

# Are Women Students More Inclined Towards Entrepreneurship?

## An Entrepreneurial University Experience

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**Abstract**— Women entrepreneurs are very popular in Malaysia. This study has been conducted in the state of Kelantan, bearing the reputation of being an entrepreneurial state and harbouring the highest number of women entrepreneurs too. Recognizing the importance of the emerging women entrepreneurs in creating a vibrant and dynamic economy for the nation, the Malaysian Government has been actively promoting women entrepreneurship towards realising Malaysia's Vision 2020. However surprisingly, little research has been undertaken to determine the factors influencing inclination of women students towards entrepreneurship, particularly in Malaysia. The literature suggests that social psychological and educational institutes approaches are widely used to explore and analyze the relationship between the influence of women's individual characteristics, internal motivation, parental influence, and their business management acumen, business interest and willingness, goals and motives, networking and entrepreneurial orientation and inclination.

**Keywords**- Inclination, entrepreneurship, women students

### I. INTRODUCTION

Entrepreneur has become one of the most dynamic forces in developing nations and reinforces world's economic growth nowadays. Entrepreneurial activity is seen as an engine of a nation's long-term economic growth (Romer, 1994). Researchers had long recognized the importance of entrepreneurs and entrepreneurship such as Frederick *et al.*, (2006) and Engle *et al.*, (2010). The young adults are trying something bold and starting a new business, and then these new businesses can create jobs, spur innovation, and grow local economy especially when in the tough economy (Mishory, 2011).

The increasing participation of women as owners and anchor persons in business has spurred the issue of gender in entrepreneurship studies. Prior to the phenomenon, efforts to differentiate a business as women-owned was least apparent since entrepreneurship has always been associated with men and masculinity. Hence, gender entrepreneurship has widely been used to refer to women or female involvement in business (Adnan, 2004b). Women have often been presented as a minority group in many early business and entrepreneurship studies. In view of the urge to encourage young entrepreneurs, the Malaysian government set various policies to encourage the young adult to run their own business. For instance, introduce entrepreneurship course to all

public university students. The government believes that higher education institutions are an ideal place to promote entrepreneurial culture in Malaysian societies. Recently, Malaysian government has launched a new program name 1Malaysia Young Entrepreneurs Challenge (1MYEC) on 28 Mac 2011. This program aimed to acculturate entrepreneurship spirit among the university students and encourage them to participate in entrepreneurship programs (MITI, 2011).

Therefore, the main focus of this study is to identify the key factors that likely to influence the inclination of women students, especially in University Malaysia Kelantan to start a new enterprise in future. The study begins with a review of the literature, followed by a description of the conceptual framework and methodology, then presents and discusses the results in details. The limitations of the study and some suggestions for further research will be explained too. Finally, the paper concludes with proposed implication of the study to academicians, educators and policy makers.

### 2. LITERATURE REVIEW

Entrepreneurship is recognized both nationally and internationally as a key driver of growth (Fitzsimons and O'Gorman, 2003; Commission of the European Communities, 2004), with future prosperity depending on the creation of indigenous businesses (Orhan and Scott, 2001). Martin and Laing (1998) believed that a country's future economic development is dependent upon increasing its growing entrepreneurial talent. Morrison (1998) agreed with this, proposing that the successful entrepreneur is the "first among equals in the process of wealth creation" (Morrison, 1998, p.177).

It is difficult to get agreement among researchers and writers as to who exactly are these entrepreneurs (Carson, Cromie, McGowan and Hill, 1995). They have been described as the new heroes of our society (Donckels and Meittinen, 1990), who possess characteristics, which are highly prized in a culture (Hofstede, 1991). Garavan, O'Cinneide, Fleming, McCarthy and Downey (1997) and Inman (2000) went back to the word entrepreneur to find a definition, citing an Irish economist, Cantillion (1755) who identified the entrepreneur as a pivotal figure in the economy, a risk taker, taking chances

DOI: 10.5176/2010-4804\_2.3.225

and facing uncertainty thus defining entrepreneurship as self-employment of any sort. Schumpeter (1934) expanded on this concept by introducing innovation as a determinant to entrepreneurship saying that entrepreneurs are people who introduce new combinations of factors of production, notably labour and capital. Therefore it can be deduced from the literature that entrepreneurs are clearly self-reliant people and their ambition is undoubtedly to create a business of their own (Johannison, 1990). Morrison, Rimmington and Williams (1999) came to the general conclusion that there are as many definitions of an entrepreneur as there are entrepreneurs.

