

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**ENTREPRENEURIAL INTENTION AMONG BUSINESS UNDERGRADUATE
STUDENT IN UUM**



Thesis Submitted to
School of Business Management
Universiti Utara Malaysia,
in Partial Fulfillment of the Requirement for the Master of Science
(Management)



**Pusat Pengajian Pengurusan
Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

Universiti Utara Malaysia

PERAKUAN KERJA KERTAS PENYELIDIKAN
(Certification of Research Paper)

Saya, mengaku bertandatangan, memperakukan bahawa
(I, the undersigned, certified that)
NUR HAZWANI BINTI ABDULLAH (817764)

Calon untuk Ijazah Sarjana
(Candidate for the degree of)
MASTER OF SCIENCE (MANAGEMENT)

telah mengemukakan kertas penyelidikan yang bertajuk
(has presented his/her research paper of the following title)

**ENTREPRENEURIAL INTENTION AMONG BUSINESS UNDERGRADUATE
STUDENT IN UUM**

Seperti yang tercatat di muka surat tajuk dan kulit kertas penyelidikan
(as it appears on the title page and front cover of the research paper)

Bahawa kertas penyelidikan tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.
(that the research paper acceptable in the form and content and that a satisfactory knowledge of the field is covered by the research paper).

Nama Penyelia : **DR. KHAIROL ANUAR BIN ISHAK**
(Name of Supervisor)

Tandatangan :
(Signature)

Tarikh : **5 JUN 2018**
(Date)

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.



Signature :

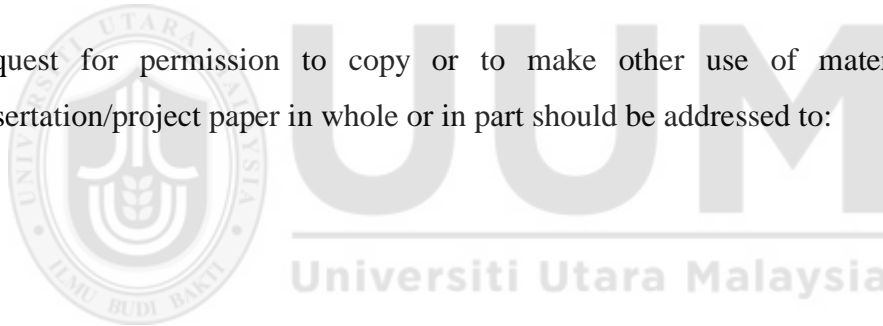
Name : Nur Hazwani binti Abdullah

Date

PERMISSION TO USE

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

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

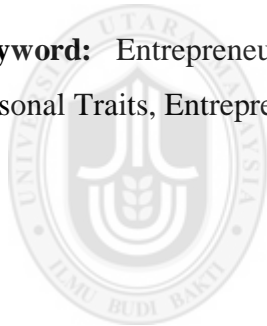


Dean of Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman

ABSTRACT

The number of a young entrepreneur that involved in business remains low, it is important to investigate the entrepreneurial factors to attract the university student to venture business involved. The main objective of this study is to analyse the relationship between personal attitude, perceived feasibility, personal traits and entrepreneurial knowledge 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 302 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 personal attitude and personal traits. The recommendation for the related stakeholders and future research were also discussed.

Keyword: Entrepreneurial Intention, Personal Attitude, Perceived Feasibility, Personal Traits, Entrepreneurial Knowledge, Undergraduates

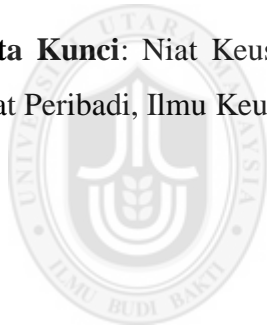


UUM
Universiti Utara Malaysia

ABSTRAK

Bilangan usahawan muda yang terlibat dalam perniagaan masih rendah, hal ini demikian sangat penting untuk mengkaji faktor-faktor keusahawanan untuk menarik pelajar universiti untuk terlibat dalam perniagaan. Objektif utama kajian ini dijalankan adalah untuk menganalisis hubungan antara kecenderungan sikap personal, keupayaan yang boleh dilihat, sifat peribadi dan ilmu keusahawanan dengan niat keusahawanan antara graduan perniagaan di Universiti Utara Malaysia. Data dikumpul dengan menggunakan borang kaji selidik yang telah diedarkan kepada 302 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 personal dan sifat perabadi. Cadangan bagi pihak berkepentingan dan terhadap penyelidikan pada masa hadapan turut dibincangkan.

Kata Kunci: Niat Keusahawanan, Sikap Personal, Keupayaan yang boleh dilihat, Sifat Peribadi, Ilmu Keusahawan, Graduan



UUM
Universiti Utara Malaysia

ACKNOWLEDGEMENT

In the Name of Allah, the Most Forgiving, Most Merciful

All praises and gratitude to the Almighty Allah, for giving me the opportunity to undertake this Postgraduate Master's Degree and for giving me the great strength, patience, courage, and wisdom throughout the journey in completing this study in such a short time. The completion of this study also would not have been possible without the encouragement, contributions and guidance from the people around me. My deepest and utmost appreciation goes Dr Khairol Anuar bin Ishak who has provided unlimited amount of encouragement, insight, professional guidance and constructive feedbacks that put me on the right track. His profound knowledge and rich research experience had assisted the progress of my research, besides he keeps on guiding and advising me with patience and care. It will be difficult indeed to complete my research without his valuable recommendations.

Besides, I would like to my express tremendous gratitude and appreciation to my loving family for encouraging and supporting me to take this journey. My very special gratitude and appreciation goes to my mother, Bunga binti Ibrahim and my father, Abdullah bin Teha and also for my husband, Mohd Fahimie bin Hassan for their unconditional love, prayers and motivation.

A sincere and special appreciation dedicated to my friends and course mates as they were showering me with the unconditional supports and help throughout my study and research process. Also, thank you to all lecturers in Universiti Utara Malaysia who taught me while I was pursuing my Master Science (Management). Without their knowledge as well as their endless attention, care and encouragement, it would have been impossible for me to complete this study.

This research will not being able to complete without the cooperation and support from the management of Universiti Utara Malaysia.

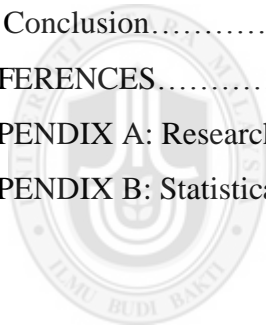
May Allah bless all of you for your kindness. Amin.

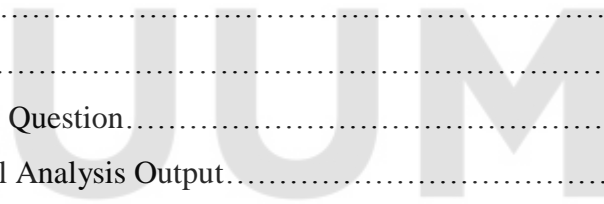
TABLE OF CONTENTS

DECLARATION.....	i
PERMISSION TO USE.....	ii
ABSTRACT.....	iii
ABSTRAK.....	iv
ACKNOWLEDGEMENT.....	v
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
LIST OF ABBREVIATIONS.....	xii
CHAPTER 1: INTRODUCTION.....	1
1.0 Introduction to the study.....	1
1.1 Background of the study.....	1
1.2 Problem Statement.....	3
1.3 Research Objectives.....	6
1.4 Research Questions.....	6
1.5 Significant of Study.....	7
1.6 Scope of Study.....	7
1.7 Limitation of Study.....	8
1.8 Definition of Key Terms.....	8
1.8.1 Entrepreneur.....	8
1.8.2 Entrepreneurial Intention.....	8
1.8.3 Personal Attitude.....	8
1.8.4 Perceived Feasibility.....	8
1.8.5 Personal Traits.....	9
1.8.6 Entrepreneurial Knowledge.....	9
1.9 Organization of Study.....	9
CHAPTER 2: LITERATURE REVIEW.....	10
2.0 Introduction.....	10
2.1 Entrepreneur and Entrepreneurship.....	10
2.2 Entrepreneurial Intention.....	11
2.3 Personal Attitude.....	13

2.4 Perceived Feasibility.....	14
2.5 Personal Traits.....	14
2.5.1 Locus of Control.....	15
2.5.2 Need for Achievement.....	17
2.5.3 Risk Tolerance.....	19
2.5.4 Entrepreneurial Alertness.....	21
2.6 Entrepreneurial Knowledge.....	23
2.7 Theory of Planned Behaviour (TPB).....	24
CHAPTER 3: METHODOLOGY.....	28
3.0 Introduction.....	28
3.1 Research Framework.....	28
3.2 Hypothesis.....	29
3.3 Research Design.....	29
3.3.1 Type of Study.....	29
3.3.2 Sources of Data.....	29
3.3.3 Unit of Analysis.....	30
3.3.4 Population of frame.....	30
3.3.5 Sample and Sampling Technique.....	30
3.4 Operational Definition and Measurement.....	31
3.4.1 Entrepreneurial Intention.....	31
3.4.2 Personal Attitude.....	32
3.4.3 Perceived Feasibility.....	32
3.4.4 Personal Traits.....	33
3.4.5 Entrepreneurial Knowledge.....	34
3.5 Instrument.....	35
3.6 Data Collection Procedures.....	36
3.7 Data Analysis Technique.....	37
3.7.1 Pilot Test.....	37
3.7.2 Descriptive Analysis.....	38
3.7.3 Reliability Test.....	38
3.7.4 Correlation Analysis.....	39
3.7.5 Multiple Regression Analysis.....	40
3.8 Summary.....	40

CHAPTER 4: ANALYSIS AND DISCUSSION.....	42
4.0 Introduction.....	42
4.1 Respondents' Frequency Analysis.....	42
4.2 Descriptive Analysis.....	48
4.3 Reliability Analysis.....	49
4.4 Pearson's Correlation Analysis.....	50
4.5 Multiple Regression Analysis.....	51
4.6 Summary.....	55
CHAPTER 5: DISCUSSIONS AND CONCLUSIONS.....	56
5.0 Introduction.....	56
5.1 Summary of Findings.....	56
5.2 Discussions.....	57
5.3 Implications.....	61
5.4 Recommendations.....	62
5.5 Conclusion.....	63
REFERENCES.....	64
APPENDIX A: Research Question.....	69
APPENDIX B: Statistical Analysis Output.....	73




Universiti Utara Malaysia

LIST OF TABLE

Table 3.1 Final Year Students Population and Sample.....	31
Table 3.2 Operational Definition and items for entrepreneurial intention.....	31
Table 3.3: Operational Definition and items for personal attitude.....	32
Table 3.4: Operational Definition and items for perceived feasibility.....	32
Table 3.5: Operational Definition and items for personal traits.....	33
Table 3.6: Operational Definition and items for entrepreneurial knowledge....	34
Table 3.7: Sources of Variable's Instruments.....	35
Table 3.8: Reliability Values.....	38
Table 3.9: Coefficient Alpha (α) Scales.....	39
Table 3.10: Interpretation of Strength of Correlation.....	40
Table 4.10: Frequency of Respondents Demographic Profile.....	46
Table 4.2: Summary of Descriptive Analysis (N =200).....	48
Table 4.3: Reliability Statistic of Variables.....	49
Table 4.4: Pearson's Correlation between the Constructs.....	49
Table 4.5: Multiple Regression Analysis.....	51
Table 4.6 Summary of hypothesis testing.....	53

LIST OF FIGURE

Figure 2.1: Ajzen’s theory of planned behaviours (1991).....	26
Figure 4.1: Percentage of Respondent’s Age.....	42
Figure 4.2: Percentage of Respondent’s Gender.....	42
Figure 4.3: Percentage of Respondent’s Ethnicity.....	43
Figure 4.4: Percentage of Respondent’s Programme.....	43
Figure 4.5: Percentage of Respondent’s Current Semester.....	44
Figure 4.7: Percentage of Respondent’s GPA.....	44
Figure 4.8: Percentage of Respondent’s with Business Experience.....	45
Figure 4.9: Percentage of Respondent’s Family engaged in Business.....	45



LIST OF ABBREVIATION

UUM	Universiti Utara Malaysia
SBM	School of Business Management
SME	Small Medium Enterprise
SPSS	Statistical Package for the Social Science
PA	Personal Attitude
PF	Perceived Feasibility
PT	Personal Traits
EK	Entrepreneurial Knowledge
EI	Entrepreneurial Intention
LoC	Locus of Control
NA	Need for Achievement
RT	Risk Tolerance
EA	Entrepreneurial Alertness



CHAPTER 1: INTRODUCTION

1.0 Introduction to the study

In this chapter, this study will analyse the relationship between the factors of personal attitude, perceived feasibility, personal traits and entrepreneurial knowledge towards entrepreneurial intention among the business undergraduates of Universiti Utara Malaysia (UUM), Kedah. This chapter outlines the research background and details on how the research will be carried out. It also explores the problem statement, numbers of research questions and research objectives, the significance of the study, scope of the study, the definition of key terms and also on the entire organization of the thesis.



1.1 Background of study

Nowadays, in challenging economy, the self-employment is become the first option. In addition, the increasing unemployment rate in Malaysia make business becomes an attractive occupation for graduate student. The interest of entrepreneurship among both undergraduate and graduate students has shown a positive development over the last decade (Buzeye, 2013). The total job opportunity is limited and the secure job especially in the public sector is no longer a guarantee for graduate student (Collins, Hannon et al, 2004; Kamau-Maina, 2006; Postigo, Iacobucci et al, 2006). They shall to compete with other graduates for a job in the competitive working environment. Therefore, student shall prepare themselves to start the business ventures upon their graduation. Many universities and colleges around the world introducing entrepreneurship subjects to promote entrepreneurship and a professional entrepreneurship career among students (Postigo and Tamborini, 2002). This subject will provide the valuable entrepreneurial knowledge and skills to create their own business venture in future.

The difficulties among fresh graduate to get a job after graduation has prompted the government to provide incentives to encourage them to start-up their own business. Malaysian government also provide many entrepreneurial programmes for development of entrepreneurs and suggested strategies via government agencies. The student will be granted with this opportunity given to them so they are not left behind in knowledge, information and capital resources to start own business. The efforts to encourage start-ups among Malaysian graduates are highly supported by the government ministry and agencies such as Ministry of Domestic Trade, Co-operatives and Consumerism (KPDNKK), SME Corp, Perbadanan Usahawan Nasional Berhad (PUNB), Malaysia Digital Economy Corporation (MDEC), Unit Peneraju Agenda Bumiputera (TERAJU), Majlis Amanah Rakyat (MARA) dan Tabung Ekonomi Kumpulan Usahawan Niaga (TEKUN). These joint efforts are vital to catalyse the rate of involvement in entrepreneurship among youth by providing necessary and financial supports. Based on the Malaysia Budget 2018, RM200 million were allocated to SMEs for training programmes, research grants and soft loans under the SME Corp. Therefore, student should grab this opportunity to start-up and grow their businesses by leveraging these resources and financial supports.

Besides that, entrepreneurial intentions also epitomize an individual's commitment to start a new venture (Krueger, 1993). The action to start a business is not occurring if there is no entrepreneurial intention. Hence, entrepreneurial intentions are important to understand the overall process of entrepreneurship as they serve as the key initial channel for the next actions and events that are related to organizational founding (Bird, 1988, 1992; Katz and Gartner, 1988; Krueger, 1993). It is crucial to comprehend the overall process of entrepreneurial intention because the intention is usually related in establishing a new business (Bird and Jellinek, 1988; Krueger and Carsrud, 1993).

There is several researches on the entrepreneurship by considering the entrepreneurial intention as their main dependent variable (Bae, Qian, Miao & Fiet, 2014). The researchers also come out with several results related to the determinants on the entrepreneurial intention. There are few studies focused in determining its relationship with entrepreneurial intention such as personal attitude factors (Sait & Semira, 2016), personal traits (Tugba, 2016), entrepreneurial knowledge (miralles, 2015) and perceived feasibility (Dissanayake, 2012).

Based on findings in previous research, personal attitude has a positive effect on entrepreneurial intention (Sait & Semira, 2016). The dimensions of personality traits such as locus of control, need for achievement, risk tolerance, and entrepreneurial alertness are positive affect entrepreneurial intention (Tugba, 2016). Meanwhile, the results also suggested that entrepreneurial knowledge gained through prior experience acted as an influential element in entrepreneurial intention's antecedents (Personal Attitude, Subjective Norm, Perceived Behavioural Control) (Miralles, 2015). In addition, there is significant impacts of credibility, perceived feasibility and perceived desirability towards the entrepreneurial intention (Dissanayake, 2012).

There are many researches have been conducted on entrepreneurial intention with different results related to the determinants on the entrepreneurial intention. Therefore, investigation on factors that determine the entrepreneurial intentions of students is a crucial issue in entrepreneurship research. The main of this study is to examine the factors that determined Universiti Utara Malaysia students' entrepreneurial intention. The study focused on determinant of personal attitudes, perceived feasibility, personal traits and entrepreneurial knowledge.

1.2 Problem Statement

The inflation rate in Malaysia nowadays is increasing every year. People realize and start to generate income through business to support their family and daily expenses. In working place, fresh graduates always searching for better job with better salary. Some of them changes job frequently due to factors such as work pressure, low salary and job satisfaction. The average turnover for any individual is two to two-and-a-half years in any organisation (The Sundaily, 2017). This problem will contribute high costly to companies which included costs for selection, hiring and training. In addition, the companies will have faced the loss of productivity and valuable knowledge. Depending on the position the costs range from one and a half to five times of an employee's annual wage. So, the job opportunity for fresh graduate most probably is low especially when that particular position requires more experience worker.

The increasing number of graduates at various levels in Malaysia becoming a troublesome for the government in handling the unemployment issue despites their high academic qualification (Buzeye, 2013). Due to this situation, many of graduate

student are unemployed more than a year after they graduated. One of the ways the government control unemployment issue is implementing many initiatives and opportunities to encourage youth people involve in entrepreneurship as a primary career. The recent initiative voiced by government is *E-Usahawan* program, a government cooperation program with MDEC. The aim of this program is exposure to digital entrepreneurship among Malaysian youth and micro entrepreneurs of the Small and Medium Enterprises. This kind of opportunity can help the youth start a new step to create own business because youth nowadays is very familiar with digital medium.

