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DETERMINANTS OF ENTREPRENEURIAL INTENTION AMONG POLYTECHNIC UNDERGRADUATE STUDENTS

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Abstract

The main objective of this study is to examine the level of entrepreneurial intention among Polytechnic students in Sarawak. The study was also conducted to find out whether there is difference between student's demographic variables in terms of entrepreneurial intention. A total of 400 questionnaires were distributed to the target respondents and only 391 of the questionnaires were returned. Thirteen hypothesis are developed to test specific objectives of the study. The findings demonstrated that the entrepreneurial intention among polytechnic students in Sarawak is at moderate level. The findings showed that the personality traits (attitude towards entrepreneurship, locus of control, self-efficacy, proactive personality and risk taking propensity) have a significant relationship on entrepreneurial intention. This study also illustrates that the contextual elements variables (close support and perceived support) have a significant relationship with entrepreneurial intention. The findings indicated that there is significant difference between racial groups and intention towards entrepreneurship.

Keywords: entrepreneurial intention, personality trait, contextual elements.

1.0 Introduction

Entrepreneurship is one of the most important elements that contribute to the development, growth and prosperity of the economic in a country. Meanwhile, a career as an entrepreneur creates meaningful benefits for persons to gain wealth and profit by providing job opportunity, innovation, and novelty as well as the growth of economic. Davidsson (1995) stated that new companies are creators of new job, thus entrepreneurship is considered as an important of economic force. Other than that, entrepreneurship may help to solve unemployment problems especially among graduates. Thus, encouragement of entrepreneurship among students has become a vital topic among the policy makers.

Entrepreneurship is a dynamic process of vision, change and creation which is needed to be taught in order to transfer skill and knowledge from an expert to others (Kuratko, 2005). Countries that have gone through rapid growth of economic have always had a large number of adventurous and initiative person who are able to introduce the new products or services or enhance existing approaches in providing products or services in the market place (Abu Bakar, 2008). Therefore, there is rising attentions among policy makers as well as an academician in developing economic through

entrepreneurship and entrepreneurship education (Gorman & Hanlon, 1997).

The level of unemployment among young people in European United (EU) countries showed as one of the highest level among others (Eurostat, 2012). Entrepreneurship education has been identified as one of the possible solutions. Thus, specific strategies to promote entrepreneurship education was launched in nine EU countries include Sweden, Denmark, Finland, Estonia, Lithuania, Netherland, Latvia, Poland, Germany and Norway. Meanwhile, the improvement of entrepreneurial education is highlighted as a vital factors to increase employment rate (World Bank, 2008). In the United States of America (USA), there are over than 400 Higher Education Institutions which is offering entrepreneurship courses and the number of students that has taken entrepreneurship subjects is increased everyday (Kuratko & Hodgetts, 2007). It shows that the important of the entrepreneurship as well as entrepreneurial activities in the growth of economic, innovation and employment. Therefore, it is important to increase the intentions toward entrepreneurship among students.

In Malaysia, vocational education was established when the British introduced the training for Malay Youths to become mechanics and fitters in order to handle the railway lines in 1981 (Zakaria, 1988). Then, the first public technical school was established in 1906. The purpose of its establishment is to train the government sectors' technician. Meanwhile, the comprehensive education and training in vocational was introduced in 1965. The establishment of this education and training will affect to the vocational education scenario. The development of education was changed in Malaysia in line with the changes in economic, social, number of population, technology environment and the needs of the education development. In 9th Malaysia Plan, the technical and vocational education and training can be divided into different levels of education such as the ore-school, primary school, secondary school, certificate (post secondary), university level for diploma, degree, master and PhD (Economic Planning Unit, 2006).

Polytechnic Malaysia is a higher educational institution that offers technical and vocational courses to SPM school leavers at Diploma and Certificate level. It was established in 1969 through the Colombo Plan. The objective of the establishment is to provide skilled semi professional is engineering, commerce and hospitality at Diploma and Certificate level in order to meet the nation's demand either in public or private sectors. Currently, Polytechnic focused in providing skilled semi professional at Diploma level whilst Community College at certificate level.

Entrepreneurship education as part of Technical and Vocational Education and Training (TVET) curriculum can be identified as amongst the popular tools for the purpose of to teach students about changes. This education also determined as an approach to teach students how to accept changes instead of to fear it. The students that fear the changes will not look a goal as one of the target that must be achieved due to unwilling to move out from their comfort zone. Meanwhile, brilliant people challenge themselves and boost their minds by gambling out from their comfort zone continually (Unger & Kuppillas, 1995). Entrepreneurship education is not just to teach students on how to operate business but it also about the survival. Students will not only learn on how to set up business but also learn to take risk, handle result as well as learn from the outcomes from entrepreneurship education (Ashmore, 2007).