A study of entrepreneurial inclination and psychological characteristics by Hian (1996) showed that entrepreneurially inclined students had greater innovativeness and higher propensity to take risks as compared to those that were not entrepreneurially inclined. In Singapore, a study by Wang and Wong (1998) on the level and determinants on interest in entrepreneurship among undergraduates discovered that the significant deterrents to becoming entrepreneurs were inadequate business knowledge and perceived risks. Luthje and Franke (2003) also showed that personality traits had a strong impact on the attitude towards self-employment where entrepreneurial intent was directly affected by perceived barriers and support factors. Studies on the entrepreneurial inclination of Malaysian students from a gender perspective revealed mixed results. Ooi (2008) on a study of university students in Northern Peninsular Malaysia found that gender, along with other factors such as programs of study, previous working experience and mother's occupation had significant differences on undergraduates' inclination towards becoming entrepreneurs. The above findings supported the results of an earlier study where male university students were found to exhibit higher entrepreneurial intention compared to their female counterparts (Zaidatol Akmaliah & Afsaneh, 2009a). Another study by Mohd Nizam, Norhamidi, Dzuraidah, Jaharah, Nishata Royan, and Shahida Azura (2009) found that female and Chinese students showed higher inclination towards becoming entrepreneurs as compared to male and non-Chinese students. There are also a number of studies on Malaysian students' entrepreneurial inclination using the intention model. Based on the Theory of Planned Behaviour (TPB), a study by Arifatul Husna, Zainol, Zakiyah and Adura (2010) revealed that perceived behavioural control was the strongest factor in influencing students to become entrepreneurs. However, in a previous study of 1554 university students, Zaidatol Akmaliah (2009) found that the students' score on perceived behavioural control was only moderate. In another study of entrepreneurial spirit between students with and without entrepreneurship experience, Zaidatol Akmaliah and Abdullah Salleh (2008a) found that the former scored higher mean in constructs associated with entrepreneurial spirit where the three main predictors were subjective norms toward entrepreneurial behaviour, entrepreneurial self-efficacy and entrepreneurial interest.

Weeks (2007) suggested that women-led businesses can make a significant contribution to the economy. US statistics have

shown that over the last twenty years women-owned businesses have grown at a rate of nearly two to one of other businesses and, interestingly, have made more of a significant impact on employment figures and revenue intake than is actually suggested by these figures (Centre for Women's Business Research, 2007). Allen, Langowitz, Elam and Dean (2007) further substantiated the importance of female entrepreneurial activity on economic development, finding investment in female entrepreneurship an important way for a country to exponentially increase the impact of new venture creation. Furthermore, they noted women are more inclined to share the benefits gained through entrepreneurship with members of their family and the wider community. There are varied factors that contributed to success of entrepreneurs in business. Yusuf (1995) stated that the most critical factors contributing to business success consist of good management skills, access to financing, personal qualities, and satisfactory government support. According to Huck and McEwen (1991), the study in Jamaican business owners reported that business owners in Jamaica considered that the marketing factor is the most critical ingredient for the success of a business. Family's emotional or instrumental supports are one of the crucial success factors for women entrepreneurs. Lee and Choo (2001) studied work-family conflict in Singapore found that family members and others support can reduce the conflict of women entrepreneurs. Furthermore, owning business by female without interfering by family would have greater success in their business. Moreover, the women careers depend on the decision of their spouses rather than the other way around (Fernandez, 1981). Ehigie and Umoren (2003) in a study of Nigerian women business found that a high self-concept regarding their role in business and commitment to business can help women to become more successful entrepreneurs. It also reveals that entrepreneurial success depends on psychological factors such as self-concept, managerial competence, work-stress and business commitment. More interestingly, studies by Rogers (1980) and Ross and Lyle (1978) found that women can be successful in any venture if they have a positive frame of mind.

Women entrepreneurs are not a homogenous group per se, but they often share common characteristics and therefore it is possible to build up a general profile of the typical female business owner (Still and Walker, 2006). According to Sarri and Trihopoulou (2005), the female entrepreneur is 43 years old, and is usually older than her male counterpart. This demographic of women entering entrepreneurship at a later age than men is well recognised in entrepreneurial literature (Goodbody, 2002; Madsen et al, 2003). She is often married with children, and enters entrepreneurship when the children are older (Madsen et al, 2003; Sarri et al, 2005). However, there is a trend towards women entering entrepreneurship at a younger age (Birley, Moss and Saunders, 1987; McCelland, Swail, Bell and Ibbotson, 2005; Still et al, 2006). This development of women entering into entrepreneurship at a younger age has also been noted in Ireland with research showing the average female business owner to be 38 years of age and is only slightly older than her male counterpart (Fitzsimons and O'Gorman, 2007).

The average female entrepreneur operates a service-orientated business (Hisrich and Brush, 1984; Brush and Hisrich, 1991;

Buttner and Moore, 1997; Mattis, 2004; Still et al, 2006). She tends to be college educated (Goodbody, 2002; Henry et al, 2003; McClelland et al, 2005 Still et al, 2006) usually in the area of liberal arts (Watkins and Watkins, 1984; McClelland et al, 2005); is often more educated than her male counterpart (Madsen et al, 2003; Fitzsimons, 2004); and has occupational experience (Henry et al, 2003) in the service area (Brush et al, 1991; Goodbody, 2002). It has been suggested this service related background may be the result of the advice of guidance counselors and friends, who discourage women from entering male dominant sectors (Hagen, Rivchun and Sexton, 1989). Buttner (1993) found the typical female entrepreneur to come from middle to upper class background, having worked in a larger organization to gain experience and to have a self-employed father.

