, he opined that people engage in entrepreneurial intention because he/she is convicted that setting up and running his/her firm is the only best alternatives. Krueger, Reilly, and Carsrud (2000) said an entrepreneurial intention is a way of thinking emphasizing opportunities over threats stating that businesses are not started by reflex but by analyzing and responding to conditions around us. Likewise, Ajzen (1991) using the theory of planned behavior, they were able to explain entrepreneurial intention by attitude, perceive behavioral control (PBC) and subjective norm. Addition to this, Shapero and Sokol (1982) explained entrepreneurial intention on the basis of perceived desirability, perceived feasibility and the propensity to act.

Although these two models were widely used in various studies across the globe; however, they were criticized by Krueger et al. (2000) as they regard these two models as competing and overlapping. Krueger et al. (2000) argued that Shapero and Sokol's perceived desirability and perceived feasibility correspond to Ajzen's attitudes and perceived behavioral control, respectively, so he concluded that intention in both models can be best explained by a willingness and capability to act on the will. This study utilizes Shapero and Sokol theories as the underpinning theory because the variables under considerations fall under what Shapero model relates to, its specification. Shapero and Sokol (1982) conceptualize desirability in terms of social norms that is; "religion (RE), family background (FB) and entrepreneurial education (EE) each of which is believed to have influence on EI".

Discussing entrepreneurial intention, studies have been carried out on factors that determine one's intention or instinct to engage in business startup examples of such studies are Rasli and Khan (2009) where it was concluded that one's conviction has a direct relationship with one's intention to act, furthermore they said in regards to student university's environment and entrepreneurial education plays a vital role in triggering one's imagination towards having a business startup similar to studies of (Hatten & Ruhland 1995; Teixeira & Okazaki, 2007; Remeikiene Dumciuviene & Startiene, 2013; Bilić, Prka & Vidović 2011; Amankwah, Asuamah, Ernest, & Effah-Bediako, 2013) among others. Not only does education influences one's intent to become an entrepreneur (Ajzen, 1991); Shapero & Sokol (1982) theories are among few theories that explain some of these factors. In addition to this, factors such as individual background or family background are said to be a contributing factor to the level of entrepreneurial intent in individual to be self-employed, (Kellermanns, Eddleston, Barnett & Peterson, 2008; Frazier, & Niehm, 2006; Maina 2011; Nizam Zainuddin, & Rozaini Mohd Rejab 2010) among others concluded.

Other factors are contextual in nature, such as "the general economic environment, culture, or local availability of resources to start a business" (Mueller et al., 2002 as cited in Mueller & Dato-on 2008 pg. 24). In general, entrepreneurs' intention is formed from both analytical thinking and judgment in a broader context, and holistic thinking based on individual background and capability (Bird, 1988), and its sharing is strongly affected by interpersonal communication among the members. Mintzberg (1979) argued that strategies are not planned but rather spontaneously emerge with changes in

the environment, (Yamada & Yamashita 2006). In order to determine the intention of student who does not formally enroll in entrepreneurial class, Frazier et al. (2006) concluded that students who expressed stronger interest in entrepreneurial careers are proactive, creative, seek opportunity, confidence, and they have positive images of entrepreneurship. Students' major, family occurrence of entrepreneurship act, and internship experience influenced entrepreneurial intentions among these sets of students.

2.2.1 Shapero's Model of Entrepreneurial Intentions

Shapero and Sokol (1982) established a model, on what influences entrepreneurial intentions. Their study claimed "desirability, feasibility, and a propensity to act" are the most crucial factors influencing a person's intention to venture into a new business. Also, specific desirability and perceived self-efficacy were described as the basis for the perceptions of desirability respectively feasibility. Dependent Variable "Entrepreneurial Intention (EI)" equates to expected entrepreneurial behavior among university's students that are their respondent's sample. Likewise three independent variables "IV's": perceive desirability; perceive feasibility and propensity to act all represents the personal attitude of samples.
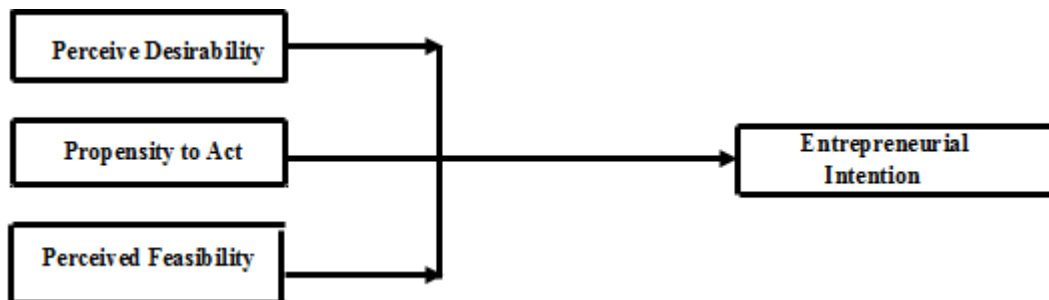
Figure 2.1   **Sources: (Shapero & Sokol, 1982).**

Relating Shapero and Sokol's framework on entrepreneurial model to this study; perceived desirability as defined by Nowiński, and Rialp (2015) as the "the extent to which operating a new venture is perceived as a desirable career alternative or easy to established." given this study related to social support discussed in this present study. Although, there are many factors that encourages social supports examples of which are social – capital Linan and Santos (2007), business networking, family supports, business incubator, and institutional supports and so on (Fowler, 2000).

Moving further to propensity to act, meaning individual disposition to implement or act on one's decision (Moghavvemi & Salleh, 2012). In this case, education either religious (Nath, 2007; Rulindo & Mardhatillah, 2011; Eum, 2011), or non – religious education (Amankwah, et al, 2013; Bilić, Prka, & Vidović, 2011; Iqbal, Melhem, & Kokash, 2012) all argued education to be among the factors that enhance individual's disposition to embark on entrepreneurial activities. Furthermore, evidence can be found in religious Holy Books reviewed below (the Holy Bible, and Holy Quran) points out that establishing a business is better and rewardable than being idle.

The last but not the least factor perceived feasibility defined as the perception of having things done easily, effectively and efficiently (Moyes & Lawrence, 2003). Relating this to the study of how the students perceive their environment in terms of opportunity, competitive advantage, risks involved in business, sustainable competitive advantage and so on (Moyes & Lawrence, 2003)..

2.3 Entrepreneurial Education and Entrepreneurial Intention

Scholar has a different view on the effects or influence of entrepreneurial education. The result obtained from the analysis they carried out Using Theory of planned behavior (TPB) by Ajzen's (1991) and other theories, such as Shapero's model of the entrepreneurial event (SEE) as their underpinning theory.

Rasli, & Khan (2013) studying entrepreneurship intention among graduate students at University Technology Malaysia found that entrepreneurial intention has a positive and significant relationship with the university environment and thus confirming the finding that the role of entrepreneurship education has been known as one of the critical factors that help the students to understand and foster an entrepreneurial attitude. Though, they suggest that the universities should be involved in an early stage in the education of upper-level students in order to create in them more awareness of entrepreneurship as career alternatives.

In support of entrepreneurial education, Iqbal, Melhem, and Kokash (2012) propose entrepreneurship education should center on the development of competencies relates to entrepreneurship and cultural awareness. They surveyed by simple random sampling three hundred students (300) of Prince Sultan University, Saudi Arabia, analyze their readiness towards entrepreneurship using validity, reliability and regression analysis before drawing their conclusions.

However a study such as that of Lorz (2011) investigates entrepreneurial intention, concludes a non-significant effects of entrepreneurial education on

16

entrepreneurial intention, although, he said that this insignificant effect is not moderated by the length of an entrepreneurship education. Although, those who were self-employed at the end of the entrepreneurship program had a mainly huge entrepreneurial intention at the beginning of the program compared to those who had not become self-employed; entrepreneurship education is affirmed to be a major source of inspiration triggers that positively impact on entrepreneurial intention.

Supporting the stance that entrepreneurial education has positive relationships that influence entrepreneurial orientation or intention of students to become self-employed, Nabi and Liñán (2011) suggests that in order to increase student's intention much more ambitious education initiatives should be implemented. They should include most (if not all) of the contents proposed, examples include increasing awareness programs, firm development and sustenance, creativity and opportunity recognition, or knowledge of the business environment; and they should be enforced not only at the tertiary level, but in the secondary and primary schools as well (Frank, 2007).

