



NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF BUSINESS ADMINISTRATION

**EXPLORING ENTREPRENEURIAL INTENTIONS
AMONG KURDISH UNIVERSITY STUDENTS STUDYING
IN NORTHERN CYPRUS**

MBA THESIS

Karzan JUMA

Nicosia

September, 2021



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Supervisor
Dr. Karen HOWELLS

Nicosia
September, 2021

Approval

We certify that we have read the thesis submitted by Karzan Juma titled “**Exploring Entrepreneurial Intentions among Kurdish University Students Studying in Northern Cyprus**” and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Business Administration.

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Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Karzan Juma
25 October 2021

Dedication

The study is dedicated to my family

Acknowledgements

It is with utmost gratitude that I would like to express my sincere appreciation to my advisor Dr. Karen Howells for her outstanding and remarkable insights. Her contribution greatly played a vital role in the successful completion of this study.

Karzan JUMA

Abstract

Exploring entrepreneurial intentions among Kurdish university students studying in Northern Cyprus

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The primary focus of this study is to explore entrepreneurial intentions among Kurdish university students studying in Northern Cyprus. This concept had been overlooked and remained unaddressed especially in the context of international university students. Consequently, a convenient sample of 200 students was used for collecting the required details about entrepreneurial intentions among Kurdish university students studying in Northern Cyprus. Ordinary Least Squares regression analysis was used to analyse the model effects of the established variables on international university students' entrepreneurship using SPSS version 24. Significant positive relationships were established between family beliefs, entrepreneurship education, government support, and openness to experience gender (equality), family background, and entrepreneurship intentions. The educational level had insignificant effects on entrepreneurship intentions. This study's contributions were reflected in the notion that cases, where entrepreneurship education and experience are inadequate, require practical approaches, which most studies do not acknowledge, especially when applied in the underexplored context of international university students. This study has identified that related gaps and challenges connected to this notion can be addressed by providing governmental support in the form of funds and training programs.

Keywords: Educational level, entrepreneurial intentions, entrepreneurship education, family background, gender (equality), government support, openness to experience, social beliefs.

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Abbreviations

ANOVA:	Analysis Of Variance
BE:	Business Experience
EE:	Entrepreneurship Education
EI:	Entrepreneurship Intentions
FB:	Family Background
GS:	Government Support
OE:	Openness to Experience
OLS:	Ordinary Least Squares
PBT:	Planned Behavior Theory
SB:	Social Beliefs
SPSS:	Statistical Package for Social Sciences

CHAPTER I

Introduction

Background

Entrepreneurship is one of the notable and significant aspects of academic research (Kyrö, 2018), social, and economic development (Zahra & Wright, 2016). This follows its potential capabilities to offer substantial benefits capable of transforming a huge number of individuals' well-being. With both social, business and economic progress driven by entrepreneurship, one can reckon that its development is essential and something worthy to be examined all the time.

The importance of entrepreneurship in any economy cannot be underestimated as it plays a vital role in eradicating unemployment challenges (Caree & Thurik, 2005). With an increase in population and a high number of students graduating from higher education institutions, business organisations alone will not be able to cope with the high number of university graduates seeking employment. Thus, entrepreneurship is one of the best alternatives for easing the significant increases in unemployment levels around the world. Besides, promoting entrepreneurship is linked to social and economic development (Caree & Thurik, 2005; Decker Haltiwanger, Jarmin & Miranda, 2014; Zahra & Wright, 2016).

Meanwhile, the education sector remains vital in imparting students with the necessary knowledge not only to gainful employment positions but rather to engage in meaningful activities that contribute to social and economic development. Academicians and research have significantly been advocating that the education curriculum significantly integrate entrepreneurship-related courses (Lăcătuș & Stăiculescu, 2016; Lourenço, Jones & Jayawarna, 2013; Solesvik, Westhead & Matlay, 2014).

The future development of any economy relies on the effective ability of its education sector to produce knowledgeable graduates capable of tackling challenges

experienced in that nation. For this reason, countries like the United States of America, Denmark, London etc., are believed to have developed because of their abilities in amassing qualified and skilled individuals from other countries who have contributed their knowledge towards their economic and social development (Lăcătuș & Stăiculescu, 2016; Lourenço, Jones & Jayawarna, 2013). The same is possible in countries like North Cyprus and Kurdistan, and hence, the importance of analysing university students' entrepreneurial intentions for policy and decision-making purposes.