According to Fitzsimons et al, (2004), the Irish female entrepreneur is less likely to be in full-time employment prior to start up than her male counterparts and has usually been in part-time employment or engaged full time in the home prior to starting her business. A study conducted by The Centre of Entrepreneurship WIT (2006) on female business owners in the South East Region of Ireland found the majority of female business owner to be aged between 30-39 years, educated to second level standard and have owned their business for an average of 11.3 years. They are mainly sole traders and own a 100% of the business. They mainly work in the retail sector (33%) or the health and beauty sector (12%) and are underrepresented in the manufacturing and construction sector (2%) respectively. They see their main constrains to business growth as finance (26%), staff issues (21%) and insufficient sales (19%). These particular constraints were further corroborated by Fitzsimons (2007) who also noted these issues as a cause of concern for businesswomen in the South East Region.

### 3. HYPOTHESIS DEVELOPMENT

It is necessary to explore the factors that have contributed to the inclination of female students of University Malaysia Kelantan (UMK) towards entrepreneurship. Due to that, we develop, and subsequently test, a theoretical rationale regarding the effects of the four factors that contributing to the inclination of UMK female students towards entrepreneurship. Importantly, this research examines the antecedents of inclination factors of UMK female students in entrepreneurship. In this study, we would like to focus on four factors namely support from family, strong social network, internal motivation and ICT that are taken to affect the female student's inclination. These four factors form the hypotheses of the study. A strong emphasis is given for the hypotheses of a study because it is the guideline for the researcher of a particular study. It also helps ascertain that the study would not side track or that the right variables are being measured. The hypotheses which will be tested are as below:

#### A. Support from family

Family plays an important role in a women's life. Research has suggested there is a strong correlation between family background and participation in entrepreneurial activity

(Morrison, 2000). Some researchers consider sibling order in the family an important family demographic (Hisrich et al, 1984; Hagan et al, 1989; Brush, 1992; Buttner, 1993). Watkins et al (1984) believe firstborn children, including only children have a more positive attitude than their siblings and display a sense of responsibility and a need for achievement that are often correlated with entrepreneurship. These authors found sixty percent of the female entrepreneurs participating in their research were eldest or only children. Hisrich and Brush (1984) had a similar finding with fifty percent of the female entrepreneurs surveyed being first-born children. However, Nearchou-Ellinas et al (2004) found that birth order played no significant role in female entrepreneurial activity. According to Hagen et al (1989) Orhan and Scott (2001) and Mattis (2004) family influence is particularly important for women as women are more inclined to seek family advice than their male counterparts (Kirkwood, 2007). Some authors put a particular emphasis on the importance of fathers in the encouragement of women towards entrepreneurship (Hisrich et al, 1984; Birley et al, 1987; Kirkwood, 2007). A British study conducted by Watkins et al (1984) established that thirty-seven percent of the female entrepreneurs who participated in their study had fathers who ran their own business, with sixteen percent of the mothers also owning their own business. These researchers concluded that a female entrepreneur is four times more likely to be influenced by an entrepreneurial parent than a member of the general population. Many women entrepreneurs manage their enterprises with support from family and friends, both start-up and expansion. Most women nowadays do prefer to work as they feel that they should be helping out by bringing an additional income. Those women that are not lucky enough to have any job choose to be self-employment (owned business/ entrepreneurial job) to overcome their unemployment problem. However, it is necessary to gain full support from their family and friends, because women nowadays are working both houses and also their working place. According to Brindley (2005), the main source of support and assistance for female entrepreneurs during a start up phase came from family and friends i.e. trusted sources of help that the women had previously experienced. Thus, family and close friends play a very important part in ensuring the emotional stability of women entrepreneurs. We therefore postulate that:

H1: There is a significant relationship between the support from family and the inclination of UMK female students towards entrepreneurship.

#### B. Strong social network

A study on female and male entrepreneurs networks is also grounded on assumptions of gender and cultural perspectives. Hofstede (1991) for example notes that women and femininity are associated with interest in people and warm relationships, and that men believe women tend to the relationships. In contrast, men and masculinity often are associated with such traits as assertiveness, independence, ambition, and toughness. This view is also supported by Bhatnager and Swamy (1995) who observe that women are more sensitive than men and often more concerned with interpersonal relationships than men. The literature also appears to suggest that women are more caring and nurturing and are often aware of other