The strong affirmative conclusion comes from Gerry et al, (2008) in their study, "Tracking student entrepreneurial potential: personal attributes and the propensity for business startups after graduation in a Portuguese University." Their results agree with the conclusions of Hatten & Ruhland (1995), and Teixeira and Okazaki (2007) who stated that more young people could become successful entrepreneurs if more latent entrepreneurs were recognized and cultivated throughout their entire educational process.

Furthermore, research by Weber, Graevenitz and Harhoff (2009), conclude that education generates signals that help students to evaluate their aptitude for entrepreneurial tasks but also states that entrepreneurial propensity declined somewhat in spite of generally good evaluations of the class.

On a contrary, Maina (2011) criticized the work of (Peterman & Kennedy, 2005) in the sense that after studying entrepreneurial intention among Kenyan college graduate using attention, values and beliefs as independent variables and entrepreneurial intention as dependent variable, Maina (2011) concluded that enterprise education within the curriculum and when mentioned it was in passing, or with prompting and without any conviction that the lessons had any impact on the students surveyed.

In view of series of studies conducted on entrepreneurial education, logically, the aim of learning is to able to understand, apply and implement knowledge, building upon the Azjen (1991) Theory of Planned Behavior, the first objective of this study is to test the entrepreneurial potential model on effects of entrepreneurial education on both public and private university students (UUM and KUIN).

With the above argument, more studies on the influence of education prove to be positive for students to become an entrepreneur. Although there are few that have a contrary opinion such as Maina (2011) has a questionable sample size.

However, despite this general enthusiasm, it is far less clear on what exactly adds to the development of entrepreneurial aspirations and intentions both in graduate and

undergraduate university student both in public and private context. With argument as mentioned above, this study follows the majority.

Virtually all previous studies on entrepreneurial education focus on conventional entrepreneur education (Bilić, Prka, & Vidović, 2011; Amankwah, et al, 2013; Iqbal, Melhem, & Kokash, 2012; Lorz, 2011; Hatten & Ruhland, 1995; Teixeira, 2007) to name few. In these studies, there are arguably conclusions on either or nor education influences EI as EE is viewed from diverse perspectives by different scholars using different theories or models.

In an investigation by Rasli and Khan (2013) studying entrepreneurship intention among graduate students at University Technology Malaysia sampling a sample of 400 postgraduate students found that entrepreneurial intention has a positive and significant relationship with the university environment and thus confirming the finding that the role of entrepreneurship education has been understood as one of the significant factors that help the students to understand and foster an entrepreneurial attitude. Though, they suggest that the universities should be involved in an early stage in the education of upper-level students in order to create in them more aware of entrepreneurship as a career alternatives.

Remeikiene, Dumciuviene and Startiene (2013) in their studies "Explaining Entrepreneurial Intention of University Students: The Role of Entrepreneurial Education" established that in spite of the chosen study program, young people studying in the higher education institution are learned to seek for entrepreneurship after completion of the

studies. It also appeared in their findings that choosing study program differently impacts students' intentions to endeavor for entrepreneurship; The scholars of economics are of the view that economic education not only provides useful knowledge about business start-up, but also adds to the development of the personality traits, but while the impression of the students of mechanical engineering is opposite education does not provide useful information about business, does not strengthen young people's creativity for enterprise start-up, does not contribute to the development of particular personality traits (favorable attitude towards entrepreneurship and the ambition to start-up business).

Supporting the stance on how entrepreneurial education foster entrepreneurial intention in student, Bilić, Prka, Vidović (2011) concluded that graduate students who took entrepreneurial courses has a higher level of entrepreneurial orientation. Although they stressed that there's no significance difference between student taking entrepreneurship course and those that are not which contributed to a low correlation between enrollment in entrepreneurship courses and student entrepreneurial orientation. The reasons suggested are that the fact that students are not willing to take risks, they do not feel not secure about risk-taking these factors can be explained in the context of a cultural heritage of the post-communist system of their survey's location Croatia. Similar stand to Amankwah et al (2013) when they suggest that entrepreneurial courses must be included in the higher institution that is not currently offering entrepreneurial courses.

Supporting the fact that entrepreneurial education has positive relationships that influence entrepreneurial orientation or intention of students to become self-employed. Nabi and Liñán (2011) suggest that in order to increase student's intention much more

ambitious education initiatives should be implemented. They might include most (if not all) of the contents suggested, such as raising awareness, firm growth and development, creativity, and opportunity recognition, or knowledge of the business environment. Also, they should be implemented not only at the higher education level, but in the secondary and primary schools as well (Frank et al. 2007).

Addition to this, so as to clear the atmosphere, on, if education contributes to the entrepreneurial intention between Chinese and USA student Lee et al. (2005) found out that there's no difference in the impact of entrepreneurial education. This is so because they have a quite similar curriculum, but these two different countries have a different level of entrepreneurial intentions.

Furthermore, Weber, Graevenitz and Harhoff (2009), using a theoretical model of Bayesian learning in their study. "The Effects of Entrepreneurship Education" of which one hundred and eighty-nine (189) students taking mandatory entrepreneurship courses at a German university were surveyed. They said that education generates signals that help students to evaluate their aptitude for entrepreneurial tasks but also states that entrepreneurial propensity declined somewhat in spite of good evaluations of the class.

In view of series of studies conducted on entrepreneurial education, logically, the aim of learning is to be able to understand, apply and implement knowledge. Building upon the Azjen (1991) Theory of Planned Behavior, the third objective of this study is to test the entrepreneurial potential model on effects of entrepreneurial education on both public and private university students (UUM and KUIN).

Also, from the above argument, more studies on the influence of education were established to be positive for students to become an entrepreneur. However, the limited that has a contrary opinion such as Maina (2011) has a questionable sample size.

However, despite this general enthusiasm, it is far less clear on what factors precisely adds to the formation of entrepreneurial intentions and aspirations both in graduate and undergraduate students and both in public and private universities. With contention as mentioned earlier, this study follows the majority. Therefore, hypothesis is proposed

Hypothesis: Entrepreneurial Education influenced students' behavior to become an entrepreneur in nearest future.

2.4   Social Support

Social supports described Albrecht &Adelman, (1987) as cited by Hunt (2011 pg. 182) as non-voice and voiced communication between the sender and receiver which limits uncertainty about an issue, self, or anything as well as enhancing or improving perception of individual's control over one's life experience. Based on this short definition, the features of social supports include:

1.   Communication or networking

2.   Reduction of uncertainty

3.   Control Enhancement

2.4.1 Social Supports and Entrepreneurial Intention

When talking about social supports, factors such as social-capital "that is crowd funding" (Liñán & Santos, 2007), entrepreneurial networking, family (relation) support, institution-support, and organizations Fowler (2000) are some of the factors to be considered. However, this study in the context of social supports is limited to family business because the samples surveyed are students who are assumed to have only or at most family business knowledge and or perceive supports from families and friends and close associates.

Businesses owned and controlled by families are said to be major tools for economic evolution through new business formation and growth of existing family businesses (Kellermanns, Eddleston, Barnett & Pearson, 2008). Shaping a child's life greatly depends on where a child comes from "family", this rule according to most entrepreneur scholars ascertained the facts that those students whose family engage in entrepreneurial activities, having their personal startup business has Confidence and have a positive image of entrepreneurship, Frazier and Niehm (2006).

Furthermore, Maina (2011) confirmed this stance; she concludes in her study that those who have high intention and who are highly inclined to become an entrepreneur are those that have previous experience in either small scale businesses or family business.

In choosing a career path, traditions or family background plays a big role, research results by Nizam et al (2009) argued that despite the considerable role of race and family background in developing the entrepreneurship spirit, education and learning (in the case

of manufacturing students) and industrial support (in the case of civil engineering students) also plays a role in enhancing the entrepreneurship awareness among these engineering students.

Furthermore, type of school and family income are significant factors influencing the entrepreneurial intention among students (Talaş et al, 2011; Wang, Lu, Millington, 2011). Also, Ahmed, Nawaz, Ahmad, Shaukat, Usman, Rehman, and Ahmed (2010) concluded that previous experience, family exposure to business and degree of exposure inclines students to become an entrepreneur.

Affirming this claim, Fayolle, Gailly and Lassas-Clerc (2006) concludes that student from families who are familiar with entrepreneur activities were found to have a positive entrepreneurship education program (EEP) on perceive behavioral control on entrepreneurial intentions, while there's no impact from students who come from family that has no previous entrepreneurial background.