Research problem

There have been substantial social and economic changes that have been observed over the past two decades and studies consider them as have been influencing Entrepreneurial intentions (Decker et al., 2014; Kyrö, 2018). However, it remained unexplored as to the exact nature of factors that have been influencing entrepreneurial intentions. It is relatively acceptable, especially in the context of university students whose entrepreneurial intentions are still yet to be given due academic attention. Furthermore, related previous examinations are much confined to Western countries like Italy (Federico, 2008), and the USA (Decker et al., 2014). Hence, little attention is paid to countries like North Cyprus and the Kurdistan Region of Iraq. Besides, studies presume entrepreneurial intentions to be driven by the same factors (Caree & Thurik, 2005; Zahra & Wright, 2016), yet these factors differ from one individual, family, society and nation to another. Additionally, the high prevalence of technological, social, and economic changes and/or dynamics implies that the determinants of entrepreneurship will be significantly different. This study proposes to address these issues in the context of Kurdish university students studying in North Cyprus.

Research objectives

The primary focus of this study is to explore entrepreneurial intentions among Kurdish university students studying in Northern Cyprus. This also includes examining

the university students' entrepreneurial perceptions and intentions to start new businesses at the expense of securing employment.

Significance of the study

Topics like entrepreneurship are instrumental in shaping numerous academic curriculum, social, economic and political objectives and policies. Hence, their advancement is always welcomed at all costs. The study advances knowledge related to the understanding of entrepreneurship and how modifying the education curriculum will aid in improving individuals' social and economic well-being. More so, new theoretical and practical suggestions related to the development of entrepreneurship activities in higher education institutions and societies are feasibly developed at a place of related examination like this study.

Structure of the study

A four-chapter framework was used to structure the study in a manner that introductory insights about entrepreneurial intentions and related theoretical and empirical issues are provided in the first chapter. The second chapter focuses on addressing methodological approaches applicable in answering questions related to entrepreneurial intentions among Kurdish university students studying in Northern Cyprus. An insight of the analysed findings is provided in the third chapter, while the fourth chapter concludes the study by offering details about the theoretical and practical implications.

CHAPTER II

Literature Review

Introduction

This chapter offers ideas relating to the theoretical foundations of entrepreneurial intentions and how they relate to university students. It also explores the related empirical studies to identify and fill empirical gaps.

Theories of Entrepreneurship

Insights provided in this study's introduction section reveals that entrepreneurial activities and intentions are mainly driven by a combination of social, economic and psychological factors. Hence, the theory of planned behaviour theory was used as a base on which entrepreneurial intentions among Kurdish students studying in North Cyprus were explored. However, sociological and psychological aspects of entrepreneurship are not embedded in the PBT and this present study caters for such concerns. As such, entrepreneurship education and related activities will not yield considerable benefits when relevant and notable factors influencing the students' behaviour and entrepreneurship intentions are not captured. This study, therefore, contributes to existing studies by incorporating ideas established by both the PBT with sociological and psychological factors in analysing international students' entrepreneurship intentions.

Theory of Planned Behaviour

The theory of planned behaviour (PBT) is vital for analysing entrepreneurial intentions and the related reasons why people venture into entrepreneurship activities. Ajzen (2011) contends that human behaviour towards a particular act or intention predicts the extent to which they want to execute and plan to ensure that they accomplish it. This shows that human behaviour can be used as a predictor of

entrepreneurial intentions as it highlights the extent to which they want to venture and participate in entrepreneurship activities and plan towards fulfilling such objectives. Such a model is considered to be a significant indicator of entrepreneurial intentions than other models (Reilly & Carsrud, 2000). Model explaining entrepreneurial intentions exist in various dimensions and cater for various aspect's ranging from social norms, culture, personal traits, education, personal attitudes etc. However, the existence of a model that integrates these aspects into a single broader framework has been an issue. The PBT is a contemporary analytical framework vital for explaining the intention al effects on entrepreneurial behaviour (Ahmed, 2020). Studies acknowledge the role and importance of the PBT in analysing entrepreneurial intentions (Ajzen, 2002; Fayolle & Gailly, 2004; Kautonen, Van Gelderen, & Tornikoski, 2013).