peoples' feelings. From a gender perspective, the social and psychological distance along gender lines has produced a constricted opportunity for interaction for women entrepreneurs. The above arguments and observations have implications for network studies. Gwen (1990) observed that while women's networks comprised of more kin and less non-family members, men's networks comprised of fewer family ties and more coworkers. It would be interesting to find out the difference between female entrepreneurs and male entrepreneurs networks, as it has been argued that the degree to which networks are beneficial or constraining depends on type of network properties (their composition and characteristics of the relationships). Women sometimes feel the need to communicate with others who understand and know what they are going through. This can be done through social networks like groups of other women entrepreneurs who regularly get together to discuss and share their problems and views. Although establishing an effective network among women entrepreneurs are not an easy task in men dominating societies, this network helps to make members feel like a part of the group since they know that everybody else has possibly been through the same experience. In addition to that, it is a good way to brainstorm and generate ideas for their businesses to grow and develop. A research entitled *Entrepreneurship and Social Inclusion* by Fielden and Dawe (2004) suggest that socially constructed barriers are responsible for inhibiting women's progression. Furthermore, study acknowledged that mentoring and network support, especially at the local level, are at least as crucial in boosting women's attitude with respect to business leadership and new venture creation as financial support. According to Granovetter (1985), Aldrich and Zimmer (1986), and Burt (2000), women participation in network is less than men in the society. Lin (1999) pointed out that women's network is influenced by family and connections and it might present a barrier in business terms. We therefore postulate that:

H2: There is a significant relationship between a strong social network and the inclination of UMK female students towards entrepreneurship.

### C. *Internal motivation*

People have various motivations for becoming an entrepreneur. The primary theory development around entrepreneurial motivations has been to classify motivations into categories of push and pull factors (Hakim, 1989; McClelland et al., 2005; Schjoedt and Shaver, 2007; Segal et al., 2005). Push factors are characterized by personal or external factors (including a marriage break-up, or being passed over for promotion), and often have negative connotations. Alternatively, pull factors are those that draw people to start businesses – such as seeing an opportunity (Hakim, 1989). In general, pull factors have been found to be more prevalent than push factors (Segal et al., 2005; Shinnar and Young, 2008). This is significant because businesses started by entrepreneurs who experienced push motivations are less successful (financially) than those built upon pull factors (Amit and Muller, 1995). To date, researchers have

focused relatively little attention on exploring whether there are gender differences in the push and pull motivations for becoming an entrepreneur. This omission is not an isolated case, as while there has been a strong research focus on women entrepreneurs as a group, gender comparative research is still lacking in the entrepreneurship field (Menzies et al., 2004). Ten years ago, Brush and Hisrich (1998, p. 156) suggested that “the extent to which women create different organizations, or manage differently from men is not well understood”. Another advent which may affect the applicability of existing research on gender differences in push-pull theory is the increasing numbers of women now choosing entrepreneurship as a career option. Women are starting businesses at increasing rates globally (Devine, 1994; Minniti et al., 2004). While there is strong growth in the numbers of women entrepreneurs, there remains a large gender gap in participation in most countries. In the latest *Global Entrepreneurship Monitor* study, women entrepreneurs are noted as collectively making an important contribution to the global economy (Allen et al., 2008). While there is variation amongst different countries, women's contribution to entrepreneurship is particularly evident in low and middle income countries (Allen et al., 2008). In all but two countries (Japan and Peru), participation rates of women in entrepreneurship are still substantially lower than men's (in some countries this is half as much as men's participation) (Allen et al., 2008). One explanation for these lower participation rates of women compared to men in entrepreneurship is that women have a lower propensity for entrepreneurship (Koellinger et al., 2008). This may be related to the observation that women are less likely than men to perceive themselves as entrepreneurs (Verheul et al., 2002), and some women don't consider themselves entrepreneurs in the male sense of the word (Stevenson, 1990). Thus, entrepreneurship is described as male gendered (Ahl, 2003; Hysky, 1999; Verheul et al., 2002) and often defined in a “masculine” way (Ahl, 2003; Holmquist and Sundin, 1998; Ljunggren and Alsos, 2001; Simpson, 1991; Verheul et al., 2002). It is important to note that recent studies have shown that women may be lured into entrepreneurship by their continuing lack of progress within the workplace. This glass ceiling may be pushing women into entrepreneurship (Devine, 1994; Winn, 2004). This is highlighted by research which found women enter entrepreneurship having less managerial experience than men (Terjersen, 2005). A woman who is internally motivated to start a business that she is interested in will first and foremost put in more effort and time in order to make it a success. Based on previous studies, there are several factors that motivate women to become an entrepreneur. For example, according to Robinson (2001), push and pull are two main factors motivating people to become an entrepreneur. Naser et al. (2009) referred push factor associated with negative situation whereas, the pull factor attributed to positive developments. According to them, push factor may result from low income, job dissatisfaction, strict working hours or even lack of job opportunities and it is experiencing in developing countries (Dhaliwal, 1998). An empirical study

on push/pull factors by Orhan and Scott (2001) reported that women entrepreneurs in developed countries were motivated by the need for achievement. On the other hand, women in developing countries were motivated by a combination of push and pull factors. It is further noted by McClelland et al. (2005) that women are increasingly becoming more motivated by the social contribution that their businesses can make to society. Desire for self-fulfillment is an important motivator to start up a business. Nearchou-Ellinas et al. (2004) stated that the desire for women to have control and make decisions was one of the major factors for women to start up their business. Based on the reported research, we proposed the following hypotheses:

H3: There is a significant relationship between internal motivation and the inclination of UMK female students towards entrepreneurship.

