

**DETERMINANTS OF ENTREPRENEURIAL INTENTION:
THE CASE OF UUM'S BUSINESS UNDERGRADUATES**

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DECLARATION

I declare that the thesis work described in this research paper is my own work (unless otherwise acknowledged in the text) and that there is no previous work which has been previously submitted for any academic Master's program. All sources quoted have been acknowledged by reference.

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ABSTRACT

Due to the inclination numbers of Malaysia's entrepreneurs nowadays, the youth have shown a great involvement in entrepreneurship and have been one of the biggest contributors to the country's economic growth. As this emergence took place, it is crucial for the related stakeholders such as government, educational agencies and policy makers to keep on encouraging the youth in Malaysia to participate in any entrepreneurship activities. Thus, it is important to understand the factors that will influence the intention to start up the business among the youth especially among university students. The main objective of this study is to analyze the relationship between risk taking propensity, family support, self-efficacy and entrepreneurship education with the entrepreneurial intention among the undergraduates under the School of Business Management, Universiti Utara Malaysia. Data was collected by using the questionnaire that has been distributed to 260 respondents; however, only 200 questionnaires have been successfully collected for the data analysis. Findings of the research revealed that only two (2) out of four variables having significant relationship with the entrepreneurial intention, which are self-efficacy and entrepreneurship education. The recommendation for the related stakeholders and future research were also discussed.

Keyword: Entrepreneurial Intention, Risk Taking Propensity, Family Support, Self-Efficacy, Entrepreneurship Education, Undergraduates

ABSTRAK

Berikutan peningkatan dalam jumlah usahawan Malaysia pada hari ini, golongan muda telah menunjukkan penglibatan yang hebat di dalam bidang keusahawanan dan telah menjadi antara penyumbang utama terhadap pertumbuhan ekonomi negara. Melihat kepada keadaan ini, adalah penting bagi pihak berkepentingan seperti kerajaan, agensi pendidikan dan penggubal polisi untuk terus menggalakkan golongan muda di Malaysia melibatkan diri dalam kegiatan keusahawanan. Oleh demikian, adalah penting untuk mengetahui faktor-faktor yang mempengaruhi niat untuk memulakan perniagaan dalam golongan muda pada masa kini terutamanya golongan graduan universiti. Objektif utama kajian ini ini dijalankan adalah untuk menganalisis hubungan antara kecenderungan mengambil risiko, sokongan keluarga, sifat kemahiran sendiri dan pendidikan keusahawanan dengan niat keusahawanan antara graduan perniagaan di Universiti Utara Malaysia. Data dikumpul dengan menggunakan borang kaji selidik yang telah diedarkan kepada 260 responden, namun begitu, hanya 200 borang kaji selidik yang berjaya dikutip semula bagi tujuan analisis. Penemuan kajian telah menunjukkan hanya dua (2) daripada empat pemboleh ubah mempunyai hubungan dengan niat keusahawanan iaitu sifat kemahiran sendiri dan pendidikan keusahawanan. Cadangan bagi pihak berkepentingan dan terhadap penyelidikan pada masa hadapan turut dibincangkan.

Kata Kunci: Niat Keusahawanan, Kecenderungan Mengambil Risiko, Sokongan Keluarga, Kemahiran Kendiri, Pendidikan Keusahawan, Graduan

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LIST OF ABBREVIATIONS

UUM	Universiti Utara Malaysia
SBM	School of Business Management
ESE	Entrepreneurial Self-Efficacy
SME	Small Medium Enterprise
SPSS	Statistical Package for the Social Science
RTP	Risk Taking Propensity
FS	Family Support
SE	Self-Efficacy
EE	Entrepreneurship Education
EI	Entrepreneurial Intention

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CHAPTER 1: INTRODUCTION

1.0 Introduction to the Study

This study seek to analyze the relationship created between the factors of; risk taking propensity, family support, self-efficacy, and entrepreneurship education towards the creation of entrepreneurial intention among the business undergraduates of Universiti Utara Malaysia (UUM), Kedah. This chapter outlines the background of the study and details on how the research will be carried out. It also explores on the problem statement, research questions, objectives of the study, significance of the study, and scope of study, definition of key terms and also on the organization of the thesis.

1.1 Background of Study

Entrepreneurship is a key way to drive economic growth, innovation and competitiveness (Kuratko & Hodgetts, 2004; Buzeye, 2013) and the interest in entrepreneurship among those diploma, undergraduate or graduate student in higher learning institutions have shown a positive development over the last decades (Buzeye, 2013). Besides, further explanation by Buzeye (2013) also stated that the thoughts that it is an easy process for university student to obtain the job after their graduation is no longer convincing in today's world working environment.

Malaysia as one of the developing country in the world has seen the need of having tremendous number of young entrepreneur in order to stimulate the economy. A part of the effort is encouraging the youth to involve in entrepreneurship. According to Treasury secretary-general, Tan Sri Dr Mohd Irwan Serigar Abdullah, Economic Transformation

Program (ETP) and the Government Transformation Program (GTP) through the Ministry of Finance have established 1Malaysia Entrepreneurs (1MeT) which is one of the National Blue Ocean Strategy (NBOS) initiatives. One of the objectives of this establishment is to initiate a “5K Youth Start-ups” project, whereby 5,000 young entrepreneurs will be created every year through entrepreneurship boot camps nationwide. This is one of the biggest drive that have been implemented by the government in enabling entrepreneurs from all segments of society to successfully start and grow their own businesses by leveraging public and private sector resources.

According to Gartner (1988), a person who creates a business or venture is classified as an entrepreneur. Nowadays, the number of the young entrepreneur has been increasing across the globe as they are many influences that attract these young people especially the university student in venturing themselves as an entrepreneur. It is a crucial stage in knowing the factors that lead to the entrepreneurial intention, as one of the aims of the university graduates is to become an entrepreneur (Pihie & Akmaliah, 2009). Then, intention have become the main trigger in evaluating and examining the entrepreneurship’s vital sparks that spreading among the students, besides, intention also plays as an important factor that stipulate the willingness of a person to execute a behavior (Ajzen, 1991)

It is important aspect for the for the government, university, and other stakeholders to understand the trigger that lead the university student to have entrepreneurial intention, so that proper planning and implementation could take place in encouraging the involvement in entrepreneurship among the youth (Verheul, Thruik & Grilo, 2006). According to Wang and Wong (2005), the proper and depth understanding of the factors

which lead to the entrepreneurial intention among the university students will help the related stakeholders in encouraging the students to choose entrepreneurship as their career path.

Numerous research have been conducted on the entrepreneurship by taking the entrepreneurial intention as their center of analysis (Bae, Qian, Miao & Fiet, 2014) and they come out with several results related to the determinants on the entrepreneurial intention. Few determinants have been analyzed in determining its relationship with entrepreneurial intention; for example, risk taking propensity factor (Liqiang, 2014), self-efficacy (Fereira, Raposo, Rodrigues & Paco, 2012), entrepreneurship education (Solesyik, Westhead & Matlay, 2014) and the influence of family support (Shittu & Dosunmu, 2014).

From previous research's results, it can be concluded that self-efficacy as one of the psychological factor that affected the entrepreneurial intention among students (Marques, Ferreira, Gomes & Rodrigues, 2012). In addition, Amos and Alex, (2014), the support given in entrepreneurship education at university level have positively reflects individual's entrepreneurial intention, whereby, family involvement among young entrepreneurs, shown positive relation in creating the entrepreneurial intention (Klyver, 2007). Besides, the positive relation can be seen upon the risk taking propensity in triggering the entrepreneurial intention of the business students, in a view related to information technology entrepreneurship (Liqiang, 2014).

Therefore, this study aiming to investigate and examining the relationship between risk taking propensity, family support, self-efficacy, and entrepreneurship education towards

the entrepreneurial intention among the business undergraduates of Universiti Utara Malaysia (UUM), Kedah.

1.2 Problem Statement

World Bank has shown its concern on the unemployment condition among Malaysia's youth as the percentage of youth unemployment seems to be high from the overall unemployment's percentage, and this is further supported by the report from Ministry of Higher Education which indicates that one over five of the graduates in 2012 still do not have secure employment (News Straits Times, 2014). This scenario seems to be a crucial condition for the country's growth. With proper observations, Malaysia's government's incentive through the Budget Report 2014 has implemented several mechanisms to overcome the high unemployment ratio among youth especially for the university graduates; such as 1Malaysia Entrepreneurs (1Met) program that has been implemented in order to expose the youth with the entrepreneurship, besides, SME Bank will be managing RM50 millions of "Graduate Entrepreneurship Fund" which will be providing the soft loans up to RM500,000 at the interest rate of 4%.

Malaysia government is committed in ensuring that entrepreneur development remains as the key element in generating economic growth. Reflected from this matter, it is a need for the research to take place on the determinants that leads to entrepreneurial intention among the university graduates. This will be such a helpful for the stakeholders in improving the mechanisms to attract the youths to be involved in entrepreneurship as nowadays; instead, the number of graduates who have intention towards entrepreneurship

has increased but number of those who put the intention into actions are still low (Norasmah & Salmah, 2009).

The incentive encouragement by the government shows that self-employment or entrepreneurship can contribute a lot for both the state and society as a whole. In other word, it is concluded that entrepreneurship can be a mechanism that might effectively minimizing the level of unemployment, thus, can be a source for a sustainable economic development. From the problem, it is a need for the researcher to help in exploring the factors that will lead the youth in venturing into business, so that, the related stakeholders can take or initiate the appropriate actions in guiding those who are having the intention towards putting the efforts in becoming the entrepreneurs. Thus, reducing the employment level among Malaysia's youth.

Furthermore, the Prime Minister, Datuk Seri Najib Tun Razak on the launching of International Conference of Youth Leaders (ICYL) in March 2015 has also encouraged the youths to get involve in entrepreneurship, in supporting towards the New Economic Model as to reduce income disparities, besides encouraging the development of progressive young leaders and social entrepreneurship.

According to Cheng, Chan and Mahmood (2009), the development of entrepreneurship education in Malaysia started since 1990 as the impact of shifting from a production-based economy to a knowledge-based economy. Government puts some efforts in nurturing the entrepreneurship at all level; conferences, seminars, short courses and training on entrepreneurship are common activities offered by various organizations, along with the formal entrepreneurship education offered at higher education institutions. Parallel with the government's effort, universities and higher education have introduced

the related entrepreneurship courses, supported by the Ministry of Higher Learning Education which has implemented Entrepreneurship Strategic Plan 2013-2015 that aims to further strengthen the implementation of education and entrepreneurship in Institutions of Higher Learning (IPT) as well as to ensure that Entrepreneur Development Policy of Institutions of Higher Learning (IPT) is achieved. Further explained by Cheng, Chan and Mahmood (2009), although the efforts in recognizing the importance of entrepreneurship education have taken place in all Malaysia's universities, the effectiveness of this entrepreneurship education still becomes a big curiosity and debatable among the researchers.

From the realization and efforts by the Malaysia government, it is important to conduct a study on how effective the approaches that have been implemented throughout the higher learning academic systems and related programs in developing the entrepreneurial intention among university students.

In a different context related to the entrepreneurial intention, family institutions have been showing powerful elements that influence values, attitudes and also how people behave in certain ways (Carr & Sequeira, 2007). However, according to Greve and Salaff (2003), although social influence such as family support seems to be important in relation to social networks, the experimentation on the role of family members is still inadequate. Besides, they also stressed that there is no adequate number of research that took place regarding the role of family members in the creation of entrepreneurial intention, if there is, only as a minor part of the investigation. Besides, lack of research on family within the field is quite surprising as the family is an important institution for entrepreneurs (Aldrich & Cliff, 2003) which can encourage the intention of an individual

in becoming an entrepreneur. From the gaps brought up by previous researchers on this factor, it is significant to take family support factor as one of the determinants in encouraging the entrepreneurial intention among the university students.

Markman and Baron (2003) argued that individual with high individual difference dimension such as self-efficacy is tend to recognize the opportunities in becoming an entrepreneurs and this factor is among those motivational constructs which influence an individual's choice of activities, level of target, tenacity, and accomplishment in different context field (Zhao, Seibert & Hills, 2005). However, the influence of self-efficacy that impacted through several attitudes has not being widely explored by the researchers in seeing the relation between the degrees of self-efficacy towards contributing in entrepreneurial intention (Barbosa, Gerhardt & Kickul, 2007). Due to this factor, it is crucial to have a further and deeper research on self-efficacy impact among the university student and see how this factor contribute in developing entrepreneurial intention. In fact, since high self-efficacy appears to be one of the determinants that undeniably linked to entrepreneurial pursuits, new venture growth and personal success, scholars and investors should be more committed in exploring the impact of this factor (Markman, Balkin & Baron, 2002).