The most notable idea about the PBT is its approach towards highlighting that behaviour can be analysed and anticipated in various contexts (Entrialgo & Iglesias, 2016). The PBT specifically contends that attitudes and personality traits can potentially influence underlying factors related to an issue under consideration (Ajzen, 1991). On the other hand, the extent to which individual desires to conduct certain activities is considered as reflected by that individual's intentions (Ajzen, 2002). Furthermore, Ajzen (2011) considers that individuals have plans and intentions to do certain things. Hence, students' intentions to venture into entrepreneurial activities are viewed as part of their plans and desires. Additionally, the PBT relates that individuals' entrepreneurial intentions are examinable and this implies that students' entrepreneurial intentions are capable of being examined in any context. However, considerations were given that certain explanations do not always provide the best explanations concerning a situation or behaviour (Ajzen, 2002). Hence, the room is given to another theoretical basis to explain possible reasons governing students' entrepreneurial intentions.

The PBT contends that three predictors can be used to predict an individual's intentions (Kautonen, Van Gelderen, & Tornikoski, 2013). That is;

- 1) Perceived behavioural control,
- 2) Subjective norms and,
- 3) Attitudes towards behaviour.

These three predictors can be used in the context of entrepreneurship and relate them to university students. Hence, the university students. Entrepreneurial intentions will possibly be predicted using their perceived behavioural control, subjective norms and, attitudes towards behaviour.

Attitudes and behaviour relate to the students' negative and positive opinions about entrepreneurship (Kautonen, Van Gelderen, & Tornikoski, 2013). Thus, if the students believe that entrepreneurship will help them have a better life compared to getting a job, then their attitudes and opinions towards entrepreneurship will be positive. Students' attitudes towards entrepreneurship can vary as others may think that it is a complex phenomenon and therefore, get discouraged in venturing into it. Ajzen (2002) reiterates that there is a significant link between intentions and motivations stirred by perceptions and opinions. This entails that certain attitudes towards entrepreneurship are driven by perceptions and opinions, which either demotivate or motivate students to venture into entrepreneurship.

It is worthy to note that several factors can influence the students' entrepreneurship intentions. Such factors are not captured by the PBT and hence, provisions are required to ensure that a proper examination of international students' entrepreneurship intentions encompasses these aspects. For instance, Lee-Ross (2017) dismissed the PBT based on failing to account for psychological factors underlying changes in entrepreneurship intentions. Hence, it can be argued that the international students' entrepreneurship intentions will be governed by a set of psychological factors.

Considerations are not also made regarding the sociological aspects of entrepreneurship. Such aspects again are not embedded in the PBT and this present study caters for such concerns. This is because entrepreneurship education and related activities will not yield considerable benefits when relevant and notable factors influencing the students' behaviour and entrepreneurship intentions are not captured. This study, therefore, contributes to existing studies by incorporating ideas established by both the PBT with Sociological and psychological factors in analysing international students' entrepreneurship intentions.

Insights about the Concept of Entrepreneurship

Entrepreneurship can simply be defined as the setting up of a business structure (Zahra & Wright, 2016). Read and Sarasvanthy (2005) consider entrepreneurship to be the creation of new businesses, products and markets to explore market opportunities. However, there is a profit aspect that is attached to entrepreneurship, which is not depicted by these two definitions. Nevertheless, these two definitions exhibit that entrepreneurship is concerned with the setting up of new business structures supplying new products and services to customers to make profits.

Meanwhile, considerable insights show that entrepreneurship is about exploring market opportunities (Bednarzik, 2000; Hult, Snow & Kandemir, 2003). That is, individuals, search for market opportunities, which they can utilise and take advantage of by converting ideas into products and services. Thus, the goal of entrepreneurship education is to effectively teach students with the knowledge and understanding of how they can identify and explore market opportunities. Besides, the effectiveness of entrepreneurship education can also be examined in terms of the number and size of business structures set up by the students.

Some studies explain entrepreneurship in terms of the ability to produce goods and services that solve consumers' problems (Schindehutte, Morris & Kocak, 2008). Problems will always exist in any society and require the development of effective solutions capable of solving them. The products and services produced by entrepreneurs become the means through which consumers will use them to solve their problems.