#### D. Information and Communication Technology (ICT)

The term ICTs is defined in a broad sense as technologies dedicated to information storage, processing and communication (Rao, 2004, p. 262). According to Martyn et al. (2003, p. 307) ICTs constitute a range of software, hardware, telecommunication and information management technologies, applications and devices that are used to create, produce, analyze, process, package, distribute, retrieve, store and transform information. Thus, ICTs are organized communication networks and data resource that collect, transform and disseminate information within and among organizations (Seyal et al., 2000, p. 8; Sharma and Bhagwat, 2006, p. 204).

Adoption of ICTs provides many benefits across a wide range of intra- and inter-firm business processes and transactions. ICTs' adoption improves information and knowledge management inside the firm and can reduce transaction costs and increase the speed and reliability of transactions for both business-to-business (B2B) and business-to-consumer (B2C) transactions. In addition, they are effective tools for improving external communications and quality of services for established and new customers (OECD, 2004, p. 1). The emergence of technology and the Internet has brought about many challenges to the way that businesses are now run. The relationship between technological skill and firm development particularly to entrepreneurs is crucial. According to Ndubisi and Kahraman (2006), the importance of ICT to women entrepreneurs cannot be undermined. If in the past women had to deal with men personally and face to face, business through the Internet does not require this aspect. Demographic factors like age, gender and background are not as obvious in cyberspace as in the real world (Marlin & Wright, 2005). Therefore, face to face business dealings are minimized and women entrepreneurs will not be faced with much discrimination. Computerization and office automation have delivered tremendous benefits to companies such as increase productivity, freedom to do work, improve quality of work life, and instill greater responsibility on one's own work

(Millman & Hartwick, 1987). Based on the reported research, we proposed the following hypotheses:

H4: There is a significant relationship between ICT and the inclination of UMK female students towards entrepreneurship.

## 4. ANALYSIS AND RESULTS

### a. Descriptive Analysis

A total of 178 sets of questionnaire were distributed to female students. The researcher was able to obtain feedback from 178 respondents i.e. the response rate of 100%.

#### i. Respondents' Gender

TABLE I. RESPONDENTS' GENDER

Gender	Percentage	Total
Female	100	100

Table I shows that 100% of the respondents are female. The main reason why majority of respondents came from female students because it is related with the topic of the research where the respondents should be female.

#### ii. Respondents' Age

TABLE II. RESPONDENTS' AGE

Age	Percentage	Total
Below 20	22.5	22.5
20-30	77.0	99.4
Above 30	0.6	100

Table II shows that 23% of the respondents are below than 20 years old. Meanwhile, the majority of respondents are come from group age of 20-30 where it represents 77% while the rest is 0.6% for above 30 years old.

#### iii. Respondents' Nationality

TABLE III. RESPONDENTS' NATIONALITY

Nationality	Percentage	Total
Malaysian	99.4	99.4
Non-Malaysian	0.6	100

Table III shows 99% of the respondents are Malaysian and the rest is non-Malaysian.

iv. Respondents' Race

TABLE IV. RESPONDENTS' RACE

Race	Percentage	Total
Malay	77.5	77.5
Chinese	16.9	94.4
Indian	5.1	99.4
Others	0.6	100

Table IV shows 77.5% of the respondents are Malay. The second highest group is Chinese with 16.0% and Indian occupies 5.1% and other races (0.6%).

v. Respondents' Marital Status

TABLE V. RESPONDENTS' MARITAL STATUS

Marital Status	Percentage	Total
Single	97.8	97.8
Married	1.7	99.4
Others	0.6	100

Based on Table V below, it shows that 1.7% of the respondents are married. Followed by single with 97.8% respondents and others (0.6%).

vi. Respondent's Residence

TABLE VI. RESPONDENTS' RESIDENCE

Residence	Percentage	Total
With parents	6.2	6.2
Hostels	86.0	92.1
others	7.9	100

Based on Table VI below, it shows that majority of students are staying with at hostel which is 86%. Followed by others (7.9%). Remaining of them is staying with their parents (6.2%)

vii. Education Level of Father's Respondent

TABLE VII. EDUCATION LEVEL OF FATHER

Education	Percentage	Total
Primary school	17.4	17.4
Secondary school	55.1	72.5
University	23.6	96.1
No education	3.9	100

Table VII indicates that 17.4% of father's respondents are primary school, while 55.1% are came from secondary school level. Then, 23.6% of them are degree holders, and the smallest group is fathers who do not have any education (3.9%).

viii. Education Level of Mother's Respondent

TABLE VIII. EDUCATION LEVEL OF MOTHER

Education	Percentage	Total
Primary school	14.8	14.8
Secondary school	12.9	27.7
University	0.6	28.3
No education	58.1	100