One of the most highlighted factor that related to the entrepreneurial intention is regarding the risk taking propensity (Mullins & Forlani, 2005) and being considered as the significant factor in exploring the entrepreneurial intention and behaviors (Nabi & Linan, 2013). However, according to Beverland and Lockshin (2001), they have argued that risk taking propensity within the potential entrepreneur might not be permanently felt

by them and this will potentially affected the entrepreneurial intention and this matter is still debatable among the researchers whether the relationship between the risk taking propensity factor and entrepreneurial intention is exist or not (Dinis, Ferreira, Raposo & Gouveia, 2013). From the addressed issues by the previous scholars, it is a need for this research to look upon the risk taking propensity factor as one of the determinant, in order to see either this will lead to the creation of entrepreneurial intention.

1.3 Research Objectives

The aim of this research is to analyze on the relationship of risk taking propensity, family support self-efficacy, and entrepreneurship education towards the creation of entrepreneurial intention among the business undergraduate students in Universiti Utara Malaysia (UUM). To simplify this, the following objectives have been addressed in providing answers to the research questions:

- 1) To examine the relationship between risk taking propensity and entrepreneurial intention among UUM business undergraduates.
- 2) To examine the relationship between family support and entrepreneurial intention among UUM business undergraduates.
- 3) To examine the relationship between self-efficacy and entrepreneurial intention among UUM business undergraduates.
- 4) To examine the relationship between entrepreneurship education and entrepreneurial intention among UUM business undergraduates.
- 5) To examine the most influential factor in determining the entrepreneurial intention among UUM business undergraduates.

1.4 Research Questions

The following questions need further discussion upon the issues that have been addressed in the research problem. The research questions are as follows:

- 1) Is there any relationship between risk taking propensity and entrepreneurial intention among UUM business undergraduates?
- 2) Is there any relationship between family supports and entrepreneurial intention UUM business undergraduates?
- 3) Is there any relationship between self-efficacy and entrepreneurial intention among UUM business undergraduates?
- 4) Is there any relationship between entrepreneurship educations and entrepreneurial intention among UUM business undergraduates?
- 5) What is the most influential factor in determining the entrepreneurial intention?

1.5 Significance of Study

Firstly, it is expected that the study would benefit the public and private universities in encouraging the students to be more interested in entrepreneurship.

Second, this will be guidance for the university management in carrying out better and more attractive strategies in triggering the entrepreneurial intention which eventually help in turning the intention into actual behavior.

Third, this research will be beneficial for the policy makers and the government agencies that will be responsible in designing the economic program, entrepreneurship related policies and programs as this exploration surely providing the vital information regarding

the involvement of universities students on the economic growth and how the youth will helps in depth towards the development of the country.

Fourth, the findings obtained in this study are expected to provide additional insight for the entrepreneurial intention literature, besides, assisting the future research to adopt new approach of exploration for new potential variables.

1.6 Definition of Key Terms

1.6.1 Entrepreneur

An individual who start a business or venture (Gartner, 1988)

1.6.2 Entrepreneurial Intention

Entrepreneurial intention has been described as an individual wants to possess own venture (Crant, 1996) or to start a business (Krueger, Reilly & Carsrud, 2000).

1.6.3 Risk Taking Propensity

The degree of risk anticipation by an individual when involving in any activities where the probability to execute up to the fullest is knowingly less than hundred percent (Van & Verheul, 2004)

1.6.4 Family Support

The relationship between a person with the mother, father, siblings or relatives who have or do not have the prior entrepreneurship exposure (Drennan, Kennedy & Renfow, 2004)

1.6.5 Self-efficacy

Self-efficacy is the belief possess by an individual regarding his own ability whereby this will affect the person's perception either he/she acquire the skills required and is he/she being able to use the skills possessed in achieving the goals targeted (Bandura, 1982)

1.6.6 Entrepreneurship Education

Entrepreneurship education consist of any educational program or the process of education that related to entrepreneurial attitudes or skills (Fayolle, Gailly, & Lassac-Clerc, 2006)

1.7 Organization of Study

There are five (5) chapters have been organized for this study. Chapter one (1) is addressing on the whole idea of the research, whereby Chapter two (2) will be discussing and highlighting on the literature review of the variables involved which are entrepreneurial intention, risk taking propensity, family support, self- efficacy, and entrepreneurship education. Besides, it is included with the framework developed and the theory used for the study. Chapter three (3) will further explain on the research methodology. There will be complete explanations on the settings, sampling, population technique, strategy and method for data collection, instrument and measurement, validity and reliability of the data analysis, and correlation analysis between the independent variables and dependent variable. Chapter four (4) will be presenting the result from the data collected, which will be reviewed and discussion will take place. Meanwhile,

Chapter five (5) underlined the conclusion gathered from the reviewed result and some recommendations will be provided for future research.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This chapter reviewed the previous research and selected literatures that are relevant to the related variables in this study which are entrepreneurial intention, risk taking propensity, family support, self-efficacy, and entrepreneurship education, besides they are interrelated with each other. Literature review will lead to a better understanding of the problem (Sekaran & Bougie, 2013) and based on the literature review, a research framework will be formed and presented.

2.1 Entrepreneur and Entrepreneurship

Upon the definition of entrepreneur, there is no precise definition of it although there is quite number of definitions came across by different authors (Ahmad & Seymor, 2008). They further stated that the word entrepreneur firstly come from a French verb “entreprendre” which indicates “to undertake”. Whereby, Hisrich, Peters and Shepherd (2005), found that to an economist, entrepreneur has being defined as a person who use all the production resources in order to add value for him and importantly towards the society in general. This is a contradict view from the psychologist where they found the entrepreneur as an individual who searching for accomplishments in specific needs as to reach the targets or goals.

Besides, according to Ahmad and Seymour (2008), Richard Cantillon is the first person who used the word “entrepreneur” and he is referring to the person who is willingly to take uncertain risks, being able to use all resources in order to produce goods and services

that later will be able in obtaining profit and being innovative in ensuring that the economy is continuously developing.

Entrepreneurs also being defined as an individual who is people oriented in nature and willingly to sacrifice time, money and efforts in order to create different products or services which giving more added values, besides seeking for higher cash yield (Solomon, 2007). According to Kuratko (2007), entrepreneurs is someone who always believe that problems, challenges or confusion that happening in the society is actually their opportunity to make changes and entrepreneur use the given opportunity to improvise the existing products or in a way generating new ideas, making more money and improving their skills (Johnson, 2001). When the problems and danger keep others away, an entrepreneur will make advantage of this situation by venturing into business in the field those others reluctant to get involve in (Ethem, 2008).

Entrepreneurship plays its significant roles in creating employment opportunity which will be giving the direct impact on the economy growth, increasing the country's revenue, efficient tax systems and giving the country a chance of experiencing innovation and creativity (Audretsch & Thurik, 2001; Hart, 2003). Furthermore, entrepreneurship has been viewed as crucial part in ensuring economic development, agreed by numbers of researchers and decision makers. According to Ireland and Webb (2007), there are three levels of perspective entrepreneurs; which are individual, organizational and societal level. They also emphasized that the innovative spirit in products and services development through entrepreneurship will give best impact at organizational level, thus will improve the performance and surely increasing the profitability of one's organization as result from society's satisfaction level. Whereby, at the individual levels

entrepreneurship encourages individuals to develop their skill through opportunity recognition that will lead to the formation of new products or services, due to the environment's fluctuation and the competitive nature of the businesses (De Jong & Wennekers, 2008).

2.2 Entrepreneurial Intention

Entrepreneurial intention (EI) has been one of the significant elements in the entrepreneurship literature for last few decades and keep attracting the researcher's attention upon its contribution in the development aspect for many countries (Drennan & Saleh, 2008). According to Bird (1988), entrepreneurial intention related to the entrepreneur's perception which leads awareness, experience and behaviors towards the business abstraction.

Intention has become the initial important level or step within the entrepreneurship process involving those who intent to start a venture and it is agreed that entrepreneurial intention is related to the individual's inclination to begin their entrepreneurial pursuit in future (Izedomni, 2010). There has been quite a number of research took place which shown persistent concern in exploring the determinants that affecting the entrepreneurial intention (Gerry, Marques & Noguera 2008). The most perennial factors that being discussed upon the topic of entrepreneurial intention are including age, gender, education, work experience, psychological profile and family background (Delmar & Davidsson 2000). According to Naffziger, Hornsby and Kuratko (1994), there are three most repeated chosen determinants analyzed by the researchers around the world which are personal characteristics, personal traits and contextual or environmental factors.

Process of business startup or involving the innovative aspect into the established business can be linked with the entrepreneurial intention abstraction which inclusive of several available dimension that can be divided into internal and external aspect (Katz & Gartner, 1988). As stated by Thompson (2009), entrepreneurial intention is a self-recognized judgment within an individual mind state regarding his/her possibility in joining a venture together with the feeling of dedication and sincerity in doing so. He further argued that the intention in starting up business will eventually be explosive when supported with those passionate feeling by the potential entrepreneur. Besides, this also supported by the assumptions relied in the Theory of Planned Behavior (TPB) where he claimed that the higher the intention, there will be more possible or high chances seeing in an individual to display the behavior of becoming one (Ajzen, 1991).

Entrepreneurial intention has become the recognized determinant of the entrepreneurial pursuit of an individual; besides, the related study in this aspect will definitely also assist in understanding in depth the factors that predict the entrepreneurial intention (Bird, 1988; Muhammad, Shaiful, Mahmud, Kamaruzzaman, Norshimah, Kamsol & Rozihana, 2009; Krueger, Reilly & Carsrud, 2000; Linan, 2004; Peterman & Kennedy, 2003).

Several authors argued that entrepreneurial intention in a way has been influenced by the person's attitudes and personality which agreed by Krueger, Reily and Casrud (2000) where they mentioned that affect from the individual's attitudes is likely cause an individual to be involved in venturing, rather than other factors such as culture. In different context of argument by Lucky and Minai (2011), they addressed that there are two different dimensions of attitudes that lead to an individual intention which can be categorized as positive and negative. Further explained by the authors, the positivity

relied in the individual attitudes or personality will help in motivating and guiding the realization of the individual's entrepreneurial intention, whereby the negativity will discourage and enervate the intention of an individual.

2.3 Risk Taking Propensity

According to Mullins and Forlani (2005), risk taking propensity has been identified as one of the significant entrepreneur's attribute and being considered as one of the most discussed matters related to the entrepreneurship. For a better understanding, risk taking propensity is defined as the person's proneness in taking or circumvents risk during the decision making process (Mullins & Forlani, 2005) and this concept of risk have been agreed to have its own significant effect on the risk behavior, besides giving an insight on how individual involve in risky behavior (Fenton, Creevy, Soane & Willman, 2001).

There are two different ways in addressing the risk related to the entrepreneurship which are risk been seeing as the chances and risk been looking up as a threat (Mullins & Forlani, 2005; Barbosa, Kickul & Liao, 2007). The authors further stated that risk being considered as opportunity when it is corresponding with the future potential profit thus make an individual to make decision to be involved in entrepreneurship activities. Differently for the risk as threat, it is related to the risk of facing the loss and these both risk elements are significant as these related to the entrepreneurial encouragement and intention.

In different context, even though the risk taking propensity always been mentioned as one of the determinants in triggering the entrepreneurial intention, there are some studies conducted found that small medium entrepreneurs are not positively seeing the risks as

the opportunity and this has led them to avoid the risks which eventually affecting their intention in becoming the entrepreneur (Baron, 1998). However, this idea is not really accepted by Carayannis, Evans and Hanson (2003) as they were in opinion that risk taking consideration and acceptance are something that can be modified from time to time by the potential or existed entrepreneurs.

Study conducted by Liqiang (2014) in exploring the relationship between the risk taking propensity and entrepreneurial intention in the point of information system view has showed that both elements positively related, thus supporting the idea that risk taking propensity not just stimulate the entrepreneur willingness to accept risk but also motivated and increase the entrepreneurial intention in joining new venture. Besides, the author also emphasized that risk taking propensity factor helps the candidate to be more aggressive in exploring new business chances related to information technology.

2.4 Family Support

Family institution have shown a significant role in developing social value, morale, economy stability and culture which helps in sustaining existing business for future generations (Habbershon & Pistrui, 2002). According to Shittu and Dosunmu (2014), family as an important social unit has play big role in supporting today world's environment as the family members connecting and affecting between each other. Thus, this also indicate that the connection built up among family members will give an early exposure and in a way affecting the attitudes of other members within the family to be involved in entrepreneurial intention (Dyer and Handler, 1994).

Study conducted by Ahmad Yasruddin, Nik Abdul Aziz and Nik 'Azyyati (2011) revealed that the family support played an important role in entrepreneurship among the polytechnic students, whereby, 50 percent of the students revealed that their family playing an influential elements in encouraging them to become an entrepreneur. Supported by Khan, Ahmed, Nawaz and Ramzan (2011) in their study in Pakistan, family support also became one of the major influences on entrepreneurial intention. Besides, Shamsul (2012) stated that the family support factor also encouraging and giving the alternative option for students to choose entrepreneurship career in future.