1.1 Problem Statement

Based on National Education Statistic (MOE, 2012) the employability status of Malaysian Polytechnics graduates students in 2012 shows that only 51.9% of graduates students are employed. Among the employed students, only 10.3% owned their own business. Meanwhile, 23.9% graduates students are unemployed and 65.6% of them mentioned that the reasons for unemployment is still seeking for a job. Other than that, the highest percentage of unemployment among Malaysian graduates according to state is Sabah (37.6%), followed by Kelantan (35.2%), Terengganu (33.1%) and Sarawak (28.3%). Hence, the statistic highlighted unemployment as a current issues among graduate, this study interested to embark upon issue. Moreover, the number of graduates that enter the job market increases every year which the demand exceeds the supply of jobs. Since academic

qualifications do not guarantee an individual to get a job automatically upon graduation, there is a need to look elsewhere. In Malaysia, the government is enhance graduates to set up and start small business in order to reduce the unemployment rate. Hence, entrepreneurship has been acknowledged to be a solution to reduce an unemployment (Topimin, 2006). Therefore, the entrepreneurial intention among students should be studied in order to know student's level of the entrepreneurial intention before graduation. Moreover, in Malaysia, only a few studies regarding examining entrepreneurial intention among students is conducted (Ismail et al., 2009).

Nowadays, many researchers interested to conduct research in entrepreneurship field. Meanwhile, most of institution in different countries also have been conducted numerous studies on comparative analysis revealing the entrepreneurial intentions among students, comparative analysis revealing the intentions among pupils towards entrepreneurship as well as the students' entrepreneurial intentions in transition economies. The most popular trait in determining the entrepreneur behavior is personality traits. Ismail et al. (2009) reported that part of the solution in identifying potential entrepreneur is by evaluating an individual personality. Besides, it is found that contextual elements is a large set of elements that might affect the entrepreneurship activities (Luthje and Franke, 2003). Thus, the relationship between personality traits, contextual elements intention towards entrepreneurship should be studied. The other difference variable have been found to predict entrepreneurship is demographic characteristics such as gender, family background and race. However, there is a gap between the previous research on intention towards entrepreneurship among students and the entrepreneurial intention among student's racial. This gap need to be explore further in order to explain the student's racial and the intention toward entrepreneurship among students.

Other than that, Sarawak is set to witness more young graduate entrepreneurs who are prepared to assume significant accountability for the inherent risks and the outcome when the graduate commence their business (Yap, 2010). With the rapidly growing of economy nowadays, Sarawak has a lot of things to offer especially on the most recent emphasis to Eco-tourism and bio-diversity. Furthermore, National Education Statistic of Higher Education Sector 2012 showed that the unemployment among graduates student in Sarawak is 28.3%. It is the forth highest among all states in Malaysia. Thus, the intention towards entrepreneurship among students in Sarawak should be studied. Furthermore, there is no such study have been conducted in Sarawak.

1.2 Objective

1.2.1 General objective:

To examine the level of intention towards entrepreneurship among Polytechnic students in Sarawak.

1.2.2 Specific objectives:

1. To explore the relationship between contextual elements and entrepreneurial intention.
2. To determine personality traits as determinants of students' entrepreneurial intention.
3. To examine the respondent's demographic characteristics such as gender, race and entrepreneurial course towards the entrepreneurial intention.