There is a connection between entrepreneurship and the existence of financial and physical resources to undertake related operations (Dhaliwal, 2016). That is, students can venture into entrepreneurship activities because of the need to devote their resources to productive purposes capable of generating substantial future rewards. In other words, venture into entrepreneurship activities offer students platforms on which they can boost their financial statuses by enhancing their revenue inflow streams.

Success and effectiveness are the key measures of venture into entrepreneurship activities (Doran, McCarthy & O'Connor, 2018). Both current and future entrepreneurs consider their chances of succeeding before embarking on a venture into entrepreneurship journey. For some, such considerations imply great risks as financial resources can be lost in the process. Hence, can exercise a great level of risk-averse behaviour towards venturing into entrepreneurship activities. However, the benefits of taking risks and venture into entrepreneurship activities can provide substantial rewards benefiting both the entrepreneur, societies and economies (Erken, Donselaar & Thurik, 2018). Entrepreneurship activities involve the injection of financial resources and technical expertise which require human knowledge and expertise to execute. In doing so, communities benefit in the form of increased employment levels.

The concept of entrepreneurship draws attention from various fields like business management (Jumamil, Depositario & Zapata, 2017), economics (Federico, 2008), politics (Lee-Ross, 2017) etc. This stems from its capacity to warrant substantial benefits capable of transforming these indicators or aspects. With substantial reasons ranging from employment, social empowerment and development, poverty alleviation, economic stability, one can underscore the importance of entrepreneurship. Besides, reckon that much can be obtained from promoting entrepreneurship activities (Pejic Bach, Aleksic & Mer kac-Skok, 2018).

Entrepreneurship is much confined to economics and business-related activities but studies have covered considerable grounds to analyse its relationship with education (Agolla, Monametsi & Phera, 2019; Farrukh et al., 2017). The key is to grasp concepts that early or tertiary development of students to venture into entrepreneurship activities is vital for promoting the development and growth of entrepreneurship activities. Tertiary institutions serve as an important policy and strategic avenue, which policy analysts and educational leaders can utilise to instil an entrepreneurial mindset in students. This is because the future capacity of entrepreneurship to enhance the attainment of stated social and economic targets partly rests on its development and growth (Naia et al., 2017). It is in this regard that this study emphasises the importance of exploring international students' entrepreneurial intentions. This contributes to existing

studies by providing a meaningful; understanding of the underlying factors influencing entrepreneurship in various contexts and explains possible differences between those contexts.

Entrepreneurial Intentions

The decision to venture into entrepreneurship is entrepreneurial intentions (Jumamil, Depositario & Zapata, 2017). Others express it as a plan to do business in the future (Dhaliwal, 2016; Federico, 2008). However, this is a concept that is composed of various aspects and is not restricted to the mere act of starting a business. For instance, Krasniqi, Berisha and Pula (2019) contend that entrepreneurial intentions involve the use of the mind that stimulates intentions to do business. There are other aspects like knowledge involved in the process because for one to be an entrepreneur, knowledge is required about the type of business to be done and how the business will operate. Hence, entrepreneurial intentions are a function of individual knowledge regarding entrepreneurship. This is the main reason why entrepreneurship education is important.

Students' entrepreneurial intentions are bound to differ and are affected by numerous factors. Studies only consider the cause and effects but neglect the situational examinations of entrepreneurial intentions (Shah, Amjed & Jaboob, 2020). This study argues that the situational examinations of entrepreneurial intentions between students, and between students and individual members of the society. What necessarily draws a student to venture into entrepreneurship activities might prove to be an insignificant factor for another person. Besides, consideration is needed to cater for all the necessary conditions that influence differences between students' entrepreneurial intentions. Thus, factors like gender, educational qualification and entrepreneurial experience serve as vital control variables in such cases.

The importance of entrepreneurial intentions cannot be underestimated as it reflects the effectiveness of various social and economic empowerment policies (Asghar et al., 2019). In other words, entrepreneurial intentions are an indication of people's willing and responsive behaviour towards entrepreneurship activities. Thus, by setting a business structure, one can reckon that entrepreneurship promotional programs have

been successful (Jumamil, Depositario & Zapata, 2017). This can be noted by either informal or formal approaches involving the setting up of business structures. However, significant attention is given to formally registered business activities and thus, neglecting other informal entrepreneurs. Thus, the definition of entrepreneurship in this study was considered to be related to individuals setting up new businesses that provide either new products or services to new markets to make a profit.