One of the big challenges nowadays also the lack of knowledge and awareness on entrepreneurship among our youth. The rate of unemployment in our country is around 3.4% by the Malaysian Statistical Department on March 2018. The youth seem to be in a dilemma and stuck in their own dimension and indirectly they will slowly be lost in this era. At least 1.5 million of our youth are at a high risk of getting involved in unemployment problem, social crimes, juvenile and a lot of unethical problems. To overcome these problems, the government through the Ministry of Higher Education has started to come up with a lot of activities for the students in higher learning institutions who have high potential to be entrepreneurs. Moreover, entrepreneurial activity can help students got more valuable experience as preparation to face the business challenge in future.

Besides that, Higher education institutions offer formal entrepreneurial subject to all courses and programme which are expected to equip students with the knowledge, skills and competence deemed necessary to become successful entrepreneurs (Linan, Rodriguez-Cohard, and Rueda-Cantuche 2011). Meaning to say, most of students have a basic knowledge about entrepreneurship and it supposed to the number student to be an entrepreneur should be increases. But, the student still not becomes an entrepreneur after graduated. Therefore, the research of intention toward entrepreneur should be study from time to time in order to study the most influential factors toward entrepreneurship.

The issue of unemployment is also related to the student's attitude that preferred a fix salary job as opposed to a self-employed career. The mentality of their mind is getting high qualification for better jobs after finishing study. This situation is one of the

reasons why the unemployment rate among graduate student in Malaysia increases year by year. Previous Prime Minister Datuk Seri Najib Tun Razak highlighted that university students had to change mentality by focusing on entrepreneurship and no longer depend on government to get jobs (Utusan Online, 2017). Previous Prime Minister Datuk Seri Najib Tun Razak further explained, the entrepreneurship involving the e-commerce sector and the digital economy, were the generators of the nation's wealth and therefore, young people needed to challenge themselves. Therefore, students must change their perception from getting a better job after graduate into start a new venture. According to Shook & Bratianu (2010), the attitude of an individual toward a specific issue depends on his or her beliefs about the end result. The more positive the final result, the better perception of it. And the better the perception of it, the firmer the intention to exercise specific behaviour.

The government commitment is very crucial to help in entrepreneur development among graduated student. By doing so, they can contribute to economic growth in this country. Through this matter, the intention to start a business among them must be identify through research to find out the determinant that lead to entrepreneurial intention. This kind of research can help the related organization planning and improving the program to attract the youth involve in entrepreneurship and indirectly guiding those who are having intention toward entrepreneurs.

Even though entrepreneurial intention has been widely studied by scholars from overseas, the question of their applicability in the local setting remains unclear. To date, intention of young generation, specifically the millennial generation in our country to begin on entrepreneurship continues to be unclear. Therefore, this study related to entrepreneurial intention is focusing among university students in Malaysia in order to identify their intention to be entrepreneur in the future.

Lau, Chan, and Man (2000) believe that entrepreneurial intention can be affected by encouraging entrepreneurial characteristics related to entrepreneurship development. To be successful entrepreneur required strong personal traits. There are many personal traits that influence entrepreneurship for example; locus of control, propensity to take risk, self-efficacy, need for achievement, tolerance for ambiguity, and innovativeness.

But, this study will identify the most influential traits that predict entrepreneurial intention among students.

This study also will take into account the impact of environmental factors such as availability of various resources and government regulations as they determine perceived feasibility of self-employment (Stephen, 2005). Individuals who perceive the existence of business opportunities (for example; access to capital, availability of business information) are more likely intent to make the decision to start a new venture. This study wants to identify whether this perceived feasibility factor can influence the entrepreneurial intention or not.

1.3 Research Objectives

The aim of this research is to analyse on the relationship of personal attitude, perceived feasibility, personal traits and entrepreneurial knowledge towards entrepreneurial intention among the business undergraduates of Universiti Utara Malaysia (UUM). There are objectives that have been addressed in order to provide answers to the research questions:

- I. To examine the relationship between personal attitude and entrepreneurial intention among UUM business undergraduates.
- II. To examine the relationship between perceived feasibility and entrepreneurial intention among UUM business undergraduates.
- III. To examine the relationship between personal traits and entrepreneurial intention among UUM business undergraduates.
- IV. To examine the relationship between entrepreneurial knowledge and entrepreneurial intention among UUM business undergraduates.

1.4 Research Questions

In this particular study, there are some of research questions that have been discussed in the research problem. There are:

- I. Is there any relationship between personal attitude and entrepreneurial intention among UUM business undergraduates?
- II. Is there any relationship between perceived feasibility and entrepreneurial intention among UUM business undergraduates?
- III. Is there any relationship between personal traits and entrepreneurial intention among UUM business undergraduates?
- IV. Is there any relationship between entrepreneurial knowledge and entrepreneurial intention among UUM business undergraduates?

1.5 Significance of Study

This study is important for several reasons. Firstly, this study can contribute toward the knowledge of entrepreneurship for final year student as a guideline in their thesis report. They can refer the finding of this study for improving this related study in future research.

Second, this study is expected to encourage more students in the public and private universities to be more interested in entrepreneurship as their future career. So that, after finishing study, they can take an action plan to build their strategies in creating the business.

Third, the finding of this research would be beneficial for policy makers and government agencies to develop a variety of entrepreneurship programs and methods to stimulate more students get involve in entrepreneurship activities.

Fourth, the finding obtained also is expected to provide additional insight for the entrepreneurial intention literature. The future research can adopt new approach of exploration for new potential variables.

1.6 Scope of Study

The study covered the determinants of personal attitude, perceived feasibility, personal traits and entrepreneurial knowledge that influencing the entrepreneurial intention.

The respondents of this study were the students from School of Business Management (SBM) in Universiti Utara Malaysia which involve four main courses which are Bachelor of Business Administration, Bachelor of Human Resource Management, Bachelor of Marketing and Bachelor of Entrepreneurship. All respondents were selected with the criteria that respondents understand Malay or English, as to avoid miscommunication and misunderstand any meaning in the items that were included in the questionnaire.

1.7 Limitation of Study

There are two limitations while conducting this study. First, the researcher faced throughout the data collection process was the time constraint. The researcher needed to conduct this study with the requirements of the conventional quantitative research process. As such a period of three months for this purpose was inadequate. Therefore, the findings of this study could be much better if more time were given to perform the whole research process.

Second limitation was the sample of study only focusing on the students from the School of Business Management (SBM) which involved of four programs. The researcher not focuses on other programs from School of Business (COB) which represent more numbers of students.

1.8 Definition of Key Terms

1.8.1 Entrepreneur

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

1.8.2 Entrepreneurial intention

Entrepreneurial intention is individual commitment to start a new business (Krueger and Carsrud, 1993).

1.8.3 Personal attitude

Personal Attitude indicates the individual's belief about becoming an entrepreneur (Liñán & Chen, 2009; Ajzen, 2001; Autio et al., 2001; Kolvereid, 1996).

1.8.4 Perceived feasibility

The extent to which, an individual believes that they have the required resources (or skills) to successfully work on task.

1.8.5 Personal traits

Personality traits reflect people's characteristic patterns of thoughts, feelings, and behaviours.

1.8.6 Entrepreneurial knowledge

Entrepreneurial Knowledge refers to an individual's appreciation of the concepts, skills and mentality expected of an entrepreneur (Jack & Anderson, 1999).

1.9 Organization of Study

In this particular study, there are five chapters have been organized. Chapter one (1) is addressing on the whole idea of research, in while chapter two (2) will discussing and focusing on the literature review of the variables involved which are entrepreneurial intention, personal attitude, perceived feasibility, personal traits as well as entrepreneurial knowledge. In chapter three (3), this study will explaining on the research methodology which include settings, sampling, population technique, strategy and method for data collection, instrument and measurement, validity and reliability of data analysis between independent variables and dependent variable. Last but not least, chapter four (4) will interpret the data and result as well as make a discussion. The last chapter (5) underlined and concluded from the reviewed result as well as provide some recommendation for future research.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This chapter will discover more about previous research that are related to variables in this study which are entrepreneurial intention, personal attitude, perceived feasibility, personal traits and entrepreneurial knowledge.

2.1 Entrepreneur and Entrepreneurship

The concept of entrepreneur has growth over time (Fayolle, 2007). The word of entrepreneur is come from a French word known as *entreprende* which means “to undertake” (Ahmad & Seymor, 2008). In seventeenth century, entrepreneur acquired a general meaning which is referring a person who works on to do something (Fayolle, 2007). From economics perspectives, entrepreneur is any person who manages a business of their own, and implements the few factors of production such as land, labour and capital for selling goods or services (Fayolle, 2007).

Entrepreneur has been defined differently from the scholars. Schumpeter (1965) indicated that “entrepreneurs as individuals who exploit market opportunity through technical and/or organizational innovation”. Whereby, Bolton and Thompson (2000) have found that an entrepreneur as a person who habitually creates and innovates to build something of recognized value around perceived opportunities. Hisrich (1990) argued that an entrepreneur can be characterized as someone who demonstrates initiative and creative thinking, is able to organize social and economic mechanisms to turn resources and situations to practical account, and accepts risk and failure.

There are many concept of entrepreneurship that has been defined in various ways (Bruyat & Julien, 2001). According to Chell (2007), entrepreneurship can be defined as the process of recognising and pursuing opportunities with regard to alienable and inalienable resources currently controlled with a view to value creation. Entrepreneurship is something about people, choices and actions of starting, taking

over or running a business, or their involvement in a company's strategic decision-making.

Furthermore, Hisrich and Shepherd (2008) define entrepreneurship as the technique of generating something new with value by devoting the necessary work and time, assuming the accompanying financial, physical and social risk and receiving the resulting rewards of financial and personal satisfaction and independence. Fayolle (2007) firmed that entrepreneurship is should be regarded as what represents the actual engine of economic development. Through the entrepreneurship, wealth are created and development of new business activities will emerge as leading to job creations and introduction of significant innovations that usually have tremendous effect on the economic growth.

Gorman, Hanlon, & King, (1997) also stated that entrepreneurship can be seen as the engine driving the economy. In today's society, entrepreneurship is the major source of employment, economic growth, innovation, promotion of products and service quality, competition, and economical flexibility (Hisrich, Langan-Fox, & Grant, 2007).

During recent decades, the number of entrepreneurial research has increased with significant rate. According to, entrepreneurial research is mostly conducted in two main directions which are focus on the entrepreneurs with related factors like internal personal characteristics, specific traits and human capital factors. The other one is focusing on the influence of exogenous factors like general environment, culture, political system and economic growth.

2.2 Entrepreneurial Intention

The literature on other scholars defines intention as an individual's willingness to pursue a given behaviour. Stopford and Baden-Fuller (1994) argued that, intention is the best predictor of any planned behaviour. It represents individual commitment to the target behaviour (Krueger, 2000).

Besides that, Ajzen (1991) defined intentions as to capture the motivational factors that influence behaviour which indicate that how hard people are willing to try and their efforts to plan it in order to carry out that particular behaviour. From the entrepreneurship perspective, intention is an important element in establishing an organization (Katz & Gartner, 1988). Entrepreneurial intention embarks on entrepreneurial actions. According to Bird (1998), intention is the state of mind that directs people's intentions and actions towards entrepreneurship. Whereby, Linan and Rodriguez (2004) believe that intention is the effort of a person to take an action toward entrepreneurship (Khan, 2013).

According to Douglas & Fitzsimon (2008), entrepreneurial intention is the action on attitudes of an individual on the results of that actions and individual self-efficacy. Entrepreneurial intention shows the intention of a person to choose to become an entrepreneur as their career. They will take into consideration of calculated risks, gather required resources and establish their own business. Entrepreneurial intention is an intention of establishing a high growth business (Hmieleski & Corbett, 2006). Whereby, Pruett (2012) believes that entrepreneurial intentions are plans to pursue business ownership careers.

Besides that, entrepreneurial intentions are based on development of business plan, the acquisition of resources and goal oriented driving. Entrepreneurial intentions are also driven by visions, dreams and entrepreneur feeling. People who have entrepreneurial intentions will start the entrepreneurship. The intentions to be entrepreneur most probably depend on internal and external locus of control that has different variables (market, regulations, environment and finance). According to Krueger et al. (2000), consideration of a person starts intentions. The researcher further explained that the most important processes to explain entrepreneurship are entrepreneurial intention. Davidsson's model (1995) tested by Autio et al. (1997) has proposed that, there are two factors affected entrepreneurial intentions of university students which are economic and psychological factors. The researcher also found that intentional elements that affected behaviour which including outlooks, beliefs, attentions, and attractions. Brockhaus (1982) and Robinson et al. (1991) argue that theoretically and conceptually entrepreneurial attitudes and behaviour are better approaches to study the entrepreneurial intentions than personality, environment, and demographics because they are more behaviour-specific rather than characteristic-specific (Gaddam, 2008).

Apart from that, Kakkonen (2011) studied that the students must have an intention, willingness and motivation to be entrepreneurs. The researcher explored more about perceptions of university students' business competences and entrepreneurial intention. The result found that students were confident to rate their business competences meanwhile the perceptions of their entrepreneurial intention was low.

2.3 The Relationship between Personal Attitude and Entrepreneurial Intention

Attitude generally refer to the attitudes towards such a domains as change orientation, competitiveness, achievement motivation, autonomy and is not related to the fact of being entrepreneur or not. In psychological view, attitudes are defined as a certain regularities of an individual's feelings, thoughts and predisposition to act toward some aspect of individual environment (Maio & Haddock, 2010). The meaning of domain attitudes is the domain connected to the entrepreneurship. An attitude in term of entrepreneurship is to be used mostly to measure the correlation between risk attitudes and entrepreneurial behaviour (Block et al., 2009; Caliendo et al., 2010).

Besides that, personal Attitude is a personal standing or the mind set on a particular issue. In this precise framework, it refers to the attitude toward venture creation. Personal Attitude shows the individual's believed about becoming an entrepreneur (Liñán & Chen, 2009; Ajzen, 2001; Autio et al., 2001; Kolvereid, 1996). According to Eagly & Chaiken (1993), the attitude is a tendency to make positive or negative evaluations on precise issues or entities. This psychological trait exists in every human being in the form of critical observation and evaluation. Shook & Bratianu (2010) stated that the attitude of an individual toward a specific issue depends on his or her beliefs about the end result. The more positive the final result, the better perception of it. And the better the perception of it, the firmer the intention to exercise specific behaviour.

However, the general approaches, which apply the term entrepreneurial attitudes, continuously focus on dependence between attitude and entrepreneurial activity (Shiney, 2011; Veciana et al., 2005). The entrepreneurial attitudes were indicated as perceive good opportunities for start – ups in the region, claim to have knowledge and

skills to start the firm or fear of failure as barrier when it comes to setting up a business (Bosma, 2009).

2.4 The Relationship between Perceived Feasibility and Entrepreneurial Intention

Perceived feasibility is defined as the degree to which starting a new business is perceived as a feasible career option (Krueger and Brazeal, 1994). The perceived feasibility cognitive script elements that measured in the Krueger and Brazeal (1994) scale are: ease of start-up, certainty of start-up success, ability to cope with start-up workload, sureness of themselves about start-up, and adequate start-up knowledge.

Besides that, in Krueger and Brazeal's model, perceived feasibility in Shapero's terminology, correlate with perceived behavioural control in the theory of planned behaviour (Singh, Prasad, & Raut, 2012). This extended model has included the variable perceived feasibility as a non-motivational factor to entrepreneurial intention. Perceived behavioural control has also been referred to as feasibility, in particular in studies measuring entrepreneurial intention (Krueger, Reilly, & Carsrud, 2000), (Peterman & Kennedy, 2003).

Besides that, for giving positive results, perceived self-efficacy has been used instead of perceived behavioural control in the Theory of planned behaviour (Conner & Armitage, 1998). Whereby Wang, Lu, & Millington (2011) suggests that, perceived feasibility in Entrepreneurial Event Model (SEE) (Shapero & Sokol, 1982) is synonymous to self-efficacy in Ajzen's planned behavior model, (Ajzen, 1991).

2.5 The Relationship between Personal Traits and Entrepreneurial Intention

Personal characteristics have been widely studied to assess the effects of different individual traits on entrepreneurial intentions. The theory of career choice explains that the individual career choices are the expression of their personality. Previous researchers have also found a positive relationship between personal traits and entrepreneurial intentions (Karabulut, 2016). However, the previous research findings are inconsistent. For example, a few studies found that, personal traits are strong

determinant of Entrepreneurial Intention (Karabulut, 2016; Michael Crant, 1991; Zeffane, 2015; Zhao & Seibert, 2006). These studies affirmed that the individuals who choose entrepreneurship as a career are different in personal traits than those who choose employment in organization (Kolvereid, 1996). However, according to N. Krueger et al. (2000), there are few studies also indicates the use of personality characteristics to determine the Entrepreneurial Intention give a small predictive validity, explanatory power and inconsistent results.

2.5.1 Locus of Control and Entrepreneurial Intention

Locus of control is the ability perceived by an individual to control events in his or her life (Begley & Boyd, 1987). Locus of control can be divided into two which are Internal Locus of Control and External Locus of Control in nature. The Internal Locus of control is a person believes his/her decisions can control his/her life whereas external Locus of control is that a person's life is affected from external factors such as destiny, luck, and other people beyond his or her decisions. It is expected that people who have internal Locus of control can determine their career paths and have intention to start their own businesses. Diaz & Rodriguez (2003) state that, people who has higher internal locus of control are more likely to exercise entrepreneurial behaviours and have a higher need for achievement compared to those who have lower internal locus of control.

Apart from that, locus of control is the measure of people's belief in their ability to control the environment through their actions. People perceive the outcome of an event or their behaviours within their control (internal locus of control) or beyond their control (external locus of control) based on the theory of Locus of control (Brockhaus & Horwitz, 1986). The researcher further stated that locus of control is a good measure to determine the successful entrepreneurs from the unsuccessful entrepreneurs. The researcher also recognise that the entrepreneur who was businesses survived for three years had higher locus of control compared who survive less than that. Several studies confirmed that internal locus of control determine entrepreneurial intentions has been carry out in the literature (Brockhaus and Horwitz, 1986, 1998; Mueller and Thomas, 2000; Gürol and Atsan, 2006). People with higher internal locus of control will able to take risks and establish businesses. They believe on their actions which can control the

environment. Few studies identified that the career as entrepreneurs had higher locus of control than people who are not an entrepreneur (Brockhaus & Horwitz, 1986; Hansemark, 1998; Mueller & Thomas, 2000) (Orman, 2009).