Another point of view is relating to the connection or interaction between the nascent entrepreneurs with others which also include family members and outsiders as to obtain knowledge and resources have create the opportunity in establishing the networks among those parties, thus leading to the entrepreneurial intention or start up plan (Minniti & Bygrave, 1999). Besides, there is a study conducted by Chua, Chrisman and Chang (2004), they argued that a quite number of ventures started up as family firms, so from this point, it can be seen that family involvement has its influence in the venture creation process. Furthermore, supported by Nahapiet and Ghoshal (1998), they mentioned that the encouragement obtained from the family members and any external agents not just influencing on the entrepreneurial intention, but also showing the impact on the resources collection and management activities that involved in the startup level.

Family supports not just affected the preparation of entrepreneurs in becoming the entrepreneur, but by using the close contacts between both parties, family will be a critical role in as aspiring the entrepreneurs at the business creation stages (Greve & Salaff, 2003). The supports gathered from the family can be used before, during or even

after the venture took place (Dyer, 2003; Karra, Tracey, & Phillips, 2006) especially from the family members who already have the experiences in entrepreneurship (Minniti & Bygrave, 1999), thus showing that family supports is one of the major influence in triggering the entrepreneurial intention among the potentials (Carr & Sequeira, 2007).

2.5 Self-Efficacy

Based on Bandura's social learning theory in 1977, self-efficacy has been defined as individual's belief regarding their ability to perform in any tasks assigned. As referring to entrepreneurship, self-efficacy which has been one of the most discussed factors related to entrepreneurial intention is being justified as "entrepreneurial self-efficacy".

Bandura (1986) has stated that self-efficacy is one of the main elements in social learning theory that related to an individual's attitude or behavior, cognitions, and situations around, thus give the influence on the individual's way of thinking.

According to Gist, Stevens and Bavetta (1991), individual choices, spiritual reflection, targets, or capability to cope and being dedicated in pursuing things also affected by self-efficacy. Whereby, as referring to career's path selection, self-efficacy determinant seen to be one of the dominant and important factors in determining either an individual will be involving in entrepreneurial career or other way around (Boyd & Vozikis, 1994; Krueger & Brazeal, 1994).

Study upon the influence of self-efficacy or called entrepreneurial self-efficacy has shown its positive relationship with the entrepreneurial intention (Kristiansen & Indarti, 2004; Boyd & Vozikis, 1994, Carr & Sequeira, 2007 & Zhao, 2005). Furthermore,

related to the model of entrepreneurial intention developed by Bird (1988), it has been specified that self-efficacy as remarkable mediator in influencing the entrepreneurial intention of an individual which probably could turn into the actual action or behavior (Boyd & Vozikis, 1994) and being able to put the influence towards the creation of potential entrepreneurs in venture involvement (Shaver, Gartner, Crosby, Bakalarova & Gatewood, 2001; Gatewood, Shaver, Powers & Gartner, 2002; Carter, Gartner, Shaver & Gatewood, 2003).

Besides being agreed as one of the valuable determinants of entrepreneurial intention (Krueger, Reilly & Carsrud, 2000), self-efficacy also being observed as a crucial element in contributing towards business growth and personal success of existing entrepreneurs. This factor's contribution also being explored at the decision making stages of the entrepreneur (Bryant, 2007), however, there is still some arguments took place on the measurement aspects and how the elements of self-efficacy can be conceptualized.

The intensity level of self-efficacy element related to the entrepreneurial intention seems to be different when it comes to gender, between man and female (Scherer, Adams, Carley & Wiebe, 1989), between technological entrepreneurs and the investors (Markman, Balkin & Baron, 2002), also differ among the eminent entrepreneurs and unsuccessful entrepreneurs (Markman and Baron, 2003). One of the above differences supported by the study made by Wilson, Kickul and Marlino (2007) when gender has shown specific impact on the entrepreneurial self-efficacy which eventually affected the intention and career choice. This gender related also supported by Kickul, Marlion and Barbosa (2008) where they stated that males with previous working experience possess stronger level of self-efficacy, but not as stronger as their entrepreneurial intention.

Further explained by the authors, women who seem to be lack in self-efficacy showed more powerful intention in becoming the entrepreneurs.

Through a severe finding on the influence of self-efficacy towards the creation of entrepreneurial intention, it is proven that self-efficacy seems to be a crucial element in supporting the intention of an individual in becoming an entrepreneur.

2.6 Entrepreneurship education

The importance of entrepreneurship education is linked with the growth of economic factors as entrepreneurship education has become one of the mechanisms in developing the strategy of new, small and medium enterprise establishment which helps in creating the job opportunity (Mazura & Norasmah, 2011). It is well comprehend that entrepreneurship element or any subject matters can be taught by the skills utilized from the business and professional educators, thus remove the allegory which believe that entrepreneurs are born, not made because this is all proven by the rapid expand in the amount of courses related to entrepreneurship at the tertiary education level (Solomon & Fernald, 1991).

According to Sesen and Pruett (2014), there are two different types of entrepreneurship education that exposed by the university that affected the entrepreneurial intention among the potential entrepreneurs,; first, the entrepreneurship courses taken by the student throughout the semesters and second type is referring to the general educational environment that took place within the university.

Numerous studies have been conducted in exploring the relationship between the entrepreneurship education and entrepreneurial intention, which showed several different results and findings. Study conducted by Kolvereid and Moen's (1997) indicated that there is a different intensity level of entrepreneurial intention among those who undergo the entrepreneurship courses and those who are not. They further explained students who experiencing the entrepreneurship education or courses are more inclined in becoming the entrepreneurs, compared to those who did not experiencing any This finding also supported by Cheng, Chan and Mahmood (2009) who indicate that the participation and involvement among the public and private universities' students in the entrepreneurship classes have resulted in high degree of entrepreneurial intention. Besides, Hattab (2014) came out with a significant finding which showed that students with different academic majors showing different anticipation towards the entrepreneurship, whereby, business major students are more interested in starting up new venture as they were familiar and well exposed with the management, accounting and marketing knowledge, meanwhile, the non-business students who are gaining lesser entrepreneurship exposure are more attentive in technical field.

Different from the entrepreneurship education through the course works and programs as earlier mentioned by Sesen and Pruett (2014), general education that took place within the university environment can be a crucial elements in leading the students towards having the entrepreneurial intention and according to Franke and Luthje (2004), those students who are not being effective in assessing the university environment were showing lower entrepreneurial intention compared to the students who actively assessing the environment. Through the conducted research, it has been proven that

entrepreneurship educational environment gave an influence upon the entrepreneurial intention among the university students (Schwarz, Wdowiak, Almer-Jarz & Breiteneker, 2009)

Studies on the impact of entrepreneurship education towards the entrepreneurial have been conducted throughout the world and showed different kind of results. This can be seen on the research made by Packham, Jones, Pickernell and Thomas (2010) where they concluded that the intention in becoming the entrepreneur among the students in Poland and France is positively affected by the entrepreneurship education, different with the result gathered upon the male German students, as it show negative relationship between both variables. Whereby, through the same study took place in Egypt, it showed that the entrepreneurship education helps encouraging the Egyptian students towards having the intention in becoming an entrepreneur (Hattab, 2014).

That is undeniable how the entrepreneurship education can positively motivating the students in choosing the entrepreneurship their future career direction especially to those who were living in the developing country (Jones, Peckham & Miller, 2008), helps in boost up student's desire towards preferring the entrepreneurship (Peterman & Kennedy, 2003), thus motivating the students intention in choosing self-employment as their ultimate goal (Ertuna & Gurel, 2011).

As this element have given lots of beneficial input, it is a need for the entrepreneurship education to be explore in depth towards finding a better mechanisms in ensuring that the entrepreneurship education applied within the university is productive in stimulating the entrepreneurial intention among the university students (Smith, Collin & Hannon, 2006).

2.7 Underpinning Theory

Theory of Planned Behavior (TPB) by Ajzen (1991) has been widely used as one of the competing models in exploring entrepreneurial intention. This theory explained on the connection between the intention and attitudes towards the actual action or behavior of particular individual. In other words, TPB helped in showing how the intention can forecast the actual conduct of an individual (Gurbuz & Aykol, 2008). TPB consist of three (3) determinants that contributing towards creating the intention of an individual which are attitudes towards behavior, subjective norms and perceived behavioral control.

1) Attitudes towards behavior

This element is about the belief and the judgment that a person hold towards the action or behavior which include either a person is in the thought that the particular behavior in beneficial for herself/himself or vice versa. It also generally defined as how the individual will feel about the consequences of performing certain behavior, either negative or positive.

2) Subjective norms

Ajzen (1991) described subjective norms as the recognized social pressure on an individual either to deliver the behavior or not. Social pressure is established from the viewpoint of the individual's parent, partners, friends, spouse or coming from those who are playing the important role.

3) Perceived behavioral control.

This refers to the perception possessed by an individual on his ability to execute a given behavior and how much control does she/he have over the behavior (Ajzen, 1991)

This theory specifies that the higher degree of the attitude, subjective norms and perceived behavioral control will lead to a greater possibility for an individual to have the intention in becoming the entrepreneur.

CHAPTER 3: METHODOLOGY

3.0 Introduction

This chapter explains the methodology used to in conducting this research and will be highlighting on the research framework, hypothesis development, research design, operational definition of each variables, instrumentation, sample and sampling techniques also data collection procedures.

3.1 Research Framework

Several authors have come out with several different models in analyzing the entrepreneurial intention. The following frameworks are some of the established framework that has been developed by the previous researchers related to the entrepreneurial intention:

1) Entrepreneurial Intention Model from Marques, Ferreira, Gomes and Rodrigues (2012).

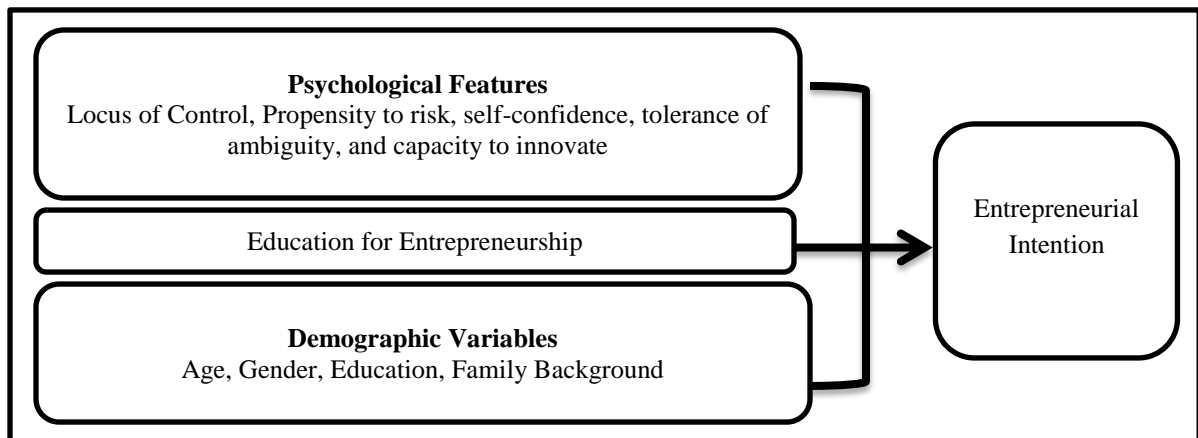


Figure 3.1

Entrepreneurship Education; how psychological, demographic and behavioral factors predict the entrepreneurial intention (Marques, Ferreira, Gomes & Rodrigues, 2012).

Figure 3.1 showed the research framework discussed on the connection between psychological, demographic and behavioral factors predicts the entrepreneurial intention by using the Theory of Planned Behavior (TPB) by Ajzen as the mechanism in exploring the causal of entrepreneurial intention among the secondary students.