Additionally, Aldrich and Cliff (2003) concluded that family background and characteristics have a great amount of effects on activation of entrepreneurial behavior among students. According to Carr and Sequeira (2007), students who have prior experience to family or ancestral business are well inclined, motivated and influenced, and these factors trigger entrepreneurial intentions of students.

In addition to this Tong, Tong and Loy (2011), in their study "Factors Influencing Entrepreneurial Intention among University Students" confirms the positive influence of family background on a student to have the intention of becoming an entrepreneur; their

result stated "entrepreneurial intention was predicted by the requirement for accomplishments, family business background, and subjective norms except the desire for independence".

However, according to Sieger, Baldegger, Fueglistaller (2011) their study concludes on more explanatory factor, they conclude that on a global view students prefer organizational occupation to fresh business startups for at least during first five (5) years directly after graduation, but this tends to become weak after the first five (5) years of graduating as they now prefer to be their manager.

In summary, most studies suggest that perceived social supports plays a vital role influencing an intention of a student to become an entrepreneur; therefore hypothesis below is proposed:

Hypothesis: perceived social supports influenced student's intention to become an entrepreneur.

2.5   Religion and Entrepreneurial Intention

Religion can be described as a set of common beliefs, practices held by a group of people, often arrayed as prayer, ritual, and religious law. Religion also encompasses ancestral or cultural traditions, writings, history, and mythology, as well as personal faith and mystic experience (Ashkenazi, 2003). Discussing the role of religious influence on entrepreneurial intention, there is need to have a basic understanding of social

entrepreneur as it is said to be one of the social factors (Eum, 2011) likewise entrepreneurial spirituality.

Scholars who studied entrepreneurial spirituality agree that it is a multidimensional concept. Investigating business, spirituality, Nandram (2010) affirms its multidimensional concept also concludes "Mystical entrepreneurs are likely to use more repeatedly principles to connect to others in the society adding personal values and business performance standards to seek new opportunities". Addition to this, the study opined that spiritual entrepreneurs make decisions solely on intuition, use more religious practices to encourage creativity and innovation within themselves also within companies.

Other concept of entrepreneurial spirituality is the social entrepreneur. In brief, social entrepreneur means the combination of urge of social duty with an image of social like restraint, improvement, and fortitude commonly associated with (Dees, 1998). Expanding this to the view of religiosity on how it relates to entrepreneurial act, Fry (2003) examined "Toward a theory of spiritual leadership" investigating leadership as motivation, suggesting nothing spiritual in the workplace among other investigations he made. It was concluded that spiritual leadership theory is not only broad of other major surviving motivation based theories of leadership, but, it is also more conceptually different, parsimonious, and less theoretically mystified.

In the entrepreneurial field, studies on how religion has an influence on students' entrepreneurial intention have scanty literature. Although, several studies, that claim to

do so examples of which are: (Fry, 2003; Eum, 2011; Nadram, 2009). The lapses in their studies are that religion that their studies aim to investigate treating religion as not a "standalone" independent variable rather it was studied under demographic variables. The link between religion and initiative to own a business (EI) has not been extensively explored, few of these are studies carried out (Audretsch & Meyer, 2009) in their survey on Indian nationals concluded that religion and tradition of a caste system do influence economic behavior, they concluded that Christianity and Islam condone entrepreneurial act while others such as Hinduism inhibit such. Audretsch (2009) uses Max Weber of the twenty century economist to prove the link between the Protestantism and the quest for economic proceeds, and inferred that it was better for the survival of capitalism and it turn the development and survival of a nation that can be linked to entrepreneurial activities attached to these religions.

Furthermore, Barro and McCleary (2003) studies the "effect of religious participation and beliefs on a country's rate of economic progress", using secondary data source retrieved from international survey data for 59 countries taken from the World Values Survey and the International Social Sciences Program conducted between 1981 and 1999, their study shows that economic development reacts positively to religious beliefs, notably beliefs in hell and heaven, but inversely related to church attendance. That is, growth depends on the extent of believing relative to belonging. These conclusions are in line with a model in which religious conviction influence individual traits that enhance economic performance.

From both Christian and Islamic perspective, entrepreneur act is "something" that is allowed and encouraged. According to the Islamic scholars, Islamic doctrines were based on three foundations. These are the Quran, Hadith "which means the sayings of the Prophet" S.A.W and Sunah "doings or behavior of the Prophet" S.A.W. These three sources confirmed entrepreneurial act evident from Surah Al Baquara; example of hadith backing up entrepreneurial activities is "Hadith Hasan" (Al-Trimidhi, 1987 p. 515) as cited by Hamid & Sa'ari (2011) an honest and sincere businessperson will be placed with the prophets, while the doctrines of Christianity are derived from the Holy Bible and the teachings of Christ Jesus.

2.5.1 Religious Supports and Entrepreneurial Intention

Religion according to the scholars is said to relate to entrepreneurial orientation and intention. The study of Salwa, Shahbudin, and Jusoff (2013) posit that there exist complex, interdependent relationships between religion and entrepreneurial intention. These make them to advocates the reason the study of religion and an entrepreneurial intention is minimal. Studying "Religion and Business Values for Muslimpreneurs" that is, investigating how Islam as a religion influences Malays entrepreneur, using locus of control as an independent variable. Salwa et al. (2013)'s study concluded that the high external locus of control is viable for the success of Malay Muslim entrepreneurial success.

In relation to this, De-Noble, Galbraith, Singh & Stiles (2007) empirical study titled "Market justice, religious orientation, and entrepreneurial attitudes," similar study from Christian perspectives by Barro and Mccleary (2007) on "Religion and economic

growth across countries." making use of market religion regulation, the composition of religious adherence, and indicator of religious pluralism as instrumental variables. Their study concludes, economic growth positively correlates with religious beliefs but has a negative relationship with church attendance, they suggest that people's beliefs about heaven and hell is responsible for this.

Supporting literature reviewed above, a study by Bettender and Dijkgraaf (2005) supports the notion that religious membership do not contribute to income. Examining the "bi-causal relationship between religion and income;" measuring religiosity by the religious membership, employing a single equation approach and joint regression as their methodologies. Their study concludes that religion has a negative relationship with income while both methodologies found that both religious methods decrease in income significantly. Also, opposing the above findings by (Salwa et al., 2013; Barro & Mccleary, 2007), Bettender and Dijkgraaf (2008) investigating heterogeneity between countries on religion and income. It was concluded by them that religion membership (church going) had a positive influence in high-income nations. While that of a low-income nations confirms the study of Barro & Mccleary (2007) as well as (Salwa et al, 2013).

Moreover, Henley (2014) conducts a study on the association between religion and entrepreneurial activity, focusing on individual venture rather than business ventures itself, with the use of recent data on religious affiliation across countries to construct various different measures of religious actions and diversity. The initial findings of this study suggest that there is a significant relationship between Global Entrepreneurship

Monitor (GEM) and Christian affiliation (that is, evangelical-Pentecostal-charismatic). It was also found that the degree of this association is counterbalanced by state regulation of religion. In view of this, it was suggested that there is a need to focus on certain forms of religion that seems to show some degree of support for a cultural environment of entrepreneurship.

Additionally, it is also suggested that policy makers may wish to study closely the potential support that is provided by some religious organizations in the formation of new ventures.

In sum, evidence from the works of literature from past scholars, it can be concluded that both Christianity and Islam's doctrines encourage and allowed entrepreneurial activities. In view of this, a hypothesis is proposed.

Addition to this, Nath (2007) studies the inter-linkages between religious beliefs and practices and the economic growth and development of a particular country or region, presenting Adam Smith's view on the subject and how it could be understood in the present context; he also uses state of Gujarat in India as a case study; his findings shows that there's relationship between religious riots and economic growth.

Nwankwom, et al (2012) examine "Religion, spirituality and entrepreneurship: The church as entrepreneurial space among British Africans", their study concluded that Pentecostal churches have turn out to be a major force in fostering business start-ups and boosting entrepreneurial act among the population group. Likewise, societal capital

generated within the religious establishments has a catalytic influence on entrepreneurial propensities.

From the study conducted by Agbim, Oriarewo and Ijie (2013), "examining the relative importance of dimensions of entrepreneurship development", it is established that human being as a spiritual being needs to be spiritually developed so as to optimally tap and harness his capabilities in a work. Work or vocation according to Agbim et al (2013) means calling through entrepreneurship.