Besides that, locus of control is a personality characteristic which shows the degree of control feeling. According to Hisrich & Peters (1998), locus of control is an attribute indicating the sense of control that a person has over life. Meanwhile, Green et al. (1996) state that locus of control is the degree to which a person perceives success and failure as being contingent on his/her personal initiatives. A person who has limited internal control believes that things happen due to fate or accidents. Venkanthapathy (1984) believe that internal control is one of the most dominant entrepreneurial characteristics. Entrialgo et al. (2000) affirm that people with high scores of control feeling have clear visions of the future. Whereby, Mazzaro et al. (1999) added that the internal locus of control of people is stronger, entrepreneurial intention is higher (Kristiansen and Indarti, 2004).

Moreover, Rotter state that (1966), internal locus of control is related to entrepreneurs who believe their actions determine earned rewards. People who high internal locus of control have the feeling of control outcomes, endeavour to success and be more persistent for outcomes to establish and in charge new business. Meanwhile, people who have external of control can be more passive. According to Rauch & Frese (2007), if people believe that they cannot control outcomes, they difficult to change their environment to create a new business.

However, Lefcourt (1972) believes that internal expectancy shows a tendency to affect a person's environment. Wichman and Oyasato (1983) argued that the internally-oriented people have greater learning and adaptive abilities. People can be differentiated into two categories which are people who are more internally-controlled and people who are more externally controlled (Rotter, 1966). People who are more internally-controlled show their interests to be more successful, and manage themselves in important life. They can control their social interactions much better and less rely on others. Research from Dailey & Morgan (1978); Panday & Tewary (1979) proved that entrepreneurs are more internally-controlled, and the successful entrepreneurs caused by internally-controlled (Brockhaus, 1982; Bonnett & Furnham,

1991). Other than that, Spector (1982) believe that internally-controlled people determine their goals and ways to achieve that particular goal. The researcher added that people with internally-controlled act more adequately with less restrictive work conditions and role ambiguity. According to Brockhaus (1982) the important requirement of entrepreneurial potential is depend on intention to go through. Brockhaus (1987) compared the internal orientation of entrepreneurs when they established their new ventures and 13 years later than the establishments. The researcher found that successful entrepreneurs who could manage their companies for 13 years were more internally focused than unsuccessful people who lost their companies (Raab et al., 2005).

2.5.2 Need for Achievement and Entrepreneurial Intention

Need for achievement is a key drive of a person to succeed. People who have high need for achievement have entrepreneurial intentions and they are eager for success. They want to show themselves as entrepreneurs who can establish successful businesses in competitive markets.

The need for achievement can be defined as having a strong feeling to success and ambition to be successful. There are some studies which show the significant effects of need for achievement on entrepreneurial intentions (Johnson, 1990; Hansemark, 1998; Gürol & Atsan, 2006). According to McClelland (1961), people who have high desires and ambitions to be successful (need for achievement) have high potential to become entrepreneurs. There is comparative studies which supporting McClelland's theory (Johnson, 1990; Hansemark, 1998). Gürol and Atsan (2006) found out that student who intent to be entrepreneur has higher need for achievement to establish their own businesses (Orman, 2009).

Other than that, the need for achievement is considered as struggling against challenging tasks. Murray (1938) was the first researcher who defined achievement motivation. McClelland (1961,1978,1987) has found a positive relationship between achievement motivation and entrepreneurial intention. Several studies have been conducted to reveal the need for achievement for entrepreneurial intention (Lynn, 1969; Nandy, 1973; Johnson, 1990; Müller, 1999; Sagie and Elizur, 1999). Müller

(2002) firm that, the needs for achievement, internal locus of control, risk taking propensity are three natures for entrepreneurial potential of people (Raab et al., 2005).

McClelland (1965) state that need for achievement could be measured in people and groups by coding spontaneous thoughts of people based on their stories, and the frequency of they think about competition with excellence standards. Meanwhile, Rauch and Frese (2007) which found in their meta-analysis, there is a relationship between the need for achievement and entrepreneurial behaviour. The researcher further explained the need of achievement shows that a person chooses a task that moderate difficulty, takes responsibility for results and expects for feedback. The need for achievement is necessary for entrepreneurs who would like to achieve successful tasks. Mc Clelland (1961) as cited by Rauch & Frese (2007) also found that entrepreneurs have more achievement motive compared to managers.

According to Terprstra et al. (1993), the need for achievement consists of the desire to be successful, the tendency to calculate risks, and the desire for concrete feedback. Lee (1997) believes that the need for achievement is a unitary disposition that motivates a person to face with challenges in the interest of attaining success and excellence. McClelland (1961, 1971) firm that need for achievement affects entrepreneurial intention by classifying people who have high need for achievement as people who have strong desires for being successful. The researcher further explained that people who have high scores on need for achievement scale prefer to take risks and responsibility and; are interested to observe the results of their decisions. McClelland (1965) also explained a person who has high need for achievement is more self-confident, enjoys taking carefully calculated risks, researches his environment actively, and is very much interested in concrete measures of how well he is doing. Apart from that, Scapinello (1989) state that people who had high need for achievement accept less failure. The researcher proposed that need for achievement affected attributions to succeed. However, Nathawat et al. (1997) found that low need for achievement was associated with low expectations, failure, low competence, self-blame and low inspirations (Kristiansen and Indarti, 2004).

2.5.3. Risk Tolerance and Entrepreneurial Intention

Risk taking can lead to success or failure in creating a new venture. Therefore, entrepreneurs should calculate risks of their action; evaluate advantages and disadvantages of risk taking in all stages of entrepreneurship. Entrepreneurs tolerate risks more than people who does not involve in entrepreneur as tolerating risks is a major trait for entrepreneurs to succeed. Entrepreneurs take career, financial, family and reputation risks into consideration when they decide to establish their own ventures. People who can tolerate risks will have entrepreneurial intentions and they will start their own businesses.

According to Schumpeter as cited by Brockhaus & Horwitz (1986), entrepreneurs need to take risks before they are making decisions. Meanwhile, Cantillon and Mill believe that risk taking attitude of an entrepreneur will differentiate them from managers or employees (Brockhaus and Horwitz, 1986; Iversen et al, 2008). There are several empirical studies have been conducted in order to determine the risk taking propensity as a key factor to understand an entrepreneur (Gürol and Atsan, 2006; Tang et al, 2008; Verheul et al, 2006). The researchers reveal that risk taking propensity have positive influence on entrepreneurship. Verheul et al (2006) found that risk taking propensity was significant influence employment choice in Europe and the United States. The researchers conducted studies in order to verify the influences of risk taking on entrepreneurial intention (Gürol and Atsan, 2006; Tang et al, 2008; Verheul et al, 2006). Tang et al. (2008) found evidence that risk-taking propensity was an important factor to explain in entrepreneurial process. Gürol and Atsan (2006) reveal that risk taking propensity was an important factor to explain the entrepreneurial intentions of university students (Orman, 2009).

Entrepreneurs should tolerate risks as to make decisions in uncertain situations. Stewart and Roth (2004) confirm that entrepreneurs take risks before start a new venture (Rauch and Frese, 2007).

Besides that, risk taking propensity is defined as handling risk and uncertainty and being ready to bear them. People who take risks can choose alternatives with lower chance but beneficiary results. They also want to make decisions in more uncertain

situations. Entrepreneurs take several risks for capital, career, prestige, and family relations. People who have entrepreneurial intention should have an optimum degree of risk orientation. There some studies found that entrepreneurs take higher risks than other people (Ahmed, 1985; Meyer, Walker, and Litwin, 1961; Liles, 1975; Broehl, 1978). According to Begley and Boyd (1987), risk taking propensity shows how a person overcomes with risky decision situations. Matthews and Scott (1995) stated that risk tolerance is required for entrepreneurial thinking and being an entrepreneur as people who would like to establish their ventures face with risks and deal with uncertainty (Raab et al., 2005).

Other than that, risk taking is a personality trait which shows the willingness and tendency of people to take risks. Risk taking is related to entrepreneurship as entrepreneurial activities have a risk. Covin and Slevin (1989) found that risk propensity is a dimension of entrepreneurial orientation. Beside, Sexton and Bowman (1983) firm that entrepreneurial behaviour is related to moderate risk level in a person. Begley and Boyd (1987) stated that entrepreneurs have greater risk propensity than managers or other employee. So that, risk propensity is a predictor for choosing the career. The difference between entrepreneurs and non-entrepreneurs may be a question of risk tolerance, and of how they process information regarding the potential success of a new business opportunity. Busenitz (1999) and; Palich & Bagby (1995) claimed that entrepreneurs categorized business situations as less risky than other people. Palich and Bagby (1995) supported that entrepreneurs categorized risky situations as positive result. Segal, Borgia, and Schoenfeld (2005) believe that tolerance and positive attitudes toward risk predict entrepreneurial intentions (Sánchez, 2013).

Jain and Ali (2013) claimed that risk taking is a psychological variable which reflecting a person's ability to take calculated risks and achievable challenges as to describe entrepreneurial behaviour. The researchers reveal that risk taking propensity is significantly inherent in entrepreneurial intentions. Brockhaus (1980) defined risk propensity as perceived probability of receiving the reward associated with the successful outcome of a risky situation. McClelland (1961) highlighted that entrepreneurs have moderate risk taking propensities. Gasse (1982) acknowledges that personal risk, social risk and psychological risk are related to an entrepreneur. When an entrepreneur has financial obligations due to his or her unsuccessful enterprise, he

or she can face with financial losses which can affect his or her future life standards (Jain and Ali, 2013).

2.5.4. Entrepreneurial Alertness and Entrepreneurial Intention

Entrepreneurial alertness is one of a main trait for entrepreneurs which influence entrepreneurial intention. Entrepreneurial alertness also causes entrepreneurs to explore and get the advantage of new opportunities as they need to conduct SWOT analysis for their ventures. They need to identify and appraise strengths and weaknesses of their firm. They also need to evaluate opportunities and threats of task environment and general environment. Entrepreneurs do not have to seek opportunities all the time. They should have the knowledge and information about their environment. The opportunities should be grabbing by them when they realize them. The new ideas, products, and services should be developing in order to start a new venture. Several studies which highlight entrepreneurial alertness affect entrepreneurial intention.

From the concept of entrepreneurial alertness developed by Kirzner (1973, 1979, 1982) suggested that the entrepreneurship was discovering and exploiting the opportunities and resources when the economy moved to equilibrium. The entrepreneur identifies opportunities, recognizes production factors and products with low prices to predict profit opportunities. Kirzner also assumes that information-seeking behaviour is the main property of entrepreneurial alertness. Kaish and Gilad (1991) which conducted the first empirical test to the theory of alertness (Kirzner, 1973), had found the empirical support, and they claimed that entrepreneurs used information differently and became more alert to opportunities around them. The researchers also proposed that entrepreneurs improved their alertness to opportunities by using information to assess potential business opportunities. The researcher also added the differences between entrepreneur and manager whereby, the entrepreneurs scanned environment for information that lead to opportunities but the managers out there depend on economic analyses to search opportunities. Kaish and Gilad asked How do entrepreneurs position themselves to encounter opportunities? Kirzner (1973) and Kaish and Gilad (1991) found that the hypothesis of alertness supposes that entrepreneurs are more persistent but the solving problems and searching opportunities are less focused. Entrepreneurs explore unclear opportunities and identify them by

linking more information in new ways when the market reaches equilibrium for known opportunities. Also, Kaish and Gilad (1991) highlight that Alertness will exhibit itself in a continuous 'search' for information, through broad and undirected scanning that will take place at unconventional times and places, as opposed to a directed, rational search, which takes place in appropriate times and expected places where managerial search is more likely to occur (Busenitz, 1996).

Besides that, opportunity identification is at the core of entrepreneurial capability. Entrepreneurs' capability is to identify opportunities affects development of new ventures as entrepreneurial alertness facilitates discovering emerging markets. Successful entrepreneurs are independent and have abilities to predict profits. Kirzner (1973, 1979, 1985) defined entrepreneurial alertness as the ability to notice a chance that had been ignored by other people (Kirzner, 1979). As cited by Kaish & Gilad (1991) and; Gaglio & Katz (2001), Kirzner suggests that entrepreneurial alertness is a unique ability that allows a person to pioneer opportunities. Ray and Cardozo (1995) reveal that entrepreneurial alertness is related to information receive by behaviour of a person toward incidents and objects in the environment. Moreover, Baron (2006) highlight that entrepreneurial alertness depends on unique cognitive abilities of people such as innovation and intelligence. According to Ardichvili et al. (2003) the high levels of alertness toward information are essential to confirm potential opportunity as alertness is a behavioural tendency, where a person pays close attention to incidents and objects. The researcher further explained that alertness is sensitive to information. The theoretical framework proposed by Ardichvili et al. (2003) reveal that entrepreneurial alertness has significant effect on opportunity identification. Entrepreneurs develop and evaluate opportunities after they confirm and realize on them. Politis (2005) found that the ability of an entrepreneur to recognize opportunities is stimulated by enhanced entrepreneurial alertness. Proposed by Shapero and Sokol (1982), high levels of alertness will increase the possibility to find opportunities. Kaish and Gilad (1991) found that entrepreneurs can be more alert to identify opportunities if they have enough information. The researcher further explained that reflecting, reading, discussing and detecting information to entrepreneurial alertness concept are very crucial as entrepreneurial alertness increases the capability to identify opportunities (Chang et al., 2014).

Therefore, Gelderen et al. (2008) conclude that entrepreneurial alertness (Kristiansen and Indarti, 2004) affects intention of students to be entrepreneurs (Astuti and Martdianty, 2012).

2.6 The Relationship between Entrepreneurial Knowledge and Entrepreneurial Intention

Entrepreneurial knowledge refers to an individual's appreciation of the concepts, skills and mentality expected of an entrepreneur (Jack & Anderson). Massad and Tucker (2009) reveal that, this knowledge can be acquired and developed through consistent exposure to entrepreneurial activities. Thus, entrepreneurial learning is related with the development of entrepreneurial knowledge. According to Turker (2009), there are two distinct types of entrepreneurial knowledge that related each other when determining new venture creation processes. The first type of knowledge relates to ability of people to recognize entrepreneurial opportunities. This particular knowledge involves the discovery and evaluation of new venture opportunities. Meanwhile, the second of knowledge is recognizing business opportunities involves being able to identify a market or a group of people facing a particular problem. Solving this problem often involves the development of an innovative or new approach.

Besides that, Entrepreneurial knowledge, can be known as a knowledge reservoir (Widding 2005), that built mostly through individual exposure to experiences which involving organizing the new management tasks, developing activities with little formal structure but with unexpected obstacles (Politis 2008; Honig 2004), which have been transformed into individual knowledge. As suggested in previous research, the learning activities that generate entrepreneurial knowledge which are involvement in opportunity recognition and development, and; exposure to deal with situations that involve dealing with the liabilities of newness; are both of rather experiential natures (Politis 2005). The idea that an entrepreneurial knowledge reservoir would be mostly filled through experience, could also explain the surprisingly limited impact of entrepreneurship educational programs, as a standalone effect, on the intentions to engage in an entrepreneurial behaviour (Bae et al. 2014).

Other than that, entrepreneurial knowledge should be the result of: learning how to recognize and act upon potential entrepreneurial opportunities (Shane 2000), and also learning how to cope with new challenges (Shepherd et al. 2000). Therefore, Politis (2005) & Roxas et al. (2009) state that entrepreneurial knowledge can be defined as the conceptual and analytic understanding needed to recognize and act on opportunities in the multifunctional and multi-faceted process of entrepreneurship.

In this particular research, it very crucial to study the influence of entrepreneurial knowledge on entrepreneurial intention, which the objective is providing a better understanding between student entrepreneurial experience and their intention to engage in entrepreneurial activity.

2.7 Theory of Planned Behaviour (TPB)

Ajzen's theory of planned behaviour (TPB) is one of major intention models that are widely used since 1990's. Ever since, many researchers used the Theory of Planned Behaviour (Ajzen, 1987; Ajzen, 1991) to describe the individual's intentions towards becoming the entrepreneurs in their study (Krueger et al., 2004; Ekpe & Mat, 2012; Kolvereid, 1996 Tkachev & Kolvereid, 1999; Engle, Dimitriadi, Gavidia, Schlaegel, Delanoe, Alvarado & Wolff, 2010). In this particular theory, in order to execute any behaviour, individual intention relies upon on three perceptions which are attitude toward behaviour, subjective norms, and perceived behavioural control (Krueger et al., 2000; Linan & Santos, 2007).

1. Attitudes toward behaviour

Ajzen (1991) defines attitudes as the extent of individual has favourable and unfavourable assessment of the actions. Attitude toward behaviour is about the belief and the judgment that a person hold towards the action or behaviour which include either a person is in the thought that the particular behaviour in beneficial for herself or himself or vice versa. It also generally defined as how the individual will feel about the consequences of performing certain behaviour, either negative or positive.

2. Subjective norms

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

3. Perceived behavioural control

Perceived Behavioural Control can be defined as the perception possess by an individual on his ability to execute a given behaviour and much control does she or he has over the behaviour (Ajzen, 1991).

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

According to Ajzen (2001) and Kolvereid (1996), TPB can be applied to most of all voluntary behaviours and also the choice of professional career. Therefore, for this particular study, the study uses TPB where the entrepreneurial intention among undergraduates is explained by the three elements as in Figure 2.1. For the purpose of this study, the TPB model by Ajzen (1991) is used to identify the entrepreneurial intention among business undergraduate students at UUM.

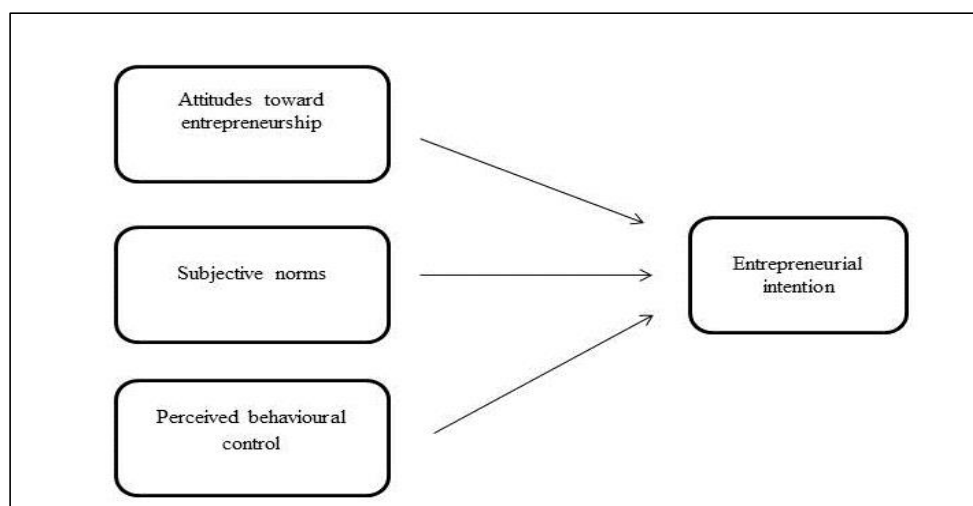


Figure 2.1

Source: Ajzen's theory of planned behaviours (1991)

Several studies have been conducted to identify the influences of Theory of Planned Behaviour on entrepreneurial intention. In recent studies on entrepreneurial intention among postgraduate students using the TPB antecedents found positive findings of association between the three elements of TPB and entrepreneurial intentions (Mahmoud & Farah, 2014; Nurhidayah et. al, 2013).