2) **Entrepreneurial Intention Model from Hyder, Azhar, Javaid and Rehman (2011)**

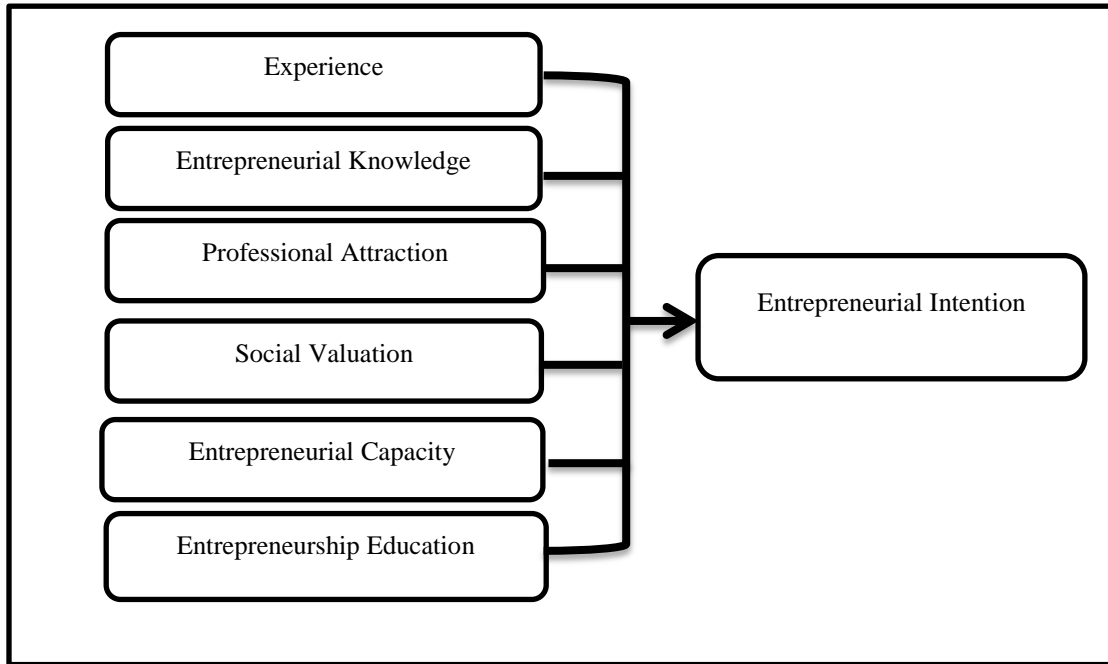


Figure 3.2

Entrepreneurial Intentions among Business Students in Pakistan (Hyder, Azhar, Javaid & Rehman, 2011)

Figure 3.2 showed the framework used by the authors which also being developed based on the Theory of Planned Behavior and the research has been conducted onto the business students or young graduates in Pakistan in order to explore the relationship between each variables and the entrepreneurial intention.

As for this study, the framework related to the entrepreneurial intention that will be developed is inspired by the several studies conducted for past few years and also will be involving the Theory of Planned Behavior (TPB) by Ajzen. The following conceptual framework is developed based on the literature review with the intention of answering the research questions and meeting the research objectives.

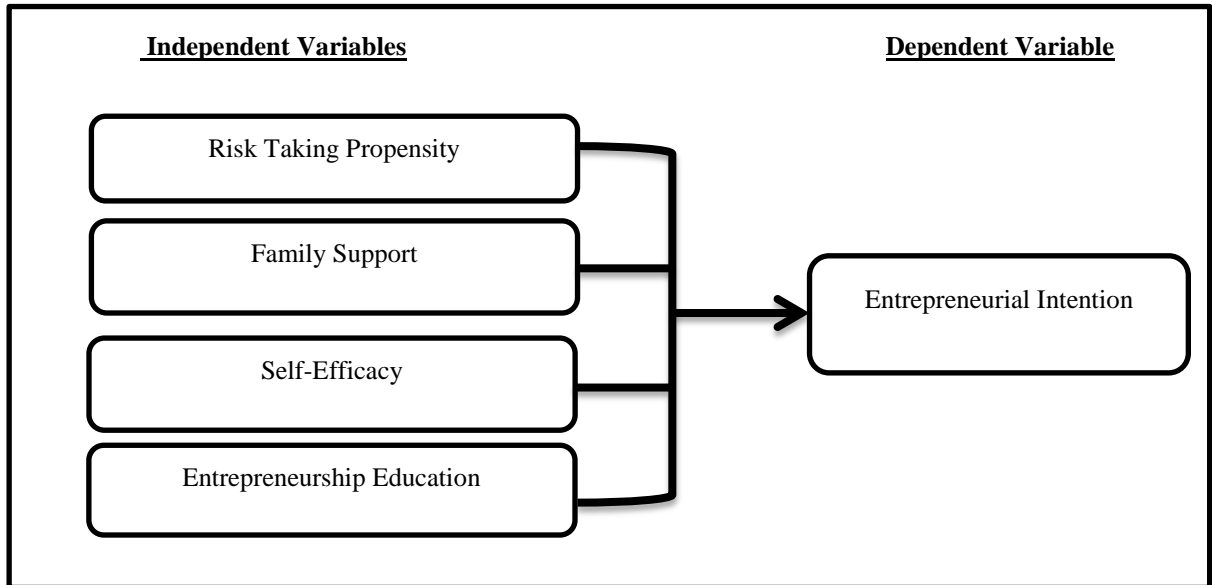


Figure 3.3

Conceptual Framework

3.2 Hypothesis

These following generated hypotheses are hereby proposed in order to test the relationship between risk taking propensity, family support, self-efficacy, entrepreneurship education and student's entrepreneurial intention:

H1: There is a significant relationship between risk taking propensity and entrepreneurial intention among UUM business undergraduates.

H2: There is a significant relationship between family support and entrepreneurial intention among UUM business undergraduates.

H3: There is a significant relationship between self-efficacy and entrepreneurial intention among UUM business undergraduates.

H4: There is a significant relationship between entrepreneurship education and entrepreneurial intention among UUM business undergraduates.

3.3 Research Design

Research design is one of the significant master plan related to the collection, measurement and analysis of data which depends on the research questions developed for the study (Sekaran & Bougie, 2013). Besides, this process is crucial in ensuring that the data that will be using is capable in providing the valid and reliable answer for the researchers. This section will be further discussing on the type of study, data sources, unit of analysis, population of frame, sample and sampling techniques involved.

3.3.1 Type of Study

The nature of this study is quantitative design which investigates the relationship between the independent variables (risk taking propensity, family support, self-efficacy, entrepreneurship education) and the dependent variable (entrepreneurial intention). According to Sekaran, Robert and Brain (2001), as for social sciences and business related field, quantitative is a suitable and common use for the

empirical evidences, besides, being able to determine and validate the connection between the variables (Leedy & Ormond, 2005).

For this particular research, descriptive study will be applied as this method usually outlined in order to explore, describe or relate the characteristics of a person, events and situations (Sekaran & Bougie, 2013). Additionally, cross sectional method will be applied in gathering information process as to avoid time delays.

3.3.2 Sources of Data

First, before the data collection process, number of population inclusive of students from the School of Business Management has been gathered through the information provided by Academic Affairs Department of Universiti Utara Malaysia. Then, analysis data will be collected through the distribution of the questionnaires which will be reaching the sample that supports the study objectives and resulting in exploring the relationship between the selected variables.

3.3.3 Unit of Analysis

For this study, unit of analysis involved is individual that indicates that the data collected from each of individuals will be analyzed and each student's response will be treated as an individual data source.

3.3.4 Population of frame

Population is entire group of people, events or things that researcher intend to explore or investigate (Sekaran & Bougie, 2013). The populations chosen for this

study all final year undergraduates from the School of Business Management (SBM) where the total population numbers will be provided by UUM Academic Affairs Department's staff. The students involved would be those who are taking the courses under SBM which are Bachelor of Business Administration, Bachelor of Human Resource Management, Bachelor of Entrepreneurship and Bachelor of Marketing. Final year students have been chosen because they are about to complete the study and assumed to be starting up the career after graduation.

3.3.5 Sample and Sampling Technique

Sample has been defined as the subset of the population which comprises some members selected from it (Sekaran & Bougie, 2013). For the sample selection, this will be based on the table produced by Krejcie & Morgan (1970) which conclude that the appropriate number of sample from 775 populations would be 260 respondents. Besides, the sampling design used is proportioned stratified sampling method. Number of population and sample's percentage has been showed in Table 3.1

Table 3.1

Final Year Students Population and Sample

Program	Number of Students	Sample's Proportion
Bachelor of Marketing	254	33%
Bachelor of Human Resource Management	209	27%
Bachelor of Entrepreneurship	199	25%
Bachelor of Business Administration	113	15%
Total	775	100%

Sources: UUM Academic Affairs Department

3.4 Operational Definition and Measurement

Several terms in this study need to be focused on and defined as to ensure that the concept and theory related to the study can be established. The operational definitions and the items used to measure each of the variables are defined and explained as below:

3.4.1 Entrepreneurial Intention

Entrepreneurial intention will be measured by using the five (5) items by Tkachev & Kolvereid (1999). Five-point Likert Scale (1=Strongly Agree to 5= Strongly Disagree) will be provided to the respondent as their level of agreeableness. All five questions are directly asked on their intention to be an entrepreneur.

Table 3.2

Operational Definition and items for entrepreneurial intention

Variable	Operational Definition	Items/Measures
Entrepreneurial Intention ($\alpha = 0.83$)	The degree to which an individual is likely to be self-employed	<ol style="list-style-type: none"> 1) If I were given a choice between self-employments and being employed, my personal preference would be self-employment. 2) It has crossed my mind to start a business of my own or with my partner 3) Starting own business or becom employed on a full time basis within one year. 4) Starting own business or become self-employed on a full time basis within the next five year. 5) How likely is it I will choose a career as an employer?

Source: Tkachev and Kolvereid (1999)

3.4.2 Risk Taking Propensity

Risk taking propensity will be measured through the six (6) items by Chye (1996). Five-point Likert Scale (1=Strongly Agree to 5= Strongly Disagree) will be provided to the respondent as their level of agreeableness.

Table 3.3

Operational definition and items for risk taking propensity

Variable	Operational Definition	Items/Measures
Risk Taking Propensity ($\alpha = 0.58$)	The degree to which an individual is likely to take or avoiding the risk	<ol style="list-style-type: none"> 1) I do not care if the profit is small as long as it is assured and constant. 2) I am willing to take high risks for high returns. 3) I do not mind working under conditions of uncertainty as long as there is a reasonable probability of gains from it to me 4) I do not fear investing my money on a venture whose dividends I have calculated. 5) I will consider a risk worth taking only if the probability for success is more than 60% 6) I fear moving into a new undertaking that I know nothing about

Source: Chye (1996)

3.4.3 Family Support

Family support dimension is being measured by the fourteen (14) items by Keat, Selvarajah and Meyer (2011), using the five-point Likert Scale (1=Strongly Agree to 5= Strongly Disagree).

Table 3.4

Operational Definition and items for family support.

Variable	Operational Definition	Items/Measures
Family Support ($\alpha = 0.82$)	The extent to which the members of the family encouraging and inspiring the students	<ol style="list-style-type: none"> 1) My family will offer important information about competitors. 2) My family will offer important information about products and services in my business 3) My family will offer important information about advantages and disadvantages of products or services 4) My family will offer important information about products in the same industry. 5) My family will tell me what activities are not accordance with commercial principles. 6) My family will tell me what I expect for my business. 7) My family will tell me what I want to do is right 8) My family will give objective feedback that helps me know how to deal with problems 9) My family will concern about my happiness and healthy. 10) My family will help me when I am in trouble, what makes me feel better 11) My family will make me relax when I feel exhausted 12) My family will comfort me when I am frustrated. 13) My family will help me take care of my family when I am busy on business 14) My family will help me out of troubles

Sources: Keat, Selvarajah and Meyer (2011)

3.4.4 Self- Efficacy

Self-efficacy dimension is being measured through the twenty-one (21) items by Campo (2010) using the five-point Likert Scale (1=Strongly Agree to 5= Strongly Disagree).

Table 3.5

Operational Definition and items for self-efficacy

Variable	Operational Definition	Items/Measures
Self-Efficacy ($\alpha=0.81$)	The degree of confidence in a person regarding the capabilities in completing the tasks required in order to be successful in establishing business venture	<ol style="list-style-type: none"> 1) I am confident in coming up with new ideas for a product or services 2) I am confident in identifying the needs for new products or services 3) I am confident in designing a product or service that will satisfy customers' needs and wants 4) I am confident in estimating demand for a new product or services 5) I am confident in determining a competitive price for a new product or services 6) I am able to estimate the amount of startup funds and working capital necessary to start my business 7) I am able to design effective marketing/ advertising campaign for a new product or services 8) I am able to get others believe in my vision and plans for new business start up 9) I am able to make contacts and exchange information with others 10) I am clearly and concisely explain my business idea to everybody verbally/in writing 11) I am able to supervise my employee 12) I am capable in delegating the task and responsibilities to my employees 13) I am effective in dealing with my day to day problems and crisis 14) I am able to inspire, encourage and motivate my employees 15) I am able to train my employees 16) I am capable in managing financial records of my business 17) I am capable in managing financial assets of my business 18) I am able to interpret the financial statement

Table 3.5 Continued

19) Starting a business is worthwhile
20) Starting a business is rewarding
21) Starting a business is positive

Source: Campo (2010)

3.4.5 Entrepreneurship education

Entrepreneurship education variable will be measured by the thirteen (13) items by Autio, Keeley, Klofsten, Parker & Hay, (2001). Five-point Likert Scale (1=Strongly Agree to 5= Strongly Disagree) will be provided to the respondent as their level of agreeableness.