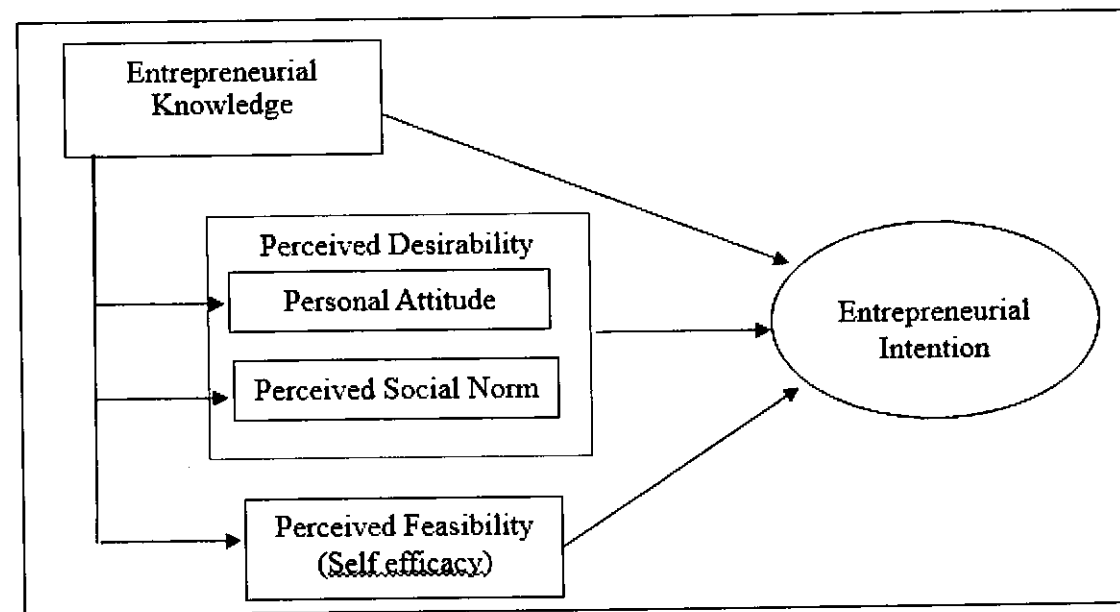
2.0 Literature Review

Most of researchers recognize entrepreneurship to be significant for economy growth in a country. Entrepreneurship encourages business development, technological advancement and wealth creation for the existing firms and new firms (Lumpkin & Dress, 1996). Currently, fostering

entrepreneurship to be an importance topic for policy maker of European Union (EU) countries is about. In 2010, there are a lot of entrepreneurial initiative has been conducted for the purpose of to achieve target of employment rate among European Union countries. Thus, EU needs to develop approximately 22 million jobs and it look like a difficult task because the growth of employment in EU countries is only 0.4% in 2002. Therefore, the creation of policy can contribute to boost the entrepreneurship level.

2.1 Intention Based Model

In order to develop a theoretical foundations for the development of the entrepreneurship field, Linan and Chen (2004) has developed intention based model as shown in Figure 1. The researcher has developed intention based model to get a greater comprehension of the different factors affecting intention towards entrepreneurship (Linan & Chen, 2004). Krueger et al. (2000) stated that these models are intended to be instruments for examining the precursors to entrepreneurs. People who has greater knowledge regarding the entrepreneurial environment will ensure that they will have a realistic perception towards entrepreneurial activities as well as would be a role model to others. This latter element would have an effect on perceived feasibility and possibly on the desirability (Scherer, Brodzinski & Wiebe, 1991). Generally, people who has greater knowledge regarding entrepreneurial will have greater awareness on the existence of professional career choice as well as will contribute the intention to be entrepreneur more reliable.



Source : Linan and Chen (2006)

Figure 1 : Intention Based Model

2.2 Empirical Studies on Entrepreneurial Intention among Students

There are many studies have been conducted regarding Collage student's intention to be entrepreneurs. A study on intention towards entrepreneurship among university students in variety contexts of culture reported that the encouragement from university environment give an impact on confidence towards entrepreneurship among university students (Autio et al., 1997). Besides, a study on Balinese students of Atmajaya University Indonesia found that 39.5% of respondents mentioned their intention to be entrepreneurs and another 35% mentioned their desire to be entrepreneurs in the future (Lie, 2004). Meanwhile, Luthje and Franke (2004) found that Massachusetts Technology

University students had higher entrepreneurial intention than Vienna and Munich University students.

The university was performed higher education level, so that person studying there can develop a potential of entrepreneurship in the future (Remeikiene, Startiene & Dumciuviene, 2013). Thus, the intention towards entrepreneurship among young people will be increased if the universities provide a specific knowledge and idea regarding to business (Turker & Selcuk, 2009). A study conducted among university students in Northern Ireland reported that 47% of the respondents showed the inclination to be an entrepreneur in the future (Hart & Harrison, 1992). Likewise, other study also reported that 46% of college students consider to be an entrepreneur as a career (Karr, 1985)

2.3 Personality Traits and Entrepreneurial Intention

Personality trait is identified as constructs to describe regularities in human's behavior (Abdul Kadir et al., 2008). Personality characteristics distinguish entrepreneurs from non contemporary theory determinants. Meanwhile, traits predicting behaviour include risk taking, achievement motivation and locus of control. Shaver and Scott (1990) stated that it has proven that personality traits to become predictors of entrepreneurship aspects such as the tendency to start up a business venture, succeed in venture as well as enhance corporate entrepreneurship. Thus, it is one of the solutions in identifying potential entrepreneur is by evaluating their personality aspects (Ismail, 2009).

Demographic characteristics also has been identified as the variables to predict the entrepreneurships. Carsrud et al. (1993) indicates that in entrepreneurship studies, demographic means the exploration of the entrepreneurial population by quantitative approach through the measurement of range, development or turn down of entrepreneurs and entrepreneurship. Demographic characteristics influencing entrepreneurship are age, education, gender, education background work experience and role model (Ismail et al., 2009). Besides, the individual difference variables are also used to estimate entrepreneurial behaviors include age, gender and education. Previous study showed that male respondents were more tend to be an entrepreneur than female (Mazzarol et al., 1999; Thrikawala, 2011).