In addition, the comparative study was done by previous researchers which confirmed the usability of TPB to predict the intentions to become entrepreneurs. Iakovleva et. al (2011) conducted study on developing countries and developed countries to observe the differences of entrepreneurial intention between the two groups. A comparative study on business and non-business students of UUM shows a positive relationship between the three dimensions of TPB and entrepreneurial intention (Maizura, 2009). The findings show that both groups agreed that TPB predicts their intention to be an entrepreneur. As mentioned earlier, the TPB postulates the following three predictors of entrepreneurial intention.

According to Linan and Santos (2007), two of these constructs personal attraction as well as perceived behavioural control are exchangeable with that of Shapero and Sokol (1982)'s event model, which are perceived feasibility and desirability. However, the theory of planned behaviour (Ajzen, 1991) also used to describe the behaviour of humans, which include their norms, attitude, and perceptions in behavioural control. This means the extent to which humans evaluate behaviour favourably or otherwise, norms here refer to social or environmental pressures that will force an individual to act or not to act behaviour.

Therefore, the Theory of Planned Behaviour reveals that individual intention is the best way to predict behaviour; thus entrepreneurial intentions are the best way for understanding the process of entrepreneurship (Krueger, 2004). Moreover, in several studies pertaining classification of behaviours as well as intention towards employing

such behaviour, attitude shows about 50% of the variance regarding intention (Krueger et al., 2000).

Furthermore, Autio, Keeley, Klofsten, Parker and Hay (2001) shows that the TPB constructs explained variance of about 21% of intention to be self-employed. Similarly, in another study conducted by Linan and Chen (2009) discovered about 55% of variance in intention to start a business. In general, the more favourable these antecedents (attitude, subjective norms and behavioural control) are towards the behaviour, the firmer should be the individuals' intention to perform it (Scholten, Kemp, & Omta, 2004).



CHAPTER 3: METHODOLOGY

3.0 Introduction

This chapter explains the methodology used in conducting this particular research. There are involved research framework, hypothesis, research design, operational definition of variables, instrumentation, sample and sampling techniques and lastly, data procedures.

3.1 Research Framework

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.

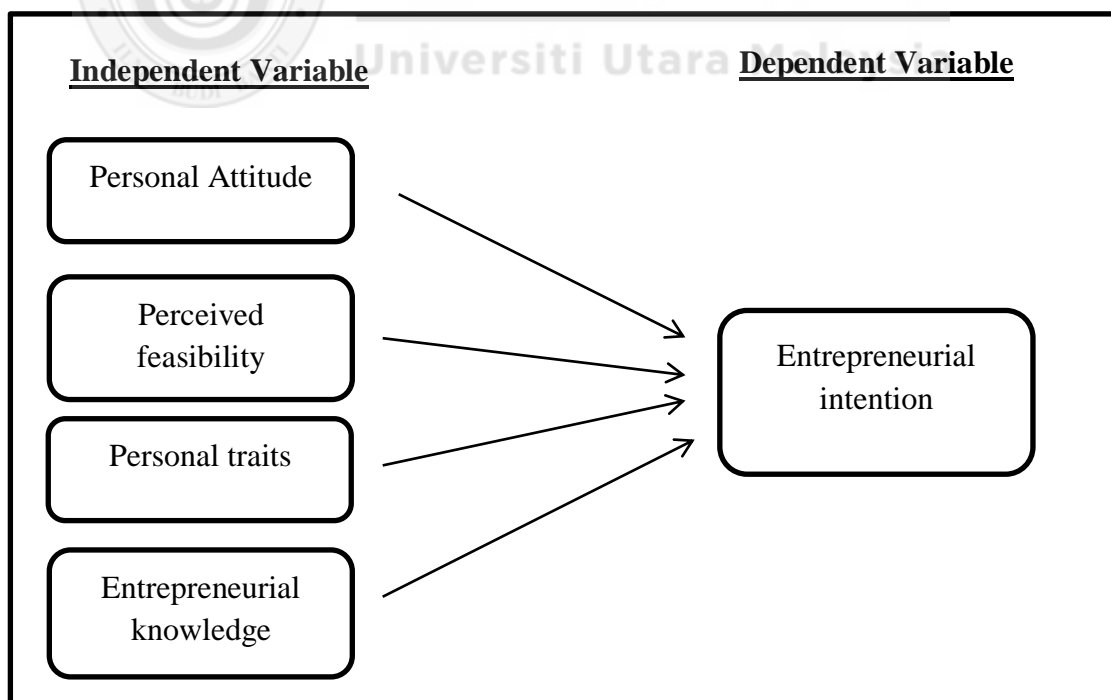


Figure 3.1

Research Framework

3.2 Hypothesis

H1: There is a significant relationship between personal attitude and entrepreneurial intention among UUM business undergraduates.

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

H3: There is a significant relationship between personal traits and entrepreneurial intention among UUM business undergraduates.

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

3.3 Research Design

This research is to assess the reliability and validity of the entrepreneurial intention among UUM undergraduate students. In order to achieve the objective, descriptive research is chosen. Rusli and Hasbee (2011), indicate that descriptive research is a research which describes phenomena as they exist. Apart from that, descriptive research is done to give a systematic explanation on facts with a faster way (Sidek Mohd Noah, 2000). Besides that, data collected is often quantitative and to summarize the information, statistical technique is used. Sidek Mohd Noah (2002) clarifies that a descriptive research is conducted to prove a systematic explanation of facts of a population or of an interested field in an accurate manner.

3.3.1 Type of Study

The quantitative study has been considered of the significant aspects of the research design to allow its findings to explain the phenomenon under study. According to Sekaran (2003), the design of the study includes some rational decision options that are easy to understand.

3.3.2 Sources of Data

The number of population students from School of Business Management has been obtaining through the information provided by Academic Affairs Department of

Universiti Utara Malaysia. After that, the questionnaires will be distributed. Sekaran (2003) stated that the method of obtaining data using a questionnaire is an efficient method of data collection mechanism. The particular method used because the researcher will aware of what information is required and how to measure the variables identified.

3.3.3 Unit of Analysis

In this study, the individual data sources have been chosen to indicate the data collected from responds of UUM's student.

3.3.4 Population of Frame

This research was conducted in Universiti Utara Malaysia. 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 were chosen because they are about to complete the study and assumed to be starting up the career open 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 Krejce & Morgan (1970) which conclude that the appropriate number of sample from 1411 populations would be 302 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 below.

Table 3.1

Final Year Students Population and Sample

Program	Number of students	Sample
Bachelor of Marketing	283	21
Bachelor of Human Resource Management	295	20
Bachelor of Entrepreneurship	188	13
Bachelor of Business Administration	645	46
Total	1411	100

Sources: UUM Academics Affairs Department, 2018

3.4 Operational definition of variables

The operational definitions and items used to measure each of variables are defined and briefly explained as below:

3.4.1 Entrepreneurial Intention

Entrepreneurial intention will be measured by using Seven-point Likert Scale (1=Strongly Disagree to 7=Strongly Agree) are used to provide the respondent as their level of agreeableness.

Table 3.2

Operational Definition and items for entrepreneurial intention

Variable	Operational definition	Item/ Measures
Entrepreneurial Intention	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. I will start my own business or become self-employed on a full time basis within the next one year. 4. I will start my own business or become self-employed on a full time basis within the next five year. 5. I will choose a career as an employer

Source: Tkachev and Kolvereid (1999)

3.4.2 Personal Attitude

Personal attitude were measured by using Seven-point Likert Scale (1=Strongly Disagree to 7=Strongly Agree) are used to provide the respondent as their level of agreeableness.

Table 3.3

Operational Definition and items for personal attitude

Variable	Operational definition	Item/ Measures
Personal Attitude	A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation.	<ol style="list-style-type: none"> 1. Being an entrepreneur implies more advantages than disadvantages to me 2. A career as entrepreneur is attractive for me 3. Among various options, I would rather be an entrepreneur

Source: Linen and Chen (2009)

3.4.3 Perceived Feasibility

Perceived feasibility were measured by using Seven-point Likert Scale (1=Strongly Disagree to 7=Strongly Agree) are used to provide the respondent as their level of agreeableness.

Table 3.4

Operational Definition and items for perceived feasibility

Variable	Operational definition	Item/ Measures
Perceived Feasibility	The extent to which an individual believes that they have the required resources (or skills) to successfully undertake the task	<ol style="list-style-type: none"> 1. I am prepared to start a viable firm 2. I can control the creation process of a new firm 3. I know the necessary practical details to start a firm 4. I know how to develop an entrepreneurial project 5. If I tried to start a firm, I would have a high probability of succeeding

Source: Linen and Chen (2009)

3.4.4 Personal Traits

Personal traits were measured by using Seven-point Likert Scale (1=Strongly Disagree to 7=Strongly Agree) are used to provide the respondent as their level of agreeableness.

Table 3.5

Operational Definition and items for personal traits

Variable	Operational definition	Item/ Measures
Need For Achievement	Refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards	<ol style="list-style-type: none"> 1. I desire and pursue success 2. I will seek added responsibilities in jobs assigned to me 3. I will try hard to improve on past work performance 4. I enjoy completing tasks 5. I attribute success or failure to myself rather than to others and circumstances 6. I will try to perform better than my friends 7. I will do very well in fairly difficult tasks relating to my study and my work 8. I return to uncompleted tasks and finish them 9. I put in great effort sometimes in order to learn something new 10. I have little fear of failure
Locus Of Control	The degree to which people believe that they have control over the outcome of events in their lives, as opposed to external forces beyond their control	<ol style="list-style-type: none"> 1. Diligence and hard work usually lead to success 2. If I do not succeed on a task, I tend to give up 3. I do not really believe in luck
Risk Tolerance	The degree of variability in investment returns that an investor is willing to withstand	<ol style="list-style-type: none"> 1. One should not start a business if there is a risk it might fail 2. Risk of failure is a major concern for me

Table 3.5 Continued

Variable	Operational definition	Item/ Measures
Entrepreneurial Alertness	The ability that some people have to recognize competitive imperfections in markets	<ol style="list-style-type: none"> 1. I read news, magazines, or trade publications regularly to start my own business. 2. I think about work-related matters in my free time to start my own business. 3. I think about work-related matters even during my holidays to start my own business 4. I think about new business ideas in my free time to start my own business.

Source: Locus of Control, Kristiensen and Indarti (2004); Need for Achievement, Kristiensen and Indarti (2004) & Mhango (2006); Risk Tolerance, Verheul et al (2006); Entrepreneurial Alertness, Kaish and Gilad (1991) cited in Colakoglu & Cozukara (2016)

3.4.5 Entrepreneurial Knowledge

Entrepreneurial knowledge were measured by using Seven-point Likert Scale (1=Strongly Disagree to 7=Strongly Agree) are used to provide the respondent as their level of agreeableness.

Table 3.6

Operational Definition and items for entrepreneurial knowledge

Variable	Operational definition	Item/ Measures
Entrepreneurial Knowledge	Knowledge of a circumstance or fact gained through first hand observation or experience	<ol style="list-style-type: none"> 1. Thanks to my experience, I know how to start a viable business 2. Thanks to my professional experience, I know well clients problems 3. It is easy for me to identify business opportunities in my professional area 4. Thanks to my knowledge, I am comfortable at my work as I know how the business works

Source: Linen and Chen (2009)

3.5 Instrumentation

In this particular study, the instrument used to measure the answer of respondent is questionnaire. The measurement used is adapted from below resources

Table 3.7

Sources of Variable's Instruments

Category	Instrument	Coding	Items
Section A			
Demographic	Self-Developed	A1,A2,A3,A4,A5	5 Items
Section B			
Personal Attitude	Adapted from : Linen and Chen (2009)	BPA1, BPA2,BPA3	3 Items
Perceived Feasibility	Adapted from : Linen and Chen (2009)	BPF1,BPF2,BPF3, BPF4,BPF5	5 Items
Personal Traits	Adapted from:		
i. Need for achievement	Kristiensen and Indarti (2004) & Mhango (2006)	BPT1,BPT2,BPT3, BP T4,BPT5,BPT6,BPT7,	
ii. Locus of control	Kristiensen and Indarti (2004)	BPT8,BPT9,BPT10,	19 Items
iii. Risk tolerance	Verheul et al (2006)	BPT11,BPT12,BPT13, BPT14,BPT15,BPT16,	
iv. Entrepreneurial alertness	Kaish and Gilad (1991)	BPT17,BPT18,BPT19	
Entrepreneurial Knowledge	Adapted from : Linen and Chen (2009)	BEK1,BEK2,BEK3, BEK4	4 Items
Entrepreneurial Intention	Adapted from: Tkachev and Kolvereid (1999)	CEI1,CEI2,CEI3,CEI4, CEI5	5 Items

In section A, the questions were asking about demographic characteristic which included gender, age, education programme, Grade Percentage Average (GPA), ethnicity, family business background and business experience. The others section will using the seven point Likert Scale (1=strongly Disagree, 7=strongly Agree and 4=neutral) as a midpoint.

3.6 Data Collection Procedures

The population for this study is final year for undergraduate students of Universiti Utara Malaysia in the main campus of Sintok, Kedah. The total population of active final year students is 1411 which include starting from semester 5 until semester 9 and above. Based on Krejcie and Morgan (1970) table, the sample of this study should at least consist of 302 respondents. However, the researcher distributed 320 questionnaires to the respondents to overcome errors during the data analysis such as incomplete answers, invalid respondents or outliers, and repetitive responds scales. These errors will affect the normality of the data hence the overall data analysis might be wrong or insignificant. The researcher obtained the information regarding the total number of final year students from the current record of Students Affairs Department. The researcher used the survey method through a 43-items questionnaire as the primary data collection method. The researcher conducts a pilot study on 30 undergraduate students to investigate the validity of this research instrument. The respondents for the pilot study are randomly selected at places such as the library, residence hall and in the class. The result for the pilot test is presented in the later section.

After that, for the actual study, the researcher distributes questionnaires to 320 respondents of UUM's undergraduate students using the random sampling technique. The questionnaires are in English language and distribute to respondents at specific places that have a high attendance of undergraduate students such as the library, colleges, and residence halls. Researcher waits until the respondents finished completing the questionnaires because some respondents demand further explanations on the study and some respondents need guidance from the researcher to understand some items of the questionnaires. The average time taken for a respondent to answer

the questionnaire is about 10-15 minutes. The researcher personally distributes the questionnaires to the respondents to ensure that all questionnaires would be collected back.

3.7 Data Analysis Techniques

In this study, the Statistical Packages for Social Science (SPSS) software is used to analyse the demographic factors, independent variables and the dependent variable. Descriptive statistics analysis is used to analyse the demographic factors in the questionnaire. However, before the researcher proceeds with the descriptive, a few other pre-data analysis are necessary to be implemented to ensure the collected data can be utilized to analyse the dependent and independent variables for this study. There discussed as below:

3.7.1 Pilot Test

A pilot test is a test that shall be run before the actual research to be implemented. A pilot test may highlight weaknesses in the administration procedures (Rusli & Hasbee, 2011). According to Teijlingen & Hundley (2001), the term pilot test or pilot study is referring to a mini version of a full-scale study or also called feasibility study, as well as the specific pre-testing of a particular research instrument such as a questionnaire or interview schedule. Pilot test is a crucial element of a good study design. Apart from that it provides valuable insights to researcher about a research to be conducted.

In this research the pilot test will be the reliability test in which aimed to find the reliability of the Entrepreneurial Intention among undergraduate UUM's students. A pilot study conducted on 30 students selected as respondents. The result of the pilot study facilitates the researcher to assess the level of reliability on each question in the questionnaires. The pilot study also contributed to determining whether the respondent has any difficulty in answering the questions.

Table 3.8
Reliability Values

Items	Number of Items	Cronbach's Alpha
Dependant Variable		
Entrepreneurial Intention	5 Items	0.820
Independent Variable		
Personal Attitude	3 Items	0.870
Perceived Feasibility	5 Items	0.823
Personal Traits	19 Items	0.862
Entrepreneurial Knowledge	4 Items	0.811

3.7.2 Descriptive Analysis

According to Saunders et. al (2012), descriptive statistics describes and compares variables numerically. The statistics emphasizes on two aspects in describing a variable which are the central tendency and dispersion. The central tendency represents mode, median and mean. In addition, the measurement on the dispersion states the difference between the highest and lowest value of each item. For this study, descriptive analysis is used to determine the characteristics of respondents demographic. The demographic factors are gender, age, ethnicity, education programme of respondents, GPA, business experience and family member engage in business. Besides that, researcher uses the descriptive analysis to measure the level of entrepreneurial intention among undergraduate students of UUM by analysing the mean and standard deviation of the EI.

3.7.3 Reliability Test

According to Sekaran (2003), reliability analysis is a test to determine the consistency of items within the questionnaire. Each item in the questionnaire

tested and analysed according to the connections among items and the outcome reflect the on reliability and consistency by the score of Cronbach's coefficient alpha. According to Frankel & Wallen (1993), reliability was the degree of consistency of which the measuring instrument measure whatever it was. Once the dimensionality of instrument was verified, internal consistency of the scales in questionnaire should be checked by Cronbach's Alpha procedure and its reliability can be considered high if the alpha value was nearer to +1. Frankel and Wallen(1993) further explained that the alpha value should be at least 0.70 and preferably higher for research purposes. This statistical method is related to the degree of which measure were free from random error, thus, yielding consistent results for the analysis.

Table 3.9
Coefficient Alpha (α) Scales

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

Source: Frankel and Wallen(1993)

3.7.4 Correlation Analysis

Correlation techniques helps in detecting the importance, solidity and the direction between the independent variables (personal attitude, perceived feasibility, personal traits, entrepreneurial knowledge) 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 3.10
Interpretation of Strength of Correlation

Correlation value, r	Strength of relationship
± 0.70 or ± 1.00	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 Regression Analysis

The researcher uses multiple regression analysis to test the H1, H2, H3 and H4. In contrast with the correlation analysis, the regression analysis enables researcher to examine the strength of a dependent variable and one or more independent variables (Saunders et. al, 2012). Therefore, the multiple regression analysis is used to identify the influence of personal attitude, perceived feasibility, personal traits and entrepreneurial knowledge on the entrepreneurial intention. The study uses the significant level of 0.01 ($p < 0.01$) to either reject or accept the hypotheses for this study.