Table 3.6

Operational Definition and items for entrepreneurship education

Variable	Operational Definition	Items/Measures
Entrepreneurship Education ($\alpha = 0.7$)	The extend of impact and perception of entrepreneurship education among the students	1) Entrepreneurship education is useful in setting up a business
		2) Theories and module of entrepreneurship is useful for the future
		3) I am motivated to do more than the minimum requirements for the entrepreneurship courses/module
		4) Entrepreneurship education (courses/module) has improved my ability to think strategically in making business decisions
		5) Entrepreneurship courses/module improved my understanding in entrepreneurship
		6) I found entrepreneur textbook as useful

Table 3.6 Continued

7)	Theories that I have learned in entrepreneurship is useful in my business plan development
8)	I know many people in my university who have successfully started up their own business.
9)	In my university, people are actively encouraged to pursue their own ideas
10)	In my university, you get to meet lots of people with good ideas for a new business
11)	Entrepreneurship courses at my university prepare people well for an entrepreneurial career.
12)	In my university there is a well-functioning support infrastructure to support the start-up of new firms
13)	Entrepreneurship cannot be taught

Souces: Autio, Keeley, Klofsten, Parker & Hay, (2001)

3.5 Instrumentation

As for this study, the main instrument will be the questionnaire which defined by Sekaran and Bougie (2013) as a set of questions that have been generated or developed in order to obtain the respondent answers. The measurements used in this particular study are adapted from below resources:

Table 3.7**Sources of Variable's Instruments**

Category	Instrument	Coding	Items
Section A Demographic	Self-Developed	A1-A3	5 Items
Section B Risk Taking Propensity	Adapted from: Chye (1996)	B1-B6	6 Items
Section C Family Support	Adapted From: Keat, Selvarajah & Meyer (2011)	C1-C14	14 Items
Section D Self- Efficacy	Adapted from: Campo (2010)	D1-D21	21 Items
Section E Entrepreneurship Education	Adapted From: Autio, Keeley, Klofsten, Parker & Hay, (2001)	E1-E13	13 Items
Section F Entrepreneurial Intention	Adapted From: Tkachev & Kolvereid (1999)	F1-F5	5 items

Mainly in Section A, the questions are based on demographic characteristic where the respondent will be asked the questions related to gender, age, education level, family business background experience, and personal business experience. The total question in this section is 5 items. The other sections will be asked as previously stated, by using the five point Likert Scales anchored by 1=strongly disagree, 5= strongly agree and 3= neutral (neither agree nor disagree) as a midpoint.

3.6 Data Collection Procedures

There are several options available for the researchers in order to clarify the data collected from the respondents (Zikmund, Babin, Carr & Griffin, 2012) which include by email, self-administer, post, and many more. As for this particular research, self-administered procedure will be adopted in the process of distributing and retrieving the questionnaires from the selected respondents. This method will be the most suitable one as this help in the speed of distribution and response process.

The questionnaire design that using the five point Likert Scale enables the respondent to choose their level of agreeableness at every question asked. This design will encourage the respondents to be more honest, open when answering the questions, based on their perception, belief, characteristic, or even reflected from their past and present attitude (Neuman, 2000).

For this study purpose, 260 questionnaires been distributed to the respondent which consist of the final year students from four different programs which are Bachelor of Marketing, Bachelor of Entrepreneurship, Bachelor of Human Resource Management and Bachelor of Business Administration.

3.7 Data Analysis Techniques

Several data analysis techniques will be applied in order to reach the conclusion besides determining the connection among the related variables (Neuman, 2000). For this study, statistical analysis will be conducted by using the Statistical Package for the Social Sciences (SPSS) version 21. The analysis techniques involved are as follows:

3.7.1 Pilot Test

One of the aims of pilot testing is to analyze the understanding and comprehension among the respondents related to the instruments used in the questionnaires before the process of distribution takes place.

As for this particular research, the pilot testing was coordinated by taking 50 samples, as according to Pursuant and Bullen (2014) who stated that a sample of 30 to 50 respondents used for the pilot test is considered as enough in detecting any flaws or discrepancies in the related research. Based on the result, all the items chosen for the questionnaires are reliable and valid. Detail on the Pilot Test analysis shown as follows:

Table 3.8
Reliability Values

Items	Number of Items	Cronbach's Alpha
Dependent Variable		
Entrepreneurial Intention	5	0.866
Independent Variables		
Risk Taking Propensity	6	0.873
Family Support	14	0.909
Self-Efficacy	21	0.921
Entrepreneurship Education	13	0.868

3.7.2 Descriptive Analysis

Descriptive analysis helped in describing the attribute of individual, occasions or situations; besides enabling the researcher to understand more about the variables

and characteristics involved in the study (Sekaran & Bougie, 2013). Frequency analysis as a part of descriptive analysis will be using in describing the attributes or characteristics of the respondents. For this particular study, it will be including the age, gender, business experience, family business engagement and programme of study.

Table 3.8 shows the level of mean based on the score gained from the descriptive analysis that will be performed where score of 1.00 to 2.33 is will be considered as low, 2.34 to 3.67 is moderate and score of 3.68 to 5.00 is categorized as high level.

Table 3.9
Frequency Mean Analysis

Mean Score	Level
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

Source: Zikmund, Babin, Carr & Griffin (2010)

3.7.3 Reliability Test

Application of reliability test is to measure the data stability and consistency in order to ensure that the data is good and reliable for the study. Cronbach’s Alpha method used to test the data consistency that have been using, besides, closer the Cronbach’s Alpha to 1, this indicates that it will provide higher reliability and internal consistency (Sekaran & Bougie, 2013). Those with value that in between 0.70 until 0.80 considered as good or acceptable reliability level, values ranged

between 0.6 to 0.7 considered as fair whereby value lesser than 0.6 showing poor reliability and consistency.

Table 3.10

Coefficient Alpha (α) Scales

Range in scales	Consistency/ Reliability
0.80 - 0.99	Very Good
0.70 - 0.80	Good
0.60 - 0.70	Fair
0.60 and below	Poor

Source: Sekaran & Bougie (2013)

3.7.4 Correlation Analysis

Correlation techniques helps in detecting the importance, solidity and the direction between the independent variables (risk taking propensity, family support, self-efficacy, entrepreneurship education) and the dependent variable (entrepreneurial intention). There will be four assumptions that relied before the analysis take place, which are scale of measurement, normality, linearity and homoscedasticity. Essentially, the data must be interval or ratio in nature and the relationship between the variables are linear.

Correlation coefficient could range from -1.00 to 1.00 and the correlation value of 0 indicates that there is no relationship exists between the variables. The correlation value of 1.0 specified that the connection is existed with an optimal positive correlation, whereby the correlation of -1.0 showed that the connection is an optimal negative correlation. Correlation of ± 0.01 to ± 0.09 means that there is very low correlation, ± 0.10 to ± 0.29 represents low correlation, ± 0.30 to ± 0.49

indicates moderate correlation, ± 0.50 to ± 0.69 specified a high correlation and ± 0.70 or ± 1.00 showed a very high correlation.

Table 3.11

Interpretation of Strength of Correlation

Correlation value, r	Strength of relationship
± 0.70 or higher	Very High
± 0.50 to ± 0.69	High
± 0.30 to ± 0.49	Moderate
± 0.10 to ± 0.29	Low
± 0.01 to ± 0.09	Very Low
0.00	No Relationship

Source: Pallant (2013)

3.7.5 Multiple Regressions Analysis

This technique used when the particular study involved more than one independent variables and multiple regression analysis will help in determining and detecting which one of the factors is the most significant besides explaining the variance in dependent variable.

According to Neuman (2000), this analysis used for two main reasons which are calculating R-Squared and detecting the contribution of each variable. R-squared will explain on how the independent variables affecting or related to the dependent variable, thus, helps in explaining the nature, direction and relationship between the independent variables (risk taking propensity, family support, self-efficacy, entrepreneurship education) and dependent variable (entrepreneurial intention)

3.8 Summary

This chapter has explained several important aspects in the methodology to be carried out for this study. It discussed in details the methodology and data collection to be used in this study. Besides, the research designs also had been described for the purpose of the study, which is the quantitative research method. Besides, the measurement of instruments to be used, how sample will be selected and how the data will be analyzed were presented in this chapter.

CHAPTER 4: RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter will present the findings and discussions over the study that has been conducted. The data collected and gathered from the respondents have been analyzed by using the Statistical Package for the Social Sciences (SPSS) version 21.0 for Windows. Texts, figures and table are the medium or form used in presenting the analysis of the data gathered. The analysis will be inclusive of respondents' frequency analysis, descriptive analysis, reliability test, Pearson's correlation analysis and multiple regressions analysis

Besides, hypothesis will be testing throughout the analysis in order to see whether the established hypothesis is accepted or rejected and the summary of the findings has been underlined as to boost up the understanding level among the reader of this research.

4.1 Respondents' Frequency Analysis

Frequency analysis has been performed in order to analyze the demographics information of the selected respondents. From the 260 questionnaires that have been distributed, there are only 200 answered questionnaires that have been returned back and fully answered by the respondents which showing only 76.92% of the completed answered questionnaires that available for the analysis process.

From the total of 200 respondents, 114 (57%) respondents are between 23 until 26 years old, whereby 85 (42.5%) respondents at the age between 20 to 22 years old. It has been

recorded that only 1 (0.05%) respondent is at the age of 26 and above. The result is also being portrayed in graphic as showed in Figure 4.1

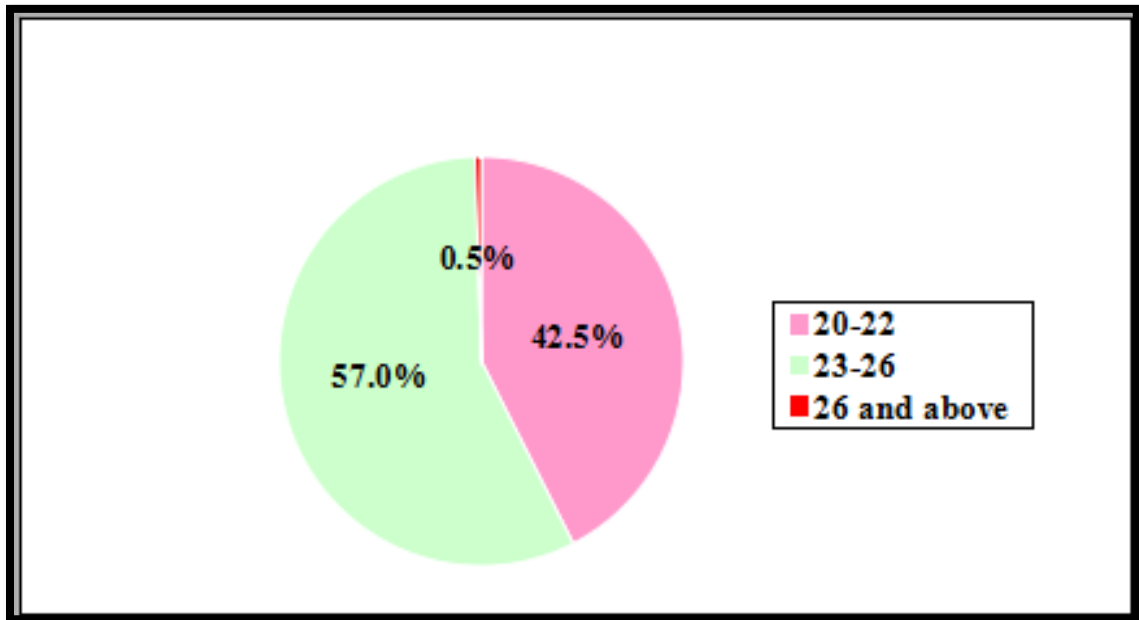


Figure 4.1

Percentage of Respondent's Age

As for gender, most of the respondents are female with 157 (78.5%) and male shows a number of 43 (21.5%) from the total number of respondents. In another dimension, 119 (59.5%) of the respondents had the experience in conducting business and 81 (40.5%) respondents do not having any business experiences. Graphical images are showed in Figure 4.2 and Figure 4.3.