They adopt purposive sampling for data collection and multiple-regression to analyze the data gathered. Their result claims that "vision affects entrepreneurial intentions, capabilities and success significantly and positively to hope/faith which is significantly and positively related to entrepreneurial networking and capabilities; altruistic love is significantly and positively related to entrepreneurial networking, capabilities and success; meaning/calling has a significant positive relationship with entrepreneurial capabilities; and there is a significantly positive relationship between membership and entrepreneurial success". In view of this, was recommended by them, students in Nigeria undergoing entrepreneurship education must be taught teaching and practice of spirituality values

Accessing how Islamic religiosity, spirituality and performances influence entrepreneurial intention of young Muslims, (Rulindo & Mardhatillah, 2011) surveyed 400 Muslims entrepreneurs measuring spirituality in Islamic version of "Spiritual Well Being (SWB) scale", also religiosity is quantified using "Religiosity of Islam Scale

(RoI)"; analyzing the data with logistic and multiple regression. Their study concluded that Muslim entrepreneurs with overall high spiritual level are richer than those with overall low spirituality level. Although it was concluded that religiosity plays vital role in boosting their economic performances. Therefore it was suggested by them that both variables can be useful in capacity building to micro entrepreneurs so as to enhance their business performance and to ease their poverty level.

Authors such as (Hamid, & Che Sa'ri, 2011) described Islamic economic system to be a comprehensive and well everlasting process which includes "production, distribution and consumption" based on the rules and tenet of Islam that require liberty and gain, justice and balance, religious duties and life requirements.

Several studies were conducted on entrepreneurial activities from Islamic perspectives; such as Sarif, Sarwar and Isamil, (2013) in their studies "*Practice of Social Entrepreneurship among the Muslim Entrepreneurs in Malaysia*", they concluded that social enterprise created by Islamic entrepreneurs plays a vital role in creation and sustainability of the society. In the same view, (Gümüsay, 2014) opined that Islam as a religion promotes entrepreneurial activities citing Quran and Hadith as a source of Islamic permissiveness of entrepreneurial act. Coating the hadith "*the prophet Mohammed (peace be upon him) was asked the best type of earning?" and he replied "A man's labor with any lawful transaction" (Al-Trimidhi cited by* Gümüsay, 2014). Stating the required qualities of Islamic entrepreneur, (Al-harran, 1957) conclude his study about Malaysian Islamic entrepreneur that due to their nature and culture would they be able to penetrate (compete) in the world's market? Though, he believes that Muslim students can

play a vibrant part in marketing research are capable of transforming their environment. To overcome and meet up with current needs of Islamic entrepreneurs in the world Gümüsay (2014) and Hamid (2012) posit that higher education institution can be of great help by initiating Islamic entrepreneurial education, rather than conventional entrepreneur into their academic curricular, with the suggestion of preparing young Muslim generations to contribute directly in business stimulation. Therefore, based on the previous discussion, below hypothesis is hypothesized.

Hypothesis: Perceived religious supports and teachings influence motivates and increase students' motivation towards entrepreneurial intention.

2.6   Chapter Summary

From the reviewed of previous studies on entrepreneurial education, many scholars has different view and effect though they have or use similar theories because of the following reasons;

Different sample size this reason really affect the outcome of their result example, comparing the samples of Rasli and Khan (2013) and that of Maina (2011), moreover the contexts to which these studies are carried out have influence on the conclusion of the researchers; likewise the analysis adopted for some studies are questionable.

Moving over to social supports (family background), most of the studies previewed support this variable to have influence on entrepreneurial intention of student, they

believed that experience is the best teacher and what a student experienced back home will surely influence the way he/she thinks and act.

Treating religion (religious support) as an independent variable, the issue here is that there is limited literature so the researcher has to fall back to the field of economics and look on how religion influence economic growth. This move is justified by previous studies whereby limited or no articles in such field is available, similar article in similar field can be borrowed.

Next chapter; that is chapter three will be discussing on the methodology adopted to collect data, measurement used, research framework will be drawn, and also detailed research hypothesis will be stated.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter discusses the method adopted in data collection, the population frame and sample size as well as making a clear explanation on researcher's research plan. This chapter also covers the research design employed in conducting this research project. All the method is used to gain answers to the research questions. Furthermore, the instruments used for the research, measurement and scaling, and the procedure are also discussed in this chapter.

3.2 Research Hypotheses

From the previous literature reviewed in chapter two, as regards the variables consideration in this study, they following relationships were hypothesized.

H$_1$: There is no difference in entrepreneurial intention among Public (UUM) and Private (KUIN) students in overall entrepreneurial intention

H$_2$: There is a positive relationship between influencing factors and EI at UUM

H$_{2a}$: There is a positive relationship between entrepreneurial education and entrepreneurial intention at UUM

H₂ᵦ: There is a positive relationship between social supports and entrepreneurial intention at UUM

H₂ᵧ: There is a positive relationship between religious supports and entrepreneurial intention at UUM

H₃: There is a positive relationship between influencing factors and EI at KUIN

H₃ₐ: There is a positive relationship between entrepreneurial education and entrepreneurial intention at KUIN

H₃ᵦ: There is a positive relationship between social supports and entrepreneurial intention at KUIN

H₃ᵧ: There is a positive relationship between religious supports and entrepreneurial intention at KUIN

H4: There is a significant difference between UUM and KUIN on the relationship between influencing factors and EI.

3.3   Research Framework

Based on the previous work reviewed, as well as using Shapero's model of entrepreneurial intention as underpinning model, the framework below was drawn.

```
Independent
Variable   (IV)

┌─────────────┐
│ Social      │────────┐
│ Supports    │        │
└─────────────┘        │
                       ▼                    Dependent
┌─────────────┐                          Variable   (DV)
│ Religious   │──────────────────►  ┌──────────────────────┐
│ Supports    │                     │ Entrepreneurial      │
└─────────────┘                     │ Intention            │
                                    └──────────────────────┘
┌─────────────┐        ▲
│Entrepreneurial│──────┘
│ Education    │
└─────────────┘
```

Figure 3.1   **Theoretical Framework**
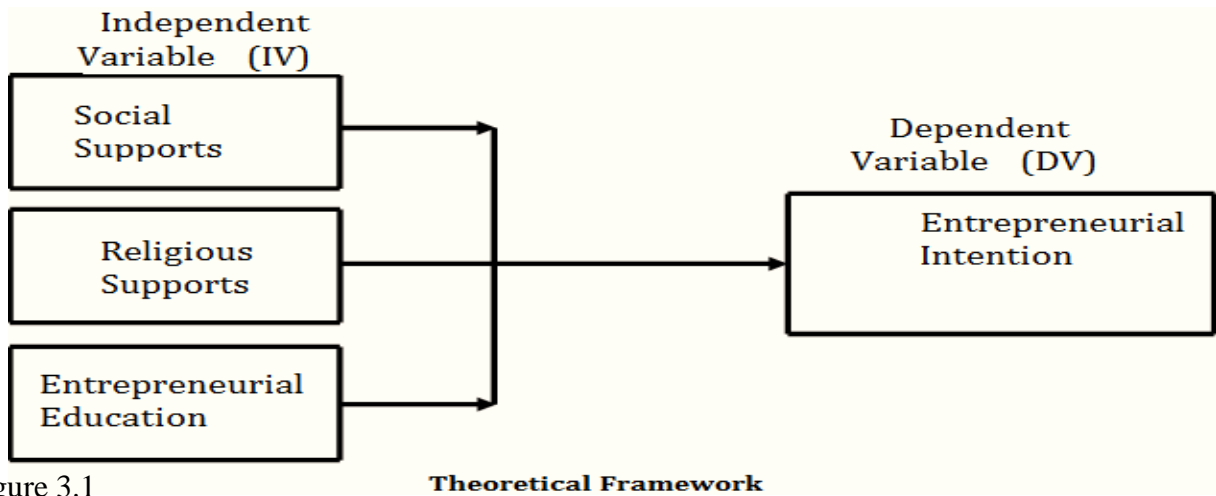
3.4   Research Design

This research makes use of cross sectional study investigating factors that influence student's Entrepreneurial Intention (EI). Also, comparing the level of intention between undergraduate students of UUM (public) and that of KUIN (private); To achieve this, quantitative method of study is applied and survey questionnaire was distributed to the samples from each population. The population consists of undergraduate students at UUM and KUIN studying managerial program that has done or are currently taking entrepreneurial education.