3.8 Summary

This chapter has discussed on the research design, theoretical framework and hypothesis, measurement of variables, data collection methods, population of the study, sample size and sampling techniques, reliability and validity test and finally, data analysis techniques. A pilot test was conducted on UUM postgraduate students to assess confirm the reliability of the questionnaires before the real survey questionnaires are distributed and analysed. For this study, descriptive frequency

analysis is used to observe the respondents' demographics, correlational and multiple regressions are used to test the three hypotheses of the study while the independent sample t-test analyses the fourth hypothesis.



CHAPTER 4: DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter will discuss the findings and discussions on the study that has been conducted. The data collected and gathered from the respondents have been analysed by using the Statistical Package for the Social Sciences (SPSS) version 22.0 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 that, 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 analyse the demographics information of the selected respondents. From the 302 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 66.23% of the completed answered questionnaires that available for the analysis process.

From the total of 200 respondents, 128 (64%) respondents are between 20 until 22 years old, whereby 66 (33%) respondents at the age between 23 to 25 years old. It has been recorded that only 3 (1.5%) respondent is at the age of 25 and above. The result is also being portrayed in graphic as showed in Figure 4.1

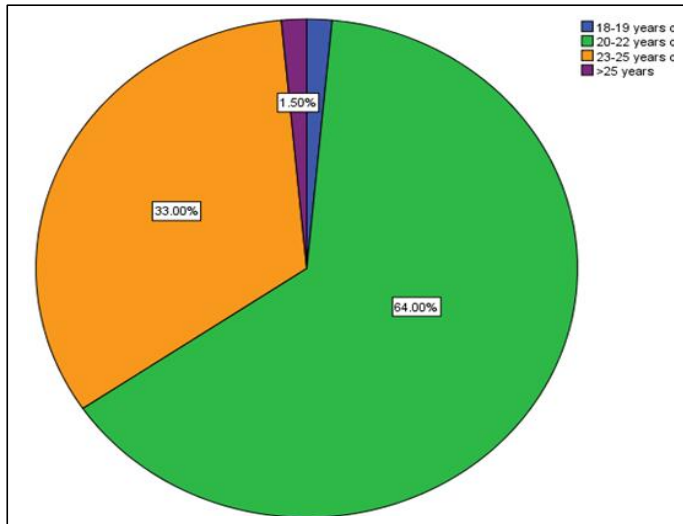


Figure 4.1
Percentage of Respondent's Age

As for gender, most of the respondents are female with 161 (80.5%) and male shows a number of 39 (19.5%) from the total number of respondents. For ethnicity, most of them are Malay which their total is 153 (76.5%). Whereby, the Chinese is only 36 (18%). The other rest is Indian 3(1.5%) and others 3(1.5%) which are from Bajau and Indonesia. Figure 4.2 and Figure 4.3 showed the figure of gender and ethnicity below.

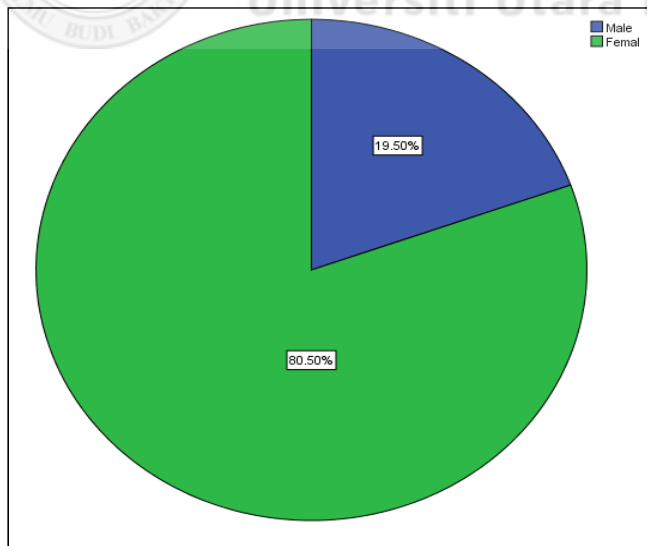


Figure 4.2
Percentage of Respondent's Gender

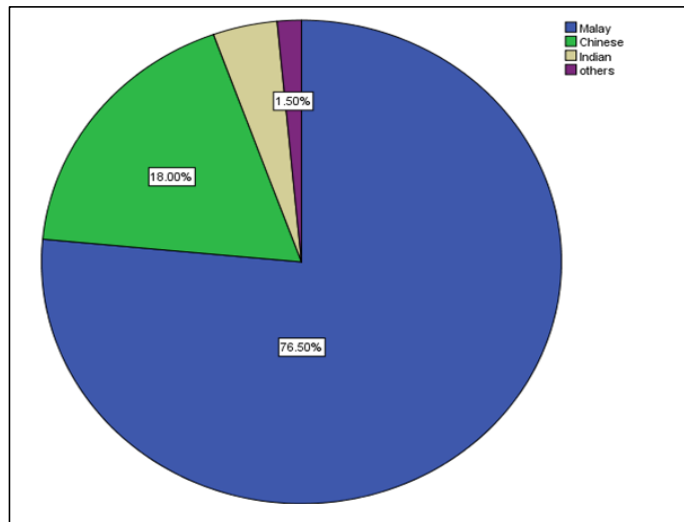


Figure 4.3
Percentage of Respondent's Ethnicity

Majority of the respondents are the students from Bachelor of Business Administration with the number of 81 (40.5%). Whereby students from Bachelor of Human Resource Management are only about 41 (20.5%), Bachelor of Marketing with the record of 34 (17%) and 28 (14%) are those from Bachelor of Entrepreneurship. As for Current Semester, majority of respondent form Semester 5-6 with the number 184 (92%). Only 13 (6.5%) respondents are from Semester 3-4. The other rest only 1 (0.5%) each respondent from Semester 7-8 and above Semester 9. Graphical image for both criteria have been presented as in Figure 4.4.and Figure 4.5 respectively

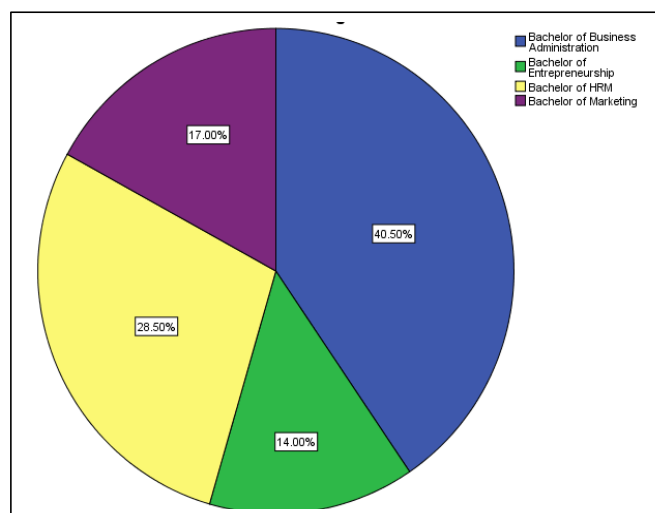


Figure 4.4
Percentage of Respondent's Programme

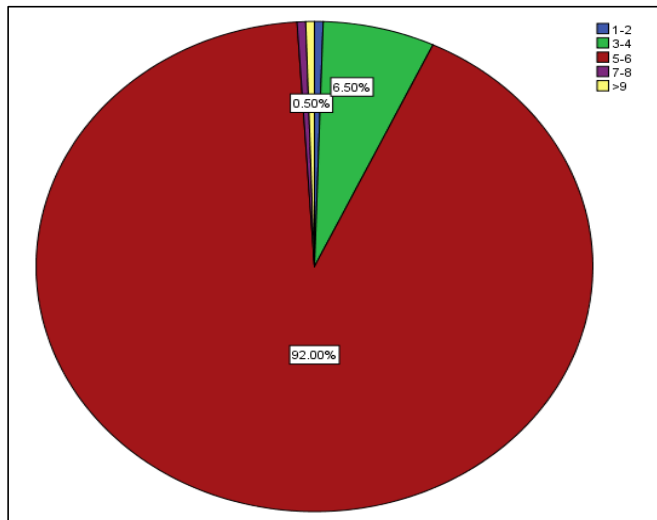


Figure 4.5
Percentage of Respondent's Current Semester

For GPA, majority of respondents are average 3.49-3.00 with the number 107 (53.5%). Whereby, 83 (41.5%) respondents are 4.00-3.50 GPA. Only 2(1%) respondents are 2.99 and below 2.50. The figure 4.7 below showed the percentage of respondents.

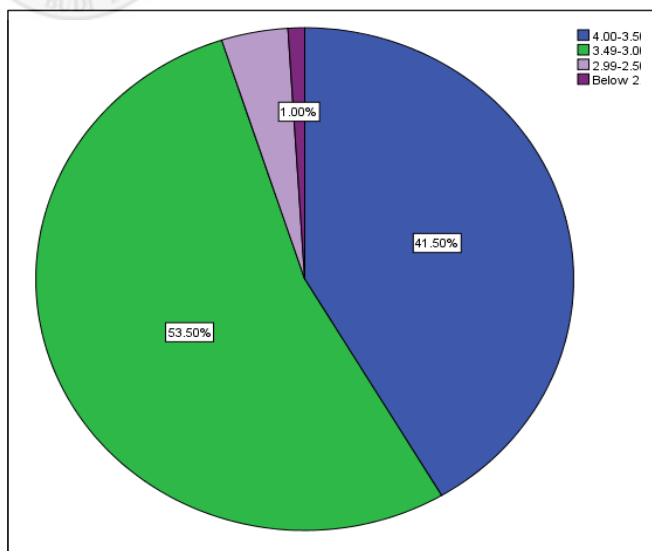


Figure 4.7
Percentage of Respondent's GPA

In another dimension, 130 (65%) of the respondents had the experience in conducting business and 70 (35%) respondents do not having any business experiences. Graphical images are showed in Figure 4.3 below

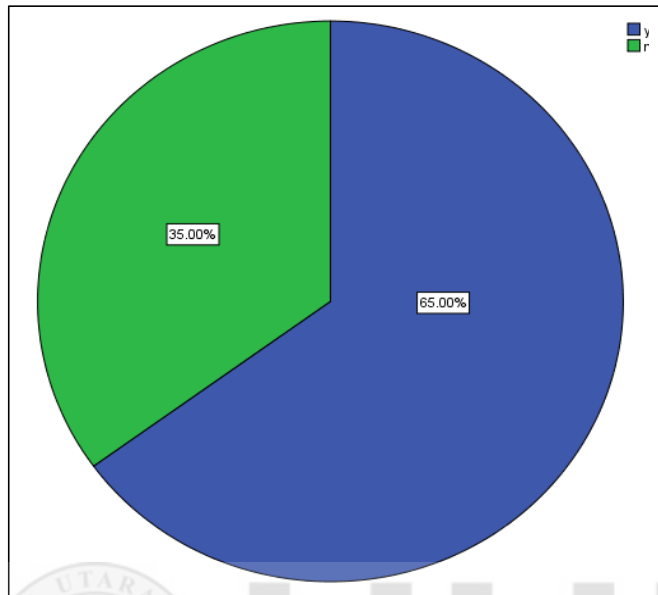


Figure 4.8
Percentage of Respondent's with Business Experience

Meanwhile, 123 (61.5%) of the respondents have the family members who run a business and only 77 (38.5%) from the total respondents did not have family members who involve in business particularly. Overall result for the frequency analysis is also showed in Table 4.1.

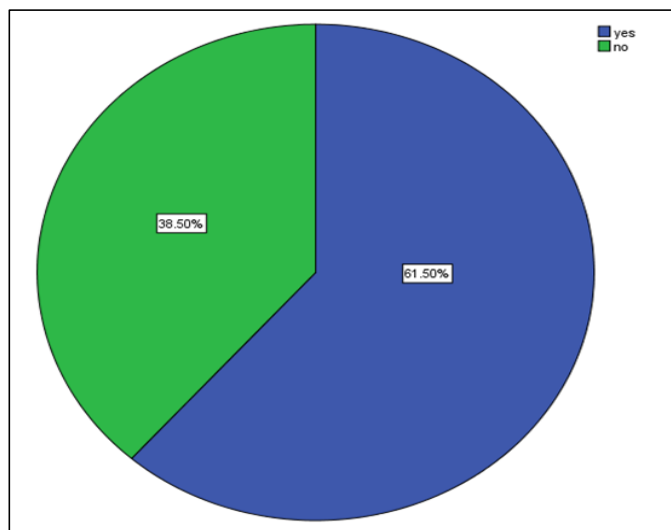


Figure 4.9
Percentage of Respondent's Family engaged in Business

Table 4.10
Frequency of Respondents Demographic Profile

Demographic	Characteristics	Frequency	Percentage
Gender	Male	39	19.5
	Female	161	80.5
Semester	1-2	1	.5
	3-4	13	6.5
	5-6	184	92.0
	7-8	1	.5
	>9	1	.5
Programme	Bachelor of Business Administration	81	40.5
	Bachelor of Entrepreneurship	28	14.0
	Bachelor of HRM	57	28.5
	Bachelor of Marketing	34	17.0
Age	18-19 years old	3	1.5
	20-22 years old	128	64.0
	23-25 years old	66	33.0
	>25 years	3	1.5
GPA	4.00-3.50	83	41.5
	3.49-3.00	107	53.5
	2.99-2.50	8	4.0
	Below 2.50	2	1.0
Ethnicity	Malay	153	76.5
	Chinese	36	18.0
	Indian	8	4.0
	others	3	1.5
Business Experience	yes	130	65.0
	no	70	35.0
Family Member engaged in business	yes	123	61.5
	no	77	38.5

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 5.1870. Meanwhile, on the independent variable dimensions, perceived feasibility scored the high level of mean with 4.5930 but it is still the lowest compared to the other variables in which personal attitude, personal traits and entrepreneurial knowledge showed higher value of mean with 5.1783, 5.0886 and 4.9813 respectively.

The result for standard deviation obtained shows that, all of the instruments used scored less than 1.00 which indicates that the dissimilarities in respondents' judgments are small (Sekaran & Bougie, 2013). Entrepreneurial intention as the dependent variable has the standard deviation of 0.79574 where, standard deviation for the independent variables inclusive of personal attitude, perceived feasibility, personal traits and entrepreneurial knowledge are 1.08689, 0.90634, 0.65270 and 0.99683 respectively. Personal traits 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 -0.170, following by the independent variables skewness value; personal attitude, perceived feasibility, personal traits and entrepreneurial knowledge showed a negative skewness with -0.454, -0.299, -0.510, and -0.788 respectively. 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 0.236 and independent variables; personal attitude, personal traits and entrepreneurial knowledge showed positive result with 0.438, 0.232 and 1.284 respectively. However, different result obtained for perceived feasibility dimension where it obtained negative

value of -0.322. 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
Independent Variable				
Personal Attitude	5.1783	1.08689	-.454	.438
Perceived Feasibility	4.5930	.90634	-.299	-.322
Personal Traits	5.0886	.65270	-.510	.232
Entrepreneurial Knowledge	4.9813	.99683	-.788	1.284
Dependent Variable				
Entrepreneurial Intention	5.1870	.79574	-.170	.236

4.3 Reliability Analysis

Cronbach's Alpha or Coefficient Alpha has been used in order to analyse the reliability of the questionnaire used for this research purpose. Details and values of Cronbach's alpha for each instrument 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 personal attitude variable with 0.827; following with perceived feasibility (0.819), personal traits (0.816) and the least, entrepreneurial knowledge with 0.806. Meanwhile, Cronbach's alpha for the dependent variable, entrepreneurial intention is 0.833.

Table 4.3
Reliability Statistic of Variables

Items	Number of Items	Cronbach's Alpha
Dependent Variable		
Entrepreneurial Intention	5	0.833
Independent Variables		
Personal Attitude	3	0.827
Perceived Feasibility	5	0.819
Personal Traits	18	0.816
Entrepreneurial Knowledge	4	0.806

4.4 Pearson's Correlation Analysis

Pearson Correlation analysis have been conducted in order to examine the correlation among the variables which are personal attitude, perceived feasibility, personal traits and entrepreneurial knowledge 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

	PA	PF	PT	EK	EI
1 Personal Attitude	1				
2 Perceived Feasibility	.520**	1			
3 Personal Traits	.581**	.549**	1		
4 Entrepreneurial Knowledge	.540**	.633**	.678**	1	
5 Entrepreneurial Intention	.542**	.471**	.551**	.481**	1

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

Based on the correlation result in Table 4.4, there is a positive correlation between the personal attitude and entrepreneurial intention ($r = 0.542$, $p < 0.01$) which indicates that there is a relationship between these two variables. Besides, there is also a positive

correlation between personal traits and entrepreneurial intention ($r = 0.551$, $p < 0.01$). Both correlation result is categorized as high as the value of 0.542 and 0.551 is between the ranges of ± 0.50 to ± 0.69

The result showed that there is positive correlation between the perceived feasibility and entrepreneurial intention ($r=0.471$, $p<0.01$) and this variable also being categorized under moderate correlation according to Pallant (2013).

There is also a positive correlation between entrepreneurial knowledge and entrepreneurial intention ($r = 0.481$, $p < 0.01$) which indicates that there is a relationship between these two variables. Thus, the correlation is categorized as moderate as the value of 0.481 is between the ranges of ± 0.30 to ± 0.49 .

Among the independent variables, personal attitude and personal traits showed the strongest correlation with the dependent variable, entrepreneurial intention by the correlation value of both are 0.542 and 0.551 as compared to the other two variables.

4.5 Multiple Regression Analysis

Multiple Regression Analysis used for two main reasons which are calculating R-Squared and detecting the contribution of each variable (Neuman, 2000). 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 (personal attitude, perceived feasibility, personal traits, entrepreneurial knowledge) 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 0.395 specified that only 39.5% of the variance in entrepreneurial intention explained by the independent variables (personal attitude, perceived feasibility, personal traits and entrepreneurial knowledge) which is 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 dimensions have the significant relationship with the dependent variable (entrepreneurial intention) which are personal attitude ($p = 0.000$) and personal traits ($p = 0.001$) where the significance level is less than 0.05 ($p < 0.05$). There is insignificant relationship between perceived feasibility and entrepreneurial knowledge dimensions with the entrepreneurial intention since the significance level is more than 0.05 ($p > 0.05$).