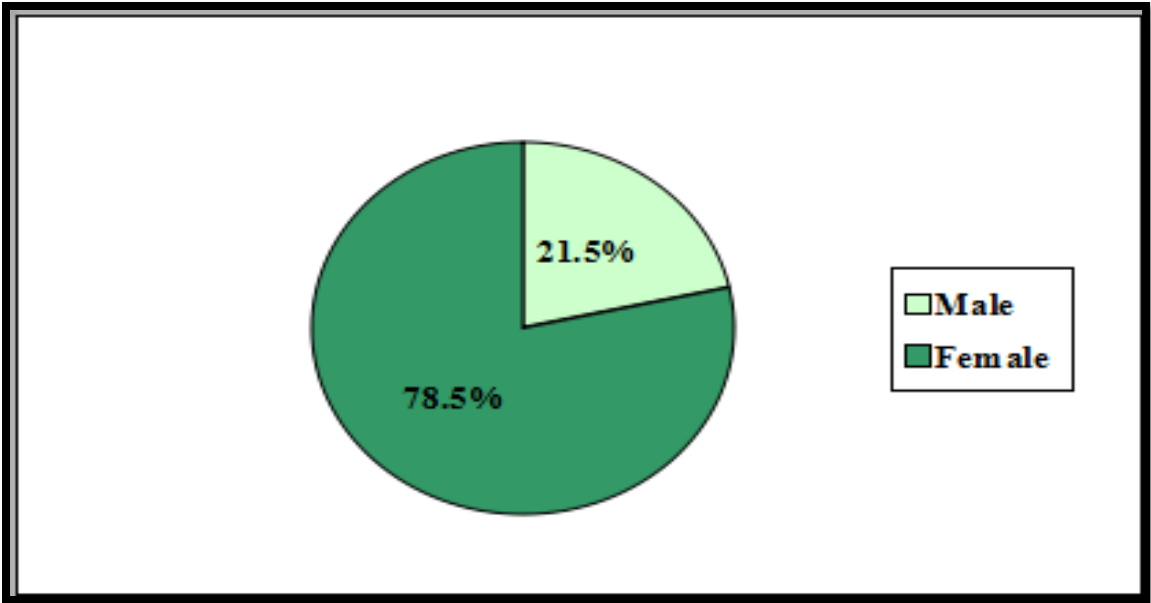


Figure 4.2
Percentage of Respondent's Gender

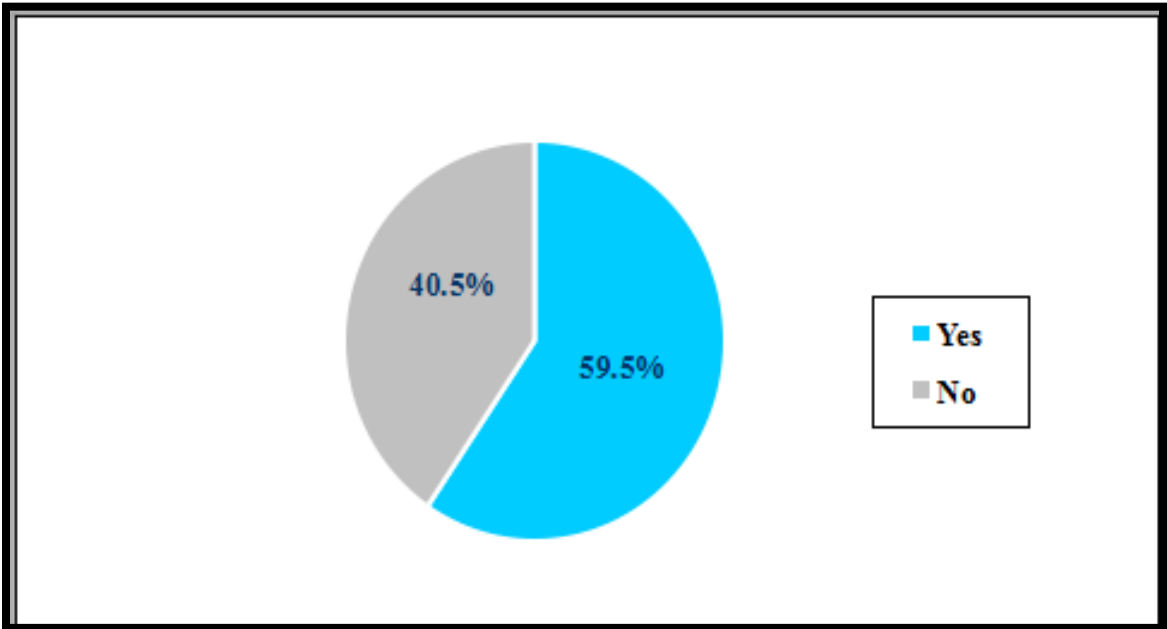


Figure 4.3
Percentage of Respondent's with Business Experience

132 (66%) of the respondents have the family members who run a business and only 68 (34%) from the total respondents did not have family members who involve in business particularly. Majority of the respondents are the students from Bachelor of Marketing with the number of 74 (74%). Whereby students from Bachelor of Human Resource Management are only about 50 (25%), Bachelor of Entrepreneurship with the record of 39 (19.5) and 37 (18.5%) are those from Bachelor of Business Administration. Graphical image for both criteria have been presented as in Figure 4.4.and Figure 4.5 respectively. Overall result for the frequency analysis is also showed in Table 4.1.

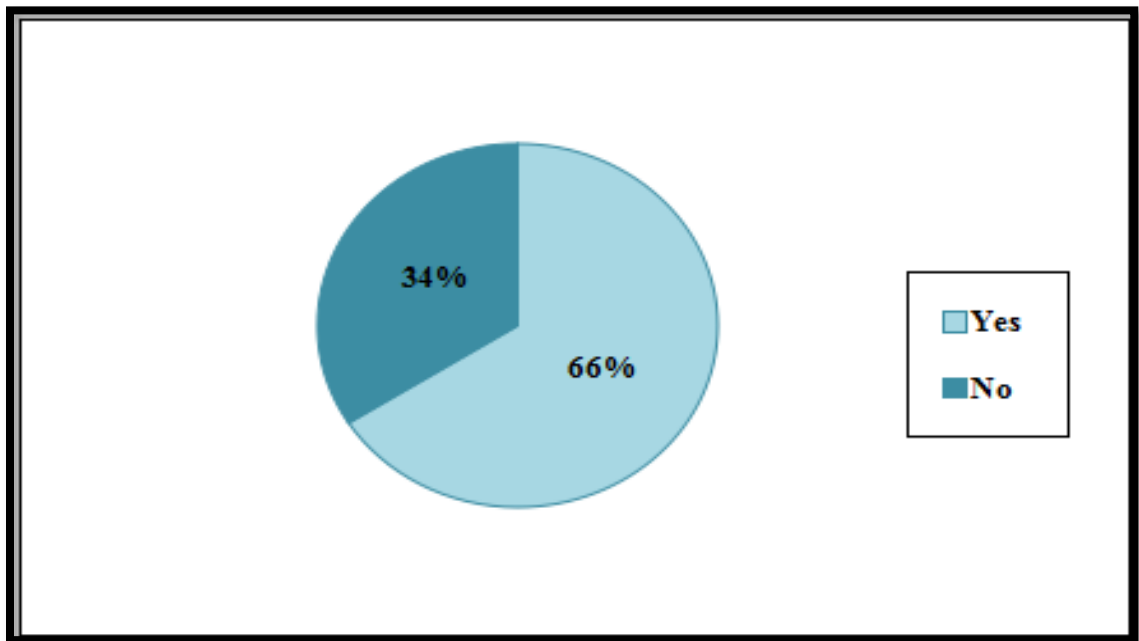


Figure 4.4

Percentage of Respondents with Family Business Background

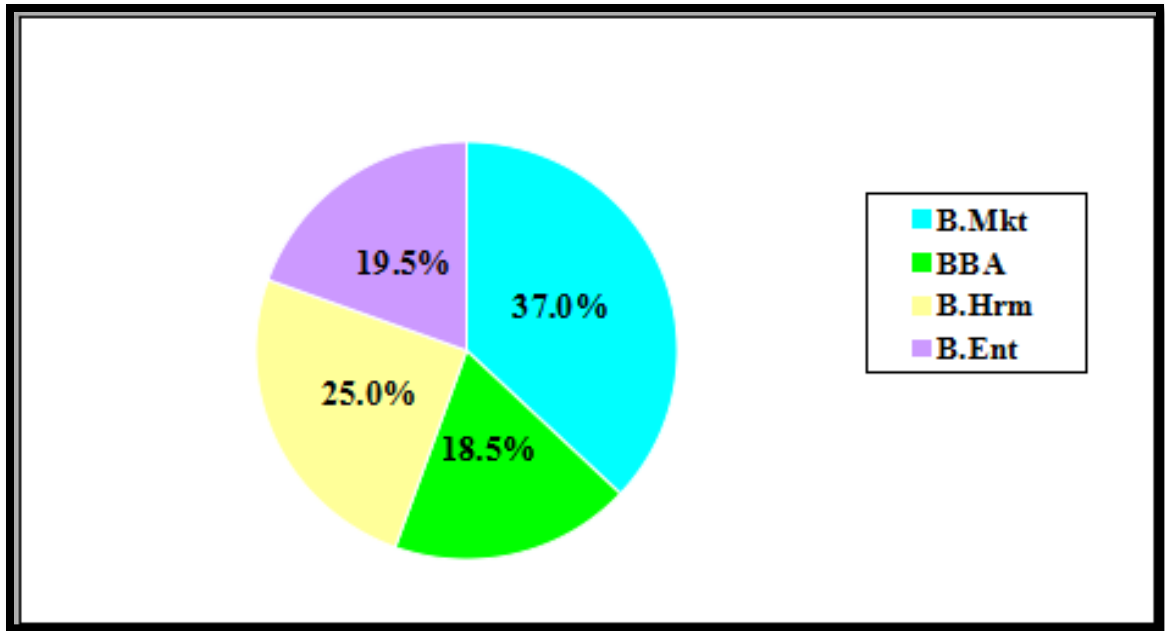


Figure 4.5

Percentage of Respondents' Programs

Table 4.1

Frequency of Respondents Demographic Profile

Demographic Characteristic		Frequency	Percentage (%)
Age	20-22	85	42.5
	23-26	114	57.0
	26 and above	1	0.05
Gender	Male	43	21.5
	Female	157	78.5
Experienced in Business	Yes	119	59.5
	No	81	40.5
Family Business	Yes	132	66.0
	No	68	34.0

Table 4.1 Continued

Programme of Study	Bachelor of Marketing	74	37.0
	Bachelor of Business Administration	37	18.5
	Bachelor of Human Resource Management	50	25.0
	Bachelor of Entrepreneurship	39	19.5

4.2 Descriptive Analysis

Descriptive analysis has been used in order to explore the data that have been collected, thus assisting in summarizing and describing those data. Details of descriptive analysis will be shown in Table 4.2.

The dependent variable, entrepreneurial intention scored a high level of mean with 3.89. Meanwhile, on the independent variable dimensions, risk taking propensity scored the high level of mean with 3.84 but it is still the lowest compared to the other variables where family support, self-efficacy and entrepreneurship education showed higher value of mean with 4.09, 3.90 and 4.02 respectively.

As for the standard deviation, the results obtained shows that all of the instruments used scored less than 1.00 which indicate that the dissimilarities in respondents judgments is small (Sekaran & Bougie, 2013). Entrepreneurial intention as the dependent variable has the standard deviation of 0.675 whereby, standard deviation for the independent variables

inclusive of risk taking propensity, family support, self-efficacy and entrepreneurship education are 0.503, 0.448, 0.437 and 0.485 respectively. Self-efficacy scored the lowest standard deviation among the overall variables.

Table 4.2 also portrayed the skewness result of each variables involved in this research. Skewness result for the dependent variable is 0.689, following by the independent variables skewness value; risk taking propensity and self-efficacy showed a positive skewness with 0.132 and 0,074 respectively. Family support and entrepreneurship education showed negative skewness result with -0.158 and -0.157. the skewness result for both dependent and independent variables is between -1 and +1 which indicates that all the respective values obtained are near to normal (normal = 0).

For the kurtosis analysis, entrepreneurial intention showed a positive result of 1.267 and independent variables; risk taking propensity and family support showed positive result with 0.203 and 0,118 respectively. However, different result obtained for self-efficacy and entrepreneurship education dimension where both obtained negative value of -0.073 and -0.471. From the results, kurtosis values obtained for both dependent and independent variables are excellent as the values are still between -3 and +3. The normal kurtosis value would be 0 and this indicates that the kurtosis curve is not seemed to be very high or not very sloping.

Table 4.2**Summary of Descriptive Analysis (N =200)**

Variable	Mean	Standard Deviation	Skewness	Kurtosis
Dependent Variable				
Entrepreneurial Intention	3.89	.675	-.689	1.267
Independent Variables				
Risk Taking Propensity	3.84	.503	.132	.203
Family Support	4.09	.448	-.158	.118
Self-Efficacy	3.90	.437	.074	-.073
Entrepreneurship Education	4.02	.485	-.157	-.471

4.3 Reliability Analysis

Cronbach's Alpha or Coefficient Alpha has been used in order to analyze the reliability of the questionnaire used for this research purpose. Details and values of Cronbach's alpha for each instruments used in the questionnaire are showed in Table 4.3 below.