Self efficacy refers to power or capability to generate a desire effect and it becomes a main factors of entrepreneurial intention (Shook & Bratianu, 2010). Similarly, Ryan (1970) supported that self-efficacy identifies intention to be self employment. It is also an importance elements of successful entrepreneurial behaviour (Sanchez, 2011). There are six factors that need to consider when the entrepreneurial self-efficacy (Noble et. al., 1999) measure. Risk and uncertainty management skills, innovation and product development interpersonal and networking management skills, opportunity recognition, procurement and allocation of important resources as well as development and maintenance of an innovative environment are identified as one of the factors that measure the entrepreneurial self efficacy.

Locus of control can be described as generalized belief that someone can or can not control their own density (McShane and Von Glinow, 2005; Abdul Kadir et al., 2008). It is also identified as the level to which a person realize that success and failure as rely on their personal initiatives (Chin et al., 2011). It is found that the passport for a successful entrepreneur is initiative and skills of entrepreneurial. These entrepreneurs must capable to look, evaluate a situation and react against something for avoidance. Other than that, they must capable to accept unpredictability and risk. A person who ascribe control of events to themselves are determined as having an internal locus (Spector, 1997). If a person does not feel competent to change the situation or the environment, a person will unlikely to embark on a project requires changes to be made in both (Gatewood, Shaver & Gartner, 1995).

Proactive behaviour refers to initiative taken by someone in order to improve present situations or developing new ones (Crant, 1996). It also involves challenging the status quo instead of adapting to current condition passively. Kickul and Krueger (2004) mentioned that proactive person possess high initiative level in order to react and persevere until they bring regarding the meaningful change. Workers can involve in proactive activities as part of their behaviour role in which they fulfill basic job requirement (Crant, 1996).

Risk taking propensity is another crucial characteristic in order to be self employed. Besides, a vital component of decision in business is the risk elements. An entrepreneur can be characterized as a good model of business, the capability in taking risk, the capability to determine opportunities in business, the capability to take corrective action effectively and the capability to grasp profitable opportunities (Caird, 1998). Risk taking propensity also has reported to give an effect on the period that entrepreneurs take in order to decide the decision before making their choice. Other than that person's perception of risk affected by their own and other people experienced (Mayne, 1997).

Every attitude has an object that could be an individual, things, place, event, lifestyle and others (Robinson et al., 1991). These objects can be described in four entrepreneurial actions include identification and evaluation of business opportunities, networking and communication abilities. Besides, the attitude towards entrepreneurship also can be describes as a person response either good or bad in order to start up business (Linan, Santos & Fernandez, 2011).

2.4 Contextual Elements and Entrepreneurial Intention

Penning and Kimberly mentioned that contextual elements is a large set of elements that might affect the entrepreneurial activities. Perceived support, perceived barriers and close support are the contextual elements that typically studied by the researcher in order to test the relationship between these elements an intention towards entrepreneurship. Usually, family tend to give strong supporters to an entrepreneur. These supporters include parents, siblings and spouse who can be supportive and sometime can be negative to say when a person start a venture (Ismail et. al., 2009).