Regarding the beta analysis, all the variables showed the positive beta values which are personal attitude ($\beta = 0.280$), perceived feasibility ($\beta = 0.139$), personal traits ($\beta = 0.273$) and entrepreneurial knowledge ($B = 0.057$).

Results on the hypotheses testing are discussed below and summary of hypothesis testing is presented in Table 4.5.

Table 4.5:
Multiple Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.629 ^a	.395	.383	.62519

- a. Predictors: (Constant), M_BEK, M_BPA, M_BPF, M_BPT
 b. Dependent Variable: M_CEI

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.789	4	12.447	31.846	.000 ^b
	Residual	76.217	195	.391		
	Total	126.006	199			

- a. Dependent Variable: M_CEI
 b. Predictors: (Constant), M_BEK, M_BPA, M_BPF, M_BPT

Coefficient Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.643	.353		4.655	.000
M_PA	.205	.053	.280	3.868	.000
M_PF	.122	.066	.139	1.848	.066
M_PT	.333	.099	.273	3.354	.001
M_EK	.045	.067	.057	.674	.501

a: Dependent Variable: Entrepreneurial Intention

H1: There is a significant relationship between personal attitude and entrepreneurial intention among UUM business undergraduates.

Beta (β) value of personal attitude dimension showed positive value with 0.280, the t value is 3.868 ($t > 1.645$) and significance value is 0.000 ($p < 0.05$). Since the t value is more than 1.645 and significance value is less than 0.05, this concluded that, personal attitude has a significant relationship with the dependent variable, entrepreneurial intention. Hypothesis 1 is accepted.

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

The beta value of perceived feasibility dimension is a positive with 0.139. The t value is more than 1.645 which scored a positive t value (1.848) and the significance value (0.066), is more than 0.01 which indicates that perceived feasibility do not have significant relationship with the entrepreneurial intention. Hypothesis 2 is rejected.

H3: There is a significant relationship between personal traits and entrepreneurial intention among UUM business undergraduates.

Beta (β) value of personal traits dimension showed positive value with 0.273, the t value is 3.354 ($t > 1.645$) and significance value is 0.001 ($p < 0.05$). Since the t value is more than 1.645 and significance value is less than 0.05, this concluded that, personal

traits have a significant relationship with the dependent variable, entrepreneurial intention. Hypothesis 3 is accepted.

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

Beta (β) value obtained for entrepreneurial knowledge dimension is positive with 0.057, the t value scored is 0.674 which is more than 1.645, however, and the significance value is 0.501 is more than 0.05; thus, resulting the entrepreneurial knowledge dimension does not have a significant relationship with the entrepreneurial intention. Hypothesis 4 is rejected.

Table 4.6
Summary of hypothesis testing

Hypothesis	Description	Result
H1	There is a significant relationship between personal attitude and entrepreneurial intention among UUM business undergraduates.	Accepted
H2	There is a significant relationship between perceived feasibility and entrepreneurial intention among UUM business undergraduates.	Rejected
H3	There is a significant relationship between personal traits and entrepreneurial intention among UUM business undergraduates.	Accepted
H4	There is a significant relationship between entrepreneurial knowledge and entrepreneurial intention among UUM business undergraduates.	Rejected

4.6 Summary

This chapter presents the research findings based on the statistical analysis that has been conducted in testing the hypotheses that have been developed at the earlier stage of the study. The analyses that have been used 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: DISCUSSIONS AND CONCLUSIONS

5.0 Introduction

The purpose of this chapter is to conclude of this particular study. The result of the finding of study reported in chapter four is being discus in this chapter based on the research's objectives. This particular chapter also presents the limitation, and recommendations for practitioner and suggestion for the future research.

5.1 Summary of the Findings

This study is purposely to examine the relationship of independent variables which are personal attitude, perceived feasibility, personal traits and entrepreneurial knowledge with the dependent variable which is entrepreneurship intention among business undergraduate students in UUM. This particular study is expected to meet the research objectives and answering all the research questions that have been established in chapter one.

5.1.1 To Examine the Relationship between Personal Attitude and Entrepreneurial Intention

From the finding result, only two hypotheses have been accepted and followed the objective for this research. The first objective, examination on the relationship between personal attitude and entrepreneurial intention has a positive (high) relationship. The multiple regression analysis indicates that the relationship between these two variables is significant. In other word, personal attitude is significantly influencing the entrepreneurial intention among business undergraduates. Sekaran and Bougie (2013) explained that a moderate and high correlation between the two variables can give an impact of significant relationship in the regression analysis stage. Therefore, the first hypothesis (H1) is accepted.

5.1.2 To Examine the Relationship between Perceived Feasibility and Entrepreneurial Intention

With regard to second objective that is examining the relationship between perceived feasibility and entrepreneurial intention. The perceived feasibility showed moderate correlation with the entrepreneurial intention based on the correlation analysis conducted. Meanwhile, the relationship between both variables is insignificant as multiple regression analysis result is not significant. It considered that, the hypothesis (H2) is being rejected.

5.1.3 To Examine the Relationship between Personal Traits and Entrepreneurial Intention

However, results obtained for the third variable, personal traits helps in examining the third (3) objectives of the study where there is a positive relationship (high) between the personal traits 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.

5.1.4 To Examine the Relationship between Entrepreneurial Knowledge and Entrepreneurial Intention

Last variable is entrepreneurial knowledge which correlation analysis indicates that there is a positive moderate relationship between the entrepreneurship education and entrepreneurial intention. Meanwhile, multiple regression analysis resulted that the relationship is insignificant in affecting the entrepreneurial intention. It concluded that, the fourth hypothesis (H4) is being rejected.

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.

5.2.1 Relationship between personal attitude and entrepreneurial intention

Personal attitude showed a significant relationship with the entrepreneurial intention so that the hypothesis is accepted in this research. The results indicate a correlation coefficient value of 0.280 which mean that the students with positive perception toward entrepreneurship will lead to a greater intention to become entrepreneurs after graduated. The findings also indicate a significant and positive relationship between personal attitude and intention to become entrepreneur with the p-value of $0.00 < 0.01$ in the study. Thus, the present result justified and also supports the hypothesis. This finding also supports the study by Zampetakis *et al.* (2013) which shows a positive relationship between attitudes on entrepreneurship among agriculture and related science students with the intention to become an entrepreneur. Other than that, the current result also parallel with other studies which found a positive relationship between the pair (Mahmoud, 2014; Youseffet. al, 2015; Karali, 2013).

Besides that, Ebewo (2013) studied the effects of entrepreneurship education among University of Botswana students. The study found a positive relationship between personal attitudes and entrepreneurship intentions. Ebewo (2013) further suggested that attitudes can be viewed as the steppingstone to entrepreneurial intentions; to increase the level of entrepreneurial initiative among students which necessary to increase positive attitudes towards entrepreneurship. According to Garavan & O'Conneide, (1994), an individual's behaviour is highly influenced by personal attitude towards needed behaviour to be successful. Furthermore, Nabila Azwa and Dayang Haryani (2016) concluded that personal attitude refers to perceptions on the advantages, satisfaction and attractiveness of entrepreneurship. There are also several scholars (Garavan & O'cinneide, 1994; Herrington, Kew, Simre, & Turton, 2011; Jack & Anderson, 1999; Krueger, Reilly, & Carsrud, 2000; studied about the personal attitude and entrepreneurial intention.

5.2.2 Relationship between perceived feasibility and entrepreneurial intention

For the second hypothesis related to perceived feasibility dimension, the result showed that the hypothesis is not supported by the findings as there is no significant relationship between the perceived feasibility and the entrepreneurial intention among UUM business undergraduates. The negative result of perceived feasibility is due to the questions asked in instrument is more toward self-efficacy which reflect on entrepreneurial knowledge. The study may have the knowledge but they have inadequate experience to start the business and this circumstance will reflect their intention toward entrepreneur.

The result contradicted with the findings generated by Dissanayake (2012) which concluded that perceived feasibility is became the major influence in triggering the entrepreneurial intention. The author further explained the resources and opportunities available to a person must to some extent dictate the likelihood of behavioural achievement. Besides, credibility requires that the behaviour be seen both desirable and feasible.

However, these research finding linked with result obtained by Abubakar, Salwa and Amina (2014) as they were in opinion that this result attained due to different attitudes which attributed the exogenous factors such as entrepreneurial education, entrepreneurial experience, present of role model and other demographics.

5.2.3 Relationship between personal traits and entrepreneurial intention

The result obtained from data analyse indicates that, the personal traits (locus of control, need for achievement, risk tolerance, entrepreneurial alertness) is significantly influence entrepreneurial intention among business undergraduate student in UUM. Meaning that, the respondents that assume will able to control the environment through action, eager for success, willing to take risk and explore the new opportunity to create the venture after graduated.

This result support the finding by Colakoglu & Gozukara (2016) who stated that the students who have entrepreneurial intention are more innovative, have

higher need for achievement, greater locus of control and they are more alert compared to the students who do not have such intention. The study conducted by Karabulut (2016) showed the significant relationship between personal traits and entrepreneurial intention. The author explained that, people who have internal locus of control will choose to be entrepreneurs, believe in their decisions and their action can affect to successful entrepreneurs; people who high need achievement leads to high entrepreneur intention and can prove themselves as successful entrepreneur; people who tolerate risk will take calculated risks while they are establishing and managing their business and; people who have entrepreneurial alertness can search for opportunity to establish and manage their own businesses. The author concluded that personality traits have a positive effect on entrepreneurial intention.

5.2.4 Relationship between entrepreneurial knowledge and entrepreneurial intention

The results showed that there is insignificant relationship between the entrepreneurial knowledge and entrepreneurial intention. This finding seemed to be different from the results obtained by Ebewo (2013) further found that the same group's entrepreneurial knowledge was relatively significant with entrepreneurship intention. Ali, Topping and Tariq (2011), came out with the same result which conduct the studied in Pakistan on the entrepreneurial intentions of Masters of Business Administration (MBA) students.

However, this research finding is consistent with the result obtained by Hyder, Azhar, Javaid and Rehman (2011) where entrepreneurial knowledge is insignificant which shows the lack of awareness among nascent entrepreneurs as they don't have ideas about the type of business they should start, how and from where to start. The authors also added, this kind of issue happened as points toward the education that is provided in educational institutions which lacks in provision of such information.

The study conducted by Charitomeni and Dimitra (2014) also found that the entrepreneurial knowledge negatively affected the entrepreneurial intention,

however, this is resulted from dominant culture and mentality among universities in Greek which indicated that students are inadequately exposed in entrepreneurial activities that influenced to weak intention among them.

5.3 Implication

For this research, the implications can be divided into two aspects which are conceptual implication and practical implication.

5.3.1 Conceptual Implication

This study adds to existing literatures by studying the factors affecting the entrepreneurial intention. Specifically, this study examines the determinants of personal attitude, perceived feasibility, personal traits and entrepreneurial knowledge on entrepreneurial intention.

This particular study is exceptional and can contribute to the academician and the related association. In this study, the determinant of personal attitude, perceived feasibility, personal traits and entrepreneurial knowledge on entrepreneurship intention of the students was examined in a sample of respondents from different course inside the institution. The literature review of the former research has been explained in depth about the significant relationship between the variables. However, in this particular study, the determinant of perceived feasibility and entrepreneurial knowledge are found insignificantly related to entrepreneurial intention.

5.3.2 Practical Implication

The study provides insight into how the students perceive the factors affecting the entrepreneurial intention in business undergraduate in UUM. In this research, the organization expectation and the student's opinion may not correspond to all situations. The result obtained showed that students in business school placed attitude toward behaviour as the major factors influencing the decision on involve into business upon graduating.

The findings suggest that the institution should focus on several ways in making changes that have a significant effect on the students toward enhancing their desire to be entrepreneurs. They should consider amount of resources allocated in strengthening the attitude toward entrepreneurial activities in order to have much of an impact on achieving the targeted objectives in developing entrepreneurs.

Besides that, in order to attract more student intent to start a new venture, the institution with join force others organization should encourage students by advocating a lot of seminar, business talk, business programme and short courses. By doing so, the level of intention to become an entrepreneur can be further improved.

5.3 Recommendations

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

4.3.1 Recommendation for Universiti Utara Malaysia (UUM)

- 1) In order to stimulate students for being entrepreneur, UUM should held co-curriculum activities like entrepreneurship club. This particular club must involve all members to generate money through doing practical in entrepreneurship projects. Therefore, the club have their own money besides can gain experience and knowledge about entrepreneurship. This particular activity indirectly can stimulate the intention to start business right after they graduated.
- 2) UUM also should offer business simulation to entrepreneurial courses. Business simulation enable students to practice making decisions in a virtual environment, accumulate experience in application of strategies, and train themselves in modes of decision making.

4.3.2 Recommendation for Future Research

- 1) For the future research, this research has been conducted on the business undergraduates only. It is beneficiary if the future research might involve the non-business undergraduates' students as to see their propensity toward entrepreneurial intention. As now entrepreneurship subject is compulsory for all student programme to enrol. It is interesting to measure their level of entrepreneurial intention instead of focus only business students. Moreover, the future research can conduct the research with more sample size in order to get more accurate result. Besides that, the involvement of the international students to respond in the future research might give a difference result.
- 2) Second, this study have been applied in UUM only, but its recommended that future study should examine the relationship between personal attitude, perceived feasibility, personal traits, entrepreneurial knowledge and entrepreneurial intention among students in other public universities in Malaysia with a view to validate and increase the generalization of the finding obtained in this study.

5.4 Conclusion

From the overall results, there are many factors that can influence individual to be an entrepreneur as well as many process that leading to the decision toward entrepreneurial intention. The findings from this research can be used by next researcher, government, university authority as well as lecturers as guiding for them to produce more entrepreneurs in future especially those come from non-business background. The university management must play the role to encourage the youth choose entrepreneurship as the career upon graduated.

REFERENCES

- Ahmad, N. &. (2008). Defining entrepreneurial activity: definitions supporting frameworks for data collection (No. 2008/1). *OECD Publishing*.
- Ajzen, I. (1991). The Theory of Planned Behaviour. *Organizational Behavior and Human Decision Processes*, 50, 179-211.
- Ali, A. T. (2011). Entrepreneurial attitudes among potential entrepreneurs. *Pakistan Journal of Commerce*, 5 (1), 12-46.
- Ardichvili, A. C. (2003). A theory of entrepreneurial opportunity identification and development. *Journal of Business Venturing*, 105-123.
- Autio, E. H. (2001). Entrepreneurial intent among students in Scandinavia and in the USA. *Enterprise and Innovation Management Studies*, 145-160.
- Bae, T. J. (2014). The Relationship Between Entrepreneurship Education and Entrepreneurial Intentions: A Meta-Analytic Review. *Entrepreneurship Theory and Practice*, 217-254.
- Baron, R. A. (1998). Cognitive mechanisms in entrepreneurship: Why and when entrepreneurs think differently than other people. *Journal of Business venturing*, 275-294.
- Begley, T. M. (1987). Psychological characteristics associated with performance in entrepreneurial firms and small businesses. *Social Behavior and Personality*, 31 (8), 739-748.
- Begley, T. M. (1987). Psychological characteristics associated with performance in entrepreneurial firms and small businesses. *Journal of Business Venturing*, 1987.
- Bird, B. (1988). Implementing entrepreneurial ideas: The case for intention. *Academy of management Review*, 442-453.
- Boyd, N. a. (1994). The influence of self-efficacy on the development of entrepreneurial intentions and actions. *Entrepreneurship Theory and Practice*, Summer, , 63-77.

- Busenitz, L. W. (1996). Research on entrepreneurial alertness: sampling, measurement, and theoretical issues. *Journal of Small Business Management*, 35-44.
- Davidsson, P. (1995). Determinants Of Entrepreneurial Intentions. Paper presented at the RENT IX Workshop, International Business School, Jonkoping, and Piacenza, Italy.
- Douglas, E. &. (2006). Entrepreneurial capital and entrepreneurial intentions: A cross-cultural comparison.
- Ebewo, P. (2013). Effects of entrepreneurship education on student's entrepreneurial intentions: a case of Botswana. (Magister Technologiae: Entrepreneurship), Tshwane University of Technology, Pretoria.
- Fayolle, A. G.-C. (2006). Effect and counter-effect of entrepreneurship education and social context on student's intentions. *Estudios de economía aplicada*, 509-524.
- Francesc Miralles, F. G. (2015). Evaluating the impact of prior experience in entrepreneurial intention. *Int Entrep Manag J DOI 10.1007/s11365-015-0365-4*, 1-23.
- Hansemark, O. C. (1998). The effects of an entrepreneurship programme on need for achievement and locus of control of reinforcement. *International Journal of Entrepreneurial Behavior and Research*, 28-50.
- Hisrich, R. L.-F. (20017). Entrepreneurship research and practice. A call to action Psychology. *American Psychologist*, 62, 575-589.
- Kaish, S. &. (1991). Characteristics of opportunities search of entrepreneurs versus executives: Sources, interests, general alertness. *Journal of Business Venturing*, 5-61.
- Kakkonen, M. (2011). Students' perceptions of their business competences and entrepreneurial intention. *Management, Vol. 6,* 225-243.
- Karabulut, A. T. (2016). Personality Traits on Entrepreneurial Intention. *Procedia Social and Behaviour Science*, 13-21.

- Katz, J. &. (1988). Properties of emerging organizations . *Academy of Management Review*, 13(3), 429-441.
- Khan, K. (2013). Empirical analysis of entrepreneurial intentions. A case of Kabul based business students, Afghanistan. *International Journal of Information Business and Management*, 184-197.
- Kirzner, I. M. (1973). *Competition and entrepreneurship*. Chicago: University of Chicago Press.
- Kirzner, I. M. (1997). Entrepreneurial discovery and the competitive market process: an Austrian approach. *The Review of Austrian Economics*.
- Kristiansen, S. a. (2004). Entrepreneurial intention among Indonesian and Norwegian students. *Journal of Enterprising Culture*, 55-78.
- Krueger Jr, N. F. (2000). Competing models of e ntreprenurial intentions. *Journal of business venturing*, 411-432.
- Krueger, N. F. (1993). Entrepreneurial Intentions: Applying the Theory of Planned Behavior. *Entrepreneurship & Regional Development*, 5(4), 315-330.
- Krueger, N. F. (1994). Entrepreneurial potential and potential entrepreneurs. *Entrepreneurship theory and practice*, 91-91.
- Liñán, F. (2004). Intention-based models of entrepreneurship education. *Piccola Impresa/Small Business*, 11-35.
- M. Sait DINC, S. B. (2016). The Impact of Personal Attitude, Subjective Norm, and Perceived Behavioural Control on Entrepreneurial Intentions of Women. *Eurasian Journal of Business and Economics*, 23-35.
- McClelland, D. (1965). Achievement motivation can be developed. *Harvard Business Review*, 43 (November-December), 6-24.
- Mueller, S. L. (2001). Culture and entrepreneurial potential: a nine country study of locus of control and innovativeness. *Journal of Business Venturing*, 51-55.
- Neuman, W. L. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.