The result for the reliability analysis showed that both dependent and independent variables instruments relied under the range of 'very good' level of reliability as the values of Cronbach's alpha for all is above 0.8. The highest Cronbach's alpha value among the independent variables was obtained by self-efficacy variable with 0.923; following with family support (0.895), entrepreneurship education (0.867) and the least, risk taking propensity with 0.838. Whereby, Cronbach's alpha for the dependent variable, entrepreneurial intention is 0.822.

Table 4.3**Reliability Statistic of Variables**

Items	Number of Items	Cronbach's Alpha
Dependent Variable		
Entrepreneurial Intention	5	0.822
Independent Variables		
Risk Taking Propensity	6	0.838
Family Support	14	0.895
Self-Efficacy	21	0.923
Entrepreneurship Education	13	0.867

4.4 Pearson's Correlation Analysis

Pearson Correlation analysis have been conducted in order to examine the correlation among the variables which are risk taking propensity, family support, self-efficacy and entrepreneurship education with the entrepreneurial intention. The findings from the analysis helps fulfilling the research objectives of the research results obtained for the correlation analysis have been shown in Table 4.4.

Table 4.4**Pearson's Correlation between the Constructs**

	RTP	FS	SE	EE	EI
1 Risk Taking Propensity	1				
2 Family Support	.804**	1			
3 Self-Efficacy	.409**	.436**	1		
4 Entrepreneurship Education	.271**	.272**	.513**	1	
5 Entrepreneurial Intention	.189**	0.13	.297**	.331**	1

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

Based on the correlation result in Table 4.4, it can be seen that there is a positive correlation between the risk taking propensity and entrepreneurial intention ($r = 0.189$, $p < 0.01$) which indicates that there is a relationship between these two variables. However, according to the correlation table by Pallant (2013), the relationship is categorized as low as the value of 0.189 is between the ranges of ± 0.10 to ± 0.29 .

As for the second independent variable, the result showed that there is no correlation between the family support and entrepreneurial intention ($r=0.13$, $p<0.01$) and this variable also being categorized under low correlation according to Pallant (2013).

Meanwhile, there is a positive correlation between self-efficacy and entrepreneurial intention ($r = 0.297$, $p < 0.01$) which indicates that there is a relationship between these two variables. However, the correlation is categorized as low as the value of 0.297 is between the ranges of ± 0.10 to ± 0.29

There is a positive correlation between entrepreneurship education and entrepreneurial intention ($r = 0.331$, $p < 0.01$) which indicates that there is a relationship between these two variables. Thus, the correlation is categorized as moderate as the value of 0.331 is between the ranges of ± 0.30 to ± 0.49 .

Among the independent variables, entrepreneurship education showed the strongest correlation with the dependent variable, entrepreneurial intention by the correlation value of 0.331 as compared to other variables.

4.5 Multiple Regression Analysis

According to Neuman (2000), this analysis used for two main reasons which are calculating R-Squared and detecting the contribution of each variable. R-squared will explain on how the independent variables affecting or related to the dependent variable, thus, helps in explaining the nature, direction and relationship between the independent variables (risk taking propensity, family support, self-efficacy, entrepreneurship education) and dependent variable (entrepreneurial intention). Details on the multiple regression analysis are being showed in Table 4.5.

Based on the result in Table 4.5, R square result of 0.143 specified that only 14.3% of the variance in entrepreneurial intention explained by the independent variables (risk taking propensity, family support, self-efficacy and entrepreneurship education) which is quite a small percentage. Meanwhile, from the ANOVA, it can be concluded that there was a statistically significant interaction at the significance level of 0.000 ($p < 0.05$).

Coefficient analysis showed that only two (2) out of four dimension have the significant relationship with the dependent variable (entrepreneurial intention) which are self-efficacy ($p = 0.043$) and entrepreneurship education ($p = 0.002$) where the significance level is less than 0.05 ($p < 0.05$). There is insignificant relationship between the risk taking propensity and family support dimensions with the entrepreneurial intention since the significance level is more than 0.05 ($p > 0.05$).

Regarding the beta analysis, only three variables showed the positive beta values which are risk taking propensity ($\beta = 0.175$), self-efficacy ($\beta = 0.169$) and entrepreneurship

education ($B = 0.238$) whereby family support obtained the negative beta (β) value with -0.15 .

Table 4.5

Multiple Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.378a	0.143	0.125	0.632	0.143	8.108	4	195	0

a Predictors: (Constant), MEAN_IV_D, MEAN_IV_A, MEAN_IV_C, MEAN_IV_B

b Dependent Variable: MEAN_DV_E

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	12.946	4	3.236	8.108	.000 ^b
Residual	77.834	195	.399		
Total	90.780	199			

a. Dependent Variable: MEAN_DV_E

b. Predictors: (Constant), MEAN_IV_D, MEAN_IV_A, MEAN_IV_C, MEAN_IV_B

Coefficient Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.560	.511		3.050	.003
1 MEAN_RTP	.236	.151	.175	1.562	.120
MEAN_FS	-.226	.171	-.150	-1.317	.189
MEAN_SE	.261	.128	.169	2.038	.043
MEAN_EE	.331	.108	.238	3.066	.002

a: Dependent Variable: Entrepreneurial Intention

* $p < 0.1$, ** $p < 0.05$, *** $p < 0.01$

Results on the hypotheses testing are as follows and summary of hypothesis testing is presented in Table 4.6.

H1: There is a significant relationship between risk taking propensity and entrepreneurial intention among UUM business undergraduates.

Even though the correlation analysis showed that there is positive relationship between risk taking propensity and entrepreneurial intention, the multiple regression showed a different picture where it showed that the beta value of this variable is positive with 0.175; however the t value is less than 1.645 as it just scored 1.562 and the significance level is more than acceptable range which is more than 0.05, thus leads risk taking propensity to have insignificant relationship with the entrepreneurial intention. This situation explained by Sekaran and Bougie (2013) who stated that a weak or low correlation between the two variables can give an impact of insignificant relationship in the regression analysis stage. In conclusion, hypothesis 1 is rejected.

H2: There is a significant relationship between family support and entrepreneurial intention among UUM business undergraduates.

The beta value of family support dimension is a negative with -0.15 . The t value should be more than 1.645, however, this variable scored a negative t value (-1.317) and the significance value (0.189), is more than 0.05 which indicates that family support do not have significant relationship with the entrepreneurial intention. Hypothesis 2 is rejected.

H3: There is a significant relationship between self-efficacy and entrepreneurial intention among UUM business undergraduates.

Beta (β) value of self-efficacy dimension showed positive value with 0.169, the t value is 2.038 ($t > 1.645$) and significance value is 0.043 ($p < 0.05$). Since the t value is more than 1.645 and significance value is less than 0.05, this concluded that self-efficacy does have a significant relationship with the dependent variable, entrepreneurial intention. Hypothesis 3 is accepted.

H4: There is a significant relationship between entrepreneurship education and entrepreneurial intention among UUM business undergraduates.

Beta (β) value obtained for entrepreneurship education dimension is positive with 0.238, the t value scored is 3.066 which is more than 1.645 and the significance value is 0.002 ($p < 0.05$); thus resulting the entrepreneurship education dimension is having a significant relationship with the entrepreneurial intention. Hypothesis 4 is accepted.

Table 4.6**Summary of Hypothesis Testing**

Hypothesis	Description	Result
H1	There is a significant relationship between risk taking propensity and entrepreneurial intention among UUM business undergraduates	Rejected
H2	There is a significant relationship between family support and entrepreneurial intention among UUM business undergraduates.	Rejected
H3	There is a significant relationship between self-efficacy and entrepreneurial intention among UUM business undergraduates	Accepted
H4	There is a significant relationship between entrepreneurship education and entrepreneurial intention among UUM business undergraduates.	Accepted

Additionally, from the multiple regression analysis, it can be seen that the fourth independent variable which is entrepreneurship education showed the highest score in Beta (β) with 0.238, t value of 3.066 that is more than 1.645 and significance value of 0.002 ($p < 0.002$). These indicate that entrepreneurship education possessed the strongest significant relationship with the entrepreneurial intention.

4.6 Summary

This chapter presented on the findings based on the statistical analysis that has been conducted in clarifying the hypothesis that has been developed at the earlier stage of the study. The analyses that have been conducted are descriptive analysis, reliability test, Pearson's correlation analysis and multiple regressions analysis. The summary of

findings, discussions, limitations, recommendations and conclusion are presented in following chapter.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The purpose of this chapter is to discuss the conclusion of the study and recommendations propose to for the future research. This study aim to help in examining the factors that will contribute in triggering the entrepreneurial intention among the undergraduates from School of Business Management of Universiti Utara Malaysia.

5.1 Summary of Findings

The intent of this research is to examine the connection between selected independent variables of risk taking propensity, family support, self-efficacy and entrepreneurship towards the entrepreneurial intention among the UUM business undergraduates which expected to meet the research objectives and answering all the research questions that have been established at the early stage of the research.

In summarizing the results that helps in meeting the research objectives, only two hypotheses have been accepted for this research. First and foremost, in meeting the first (1) objective, examination on the relationship between risk taking propensity and entrepreneurial intention have clarified that there is a positive (low) relationship between the risk taking propensity and the entrepreneurial intention, meanwhile, the multiple regressions analysis have revealed that the relationship possessed by these two variables is not significant. In other word, risk taking propensity is not significantly affecting or influencing the entrepreneurial intention among the business undergraduates. This situation explained by Sekaran and Bougie (2013) who stated that a weak or low

correlation between the two variables can give an impact of insignificant relationship in the regression analysis stage. Thus, first hypothesis (H1) is being rejected.

Family support as the second variable in showed no correlation with the entrepreneurial intention as this proven from the correlation and multiple regression analysis. This result helped in analyzing the second (2) objective but cannot meet second (H2) hypothesis which also being rejected. Results obtained for the third variable, self-efficacy helps in examining the third (3) objectives of the study where there is a positive relationship (low) between the self-efficacy and entrepreneurial intention based on the correlation analysis conducted. Besides, the relationship between both variables appeared to be as significant relationship as proven by the multiple regression analysis which indicates that the third hypothesis (H3) is accepted.

For the last variable, entrepreneurship education, correlation analysis showed that there is a positive moderate relationship between the entrepreneurship education and entrepreneurial intention and multiple regression analysis proved that the relationship is significant in affecting the entrepreneurial intention, thus helped in meeting the fourth (4) and fifth (5) objectives since this is the strongest correlation value among all variables. Additionally, the fourth hypothesis (H4) is being accepted.

5.2 Discussions

Further discussion on the findings will take place by referring to the previous literatures and findings that related to the variables involved in this research.

1) Relationship between risk taking propensity and entrepreneurial intention

Risk taking propensity showed an insignificant relationship with the entrepreneurial intention so that the hypothesis needs to be rejected for this research. This finding seemed to be different from the results obtained by Liqiang (2014) which showed that there is significant relationship between both variables. These research findings however linked with results obtained by Beverland and Lockshin (2001) as they were in opinion that this result is attained due to the reason that students actually lacking with the knowledge that guides them on what do they need to possess in order to become an entrepreneur, then this lead to the bad perception about risk. The authors also explained that the welcoming attitude upon risks is actually not permanently stay within an individual, so this situation might also contribute towards the perception of risk and eventually affecting their attention in becoming an entrepreneur.

Study conducted by Lin, Carsrud, Jagoda and Shen (2013) also found that risk taking propensity negatively affected the entrepreneurial intention, however, this is resulted from the attitudes of Sri Lankan students who were not consider the entrepreneurship as attractive and they saw risk with a bad perception. The authors believed that this insignificant result is due to the problem in beliefs and attitudes which actually giving a big impact towards the developed theories of the entrepreneurial intention. Other reason towards the finding is that although a person seems to be positive about the risks, this is not an indication that the person will seriously have the willingness in taking the risks when it comes to consider their intention in venturing into business (Simon, Houghton & Aquino, 2000). The authors come out with the insignificant relationship between these two variables which showing that the risk taking propensity dimension not being able to

influence the entrepreneurial intention of an individual, besides, they also believed that sometimes, those who started up a venture actually have no idea on the risks that they will confront. As starting a business seems to be really risky, an individual although with great tolerance when it comes to risks would not choose to continue with the plan because they are actually concisely aware with the risks available.

2) Relationship between family support and entrepreneurial intention

For the second hypothesis related to family support dimension, the result showed that the hypothesis is not supported by the findings as there is no significant relationship between the family support and the entrepreneurial intention among UUM business undergraduates. This is totally contradicted with the findings generated by Khan. Ahmed, Nawaz & Ramzan (2011) which concluded that family support became the major influence in triggering the entrepreneurial intention.

However, this research finding is consistent with the result obtained by Turker and Sonmez (2009) where the supports from the relatives such as family members is not influencing the entrepreneurial intention of an individual as people in a way might be putting an efforts not on themselves, but more on a group success. Additional insight from Marques, Ferreira, Gomes and Rodrigues (2012) through their findings also stated that although the youth is surrounding with the endless support from the parents, sibling or relative, this cannot be considered as the triggering point that the youth will be involving in the entrepreneurial activities because some of them especially students tend to avoid themselves from involving in the same field like their family.