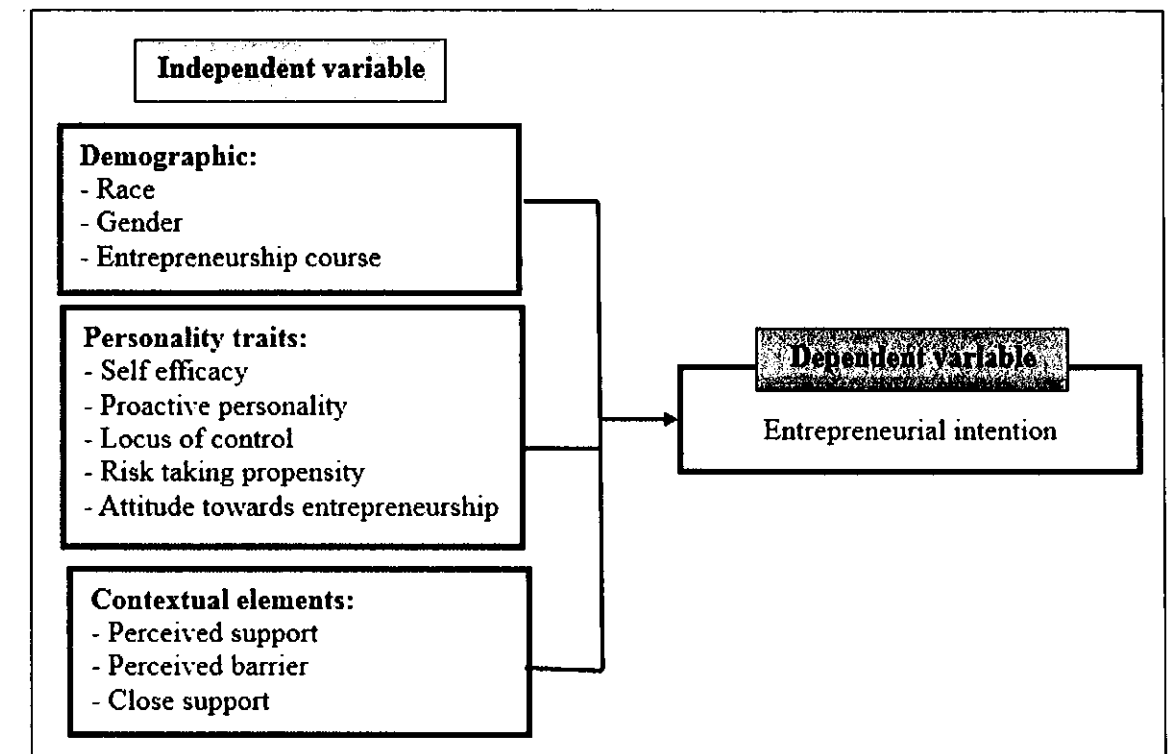
A study conducted by Davidson and Honig (2003) found that family members, relative and friend contributed to the development of entrepreneurs which can shape the perceived desirability of a specific venture in business and preparing funding support. Support from family and friend are important specifically in forming the perceived desirability of a specific venture in business and preparing funding support. Vasiliadis and Poullos (2007) found that support from family and friends are crucial due to the graduates set up a company through family resources and they don't want to loan from any financial institutions. Meanwhile, with perceived support, a person might be able to involve in entrepreneurial activities if they perceived that the business surroundings is favorable. Luthje and Franke (2003) stated that a person who have negative perception about the business environment may not decide to set up business venture.

3.0 Methodology

This research focuses on determinants of entrepreneurial intention among Polytechnic students in Sarawak. Figure 2 illustrate the determinant factors for the independent and dependent variables to develop the proposed research framework. The research framework adapted and modified from theory of planned behaviour by Ajzen (1991), model of entrepreneurial event by Shapero-Krueger (2000), entrepreneurial intent structural model by Luthje and Franke (2003) and intention based model by Linan and Chen (2006).

This study employs three independent variables namely demographic, personality traits and contextual elements amongst Polytechnic students in Sarawak and a dependent variable is entrepreneurial intention.

Population in this study is 7,085 students of Polytechnic in Sarawak. It is estimated that the margin of error is 5%. Hence, the samples in this study totaled 379 respondents. However, 400 questionnaires will be distributed in this study. The stratified random sampling method was carried out in order to collect the response from the respondents.



Source : Adapted from Linan and Chen (2006)

Figure 2 : Research Framework

4.0 Discussion

The survey sample consisted of 400 respondents from three Polytechnic in Sarawak which is selected randomly. The questionnaires were distributed to students and they were required to complete the questionnaires in the presence of the researcher or lecturer and then returned it immediately after completion. The whole process of distributing and collecting this questionnaire took time approximately a month. A total of 394 questionnaires were successfully collected and this contributed to a 98.5 % response rate which is considered as a very high response. However, only 391 samples can be used as an instrument to conduct the analysis.

4.1 Level of entrepreneurial intention among Polytechnic students in Sarawak

Table 1 shows the level of entrepreneurial intention among Polytechnic students in Sarawak. The scores were divided into three levels which are 1 to 3 is considered as low, 4 is considered as medium and 5 to 7 are considered as high. The table illustrates that, generally all items measuring entrepreneurial intention among polytechnic students in Sarawak was moderate ($m = 4.84$). The highest mean score of the entrepreneurial intention items was for the item 4 "I realize the challenges of creating a new business" ($m = 5.11$) and item 8 "I want the freedom to express myself in my own business" ($m = 5.11$). The least mean score of the entrepreneurial intention items was for the item "I'm going to start my own business within one year of graduation" ($m = 4.53$).

Table 1 : Level of entrepreneurial intention among Polytechnic students in Sarawak.