- Orman, S. (2009). Factors Affecting Entrepreneurial Intentions: An Application for University Students and University Graduate Employees,.
- Pallant, J. (2013). SPSS Survival Manual (5th edition). *Singapore: The McGraw-Hill Companies. Practice. Ohio, US, Thomson Learning.*
- Peterman, N. E. (2003). Enterprise education: Influencing students' perceptions of entrepreneurship. *Entrepreneurship theory and practice*, 129-144.
- Pruett, M. (2012). Entrepreneurship education: Workshops and entrepreneurial intentions. *Journal of Education for Business*, 94-101.
- Raab, G. S. (2005). Entrepreneurial potential: An exploratory study of business students in the U.S. and Germany. *Journal of Business and Management*, 71-88.
- Ramli, S. (16 Oktober, 2017). *Utusan Online*. Retrieved 16 February, 2018, from <https://m.utusan.com.my/berita/nasional/ubah-mentaliti-makan-gaji-1.538369>
- Rauch, A. a. (2007). Let's put the person back into entrepreneurship research: A meta-analysis on the relationship between business owners' personality traits, business creation, and success . *European Journal of Work and Organizational Psychology* , 353-385.
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. . *Psychological Monographs: General and Applied*, 609.
- Sánchez, J. (2013). The impact of an entrepreneurship education program on entrepreneurial competencies and intention. *Journal of Small Business Management*, 447-465.
- Schumpeter, J. A. (1934). The theory of economic development, Harvard University Press, Cambridge, MA.
- Sekaran, U. a. (2013). Research methods for business (6th ed.). *New York: John Wiley & Sons, Inc Learning.*
- Sekaran, U. R. (2011). Applied business research: Australia. *John Wiley & Sons Australian Ltd.*

- Shapiro, A. a. (1982). The social dimensions of entrepreneurship. In C.A. Kent, D.L. Sexton, & K.H. Vesper (Eds.). Englewood Cliffs: Prentice Hall.
- Thomas, A. S. (2000). A case for comparative entrepreneurship: assessing the relevance of culture. *Journal of International Business Studies*, 287-301.
- Tkachev, A. &. (1999). Self-employment intentions among Russian students. *Entrepreneurship & Regional Development*, 269-280.
- Turker, D. &. (2009). Which factors affect entrepreneurial intention of university students? *Journal of European Industrial Training*, 142-159.
- Verheul, I. T. (2006). Determinants of self-employment preference and realization of women and men in Europe and the United States. In *RENT XX—Research in Entrepreneurship and Small Business Conference*. Brussel.
- Zegeye, B. (2013). Factors Explaining Students Inclination Towards Entrepreneurship: Empirical Study of Ethiopian University Students. *1(4)*.
- Zegeye, B. (2013). Factors Explaining Students Inclination Towards Entrepreneurship: Empirical Study of Ethiopian University Students.
- Zhao, H. &. (2006). The Big Five personality dimensions and entrepreneurial status: A meta-analytical review. . *Journal of Applied Psychology*, 259-271.

APPENDIX A: Research Questionnaire

Research Questionnaire



ASSESSING THE ENTREPRENEURIAL INTENTION AMONG UUM BUSINESS STUDENTS

Dear Respondent,

This survey is conducted in order to analyze the relationship between personal attitude, perceived feasibility, personal traits and entrepreneurial knowledge towards creating and triggering the entrepreneurial intention of undergraduates under the School of Business Management, UUM.

Your cooperation in answering these research questions is really appreciated as this will help the completion of the research, All information given will be keep strictly confidential and for the purpose of this research only.

Thank you for your valuable time, attention and cooperation.

Thanks and Regards,

Nur Hazwani binti Abdullah

(MSc Management)

Section A: Demographics Profile

Please place the (X) at the appropriate column for the following questions.

1. Gender:

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. Your current semester:

1 - 2	<input type="checkbox"/>	3 - 4	<input type="checkbox"/>	5 - 6	<input type="checkbox"/>	7 - 8	<input type="checkbox"/>	> 9	<input type="checkbox"/>
-------	--------------------------	-------	--------------------------	-------	--------------------------	-------	--------------------------	-----	--------------------------

3. Your Programme

Bachelor of Business Administration	<input type="checkbox"/>
Bachelor of Entreprenuership	<input type="checkbox"/>
Bachelor of HRM	<input type="checkbox"/>
Bachelor of Marketing	<input type="checkbox"/>
Others (specify) _____	<input type="checkbox"/>

4. Your Age:

18-19 years old	<input type="checkbox"/>
20-22 years old	<input type="checkbox"/>
23-25 years old	<input type="checkbox"/>
> 25 years	<input type="checkbox"/>

5. Your Grade Percentage Average (GPA) :

4.00 – 3.50	<input type="checkbox"/>
3.49 – 3.00	<input type="checkbox"/>
2.99 – 2.50	<input type="checkbox"/>
Below 2.50	<input type="checkbox"/>

6. Your ethnicity:

Malay	<input type="checkbox"/>
Chinese	<input type="checkbox"/>
Indian	<input type="checkbox"/>
Others : (Please specify)	<input type="checkbox"/>

7. Did you have any business experience?

Yes () No ()

8. Do any of your family members engage in business?

Yes () No ()

Section B

Please indicate the degrees of your agreement or disagreement towards the statement below by circling upon your response according to the following options:

Section C

	Description	Strongly Disagree							Strongly Agree
1.	Being an entrepreneur implies more advantages than disadvantages to me	1	2	3	4	5	6	7	
2.	A career as entrepreneur is attractive for me	1	2	3	4	5	6	7	
3.	Among various options, I would rather be an entrepreneur	1	2	3	4	5	6	7	
4.	I am prepared to start a viable firm	1	2	3	4	5	6	7	
5.	I can control the creation process of a new firm	1	2	3	4	5	6	7	
6.	I know the necessary practical details to start a firm	1	2	3	4	5	6	7	
7.	I know how to develop an entrepreneurial project	1	2	3	4	5	6	7	
8.	If I tried to start a firm, I would have a high probability of succeeding	1	2	3	4	5	6	7	
9.	I desire and pursue success	1	2	3	4	5	6	7	
10.	I will seek added responsibilities in jobs assigned to me	1	2	3	4	5	6	7	
11.	I will try hard to improve on past work performance	1	2	3	4	5	6	7	
12.	I enjoy completing tasks	1	2	3	4	5	6	7	
13.	I attribute success or failure to myself rather than to others and circumstances	1	2	3	4	5	6	7	
14.	I will try to perform better than my friends	1	2	3	4	5	6	7	
15.	I will do very well in fairly difficult tasks relating to my study and my work	1	2	3	4	5	6	7	
16.	I return to uncompleted tasks and finish them	1	2	3	4	5	6	7	
17.	I put in great effort sometimes in order to learn something new	1	2	3	4	5	6	7	
18.	I have little fear of failure	1	2	3	4	5	6	7	
19.	Diligence and hard work usually lead to success	1	2	3	4	5	6	7	
20.	I do not really believe in luck	1	2	3	4	5	6	7	
21.	One should not start a business if there is a risk it might fail	1	2	3	4	5	6	7	
22.	Risk of failure is a major concern for me	1	2	3	4	5	6	7	
23.	I read news, magazines, or trade publications regularly to start my own business.	1	2	3	4	5	6	7	
24.	I think about work-related matters in my free time to start my own business.	1	2	3	4	5	6	7	

	Description	Strongly Disagree						Strongly Agree
25.	I think about work-related matters even during my holidays to start my own business.	1	2	3	4	5	6	7
26.	I think about new business ideas in my free time to start my own business.	1	2	3	4	5	6	7
27.	Thanks to my experience, I know how to start a viable business	1	2	3	4	5	6	7
28.	Thanks to my professional experience, I know well clients problems	1	2	3	4	5	6	7
29.	It is easy for me to identify business opportunities in my professional area	1	2	3	4	5	6	7
30.	Thanks to my knowledge, I am comfortable at my work as I know how the business works	1	2	3	4	5	6	7

Please indicate the degrees of your agreement or disagreement towards the statement below by circling upon your response according to the following options:

	Description	Strongly Disagree						Strongly Agree
1.	If I were given a choice between self-employments and being employed, my personal preference would be self-employment.	1	2	3	4	5	6	7
2.	It has crossed my mind to start a business of my own or with my partner	1	2	3	4	5	6	7
3.	I will start my own business or become self-employed on a full time basis within the next one year.	1	2	3	4	5	6	7
4.	I will start my own business or become self-employed on a full time basis within the next five year.	1	2	3	4	5	6	7
5.	I will choose a career as an employer	1	2	3	4	5	6	7

Your time, efforts and cooperation is much appreciated

APPENDIX B: Statistical Analysis Output

1) Reliability Test

1. Reliability result for all variables

Cronbach's Alpha	N of Items
.851	5

2. Reliability result for IV 1: Personal Attitude

Cronbach's Alpha	N of Items
.821	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
entrepreneur implies more advantages	10.2450	5.342	.587	.389	.844
entrepreneur is attractive	10.3350	4.777	.788	.634	.637
I would rather be an entrepreneur	10.4900	5.327	.661	.533	.768

3. Reliability result for IV 2: Perceived Feasibility

Cronbach's Alpha	N of Items
.828	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
prepared to start a viable firm	18.4800	13.507	.573	.348	.810
the creation process of a new firm	18.4050	14.142	.633	.413	.792
practical details to start a firm	18.3750	13.522	.674	.500	.779
develop an entrepreneurial project	18.3700	13.350	.642	.468	.788
have a high probability of succeeding	18.2300	14.027	.606	.374	.798

4. Reliability result for IV 3: Personal Traits

Cronbach's Alpha	N of Items
.859	18

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
seek added responsibilities	86.4400	123.765	.519	.449	.850
try hard to improve	86.3600	122.855	.613	.538	.847
enjoy completing tasks	86.0950	122.418	.620	.592	.846
attribute success or failure	86.1750	124.537	.551	.585	.849
try to perform better	86.2900	123.323	.573	.483	.848
do very well in fairly difficult tasks	86.1850	124.996	.518	.510	.850
return to uncompleted tasks	86.1950	124.439	.569	.520	.849
put in great effort sometimes	86.3800	123.584	.450	.280	.853
have little fear of failure	86.1050	123.853	.562	.440	.849
Diligence and hard work	86.6550	127.694	.277	.127	.861
do not really believe in luck	86.0200	127.477	.342	.254	.857

not start a business if there is a risk it might fail	87.2300	126.067	.277	.240	.863
Risk of failure is a major concern	87.1200	127.222	.232	.372	.866
read news, magazines, or trade publications regularly	86.8200	125.194	.383	.405	.856
think about work-related matters in my free time	86.7750	119.562	.591	.467	.846
think about work-related matters even during my holidays	86.8150	122.835	.531	.529	.849
think about new business ideas in my free time	86.5850	120.475	.639	.580	.845
	86.8700	124.234	.471	.417	.852

5. Reliability result for IV 4: Entrepreneurial Knowledge

Cronbach's Alpha	N of Items
.847	4

Item-Total Statistics

	Scale Mean if Deleted	Scale Variance if Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
know how to start a viable business	14.9700	9.517	.639	.432	.826
know well clients problems	14.9950	9.010	.744	.555	.780
easy for me to identify business opportunities	15.0300	9.527	.677	.470	.810
comfortable at my work	14.7800	9.539	.682	.480	.807

6. Reliability result for DV: Entrepreneurial Intention

Cronbach's Alpha	N of Items
.741	5

Item-Total Statistics

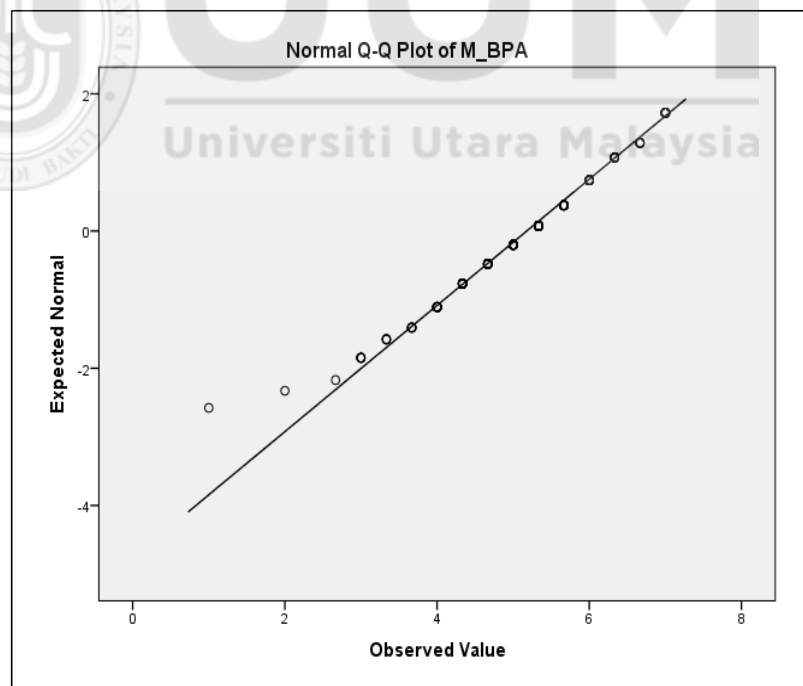
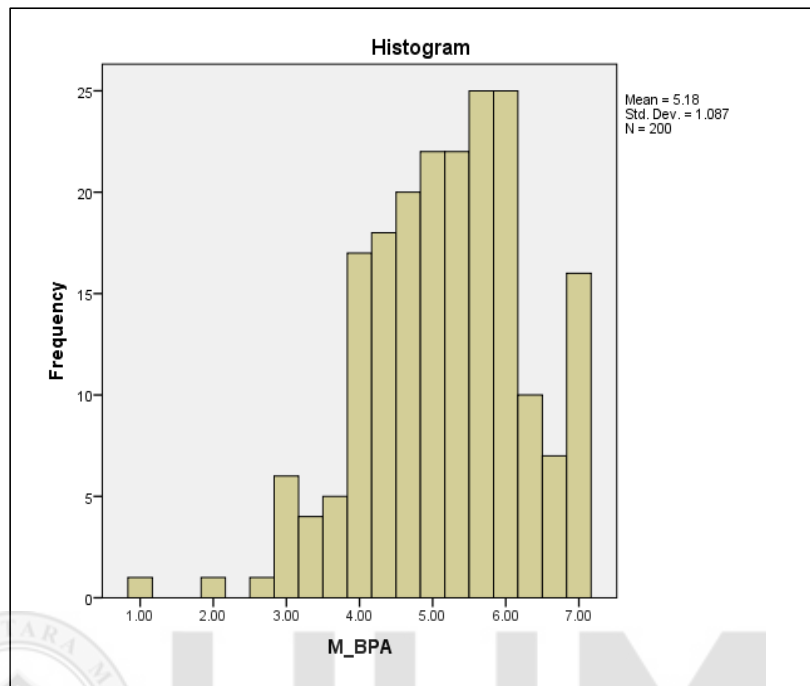
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
be self-employment	20.6050	10.622	.494	.367	.699
start a business	20.5950	10.353	.658	.528	.642
self-employed on a full time within 1 years	20.8600	11.096	.489	.250	.701
self-employed on a full time within 5 years	20.7450	10.442	.603	.406	.659
Career as an employer	20.9350	11.428	.324	.146	.769



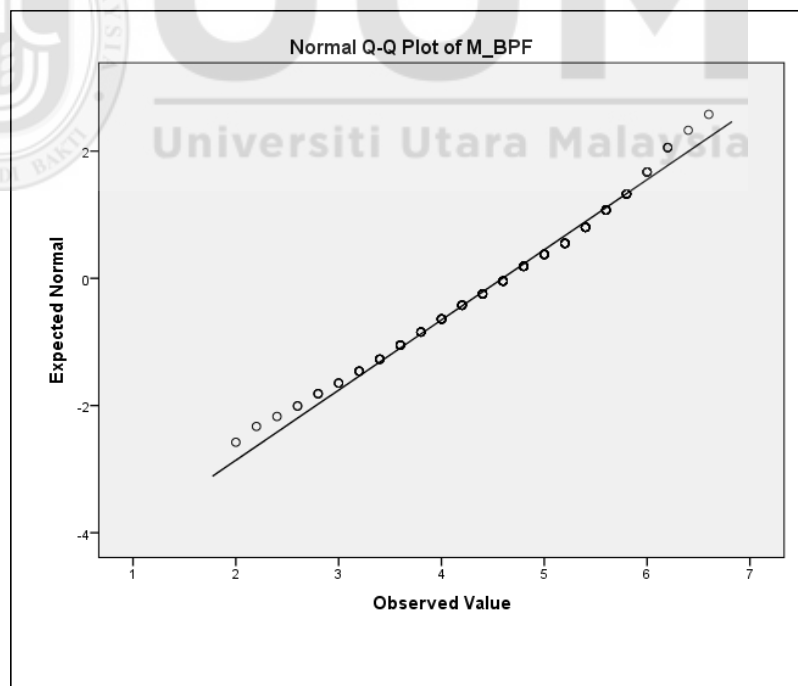
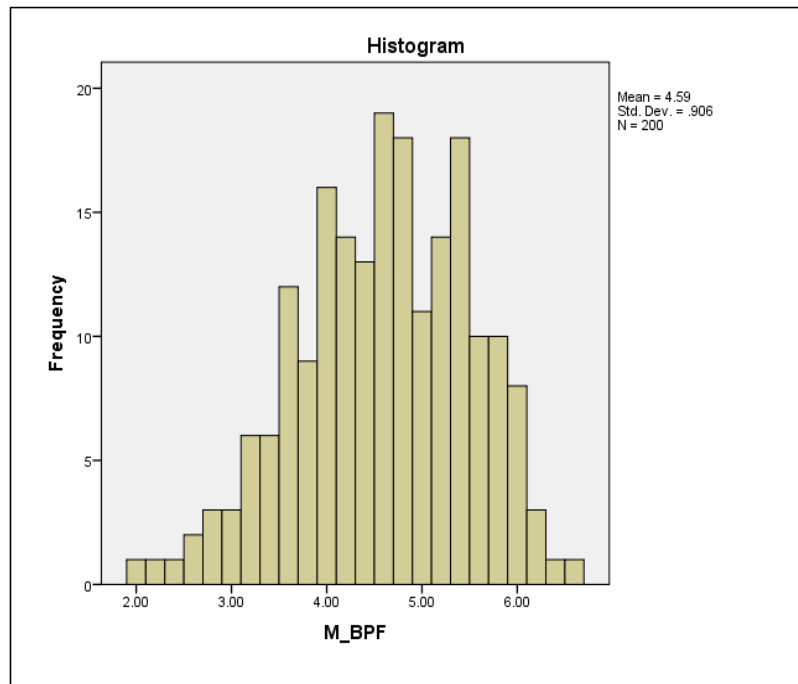
UUM
Universiti Utara Malaysia