Based on the findings by Chang, Memili, Chrisman, Kellermanns and Chua (2009), the supports gained by an individual from the family or relatives resulted not towards the entrepreneurial intention, however the supports just giving an impact towards the preparedness in joining a venture as most of the respondents tend to think critically about any other factors such as financial stability before having the intention in becoming the entrepreneur. Additionally, the reason on why the family supports showed an insignificant relationship with the entrepreneurial intention is that the supports given by the family might not be crucial element in determining the intention, but the supports actually triggering other phases in entrepreneurial process such as at the time of financial difficulties, so this make the impact of family supports seemed to be unique and not constantly the same throughout the individuals (Klyver, 2007).

3) Relationship between self-efficacy and entrepreneurial intention.

Finding for this third independent variable showed there is significant relationship between self-efficacy and entrepreneurial intention. This result is associated with the findings gathered several authors which self-efficacy or called entrepreneurial self-efficacy has shown its positive relationship with the entrepreneurial intention (Kristiansen & Indarti, 2004; Boyd & Vozikis, 1994, Carr & Sequeira, 2007 & Zhao, 2005).

Several others research also found that self-efficacy is one of the significant dimensions in predicting the intention of an individual as those who tend to have greater level of self-efficacy seems to have higher intention level towards starting up the business venture (Krueger, Reilly & Carsrud, 2000). A study conducted by Markman, Balkin and Baron (2000) showed the significant relationship between the self-efficacy dimension and entrepreneurial intention among individuals who possess a greater level of self-efficacy

as they choose to start up a new business due to their excitement in new inventions. Different from those who possess lower self-efficacy, they are in thought that it is better for them to be employed by the established companies. From their finding, we can see that the role of self-efficacy in triggering the entrepreneurial intention is undeniable.

Entrepreneurial self-efficacy have affected entrepreneurial intention generally including the life style and growth prospect of a particular individual and it is been agreed that dissimilar phases of self-efficacy will be impacting different level of entrepreneurial intention (Prabhu, McGuire, Drost & Kwong, 2012) and self-efficacy has been proven in influencing the personality development within an individual, thus reflecting the confident level of the potential entrepreneur (Carter, Gartner, Shaver & Gatewood, 2003)

Furthermore, entrepreneurial self-efficacy leads an individual to take transform the intention into an action whereby the startup business process might take place due to the direct impact caused by the self-efficacy as those people who is high in self-efficacy will always believe that he/she should react as soon as possible towards their idea and intention (Rauch & Frese, 2007). Additionally, significant relationship between the self-efficacy and entrepreneurial intention might also affected by the effect of gender towards the self-efficacy level, similarly like the findings by Kickul, Wilson, Marlino and Barbosa (2008) where there is a different level of self-efficacy owned by different gender. The authors further explained that male seemed to have high entrepreneurial self-efficacy that lead in having the entrepreneurial intention, compared to women. However, the findings also revealed that self-efficacy greatly influencing the entrepreneurial intention through the role played by entrepreneurship education which the impact of education can be seen mostly on women.

Besides, the level of self-efficacy also being influenced by the business experience level of an individual (Wilson, Kickul & Marlino, 2007) whereby for those who actually involve in business previously or still engaging in business have shown a greater level of self-efficacy and this have giving robust impact towards creating the entrepreneurial intention. Resources that available for the startup is able in promoting the entrepreneurial intention among the youth as this will be desirable for them to pursue the intention if the resources are sufficient and increased their level of competencies (Drnovšek, Wincent & Cardon, 2010). From these similar findings with different cause, generally, it can be concluded that self-efficacy is potentially giving a great contribution in triggering the intention among the nascent entrepreneurs.

4) Relationship entrepreneurship education and entrepreneurial intention.

The results showed that there is a significant relationship between the entrepreneurship education and entrepreneurial intention. This is consistent with the conclusion obtained by Cheng, Chan and Mahmood (2009) who indicate that the participation and involvement among the public and private universities' students in the entrepreneurship classes have resulted in high degree of entrepreneurial intention. Besides, Hattab (2014) also came out with a significant finding which showed that students with different academic majors showing different anticipation towards the entrepreneurship, where business major students are more interested in starting up new venture as they were familiar and well exposed with the management, accounting and marketing knowledge, meanwhile, the non-business students who are gaining lesser entrepreneurship exposure are more attentive in technical field.

Another reason for this significant relationship might be due to the general education that took place within the university environment where it could be a crucial element in leading the students towards having the entrepreneurial intention and according to Frank and Luthje (2004) through their findings; those students who are not being effective in assessing the university environment were showing lower entrepreneurial intention. However, this research finding also linked with the result by Schwarz, Wdowiak, Almer-Jarz and Breitenecker (2009) where they concluded that entrepreneurship educational environment gave an influence upon the entrepreneurial intention among the university students. From the environment aspect is UUM, most of the respondents of this study seemed to show their efforts in utilizing the availability that provided by the faculties, management and also people around them as one of the methods in educating them in matters related to the entrepreneurship.

Furthermore, this finding also corresponds with the results obtained by Jones, Peckham & Miller (2008) where entrepreneurship education can positively motivate the students in choosing the entrepreneurship as their future career direction especially to those who were living in the developing country. Entrepreneurship education also helps in boosting up students' desire towards preferring the entrepreneurship (Peterman & Kennedy, 2003), thus motivating the students' intention in choosing self-employment as their ultimate goal (Ertuna & Gurel, 2011). As discussed on the developing country such as Malaysia, it is a known fact that the government of Malaysia has started to make this entrepreneurship education a compulsory element in every learning stage, thus, this contributes toward the development of an entrepreneurial environment within the universities' compounds and

triggering the positive exposure among the students related to the entrepreneurship field, especially in UUM.

The entrepreneurship educational programs helps in installing the knowledge and built up the skills required in becoming an entrepreneur among the individuals who are actively seeking for the entrepreneurship exposure, especially the university students, thus, positively influencing their intention to join a venture as accordance with the findings (Maina, 2011; Peterman & Kennedy, 2003). Additionally, entrepreneurship education changed the perception among the students regarding the self-employment because once they are exposed with the programs and module available in entrepreneurship education, they will be more positive in assessing the self-employment as their career path, thus, significantly influenced on the entrepreneurial intention (Dickson, Solomon & Weaver, 2008).

5.3 Limitations

There are several limitations in conducting this particular research, which are;

i) Limited sample

The sample of undergraduates only involved the students who are under the School of Business Management, which consisted of four programs. This research only concentrating on the business undergraduates from one particular school which is School of Business Management (SBM) and not including the business undergraduates from other schools such as students from School of Business (COB) who absolutely represent a bigger number of undergraduates.

ii) Cooperation among the respondent

Throughout the data collection process, it was quite difficult for the researcher to obtain the information needed as the respondents who are among the students, sometimes, showed their reluctance in answering the questionnaire. Besides, quite a number of the questionnaires had not been answered properly or completely. Furthermore, there were also some respondents, who left the important information unanswered such as program of study.

iii) Biasness

The respondents tend to answer the questionnaires with a different opinion from their own as they tried to avoid any judgment from the others. Besides, some of the respondents tend to leave the questions blank as they are not sure about the appropriate response that should be given, or they just chose 'neutral' for all the questions.

5.4 Recommendations

This section will be discussing on the recommendations that will be conveyed towards the related stakeholders and also will be included with the recommendations for the use of future research.

5.4.1 Recommendations for Universiti Utara Malaysia (UUM)

Entrepreneurship has become an important mechanism in dealing with several economic problems such as high rate of employment among the youth and wide income disparity between the rich and the poor. Being an entrepreneur required an individual to possess certain criteria that will help them in becoming great and

successful entrepreneurs. However, the more important aspect that needs to be looked up is on creating or triggering within the individual related to his/her intention in becoming the entrepreneurs. From the findings gathered from this research, self-efficacy and entrepreneurship education have showed their significant impact in influencing or determining the entrepreneurial intention among the School of Business Management undergraduates.

Upon the findings, UUM should be more aggressive in trying to influences the students regarding the importance of entrepreneurship education and how this will be helpful for them in creating their own career path. UUM need to focus extensively not just towards the business students, but also focusing on the non-business students. The efforts should not just concentrating on the entrepreneurship course which now became compulsory to be taken by the undergraduates, but it also need to touch more on the programs, module, seminars which is the knowledge that will be gain from these is more convincing, entertaining, attractive and not just depending on the theories relied in the textbooks or any reading material.

Theories, programs, module, seminars should be parallel implemented and practiced by the universities as to ensure that the students will be able to feel, hear and see on what will be the advantages in becoming the entrepreneurs and what will be the challenges that they are going to face if they choose entrepreneurship as their career, and more important what should they do in order to face those challenges.

Besides giving the additional entrepreneurship knowledge, the entrepreneurship programs, module and seminars will eventually boost up the level of self-efficacy among the students as this dimension really plays an important role in fostering the entrepreneurial intention. Self-efficacy level will be increased from time to time as they will be able to assess themselves when they are participating in those activities, and the theories learned in the daily coursework can be used as their guidance, thus help them in having high level of self-confidence.

Additionally, UUM can also introduce the related bodies that will be helping in guiding those students who actually have the idea in venturing into business. This indicates that the university management will help these students to portray the entrepreneurship ideas in professional way such as preparing business plan for financial assistance and also introduce them to the right channels in proposing their business ideas. UUM can also help the students by providing entrepreneurship consultation for those who already involved in business or for those who are at the early stage of venturing into business.

Last but not least, the idea in creating new alumni for the successful entrepreneurs from the university is also such a great idea in inspiring and motivating the students in becoming the entrepreneurs. This idea will eventually affect the level of self-efficacy in an individual, and help the students to positively assess the entrepreneurial environment within the university as to promote entrepreneurship as the career choice. Generally, as realizing the benefits gained through the entrepreneurship education, more strategies, efforts and willingness

need to be invested as to provide a compelling courses and programs related to entrepreneurship.

5.4.2 Recommendations for Government of Malaysia

Malaysia government has shown its tremendous supports towards promoting the entrepreneurship among the society especially the youth, in terms of financial assistance and also the infrastructure development. The whole initiatives by the Malaysia government is to promote the entrepreneurship and increase the awareness among the society to grab these opportunities provided, thus encouraging them to start venturing in business. However, all these opportunities and incentives need to consider and analyzing the cultural and contextual factors before new entrepreneurship policy or incentives been introduced into the market. Attractive incentive programs need to be aligned with the opportunity provided by the government as this will help in attracting the youth to be entrepreneurs. If the youths observed that the economic stability for example, is do not aligned with the cultural stability and national goals, this will demotivate them in becoming the entrepreneurs as they will be doubting themselves either they can survive in the challenging economy and cultural condition.

Besides, the simplicity in the process and procedures related to new venture establishment should be considered because this will be helpful in eliminating the barriers in starting new SME (small medium enterprise) or any kind of business venture. Efforts through the education systems needs to be bigger where Malaysian Ministry of Education should ensure that entrepreneurship awareness

and strategies is spreading at each education level starting from primary and secondary level.

Furthermore, government of Malaysia needs to ensure that Malaysia educational systems would be able in coping with the rapid changes in the technology advancement especially when it is related to the entrepreneurship facilities and training. Systematic and evolving promotion at each level of education system need to take place as this will help the potential entrepreneurs in enhancing the competencies, ability, skills and ideas.

5.4.3 Recommendations for Future Research

First, as this research has been conducted on the business undergraduates, so it could be beneficial if the future research could start up a study that involving the non-business students as to see whether there is a potential inclination towards the entrepreneurial intention. Second, it is not easy to find any research that taking the entrepreneurship educators as the center of analysis in order to test whether the educators have the contribution towards the passion, self-efficacy, avidity and emotion of the potential entrepreneurs among the students (Frenzel, Goetz, Lüdtke, Pekrun, & Sutton, 2009) in triggering the entrepreneurial intention.

Third, future research should be taking the technology advancement as one of the potential determinants in influencing the students to start a new venture as technology such as rapid usage and development of social media and networking might be the influence for the potential entrepreneurs as they see the social media as the best business platform, thus fostering their entrepreneurial intention.

5.5 Conclusion

In conclusion, the research objectives have been fulfilled in examining the relationship between risk taking propensity, family support, self-efficacy, and entrepreneurship education towards the creation of entrepreneurial intention among the business undergraduates of School of Business Management, Universiti Utara Malaysia. It can be concluded that only two (2) variables is significantly affecting the entrepreneurial intention among the UUM business undergraduates which are self-efficacy and entrepreneurship education. From this finding, the university management, governments or future researcher could possibly boost up the efforts in contributing towards encouraging the youth in choosing the entrepreneurship as the career choice in near future.

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