Items	Mean						
	Low			Medium	High		
	1	2	3	4	5	6	7
My professional goal is to become an entrepreneur.				4.69			
I'm ready to make anything to be an entrepreneur.				4.60			
I'm determined to create a company in the future.				4.96			
I realize the challenges of creating a new business.							5.11
I will run part time business							5.01
I have seriously thought of starting a business.				4.78			
I would rather be my own boss than have a secure job.				4.98			
I want the freedom to express myself in my own business.							5.11
I will make every effort to start and run my own business.							5.01
I have got firm intention to start a business in the future.				4.89			
I'm going to start my own business within 1 year of graduation.				4.53			
I've thought that I'll start my own business in next 5 years.				4.67			
I've thought that I'll start my own business in next 10 years.				4.63			
I prefer to be entrepreneur rather than to be employee.				4.81			
I would rather form a company than to be a manager.				4.81			
Overall entrepreneurial intention				4.84			

4.2 Correlations Coefficient Result

Table 2 illustrates results of Pearson's correlation coefficient between personality traits, contextual elements and entrepreneurial intention variables. From the analysis, all the variables are positively and significantly correlated with intention towards entrepreneurship. Personality traits and entrepreneurial intention have the highest significant correlation coefficient ($r = 0.780$). Meanwhile, contextual elements and entrepreneurial intention have lowest correlation coefficient ($r = 0.644$). The table also shows that the correlation of three variables was between 0.6 to 0.79. It indicates that there is strong positive relationship between personality traits, contextual elements and entrepreneurial intention.

Table 2 : Correlation of the personality traits, contextual elements and entrepreneurial intention

Variables	Intention	Personality traits	Contextual elements
Intention	1	0.780**	0.644**
Personality traits	0.780**	1	0.826**
Contextual elements	0.644**	0.826**	1

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

Table 3 : Correlations of personality traits variables and entrepreneurial intention

Variables	Intention	Attitude	Locus of Control	Self Efficacy	Proactive Personality	Risk Propensity
Intention	1	0.846**	0.631**	0.684**	0.643**	0.550**
Attitude	0.846**	1	0.716**	0.720**	0.655**	0.642**
Locus of control	0.631**	0.716**	1	0.699**	0.655**	0.611**
Self efficacy	0.684**	0.720**	0.699**	1	0.768**	0.663**
Proactive personality	0.643**	0.655**	0.655**	0.768**	1	0.693**
Risk Propensity	0.550**	0.642**	0.611**	0.663**	0.693**	1

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

Table 3 illustrates Pearson's correlation coefficient among personality traits variables and entrepreneurial intention. From the analysis, all the personality traits variables are positively and significantly correlated with entrepreneurial intention. Attitude towards entrepreneurship and entrepreneurial intention have the highest significant correlation coefficient ($r = 0.846$). According to Miller (1991), correlation coefficients that are > 0.8 considered as very strong correlation. Meanwhile, risk propensity and entrepreneurial intention have lowest correlation coefficient ($r = 0.550$). It considered as moderate correlation ($r = 0.4$ to 0.59). Other variables include locus of control ($r = 0.631$), self efficacy ($r = 0.684$), proactive personality ($r = 0.643$) and entrepreneurial intention have strong positive correlation coefficient.

Table 4 : Correlations of contextual element variables and entrepreneurial intention

Variables	Intention	Close Support	Perceived Barrier	Perceived Support
Intention	1	0.536**	0.557**	0.636**
Close Support	0.536**	1	0.657**	0.754**
Perceived Barrier	0.558**	0.657**	1	0.820**
Perceived Support	0.636**	0.754**	0.820**	1

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

Table 4 illustrates Pearson's correlation coefficient among contextual element variables and entrepreneurial intention. From the analysis, all the contextual element variables are positively and significantly correlated with entrepreneurial intention. Perceived support and entrepreneurial intention have the highest significant correlation coefficient ($r = 0.636$) and it considered as strong positive relationship. Meanwhile, close support and entrepreneurial intention have lowest correlation coefficient ($r = 0.536$). Perceived barriers and close support variables are considered as moderate correlation coefficient due to the value of correlation range is between 0.4 to 0.59 (Miller, 1991).

4.3 Regression Coefficients Result

Multiple linear regression is used in order to test the relationship between the personality trait, contextual elements and entrepreneurial intention.