II) Normality Test

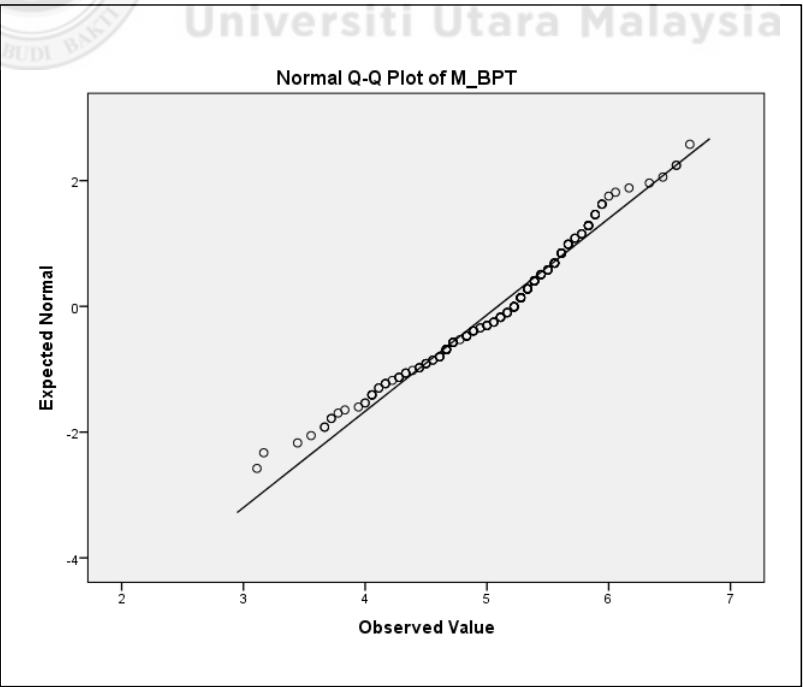
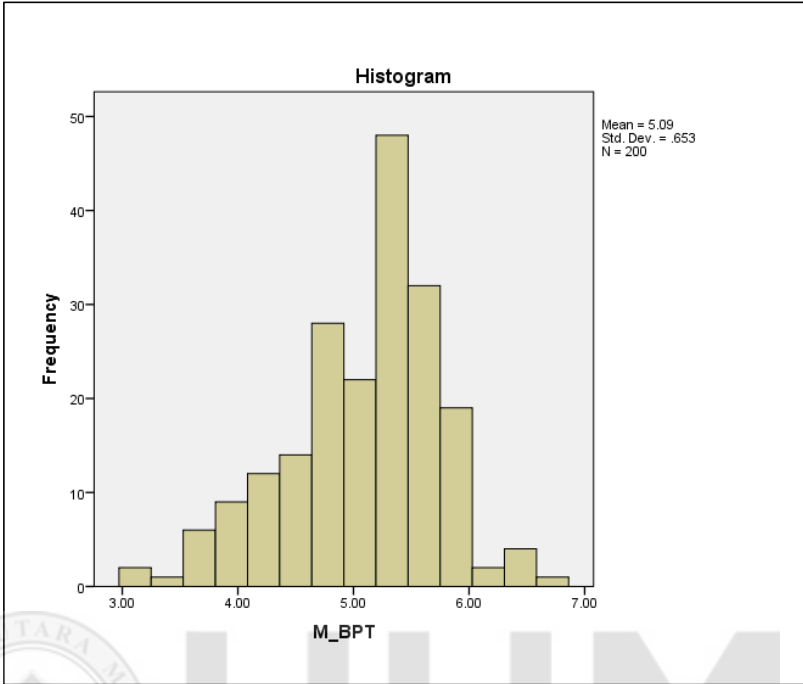
a) Normality Test IV 1: Personal Attitude



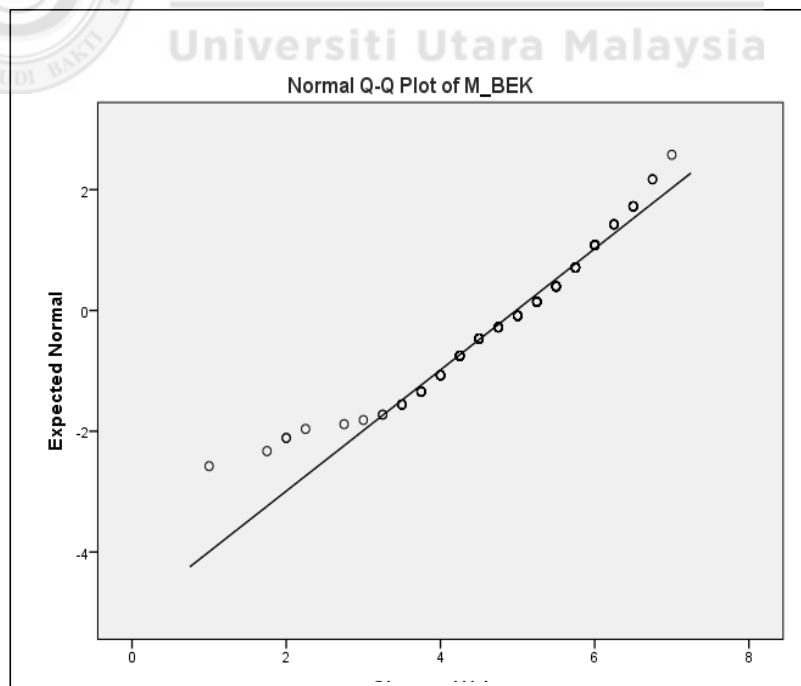
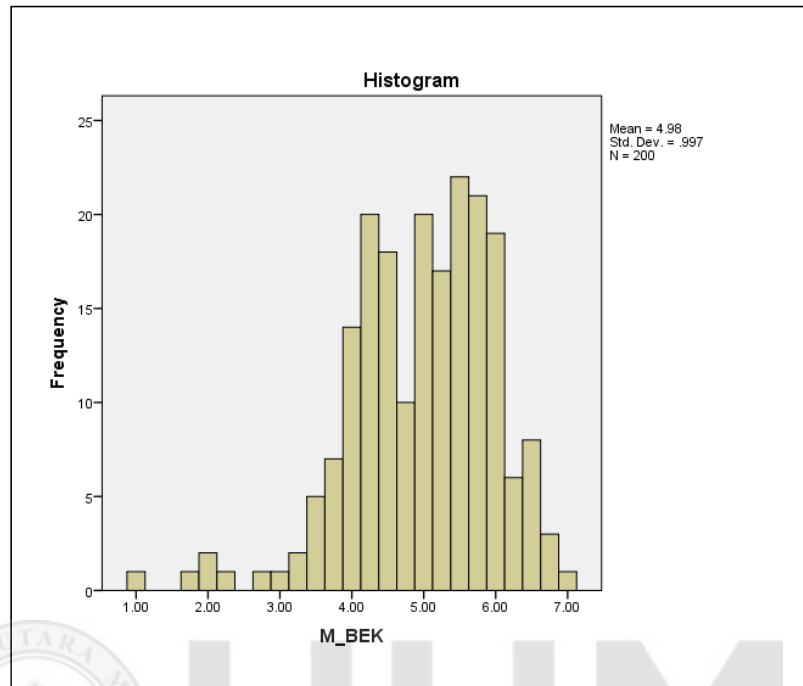
b) Normality Test IV 2: Perceived Feasibility



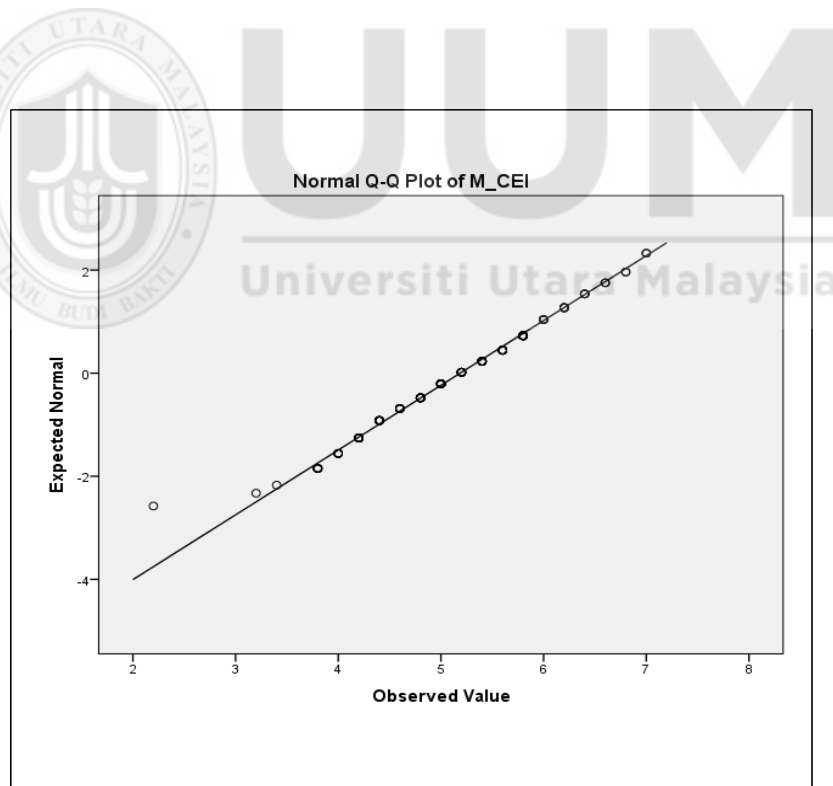
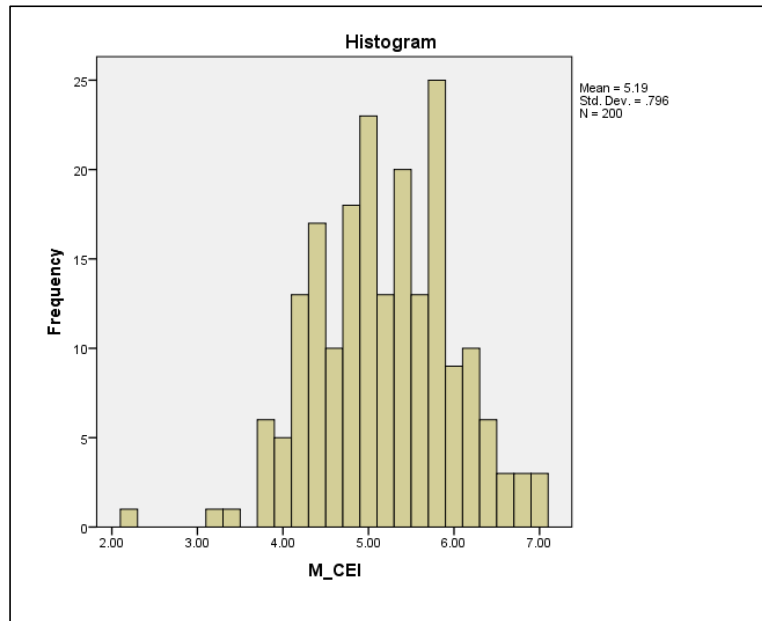
c) Normality Test IV 3: Personal Traits



d) Normality Test IV 4: Entrepreneurial Knowledge



d) Normality Test DV: Entrepreneurial Intention



III) Descriptive Analysis

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Personal Attitude	200	5.1783	1.08689	-.454	.172	.438	.342
Perceived Feasibility	200	4.5930	.90634	-.299	.172	-.322	.342
Personal Traits	200	5.0886	.65270	-.510	.172	.232	.342
Entrepreneurial Knowledge	200	4.9813	.99683	-.788	.172	1.284	.342
Entrepreneurial Intention	200	5.1870	.79574	-.170	.172	.236	.342
Valid N (listwise)	200						

a) Frequency Analysis for Demographic Profile

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	39	19.5	19.5	19.5
	Female	161	80.5	80.5	100.0
	Total	200	100.0	100.0	

Semester

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2	1	.5	.5	.5
	3-4	13	6.5	6.5	7.0
	5-6	184	92.0	92.0	99.0
	7-8	1	.5	.5	99.5
	>9	1	.5	.5	100.0
	Total	200	100.0	100.0	

Programme

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor of Business Administration	81	40.5	40.5	40.5
Bachelor of Entrepreneurship	28	14.0	14.0	54.5
Bachelor of HRM	57	28.5	28.5	83.0
Bachelor of Marketing	34	17.0	17.0	100.0
Total	200	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-19 years old	3	1.5	1.5	1.5
20-22 years old	128	64.0	64.0	65.5
23-25 years old	66	33.0	33.0	98.5
>25 years	3	1.5	1.5	100.0
Total	200	100.0	100.0	

GPA

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4.00-3.50	83	41.5	41.5	41.5
3.49-3.00	107	53.5	53.5	95.0
2.99-2.50	8	4.0	4.0	99.0
Below 2.50	2	1.0	1.0	100.0
Total	200	100.0	100.0	

Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	153	76.5	76.5	76.5
	Chinese	36	18.0	18.0	94.5
	Indian	8	4.0	4.0	98.5
	others	3	1.5	1.5	100.0
	Total	200	100.0	100.0	

Business Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	130	65.0	65.0	65.0
	no	70	35.0	35.0	100.0
	Total	200	100.0	100.0	

Family member engaged in business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	123	61.5	61.5	61.5
	no	77	38.5	38.5	100.0
	Total	200	100.0	100.0	

IV) Reliability Analysis

a) Reliability test for overall variables

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure

Cronbach's Alpha	N of Items
.851	5

b) Reliability test for IV 1: Personal Attitude

Cronbach's Alpha	N of Items
.821	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlatio n	Squared Multiple Correlation	Cronbach' s Alpha if Item Deleted
entrepreneur implies more advantages	10.2450	5.342	.587	.389	.844
entrepreneur is attractive	10.3350	4.777	.788	.634	.637
I would rather be an entrepreneur	10.4900	5.327	.661	.533	.768

c) Reliability test for IV 2: Perceived Feasibility

Cronbach's Alpha	N of Items
.828	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlatio n	Squared Multiple Correlation	Cronbach' s Alpha if Item Deleted
prepared to start a viable firm	18.4800	13.507	.573	.348	.810
the creation process of a new firm	18.4050	14.142	.633	.413	.792
practical details to start a firm	18.3750	13.522	.674	.500	.779
develop an entrepreneurial project	18.3700	13.350	.642	.468	.788
have a high probability of succeeding	18.2300	14.027	.606	.374	.798

e) Reliability test for IV 3: Personal Traits

Cronbach's Alpha	N of Items
.859	18

Item-Total Statistics

	Scale Mean if Deleted	Scale Variance if Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Deleted
desire and pursue success	86.4400	123.765	.519	.449	.850
seek added responsibilities	86.3600	122.855	.613	.538	.847
try hard to improve	86.0950	122.418	.620	.592	.846
enjoy completing tasks	86.1750	124.537	.551	.585	.849
attribute success or failure	86.2900	123.323	.573	.483	.848
try to perform better	86.1850	124.996	.518	.510	.850
do very well in fairly difficult tasks	86.1950	124.439	.569	.520	.849
return to uncompleted tasks	86.3800	123.584	.450	.280	.853
put in great effort sometimes	86.1050	123.853	.562	.440	.849
have little fear of failure	86.6550	127.694	.277	.127	.861
Diligence and hard work	86.0200	127.477	.342	.254	.857
do not really believe in luck	87.2300	126.067	.277	.240	.863
not start a business if there is a risk it might fail	87.1200	127.222	.232	.372	.866
Risk of failure is a major concern	86.8200	125.194	.383	.405	.856
read news, magazines, or trade publications regularly	86.7750	119.562	.591	.467	.846
think about work-related matters in my free time	86.8150	122.835	.531	.529	.849
think about work-related matters even during my holidays	86.5850	120.475	.639	.580	.845
think about new business ideas in my free time	86.8700	124.234	.471	.417	.852

f) Reliability test for IV 4: Entrepreneurial Knowledge

Cronbach's Alpha	N of Items
.847	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
know how to start a viable business	14.9700	9.517	.639	.432	.826
know well clients problems	14.9950	9.010	.744	.555	.780
easy for me to identify business opportunities	15.0300	9.527	.677	.470	.810
comfortable at my work	14.7800	9.539	.682	.480	.807

g) Reliability test for DV: Entrepreneurial Intention

Cronbach's Alpha	N of Items
.741	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
be self-employment	20.6050	10.622	.494	.367	.699
start a business	20.5950	10.353	.658	.528	.642
self-employed on a full time within 1 years	20.8600	11.096	.489	.250	.701
self-employed on a full time within 5 years	20.7450	10.442	.603	.406	.659
career as an employer	20.9350	11.428	.324	.146	.769

V) Correlation Analysis

Correlations

		M_BPA	M_BPF	M_BPT	M_BEK	M_CEI
M_BPA	Pearson Correlation	1	.520**	.581**	.540**	.542**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	200	200	200	200	200
M_BPF	Pearson Correlation	.520**	1	.549**	.633**	.471**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	200	200	200	200	200
M_BPT	Pearson Correlation	.581**	.549**	1	.678**	.551**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	200	200	200	200	200
M_BEK	Pearson Correlation	.540**	.633**	.678**	1	.481**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	200	200	200	200	200
M_CEI	Pearson Correlation	.542**	.471**	.551**	.481**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	200	200	200	200	200

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

VI) 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	.629 _a	.395	.383	.62519	.395	31.846	4	195	.000

a. Predictors: (Constant), M_BEK, M_BPA, M_BPF, M_BPT

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.789	4	12.447	31.846	.000 ^b
	Residual	76.217	195	.391		
	Total	126.006	199			

a. Dependent Variable: M_CEI

b. Predictors: (Constant), M_BEK, M_BPA, M_BPF, M_BPT

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	1.643	.353		4.655	.000	.947	2.339
M_BPA	.205	.053	.280	3.868	.000	.100	.309
M_BPF	.122	.066	.139	1.848	.066	-.008	.253
M_BPT	.333	.099	.273	3.354	.001	.137	.529
M_BEK	.045	.067	.057	.674	.501	-.088	.178