Table VIII indicates that 14.8% of mother's respondents are primary school, while 12.9% are came from secondary school level. Then, the smallest group is came from mother who had university education which is 0.6%, and the biggest group is mothers who do not have any education (58.1%).

ix. Occupation of Father's Respondent

TABLE IX. OCCUPATION OF FATHER

Occupation	Percentage	Total
Entrepreneur	4.5	4.5
Government	33.1	37.6
Private	18	55.6
Self-employed	33.7	89.3
Unemployed	10.7	100

Table IX below indicates occupation of father's respondent. 4.5% of fathers are working as entrepreneur, while 33.1% of them are government servant. Next, father who work in private sector are 18% and majority of them are of them are self-employed (33.7%). Father who is not working is 10.7%.

x. *Occupation of Mother's Respondents*

TABLE X. OCCUPATION OF FATHER

Occupation	Percentage	Total
Entrepreneur	2.2	2.2
Government	21.3	23.5
Private	10.1	33.6
Self-employed	9.6	43.2
Unemployed	56.7	100

Table X below indicates occupation of mother's respondent. Few of father's respondents are working as entrepreneur (2.2%), while 21.3% of them are government servant. Next, mother who work in private sector are 10.1% and 9.6% of them are of them are self-employed. The majority of mothers are housewife which is 56.7%.

b. *INFERENTIAL ANALYSIS*

Inferential analyses present statistical results that help to establish the relationship among variables and draw conclusion there from.

i. *Reliability Test*

Reliability analysis allows the researcher to test whether each of the independent and dependent variables are reliable or not for this study. One commonly used is Cronbach's alpha, which is based on the average correlation of items within a test if the items are standardized. If not, it is based on the average covariance among the items.

According to Sekaran (2002), in his book *Research Methods for Business*, he explains that the reliability of a measure established by testing for both consistency and stability. Consistency indicates how well the items measuring a concept hang together as a set. Cronbach's alpha is a reliability coefficient that indicates how well the items in a set are positively correlated to one another. Cronbach's alpha is computed in terms of the average inter-correlations among the items measuring the concept. The closer Cronbach's alpha is to 1, the higher the internal consistency reliability.

In order to interpret Cronbach's alpha correctly, the researcher has referred to Uma Sekaran rule of thumb. According to Uma Sekaran (2002) results gained must be greater than 0.6 or 60%, as it acceptable, while results gained at 0.7 or 70% and above assumed satisfactory or good.

Table XI showed the results of reliability testing for all four factors that will influence the inclination of UMK female students towards entrepreneurship.

TABLE XI. RELIABILITY TESTING

Dimension	CRONBACH'S ALPHA (N=178)
Support from family	0.805
Strong social network	0.793
Internal motivation	0.800
ICT	0.723

1. *Reliability for support from family factor*

Based on the above result in Table 4.8, Cronbach's alpha for independent variable is very good at 0.805. It shows that 80.5% of the questions about support from family are reliable and the questions set by the researcher can be trusted to determine the findings of this study. It means that the questionnaire about the support from family factor in this study is good and satisfactory.

2. *Reliability for strong social network factor*

Based on the above result in Table 4.8, Cronbach's alpha for independent variable is very good at 0.793. It shows that 79.3% of the questions about strong social network factor are reliable and the questions set by the researcher can be trusted to determine the findings of this study. It means that the questionnaire about strong social network factor in this study is acceptable and satisfactory.

3. *Reliability for internal motivation factor*

Based on the above result in Table 4.8, Cronbach's alpha for independent variable is very good at 0.800. It shows that 80.0% of the questions about internal motivation factor are reliable and the questions set by the researcher can be trusted to determine the findings of this study. It means that the questionnaire about the internal motivation factor in this study is acceptable and satisfactory.

4. *Reliability for ICT factor*

Based on the above result in Table 4.8, Cronbach's alpha for independent variable is good at 0.723. It shows that 72.3% of the questions about ICT factor are reliable and the questions set by the researcher can be trusted to determine the findings of this study. It means that the questionnaire about the ICT factor in this study is acceptable and satisfactory.

ii. *ANOVA results for the inclination towards entrepreneurship on age, nationality, races, marital status, residence, education level of father, education level of mother, occupation of father and occupation of mother.*

TABLE XII. ONE-WAY ANOVA

	F	Significant
Age	3.125	0.028
Nationality	0.467	0.495
Races	9.542	0.000
Marital status	0.996	0.412
Residence	2.249	0.085
Education level of father	3.183	0.015
Education level of mother	0.575	0.632
Fathers' occupation	2.833	0.001
Mother's occupation	2.715	0.068

smaller than acceptable level 0.05 and  $F=9.542$ . This finding accepts the hypothesis that races will influence their inclination towards entrepreneurship.