Table 5: Regression Coefficients of personality traits and entrepreneurial intention

Personality Traits Variables	β	t	Sig.
(Constant)	0.297	1.785	0.075
Attitude towards entrepreneurship	0.754	17.256	0.000
Locus of control	-0.019	-0.428	0.669
Self efficacy	0.119	2.281	0.023
Proactive personality	0.163	3.273	0.001
Risk taking propensity	-0.096	-2.254	0.025
R	0.858 ^a	-	
R ²	0.736	-	
Adjusted R ²	0.733	-	
F	5.00	-	
Sig. (p)	0.000 ^b	-	
Standard Error (ϵ_{ua})	0.518	-	

Table 5 illustrates the results of linear regression analysis of personality traits variables towards entrepreneurial intention. The R² is equal to 0.736 which means the model were able to explain 73.6% of the variance in entrepreneurial intention among respondents from Polytechnic in Sarawak. The model is significant ($p < 0.05$). Attitude towards entrepreneurship was significantly influences by entrepreneurial intention among students ($p < 0.05$). Among the five independent personality traits variables, attitude towards entrepreneurship emerged as the most important determinant that influences undergraduates' entrepreneurial intention. This is owing to the highest β value gained by attitude towards entrepreneurship ($\beta = 0.754$, $p = 0.00$). Then, proactive personality ($\beta = 0.163$, $p = 0.001$) emerged as second most important influence, followed by self-efficacy ($\beta = 0.119$, $p = 0.023$). Risk taking propensity also was significant influences by entrepreneurial intention among students ($\beta = -0.096$, $p = 0.025$). However, this results showed that, if the risk propensity increased by 1 unit, the entrepreneurial intention will decrease by 0.171 units. Meanwhile, locus of control and entrepreneurial intention was not significant influences by entrepreneurial intention among students ($p > 0.05$).

Table 6 shows the relationship between the contextual elements variables and entrepreneurial intention. The R² is equal to 0.415 which means the evident that the variable explain 41.5% of the variance in entrepreneurial intention. Perceived support and close support were significantly influenced by entrepreneurial intention among students ($p < 0.05$). The highest β value gained by perceived support ($\beta = 0.486$, $p = 0.00$) followed by closed support ($\beta = 0.106$, $p = 0.039$). Perceived barrier was not significantly related to entrepreneurial intention ($\beta = 0.086$, $p = 0.180$).

Table 6 : Regression Coefficients between contextual elements variables and entrepreneurial intention

Contextual elements Variables	β	t	Sig.
(Constant)	1.520	7.436	0.000
Close support	0.106	2.075	0.039
Perceived barrier	0.086	1.344	0.180
Perceived support	0.486	5.970	0.000
R	0.644 ^a	-	
R ²	0.415	-	
Adjusted R ²	0.410	-	
F	91.50	-	
Sig. (p)	0.000 ^b	-	
Standard error (ϵ_{ua})	0.770	-	

Table 7 : Regression Coefficients between personality traits, contextual elements variables and entrepreneurial intention

Variables	β	t	Sig.
(Constant)	0.001	0.004	0.997
Personality traits	0.970	10.812	0.000
Contextual elements	0.101	3.018	0.091
R	0.780	-	
R ²	0.608	-	
Adjusted R ²	0.606	-	
F	300.51	-	
Sig. (p)	0.000 ^b	-	
Standard error (ϵ_{ua})	0.629	-	

Table 7 shows that the results of linear regression analysis of personality traits and contextual element variables towards entrepreneurial intention. The R² is equal to 0.608 which means that only 60.8% of the changes in entrepreneurial intention is explained by personality traits and contextual elements. Personality traits was significantly influenced by entrepreneurial intention among students ($p < 0.05$). Among the two independent variables, personality traits emerged as the most important factor that influenced students' entrepreneurial intention. This is owing to the highest β value gained by personality traits ($\beta = 0.764$). Meanwhile, contextual elements showed a weak significant relationship with entrepreneurial intention ($p < 0.10$).

4.4 T-test Result

Table 8 shows the t-test result of gender, entrepreneurial course, job experience and business experience towards entrepreneurial intention. Male respondents score higher mean than female towards entrepreneurial intention ($m = 4.93$). There was weakly significant between male and female towards the entrepreneurial intention ($p < 0.10$). Meanwhile, the result illustrates that there was no significant different between students who have taken entrepreneurial course and students who have not taken entrepreneurial course towards entrepreneurial intention ($p = 0.353$). However, the respondents who have taken entrepreneurial course score higher mean than the respondents who have not taken entrepreneurial course towards entrepreneurial intention ($m = 4.87$).

Meanwhile, students' job experience showed a weak significant relationship with entrepreneurial intention ($p = 0.085$). However, the students who have job experience score higher mean than the students who have no job experience in terms of the entrepreneurial intention ($m = 4.91$). The result also shows that there was a significant difference between students who have business experience and students who have no business experience ($p < 0.05$). Students who have business experience score higher mean than students who have no business experience for the variable entrepreneurial intention ($m = 5.12$).