3.5   Population

The total population for this study is the total number of undergraduate students at the school of business in both universities (business undergraduate students at University Utara Malaysia and business undergraduate students at Insaniah University College) from which the sample was selected. According to Polit and Hungler, 1999; Brynard and

Hanekom, 1997) they describe the population as the totality of subjects, events, cases or members that are specified or conform to the context of the study; for the purpose of sampling with an equal chance of being selected in a sample.

3.5.1 Sample

Convenience random sampling was applied in choosing the sample from the targeted population. According to Sekaran, Foster, Lucas, Hankins (2003) refers to gathering of information from the participants of a population who are conveniently available to accept it. (**See Appendix B** for sample size table).

A total number of seventy-five (75) samples were collected at KUIN. However at the time of collecting the data for the study, the author of this study do not have access to the total number students enrolled in business and its related programs. This makes it difficult to apply Sekaran et al. (2003) sampling selection; due to the limited time factor, Roscoe (1975) sampling selection was used instead. However, for UUM sample, the number of students is available. Fair enough in sample size selection, Roscoe (1975) sampling method was employed in selecting samples surveyed at both universities. This is in line with Sekaran et al (2003) that representative sample techniques is the collection of rational amount of research objects drawn by the researcher, based on the criteria that all the selected sample possess distinctive and significant characteristics of the research population. Moreover, Roscoe's rule of thumb indicates that sample sizes that are greater than 30 and lower than 500 ought to be suitable for most research. At least the minimum sample should at least be 10 times the number of variables.

3.5.2 Research Respondent

The data utilized in this present research was gathered from two different universities in the northern part of Malaysia. For the scope of this study, all undergraduates' students studying management and its related courses such as accounting, Human Resource Management, Tourism and so on at both universities. The respondent must have taken entrepreneurial education in the previous semester or currently taking in this semester has an equal chance of being selected randomly and the questionnaire was distributed to each sample at their respective institutions.

3.5.3 Sample Size

Roscoe's (1975) rule of thumb postulated, when the total population in which the sample to be drawn from is unknown. He argues the following:

i.   Performing statistical analysis with samples less than ten is not recommended

ii. Addition to this, Roscoe proposed that when samples are divided into sub-samples in which generalizations will be concluded from both samples, and then both sub-samples must comply with this rule of thumb.

iii. Roscoe also posit that in this case, to choose sample for a behavioral study samples not less than thirty (30) and not larger than five – hundred (500) opining that samples larger than thirty will ensure the researcher benefits 6

iv. Additionally, Roscoe said a sample size of at least ten times of the number of variables under consideration is okay if number of population is unknown.

The main reasons for choosing Roscoe sampling techniques over Sekaran et al (2003), and or Krejice & Morgan (1970) are:

a. One of the populations (population of students in faculty of business administration at KUIN) is unknown. To be fair enough, same treatment needed to be applied to both sampling frame to limit chances of biasness as stated by (Roscoe, 1970).

b. Time factor and cost for the researcher to go back to the location it will incur more cost and time.

All the efforts of the researcher to get the population students enroll to business department of KUIN is unknown.

3.6   Data Collection Procedure

The data that this study analyzed is primary data because the data was collected for the purpose of this study. Though in order to get the sample to be surveyed references was made to secondary data "that is, the total population of students in both universities has already being recorded and kept in a file".

3.6.1   Source of Data

Source of data refers to where and how a researcher gets the data to be analyzed. There are two main sources of data which are primary and secondary source of data.

3.6.2 Primary Data

Primary data are first hand data that researchers acquired for the purpose of study. This can be collected through interview, survey questionnaire and so on. Curtis (2008) said primary data are data collected mainly to address issues at hand. According to them primary data cannot be found elsewhere, they make be gathered through surveys, interviews, experimental tests. For this study, in order to clarify the issues, that is, factors influencing entrepreneurial intention among UUM and KUIN students, primary mode of data collection were employed. This study made use of prepared survey questionnaire that has two different sections sub divided into four different parts namely:

a. Demographic section: ask questions based on the respondent's bio data.

b. Makes inquiry on the dependent variable (DV) which is entrepreneurial intention.

c. Asked questions on related to other IVs' under considerations which are Entrepreneurial Education, Religious Supports, and Social Supports.

3.6.3 Secondary Data

Secondary data are data that has already being collected for another purpose but in which researcher used it for study because it best fit in. example of such are literatures reviewed in chapter 2. Secondary data is described as data collected by another person for different reasons which are readily available to be retrieved (Ut, 2013). Advantages of secondary data as stated by Ut (2013) include the following:

1. Easy to access.

2.	It aids fact findings: provide descriptive information to supports research

3.	Model building: with secondary data, relationship between two or more variables can be specifies

4.	Sources identification

The main disadvantage cited by Ut (2013) about secondary data is the source reliability. However, this study used primary data to examine the hypothesis of this study, while secondary data are only employed during literature reviews.

3.6.4   Sampling Techniques

From the scope of this study, this study focuses on final semester undergraduate students who have taken or is taking entrepreneurial education or development. However, the researcher could not have access to the total number of undergraduate students studying business and it related courses at KUIN at the time of this research, and for the study to have large enough sample size, to be able to do this the researcher employs snowball sampling method in which questionnaire were handover to respondents that fit the sample frame to distribute to their friends who also fits in. Methods in which an investigator employs when there are difficulties in getting the participant, or the sample involves in a study are hidden (Frank & Snijders, 1994).

3.7   Questionnaire Design

The questionnaire used in this study was divided in two different sections. The first section consist of the respondent's profile; gender, marital status, age group, and religious affiliations.

The other part consists of the variables under investigation. Starting by the DV which is entrepreneurial intention, Liñán and Chen (2009) questionnaire was adapted; their measurement is based on 5 point likert scale; where 1 represent strongly disagree and 5 represent strongly agreed. Questions for IVs' were adopted and adapted from the study of Ngugi, Gakure, Waithaka, & Kiwara (2012) and Coles (2014). All the questions were tested to have high reliability value ranging from .654 to .914 the questions is shown in the table below.

3.7.1 Measurement of Variables

The instrumentation employed in this study is survey questionnaire. The questionnaire used was adopted from the previous study and tailored to meet the needs of this present work. In determining the best instruments to be adopted, there are certain criteria that the researcher must follow.

The adopted item measures are at least Cronbach alpha coefficient value of 0.6 and above

3.7.2 Operational Definition and Instrumentation

The table below consists of the operational definition, author, of terms employed in this study. The instruments are used in the questionnaire design for this section is shown below.

Table 3.1

Table of Measurement of Instruments

S/N	Variable	Definition	Measurements of Item	Measurements Source
1	Entrepreneurial	Intention is portrayed as	I am ready to do anything to be an entrepreneur.	Liñán and Chen (2009)

	Intention	cognitive picture directing one's mind toward preset goal (objective) and plans intended to use in reaching the objectives. **(Tubbs and Ekeberg, 1991; Bird, 1988)**	My professional goal is to become an entrepreneur. I will make every effort to start and run my own firm. I am determined to create a firm in the future. I have very seriously thought of starting a firm. I have the firm intention to start a firm some day	
2	Entrepreneurial Education	Visionary thinking ability to innovate products or services for either profit or non-profit firms from beginning which redefine thinking of impossible actions. (Smith, Petersen & Fund, 2006)	Entrepreneurial subject is very important. Entrepreneurship should be taught in University. Entrepreneurship course should be made compulsory in order to stimulate entrepreneurial spirit in campus. More entrepreneurial and business educational programs on campus would help students to start businesses. My University course prepares people well for entrepreneurial careers.	Linan & Chen (2009)
3	Religious Supports	Religion is said to be a belief in psychosomatic, prodigious power.	My religion organization has programs to assist members in financial needs. My religious teaching does **not** encourage	Coles (2014)

			(Leuba, 2013)	entrepreneurship activities.	
				Leaders (Imam/Pastors) encourage people to have a freelance job.	
				I have the idea that I entrust myself more and more to God.	
				My religion supports my sense of self-esteem and identity.	
				The experience of God in my life motivates me to decide for the good, even if this is difficult.	
				In times of trial and tribulation I trust in God I am willing to be accountable to God and my fellow humans about my way of life.	
				My faith influences all areas of my life.	
				My faith is oriented to values that transcend physical and social needs.	
				I believe sincerely, not mainly out of obligation or fear.	
4	Social supports		Social supports is said to be the perceived, exchange, and or availability of supportive actions that array from	My parent(s) feel positive about my interest in starting a business. My brother/sister feels	Ngugi, Gakure, Waithaka, & Kiwara (2012)

emotion to instrumental from friends, families and associates (Antonucci & Jackson, 1987),	positive about my interest in starting a business.