Attitudes towards Behaviour

Students are like ordinary customers and have certain perceptions towards specific behaviour either positive or negative perceptions. Empirical studies have shown that students' entrepreneurial intentions are a significant predictor of their intentions to venture into entrepreneurship (Federico, 2008; Naia et al., 2017). Furthermore, studies denote that entrepreneurial intentions are distinct and vary from one group of individuals to the other (Agolla, Monametsi & Phera, 2019; Farrukh et al., 2017). Hence, the importance of undertaking this study can be embedded in this notion. Thus, it is notional to explore entrepreneurial intentions among university students. Students can reactively differently and have their perceptions denoted by their intentions to be entrepreneurs. Changes in students' attitudes are influenced by numerous factors and entrepreneurial intentions can be boosted by identify the necessary factors responsible for causing such changes. Education and training programs can be used to boost students' understanding of entrepreneurship and change their perceptions and attitudes about entrepreneurship (Schindehutte, Morris & Kocak, 2008).

Mixed reactions are not an unusual element regarding how students may perceive and react towards entrepreneurship (Shah, Amjed & Jaboob, 2020). Amid economic uphill, business uncertainties, structural imbalances, and social instabilities, reverting to entrepreneurship serve as an essential move. This is because chances of students securing jobs during such circumstances are deemed and therefore, students' attitudes towards entrepreneurship are mostly likely to be positive. However, such has not been documented in studies and needs further examination, especially in the context of university students.

Meanwhile, theories of human behaviour consider attitudes to be a fluid situation that changes with time and circumstances (Asghar et al., 2019). Amid such changes and time, it can be ineffective and inadequate to presume that entrepreneurship intentions are the same across all groups of people. Hence, studies are needed to analyze each distinct groups' entrepreneurial intentions. Thus, the novelty of this study is reflected in addressing such issues and contributes much to understanding the application, scope, contributions and limitations of related entrepreneurship theories.

Subjective Norms

Subjective norms are much confined to the pressure societies impose on individuals to act in a certain manner (Asghar et al., 2019). In the context of entrepreneurship, societies can influence students by imprinting into their minds that certain types of entrepreneurship activities are bad "haram" and should be avoided. But this issue has been overlooked in numerous studies.

Social has an important bearing on numerous economic and business activities. Studies have long shown that economic and business activities are constructed over a set of social principles and values (Asghar et al., 2019; Shah, Amjed & Jaboob, 2020). However, extending such implications on entrepreneurship has been an issue. Apart from this, social principles and values tend to differ from one society to the other and such should guide studies on their possible implications on business activities like entrepreneurship.

In a society composed of various individuals of different families and social backgrounds like that of international students, adopting new social values has been of concern (Jumamil, Depositario & Zapata, 2017). This is because studies show that students tend to adopt new social lifestyles and values of an internationally setting (Federico, 2008; Pejic Bach, Aleksic & Mer kac-Skok, 2018). But the issue of concern is these ideas have not been related to entrepreneurship and this study builds an analytical framework based on these observations. Such a framework is vital in analysing how Kurdish and TRNC's social norms influence international students' entrepreneurial intentions.

Meanwhile, international students are bound to possess inherent social norms, values and beliefs, which are insignificantly influenced by their international experience. These inherent social norms, values and beliefs will have major effects on their entrepreneurial intentions. But the basic logic is that positive perceptions towards entrepreneurship triggered by good social approaches, beliefs and support will aid in enhancing international students' entrepreneurial intentions. It is on this grounds that social beliefs will be incorporated as an independent variable, which will be regressed against international students' entrepreneurial intentions. Such attempts tend to embody various novel and original insights vital for enhancing the scope and applicability of related theoretical and empirical approaches

Perceived Behaviour Control

Each individual is born with distinct individual capabilities which influence his or her academic and professional experience. Perceived behaviour control determines how well an individual will accomplish a given task (Doran, McCarthy & O'Connor, 2018). General knowledge exhibited in studies has shown that individuals excelling in their academic studies are most likely to perform well in their respective employment positions or fields (Erken, Donselaar & Thurik, 2018). But such an idea might not hold valid when applied in the context of entrepreneurship. This is because recent studies are showing that several successful entrepreneurs do not have respectable academic qualifications (Lee-Ross, 2017; Farrukh et al., 2017).