Table 8 : The t-test result of gender, entrepreneurial course, job experience and business experience towards entrepreneurial intention

Variable	N	Mean	Standard Deviation	t-value	df	Sig. (2 tailed)
Gender	Male	219	4.93	1.947	335.62	0.052
	Female	172	4.73			
Entrepreneurial course	Yes	258	4.87	0.931	250.17	0.353
	No	133	4.77			

Job Experience	Yes	246	4.91	0.937	1.727	265.49	0.085
	No	145	4.72	1.098			
Business experience	Yes	111	5.12	0.978	3.556	204.54	0.000
	No	280	4.73	0.992			

4.5 ANOVA Result

Table 9 shows the difference between student's race and entrepreneurial intention. The racial group of Chinese scoring highest mean ($m = 5.12$, $SD = 0.998$), followed by Malay ($m = 4.99$, $SD = 0.926$), Iban ($m = 4.79$, $SD = 0.873$), others ($m = 4.65$, $SD = 1.222$) and Bidayuh ($m = 4.36$, $SD = 1.304$). The findings also indicate that the significance value is 0.007 which is < 0.05 . This indicates that there is significant difference between group in terms of the entrepreneurial intention ($F = 3.568$, $p = 0.007$).

Table 9 : Difference in intention towards entrepreneurship with regard to students' race

Race	N	Mean	Standard Deviation	F	Sig.
Malay	162	4.99	0.926	3.568	0.007
Chinese	26	5.12	0.998		
Iban	93	4.79	0.873		
Bidayuh	21	4.36	1.304		
Others	89	4.65	1.122		

5.0 Conclusion

This study has achieved its objectives in identifying the level of intention towards entrepreneurship among Polytechnic students in Sarawak. The results demonstrate that the entrepreneurial intention among polytechnic students in Sarawak is at moderate level. The findings showed that the personality traits (attitude towards entrepreneurship, locus of control, self-efficacy, proactive personality and risk taking propensity) have a significant relationship on entrepreneurial intention. This study also illustrates that the contextual elements variables (close support and perceived support) have a significant relationship with entrepreneurial intention. However, the relationship between locus of control and intention towards entrepreneurship was not significant. Meanwhile, this study also illustrates that the contextual elements variables which is close support and perceived support have a significant relationship with intention towards entrepreneurship. However, perceived barrier and entrepreneurial intention was not significant.

Other than that, this study also reported the significant of demographic characteristics and intention towards entrepreneurship. Male students shows higher level of intention towards entrepreneurship than female students. Nevertheless, students' gender showed a weak significant difference with entrepreneurial intention. Meanwhile, students who have taken entrepreneurship course showed slightly higher on entrepreneurial intention than students who have not taken entrepreneurship course. However, there was no significant difference between both students. Chinese students has higher entrepreneurial intention than other race groups. Besides, there was a significant difference among race groups on intention towards entrepreneurship.

Therefore, studies in polytechnic (TVET) should be able to create entrepreneurial abilities. Programs or course structured for the students with technological specialization should be improved by adding more entrepreneurship courses which are capable of forming entrepreneurial knowledge and skills. Besides, the Department of Polytechnic Education also should offers at least one entrepreneurship program in each state. Polytechnic should also conduct various entrepreneurship activities to its students such as Young Entrepreneur Programme, talks, training, motivation, internship, workshop, seminars and other in order to encourage entrepreneurial intention among students

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CHALLENGES IN SUSTAINING ETHNIC FOODWAYS AMONG STUDENT IN UNITED KINGDOM

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Abstract

This paper qualitatively examines the challenges of Malaysian temporary immigrant such as student to practice ethnic foodways in United Kingdom. Eleven informers who study in United Kingdom. Seven informers who currently study in United Kingdom were interviewed by using semi-structured question. The result revealed that availability of ingredient, equipment, time limitation and creativity were the challenges for them to sustain in practicing ethnic foodways. This study also revealed that by eating and cooking Malaysian food connected them to Malaysian culture and emotional feeling. Despite of living in foreign and different culture, environment and people, Malaysian sojourners, in particular international student able to maintain their ethnic foodways by cooking and eating Malaysian food with traditional ingredient, equipment and eating decorum.

Keyword: Ethnic foodways, temporary immigrant, student, culture.

1.0 Introduction

Food is an essential component in sustaining human existence and as nourishment for human body. Believe it or not, food is a central part of our lives. Not only that, food played in other aspect of human life. It also can construct and maintain the social relationships, gratification of pleasure, a relief from stress, symbolize religious and ritual activities as well as one's ethnic identity (Sullivan, 2004).

Food serves to indicate religious, the belief systems, and practices rules. Furthermore, food also explained the complex ideologies of individual's character or for the whole community or an ethnic. Food is often closely related to religious or cultural ceremony and special occasions such as birthday or festive day. An ethnic used specific food as a symbolic meaning and specific meaning (Moran, 2007). Pursuing this further, food is believed act as the central of life of a specific society and convey symbolic meaning for an ethnic.