In general my relatives feel positive about my interest in starting a business.

My neighbor feels positive about my interest in starting a business.

My close friend(s) feel positive about my interest in starting a business.

My parent(s) feel positive about my interest in starting a business.

My brother/sister feels positive about my interest in starting a business.

In general my relatives feel positive about my interest in starting a business |

3.8   Data Analysis Techniques

To analyze the data collected using the above prepared questions from the targeted samples; Statistical Package for Social Science (SPSS) version "18" software was used for the statistical analysis. Analyses conducted on the data include: replacement of missing data (missing values from the questionnaire), independent sample T-test, and correlation and regression analysis. The analysis is divided into two parts, that is, the descriptive and statistical part. The descriptive part analyzes the behavior of data and was

presented in tabular, chart and frequency as required. While the second part analysis includes: reliability test, T-test, correlation and regression analysis.

3.8.1   Reliability Test

Table 3.2
Reliability Table

Alpha Coefficient Range	Strength of Association
<0.60	Poor
0.60 to <0.70	Moderate
0.70 to <0.80	Good
0.80 to <0.90	Very Good
0.90 and above	Excellent

Adapted from: (Zikmund, Babin, Carr, & Griffin, 2010).

3.8.2   Independent Sample T-Test Analysis

This study uses T-test analysis to investigate the possible differences that exist between entrepreneurial intention of samples from UUM and KUIN. According to Pallant (2011) independent sample t-test is use in comparing the mean score of two different samples. To apply independent sample t-test in a study, Pallant (2011) stated that the samples must be more than one and not more than two. Also the samples must be independent of one another. According to Pallant (2011) no difference in mean among two samples is assumed if at chosen let say $\rho <$ .05 and the sig. reads value >.05. Also, if there is no significant difference in mean and variance from the t-test output.

3.8.3   Correlation Analysis

Pearson correlation analysis was used to ascertain the degree of relationship that exists among the variables considered. This evaluation is facilitated by the correlation coefficients that tell us the magnitude and direction of relationship between variables (Cooper & Schindler, 2006). The degree of relationship between variables according to Cooper & Schindler (2006) either positive or negative that ranges from (-1 to +1) where (-1) relates to perfect negative correlation and (+1) means perfect positive correlation. Using correlation analysis in this study allows us to determine the relationship that occurs among the studied variables that is independent (entrepreneurial education, social supports and religious supports) and dependent variable (entrepreneurial intention).

3.8.4   Multiple Regression Analysis

Multiple regression analysis is an advanced extension of correlation that is used to examine the weight of antecedents on dependent variable (Pallant, 2007). In this study, regression analysis is used to quantify the degree to which the antecedents (entrepreneurial education, social supports and religious supports) were able to explain the dependent variable (entrepreneurial intention).

3.9   Chapter Summary

This chapter fulfills its obligations as stated at the introductory section. This chapter is basically about the methodology the researcher employed in carrying out the studies, this includes hypothesizing research hypothesis from previous chapter, and also research

framework is drawn to show the direction of relationship among the variables under considerations. This chapter also examines the population, samples as well as sampling selection procedure, questionnaire design and also measurement of variables. The last but not the least section discusses the techniques to be employed in the next chapter.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.0   Introduction

This chapter discusses the results from the questionnaires distributed earlier. The analysis and the findings are divided into two (2) different parts. Part A which is the first part covers the descriptive sections of the questionnaires from both institutions surveyed. The second part entails the scale measurements and the inferential analysis. Data analyzed in this study was based on the established hypotheses as well as the variables involved so that the objectives of this study can be achieved, and answers can be provided to the research questions. This chapter was concluded with summary of the data analysis and results.

4.1   Response Rate

Based on the sampling selection method Roscoe (1975) adopted in this research which stipulates that if the population of the samples to be selected is unknown, to be on a safer side, the samples must be at least ten times the variables used in the study. The researcher manages to distribute seventy – five (75) questionnaires to respondents (Undergraduates who has taken entrepreneurial course) at Insaniah University College as well as administering questionnaires to one hundred and fifty (150) samples from University Utara Malaysia.

Before presenting the findings of the data analyzed, some data from the questionnaire were missing and it replaced by using EM techniques on SPSS.

4.1.1 Dealing with missing values of data collected from KUIN and UUM

Data from the questionnaire was inputted in the SPSS 18. There are some questions which some respondents refuse or forgot to answer. To deal with this, Expectation Maximization (EM) approach is use to replace the missing values. The researcher uses frequency table to check for the missing values, after which EM was used to replace the missing data (Enders, 2001). Although before this, the researcher observed if the data missing were randomly missing or not, this is determined by the significance level displayed in the EM table.

Table 4.1

Data Replacement Table (KUIN)

EM Means[a] (Insaniah)			
Reason 1	**Reason 2**	**Reason 3**	**Reason 4**
3.36	4.11	3.81	3.82

    a.   Little's MCAR test: Chi-Square = 3.157, DF = 3, Sig. = .368

Table 4.2

Table for data replacement UUM

EM Means[a] (UUM)			
ProgImp1	**ProgImp2**	**ProgImp3**	**ProgImp4**
3.79	4.29	4.43	3.92

    a. Little's MCAR test: Chi-Square = .730, DF = 3, Sig. = .866

Tables above show the significance level of missing values from samples surveyed from both KUIN and UUM respectively

The main important issue here is the significant level of Little's MCAR test that reads .368 & .886 from both tables, these values are greater than 0.05. This signifies that the missing values are not statistically significant and these values are missing randomly. According to Enders (2001), missing data can only be replaced if after running the EM test, the significant level is rejected.

4.2   Descriptive Statistics Findings

This section describes the behavior of the data collected as per the demographic section. This section is analyzed using frequency distribution and most part is presented in tabular form while some part is presented in both tabular form and chart.

4.2.1   Respondent's Age Group

From the data collected it could be observed that most respondents are of the age group 21 – 25 for both samples amounting to 73.3% for KUIN's respondents and 70.07% for UUM respondents respectively. Follow by age group that falls below 20 years of age amounting to 20% and 23.3% for both samples, it is observed that for KUIN sample the second to the last age group is age group 26–30 with total percentage of 2.7 respectively; while in the case of UUM is age group of above 31 with total percentage of 3.3%. The least age group found in the samples with the least population for samples from KUIN is age group of above 31 which holds a percentage of 2.7% of the total samples surveyed while in the case of UUM sample, the least age group is age group of 26 – 30 with the percentage of 2.7%.

4.2.1 Gender of Respondents

In both institutions, it is observed that the number of female respondents is higher than their male counterpart having 54.7% (female) at KUIN to 45.3% (male); while the respondents' percentage at UUM is 72.7% for female and 27.3% for male respectively. This is shown in the table 4.3 below.

4.2.3 Respondent's Religion

From the data collected from the two samples, based on the nature and or specialization of each institution that is, private university (KUIN) is more to Islamic and public (UUM) is liberal regarding students religion meaning that any religious affiliations are welcomed. It is observed that all the respondents from KUIN are all Muslims translating to be having 100% Islamic University. While in UUM, which is public university, the students are of mixed religion with Islam having the highest percentages of 48% followed by Buddhist having percentages of 22.7%; Christianity with 18.7% population; Hindu 10% and other religion such as Taoism as filled up in the questionnaire by respondents occupy the last 1%.

Summary of the descriptive analysis is shown below;

Table 4.3
Summary of Descriptive Data

Variable		KUIN		UUM	
	Age group	Frequency	**%Frequency**	Frequency	%Frequency
	Below 20	15	20.0	35	23.3
	21 – 25	55	73.3	106	70.7
Age	26 – 30	3	4.0	4	2.7
	Above 31	2	2.7	5	3.3
	Total	**75**	**100.00**	**150**	**100.0**
	Female	41	54.7	109	72.7
Gender	Male	34	45.3	41	27.3
	Total	**75**	**100.0**	**150**	**100.0**
	Buddhist	0	0	34	22.7
	Christian	0	0	28	18.7
Religion	Hindu	0	0	15	10.0
	Islam	75	100	72	48.0
	Others	0	0	1	.7
	Total	**75**	**100**	**150**	**100.0**

4.3   Reliability Statistics

Ensuring the reliability of the collected data, Sekaran et al. (2003) proposed that all data

must be tested to verify that the results are realistic. Given this, the reliability analysis

was shown in Table: 4.4 below consist of reliability from the two universities surveyed.