1. *ANOVA results on the inclination of UMK female students towards entrepreneurship with age.*

One-way ANOVA used to test between the different levels of age and the levels on the inclination of UMK female students towards entrepreneurship. The variables of age are divided into three groups from below 20 years old until above 30 years old. Result shows that there is a significant different between these two variables of age and their factors on the inclination of UMK female students towards entrepreneurship. The significant level of differences is  $P=0.028$  which is lower than acceptable level 0.05 and  $F=3.125$ . This finding accepts the hypothesis that age will influence their inclination towards entrepreneurship.

2. *ANOVA results on the inclination of UMK female students towards entrepreneurship with nationality.*

The results of ANOVA indicate that there was no significant difference between nationality and the inclination of women UMK students towards entrepreneurship. The significant level of differences is  $P=0.495$  which is greater than acceptable level 0.05 and  $F=0.467$ . This finding rejects the hypothesis that nationality will influence their inclination towards entrepreneurship.

3. *ANOVA results on the inclination of UMK female students towards entrepreneurship with races.*

One-way ANOVA was used to test between the different levels of races and the levels on the inclination of UMK female students towards entrepreneurship. The variables of races are divided into four groups, which are Malay, Chinese, Indian and others. Result shows that there is a significant different between these two variables of races and the inclination of UMK female students towards entrepreneurship. The significant level of differences is  $P=0.000$  which is

4. *ANOVA results on the inclination of UMK female students towards entrepreneurship with marital status.*

The results of ANOVA indicate that there was no significant difference between marital status and the inclination of UMK female students towards entrepreneurship. The significant level of differences is  $P=0.412$  which is greater than acceptable level 0.05 and  $F=0.996$ . This finding rejects the hypothesis that marital status will influence their inclination towards entrepreneurship.

5. *ANOVA results on the inclination of UMK female students towards entrepreneurship with residence.*

The results of ANOVA indicate that there was no significant difference between student's residence and the inclination of UMK female students towards entrepreneurship. The significant level of differences is  $P=0.085$  which is greater than acceptable level 0.05 and  $F=2.249$ . This finding rejects the hypothesis that residence will influence their inclination towards entrepreneurship.

6. *ANOVA results on the inclination of UMK female students towards entrepreneurship with education level of father.*

One-way ANOVA was used to test between the different levels of education level of father and the levels on the inclination of UMK female students towards entrepreneurship. The variables of education levels are divided into four groups, which are primary school, secondary school, university education and lastly is no education. Result shows that there is a significant different between these two variables of education level of father and the inclination of UMK female students towards entrepreneurship. The significant level of differences is  $P=0.015$  which is smaller than acceptable level 0.05 and  $F=3.183$ . This finding accepts the hypothesis that education level of their father will influence their inclination towards entrepreneurship.

7. *ANOVA results on the inclination of UMK female students towards entrepreneurship with education level of mother*



The results of ANOVA indicate that there was no significant difference between education level of mother and the inclination of UMK female students towards entrepreneurship. The significant level of differences is  $P=0.632$  which is greater than acceptable level 0.05 and  $F=0.575$ . This finding rejects the hypothesis that education level of their mother will influence their inclination towards entrepreneurship.

8. ANOVA results on the inclination of UMK female students towards entrepreneurship with father's occupation.

One-way ANOVA was used to test between the different levels of father's occupation and the levels on the inclination of UMK female students towards entrepreneurship. The variables of occupation are divided into five groups, which are entrepreneur, government, private, self-employed and lastly is unemployed. Result shows that there is a significant different between these two variables of occupation and the inclination of UMK female students towards entrepreneurship. The significant level of differences is  $P=0.001$  which is smaller than acceptable level 0.05 and  $F=2.833$ . This finding accepts the hypothesis that father's occupation will influence their inclination towards entrepreneurship.

9. ANOVA results on the inclination of UMK female students towards entrepreneurship with mother's occupation

The results of ANOVA indicate that there was no significant difference between occupation of mother and the inclination of UMK female students towards entrepreneurship. The significant level of differences is  $P=0.068$  which is greater than acceptable level 0.05 and  $F=3.715$ . This finding rejects the hypothesis that mother's occupation will influence their inclination towards entrepreneurship.

iii. Multi Regression Analysis

Multiple regression test is used in this study to examine the relationship between the dependent and independent variables. In this study, the dependent variable is the influence of inclination of UMK female students towards entrepreneurship. Meanwhile independent variables are support from family, strong social network, internal motivation and lastly is ICT factor.