The Cronbach's alpha ranges from .784 – .941. The entrepreneurial intention for KUIN

student is found to be .805, while that of UUM is .883; KUIN's entrepreneurial

Education is .784, while UUM is .914; Social Supports is found to be .831 and .915 respectively, religious supports that is, the last but not the least variable is .910 and .941 respectively.

Table 4.4
Reliability Statistic Table

		KUIN		UUM	
S/N	Variable	Number of Items	Cronbach's Alpha	Number of Items	Cronbach's Alpha
1	**Entrepreneurial Intention**	6	.805	6	.883
2	**Entrepreneurial Education**	5	.784	5	.914
3	**Social Supports**	5	.831	5	.915
4	**Religious Supports**	14	.910	14	.941

4.4   Independent Sample T-Test

Fulfilling the first objective of this study, independent sample T-test was run on the data; the t-test result in the table below shows the overall intention of both institutions (KUIN &UUM). The result analysis signifies that both institutions do not differ significantly in overall entrepreneurial intention. At .005 confidence interval (CI), the sig. value of Levene's t-test = .053 > P. Likewise sig. level for the 2-tailed test for equality of Mean. This can also be explained using the mean difference on "group statistics table"; having (3.9–3.86 = 0.04) insignificant difference. Also, on the Independent sample T-Test table, there is no difference in "Mean Difference" between the two schools. That is, there is no

significant difference between the two samples with KUIN having (M = 3.95, SD = 0.65) and UUM having (M = 3.69, SD = 0.55) conditions $t_{(223)}$, $\rho = .381$

Table 4.5
Group Statistics Table

	School	N	Mean	Std. Deviation	Std. Error Mean
			Group Statistics		
Intention	**KUIN**	75	3.9467	.06539	.06539
	UUM	150	3.8678	.05449	.05449

Table 4.6
Independent Sample T-Test Table

		Levene's Test for Equality of Variances							95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Intention	Equal variance assumed	3.798	.053	.878	223	.381	.07889	.08988	-.09824	.25602
	Equal variance not assumed			.927	171.393	.355	.07889	.08511	-.08912	.24690

$\rho < 0.05$

4.5 Correlation Analysis

The deduction from this analysis is based on the work of Cohen (1988, pp. 79–81) posits that coefficient of correlation (r = small if the value ranges from 0.1 − 0.29; medium if r = 0.3 − 0.49; large if r = 0.5 − 1.0). From the Table 4.7 below, showing the correlation analysis of sample from UUM, it can be seen that all the independent variables (Education, Social-Supports, and Entrepreneurial Religion) under consideration are

positively correlated to one another. They also have positive correlation, with the Dependent variable (Intention). Although most of these relationships have small correlation except social support that is arguably large when tested at 1% degree of freedom. Correlation analysis displayed the range of value of education, social support, and religion to be .146, .510 and .202 respectively.

Furthermore, correlation analysis was also run on data collected from KUIN students. The result displayed in Table 9.1 below shows that both the DV (Entrepreneurial Intention) and the IV's (Education, Social- Supports and Religion Supports) has positive relationship but the degree of their relationship is somehow weak except for the relationship between Education and Intention which has medium relationship of .316. From the two samples, it is perceived that social support in case of UUM (public university) has a moderate relationship. While in, the case of KUIN (private university) education is seen to have slight, moderate relationship.

Table 4.7
Correlation Table for UUM samples

		Correlations			
		Entrepreneur-Intention	Education	Social-Support	Religion
Intention	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	150			
Education	Pearson Correlation	.146	1		
	Sig. (2-tailed)	.074			
	N	150	150		
Social	Pearson Correlation	.510**	.585**	1	
	Sig. (2-tailed)	.000	.000		
	N	150	150	150	
Religion	Pearson Correlation	. 202*	.032	.151	1
	Sig. (2-tailed)	.013	.694	.066	
	N	150	150	150	150

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

Table 4.8
Correlation for KUIN samples

<table>
<tr><td colspan="2" align="center">**Correlations**</td><td>Entrepreneur-Intention</td><td>Education</td><td>Social-Support</td><td>Religion</td></tr>
<tr><td>Intention</td><td>Pearson Correlation</td><td>1</td><td></td><td></td><td></td></tr>
<tr><td></td><td>Sig. (2-tailed)</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>N</td><td>75</td><td></td><td></td><td></td></tr>
<tr><td>Education</td><td>Pearson Correlation</td><td>.316</td><td>1</td><td></td><td></td></tr>
<tr><td></td><td>Sig. (2-tailed)</td><td>.006</td><td></td><td></td><td></td></tr>
<tr><td></td><td>N</td><td>75</td><td>75</td><td></td><td></td></tr>
<tr><td>Social</td><td>Pearson Correlation</td><td>.124**</td><td>.354**</td><td>1</td><td></td></tr>
<tr><td></td><td>Sig. (2-tailed)</td><td>.289</td><td>.002</td><td></td><td></td></tr>
<tr><td></td><td>N</td><td>75</td><td>75</td><td>75</td><td></td></tr>
<tr><td>Religion</td><td>Pearson Correlation</td><td>. 208*</td><td>.583</td><td>.494</td><td>1</td></tr>
<tr><td></td><td>Sig. (2-tailed)</td><td>.074</td><td>.000</td><td>.000</td><td></td></tr>
<tr><td></td><td>N</td><td>75</td><td>75</td><td>75</td><td>75</td></tr>
</table>

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

4.6   Regression Analysis

To examine the hypotheses for this study, regression analysis needs to be performed on the data. From the result of the regression displayed in the Table 2.9 below, the value of r^2 = .308 signifying that the variables under considerations (religion, education and social support) altogether can only explain 30.8% variance of entrepreneurial intention. Analyzing KUIN sample using regression analysis, the value of $\mathbf{r^2}$ is found to be 0.10 which means that the variables under consideration (social support, religious support, and entrepreneurial education) can only explain 10% variance in entrepreneurial intention. This can be seen in Table 4.9 below. It is observed that the value of r^2 is far *too low*. This prompts the researcher to check for autocorrelation and multi-collinearity as suggested by (Lukacs, Burnham & Anderson, 2010) Durbin Watson value for UUM = 2.091; KUIN = 2.235 which falls between the accepted range of 1.5 – 2.5. This signifies that there is no

multi-collinearity and the sampling error occurs at random. While that if KUIN is 2.235.

VIF values.

Table 4.9

Regression analysis testing for H$_{2a}$, H$_{2b}$ and H$_{2c}$ (UUM)

Variables	Hypotheses	Beta (β)	t-Score	Sig
(Constant)		1.797	5.075	.000
Entrepreneurial Education	H$_{2a}$	-.185	-2.606	.010**
Social Support	H$_{2b}$	.565	7.239	.000***
Religious Support	H$_{2c}$	.112	1.648	.102
R Square r^2		.308		
Adjusted R Square r^2		.294		
F value		21.702		
Durbin Watson		2.091		

$* \rho < .1; ** \rho < .05; *** \rho < .01$

Table 4.10

Regression analysis testing for H$_{3a}$, H$_{3b}$ and H$_{3c}$ (KUIN)

Variables	Hypotheses	Beta (β)	t-Score	Sig
(Constant)		2.631	4.773	.056[a]
Entrepreneurial Education	H$_{3a}$	.272	2.118	.038**
Social Support	H$_{3b}$	.002	.020	.984
Religious Support	H$_{3c}$	.035	.231	.818

R Square r^2	.100
Adjusted R Square r^2	.062
F value	2.644
Durbin Watson	2.235

$* \rho < .1; ** \rho < .05; *** \rho < .01$

Table 4.9 above presents the result of the coefficient showing the significance level of factors influencing entrepreneurial intention surveyed from UUM. From this table, it is observed that entrepreneurial education and social supports is significant having significance level of .010 and .000 respectively, while religious support is insignificant having significance level of .102

While Table 4.10 above presents the results of samples surveyed from KUIN *on the* significance level of factors influencing entrepreneurial intention. From this table, only one of the factors is significance, which is entrepreneurial education. This variable is significant at 5%, while the remaining two variables (social-support and religious supports) are insignificant. Therefore, H_1 is accepted while H_2 and H_3 are rejected.

4.7 Summary Findings

The table below summarizes the hypothesis from the T-test table and regression table above. The table shows the assumptions was accepted and those that was rejected.

Table 4.11

Findings Summary

Hypothesis	Analysis	Sig(ρ)	Decision
H_1	T-Test	0.53	Accepted
H_{2a}	Regression	.010	Accepted
H_{3a}	Regression	.038	Accepted
H_{2b}	Regression	.000	Accepted
H_{3b}	Regression	.984	Rejected
H_{2c}	Regression	.102	Rejected
H_{3c}	Regression	.818	Rejected
H_4	Regression comparison between both universities	N/A	Accepted

4.8   Chapter Summary

As promised at the beginning of this chapter, the objectives were fulfilled. data collected using independent sample T test, correlation and regression analysis; the following can be concluded about the hypotheses:

Analyzing the data with independent sample T-test, it is observed that there is no difference in overall intention between the two universities. Also, examining the factors under consideration, it is found that entrepreneurial education, social supports, and

religious supports have a positive relationship with entrepreneurial intention at both universities, although the relationship varies in strength (degrees).

With regression analysis; at KUIN the respondents perceived entrepreneurial education to be a more critical factor that contributes to students' entrepreneurial intention over religious supports and social supports. While at UUM, entrepreneurial education and social supports were found to be more relevant to the samples surveyed.

Evident from the data makes the researcher to believed that the respondents do not view religious organizations as a group that can "help" them grow their business, instead religious organization is seen as a place of worship.

As proposed at the beginning of this chapter, T-test, correlation and regression analysis were used in analyzing the data from samples collected at UUM and KUIN to determine influencing factors. The last analysis conducted on the data is regression analysis comparison; this is done to determine the difference in individual influencing factors of entrepreneurial intention

CHAPTER 5

DISCUSSION, RECOMMENDATIONS, LIMITATIONS AND CONCLUSIONS

5.1   Introduction

This chapter discusses the research findings as present in the previous chapter. All variables under consideration had been analyzed in chapter four (4) that is the Research Analysis stage, investigating the relationship that exist between determinants or factors of entrepreneurial intention considered in this study (that is, Religious support, Entrepreneurial Education, and Social Support) as well as comparing the mean of overall intention among the two universities (UUM and KUIN).

This chapter also gives some review to support the findings from the related literature reviewed previously in chapter two (2), pertaining to the aforementioned variables recalling back the objectives to be fulfilled as well as answering the proposed research questions in Chapter One (1). With this, deductions and suggestions were made for future research.

5.2   Discussion

This study was conducted to fulfill the objectives set out in Chapter One. Given this, this study was continued with several sub–topics on the results and findings. The objectives of this study are stated as follows:

To investigate the significance difference in entrepreneurial intention between UUM and KUIN students.

To investigates the significant relationship between Entrepreneurial Education, Social Supports, and Religious-Supports on Entrepreneurial Intention at KUIN.

To investigates significant relationship between Entrepreneurial Education, Social Supports, Religious Supports and Entrepreneurial Intention at UUM

To examine the significant difference between UUM and KUIN on the link between Entrepreneurial Education, Social Supports, Religious Supports and Entrepreneurial Intention at both Universities.

5.2.1 Difference on Entrepreneurial Intention between KUIN and UUM

Being the first objectives of the study, independent sample t-test analysis was run on the data collected, and it was observed that there was no significant difference between the two universities in terms of overall entrepreneurial intention. Although, the two universities differs in terms of "religious" categorization, as in, being private specializing more to Islamic studies and public university more to conventional education; however, in reality, the study concludes that there are no different in students intention to become an entrepreneur. This conclusion is based on the result of this survey.

5.2.2 Religious Supports and Entrepreneurial Intention in KUIN and UUM

From the regression table for each sample, it is observed that from both samples, religious supports as an independent variable does not contribute to entrepreneurial intention among the samples surveyed. This is, however, contrary to the study of (Fry,

2003; Eum, 2011; Nadram, 2009; Audretsch & Meyer, 2009) as the samples surveyed perceive that they received no motivation or benefits from their respective religious affiliations. Instead they were nurtured with ethical behaviors and moral support, taught on social norms living mannered life according to God's decree affirming the study of Kauanui, Thomas, Sherman, Waters, & Gilea, (2008) in which they concludes that person's fundamental desire is to find crucial meaning and purpose of living an integrated life. Likewise on the correlation table, religious support is found to be positively correlated to both samples having a correlation coefficient of .202 and .208 for UUM and KUIN samples respectively. This however is in alignment with previous studies conducted in general terms when religion is treated under demographic variable confirming the study of (Fry, 2003; Eum, 2011; Nadram, 2009; Audretsch & Meyer, 2009).

5.2.3 Entrepreneurial Education and Entrepreneurial Intention in UUM and KUIN

For entrepreneurial education, the analysis result shows that both samples have a positive relationship with entrepreneurial intention with correlation coefficients of .316 and .146 for KUIN and UUM respectively. This result confirms and supports previous studies on the stance that entrepreneurial education influence entrepreneurial intention (Chris, Carla, & Fernanda, 2008; Iqbal, Melhem, & Kokash 2012; Rasli, & Khan, 2013). Although, this result is a little bit weak. This weak positive relationship in these results indicates that entrepreneurial education curricula need to be upgraded at both institutions especially at UUM similar to findings of Rasli and Khan (2013) as discussed in chapter

two. More practical or real life entrepreneurial spirit should be embedded by the institutions to the students positing the findings of Lorz (2011).

5.2.4 Social Support and Entrepreneurial Intention in UUM and KUIN

This findings corresponds with the most literatures on social support "family, friends and relatives' perception" enhance and motivate students to set up their own business in the nearest future, (Frazier and Niehm, 2006; Kellermanns, Eddleston, Barnett & Pearson, 2008; Maina, 2011; Rasli and Khan, 2013). In conclusion those who perceive that social support (family background) is vital for them are those who have prior experience in family businesses. In UUM several entrepreneurial activities are held compared to KUIN which has few entrepreneurial events

5.3 Recommendations

From the above discussion and conclusion, the following recommendations were made.

Fulfilling the objectives of this study, it is suggested that more entrepreneurial events such as entrepreneurial talk, entrepreneurial workshops must be held at both universities. Also, Students from both universities must be exposed to entrepreneurial conferences as this will serves as an avenue to widen their horizon. Likewise, these events will impact real life entrepreneurial knowledge in them because they will be listening and interacting with successful entrepreneurs.

Furthermore, regarding Islamic institutions, it is recommended that they should include more of business teachings in their curriculum. Since Islam is not against doing business. More of business exhibitions, workshops and projects should be taught.

To enhance the quality of this study, the author recommends further studies on comparison between public and private Universities both at undergraduate and postgraduate level.

5.4   Limitations

Despite the success of this study, there are some factors that limit its findings. The major limitation is scanty literatures to back up the findings of this study as regards to the comparison among public (conventional) and private (Islamic) universities. Moreover, unavailability of population in which the samples from KUIN is drawn, these by chance, although with minimal effects is assumed to limit the research's strength as per sampling frame development.

Moreover, this study mainly focus on two religions which is Christianity and Islam, whereas there are other religious affiliation such as Buddhist, Taoism and so on in which some students belongs to were not examined. In view of this, to determine the real effects of religious influence more religious affiliations needed consideration.

5.5   Conclusions

Based on the problem statement generated, research questions, objectives, relevant literatures reviewed, analysis conducted on the data, generated results as well as the discussion made, this study comes to conclusion with the following statements:

As regards entrepreneurial intention which is the dependent variable, there is no significant difference in entrepreneurial intention among UUM and KUIN students. Evident from relevant literatures attests to this claim commending that Buddhist, Christian and Islam supports entrepreneurial activities.

Entrepreneurial Education is also concluded to be among influencing factors that contributes to entrepreneurial intention among student either at UUM or at KUIN. From this study it is revealed that influence of education is a little bit weak.

Social Supports: having similar view with entrepreneurial education discussed above, from the study it is noted samples from UUM enjoy more social supports than samples from KUIN. With this, KUIN student do not feel that they need to socialize before they become successful in entrepreneur.

The last but not the least conclusion is religious support. It can be concluded from the study that none pf the samples seek religious supports and they never care to do so because they didn't see it as an avenue that can help in terms of business activities, rather they see it as spiritual home towards ethical and moral conducts.

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