TABLE XIII. COEFFICIENTS

Model	Beta	Sig
Total A	0.344	0.003
Total B	-0.058	0.444
Total C	0.331	0.001

Total D	-0.356	0.000
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$\alpha = 0.05$  Standard error of estimation=0.22407 F-Stat=3.966  
 $R=0.443$  Sum of square=1.824 Sig. of F-Stat=0.000 R  
 Square=0.196 Mean Square=0.365

Based on the table XIII, R square of 0.196 indicates that the model explains 19.6% of the variance in the independent variable. The results shows that three from four of the variables are significant at  $\alpha = 0.05$  level. H means that there is significant relationship between the inclinations of women students of UMK towards entrepreneurship with support from family, internal motivation and ICT. Whereas, the other one variable which is strong social network, there is no significant relationship between the inclinations of women students of UMK towards entrepreneurship with this variable. It means that, reject  $H_0$ . By looking at the  $\beta$  coefficient, the inclination of women students of UMK towards entrepreneurship shows a negative relationship on strong social network and ICT. Meanwhile for support from family factor and internal motivation factor, it shows a positive relationship on the inclinations of UMK female students towards entrepreneurship. The support from family factor has the strongest relationship on the inclinations of UMK female students towards entrepreneurship ( $\beta = 0.344$ ) followed secondly by internal motivation factor ( $\beta = 0.331$ ), strong social network ( $\beta = -0.058$ ), lastly is ICT ( $\beta = -0.356$ ).

1. Relationship between the inclinations of UMK female students towards entrepreneurship and support from family, strong social network, internal motivation and ICT factors

H1: There is a significant relationship between the support from family and the inclination of UMK female towards entrepreneurship

The relationship between the inclination of UMK female students towards entrepreneurship and support from family is found significant ( $P=0.03$ ,  $\alpha = 0.05$ ). For the inclination of women students of UMK towards entrepreneurship, the relationship is positively related ( $\beta = 0.344$ ). This indicates that by giving moral and emotional support will positively influence the inclination of UMK female students towards entrepreneurship.

H2: There is a significant relationship between a strong social network and the inclination of UMK female students towards entrepreneurship

The relationship between the inclination of UMK female students towards entrepreneurship and strong social network

factor is found significant ( $P=0.444$ ,  $\alpha = 0.05$ ). The negative relationship ( $\beta = -0.058$ ) indicates that the type of network properties where their composition and characteristics of relationship will negatively influence the inclination of UMK female students towards entrepreneurship.

H3: There is a significant relationship between internal motivation and the inclination of UMK female students towards entrepreneurship.

Table showed that there is a significant relationship between the inclination of UMK female students towards entrepreneurship and internal motivation ( $P=0.001$ ,  $\alpha = 0.05$ ). This factor has the positive relationship ( $\beta = 0.331$ ). The positive relationship indicates that the internal motivation factor will positively influence the inclination of UMK female students towards entrepreneurship.

H4: There is a significant relationship between ICT and the inclination of UMK female students towards entrepreneurship.

The relationship between the inclination of UMK female students towards entrepreneurship and ICT factor is found significant ( $P=0.000$ ,  $\alpha = 0.05$ ). For the inclination of women students of UMK towards entrepreneurship, the relationship is negatively related ( $\beta = -0.356$ ). This indicates that the ICT will negatively influence the inclination of UMK female students towards entrepreneurship.

## 5. CONCLUSION

In this chapter, the main objectives on this research have been answered by using SPSS. For demographic perspective, the analysis makes it possible for the research to plot a customer's profile for the inclination of UMK female students towards entrepreneurship. Next is for test the relationship between demographic factors with the inclination of UMK female students towards entrepreneurship, One Way Anova has been used. Lastly for test hypothesis, researcher has used multiple regression analysis.

### IMPLICATION OF THE STUDY

The paper offers insights into the factors that will contribute to the inclination of among UMK female students towards entrepreneurship. It also adding a further dimension to our understanding of these particular factors. The study also shows that three out of four factors will influence the inclination of UMK female students towards entrepreneurship. Therefore, UMK's management can use these factors to organize and offer what courses that suitable to students. These will make student more interest and also have an extra knowledge about entrepreneurship. The analyses also present useful information from the respondents. This study has also laid out the results of analysis, such as factors that influence the inclination of UMK female students towards

entrepreneurship and students demographic variables that may influence on the inclination of UMK female students towards entrepreneurship. This is much helpful to propose more strong strategies for related parties like management and lecturers in planning what they will do especially in teaching preparation in future.

### LIMITATION OF THE STUDY AND FUTURE RESEARCH

#### a. Skill and experiences

Researcher is still in learning stage while doing this research. Due to lack of experience and skill in this area, the researcher faces a lot of problem especially in collecting primary data. Researcher have limited skills in selecting respondents and it cause little problem in collecting the survey. Therefore, researcher need to attend more classes that related to research in order to equip her with more research knowledge. It also will give her a clear understanding about how to do a research.

#### b. Cooperation from respondent

Respondents may not be willing to show commitment and support where some of them might not give their full cooperation in answering the questionnaire. The answer given may not represent their through feeling towards the management of the company and the services. The reliability of data is doubtful, as the respondents' selection did not give answer or full cooperation. This might happen when respondents do not fully understand the question on questionnaire. They also do not know the important of this research for students like researcher. Sometimes, if they are not willing to answer the questionnaire, they will mark the same answer and this will make the questionnaires as the unused. Therefore, researcher need to tell respondents how important the survey to them and please them to give full of cooperation. The researcher also can give the respondents some gift before they finish answering the questionnaire. This method may help the researcher to persuade respondents to answer more sincere.

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