Questions are established at this stage as to how perceived behaviour control will affect international students' entrepreneurial intentions, and if similar findings will be observed regarding the established effects and findings depicted by related prior studies. Such questions are feasibly answered by conducting reputable examinations in the context of international students and assess the underlying factors' effects on their entrepreneurial intentions.

Nevertheless, a consensus established in various academic studies shows that individuals possessing high perceived behaviour control are capable of effectively executing various tasks (Agolla, Monametsi & Phera, 2019; Farrukh et al., 2017). Thus, we can presume that students with higher and better educational knowledge and

qualifications are much more posed to venture into entrepreneurship activities. Similar presumptions can be made regarding the success of such entrepreneurship ventures.

Studies need to account for the various factors influencing students' perceived behaviour control as to how they, in turn, affect their academic performance and entrepreneurial intentions. Perceived behaviour control changes with time and concerns underlying conditions or situations. Therefore, it is apparent that international educational settings in TRNC will have huge implications on international students' entrepreneurial intentions. This is a huge empirical gap that has remained unexplored by several academic studies and the significance of this study will be reflected by its potency to cater for such observations.

Motivation to be an Entrepreneur

There are numerous factors, which can motivate an individual to be an entrepreneur. The term motivation is usually linked to the desire, willingness and urge to do something (Doran, McCarthy & O'Connor, 2018). Thus, motivation in the context of international student entrepreneurs relates to the desire willingness and urge to venture into entrepreneurship activities.

Motivation can either be internally or externally derived. That is, there is a set of internal and external (intrinsic and extrinsic) factors responsible for motivating individuals to engage in entrepreneurship activities. Intrinsic factors refer to inherent individual motivating or inspiring factors causing students to venture into entrepreneurship activities (Jumamil, Depositario & Zapata, 2017). As such, Intrinsic factors include factors like ambitions, family background and pressure, career goals, knowledge acquired etc. On the other hand, extrinsic factors refer to outside conditions relating to the political, social, economic, business or country environment to which the students are exposed to. Such factors are believed to be the prime reasons why people opt to work instead of venturing into entrepreneurship activities (Erken, Donselaar & Thurik, 2018). That is, bad economic, social and political conditions cause students to seek employment in greener pastures at the expense of entrepreneurship. A large number

of international students studying in various countries are believed to have used education as an escape route from economic, social and political problems experienced in their countries (Lee-Ross, 2017).

One of the key areas influencing international students' motivation to venture into entrepreneurship is wages and salaries. Getting good wages and salaries, and compensation packages are a prime element that determines whether students will opt to work or venture into entrepreneurship activities. Thus, in situations where students are to get attractive compensation that commensurate their experience level are mostly like to cause them to work (Agolla, Monametsi & Phera, 2019; Farrukh et al., 2017), and not venture into entrepreneurship activities. On the contrary, bad working conditions, and compensation packages will dissuade students to work but cause them to venture into entrepreneurship activities.

However, there are also enough and compelling reasons and factors demotivating individuals to venture into entrepreneurship. Such factors are known as pull and push factors and need to be determined and examined to assess how they affect international students' entrepreneurial intentions.

Pull Factors

Students can be pulled to venture into entrepreneurship activities based on several factors. For instance, an individual's innovativeness can be an incentive to engage in entrepreneurship activities (Schindehutte, Morris & Kocak, 2008). Innovation is the key to addressing contemporary social and economic problems and hence, students can tap into related opportunities by developing innovative products and services capable of solving such problems. In other words, innovation serves as a platform upon which students can benefit from social and economic problems.

An assessment of current and future employment opportunities serves as a way through which students' entrepreneurship intentions can be examined. Lee-Ross (2017) highlighted that more students are willing to engage in entrepreneurship because they consider that employment opportunities are more likely to be gloom in the future. Hence, entrepreneurship serves as an escape route and a way of safeguarding their future. In such cases, the pull factor is gloomy future employment opportunities.

There is a sense of personal freedom students will acquire by engaging in entrepreneurship activities. Krasniqi, Berisha and Pula (2019) denote that being an employee takes away your personal, social and economic education and that entrepreneurship is the key and way to avoiding such problems.

A person's goals can act as a pull factor as students pursue their business goals. Farrukh et al. (2017) contend that more students are inclined to be entrepreneurs simply because of their business goals. This is much more effective when coupled with hope, and ambition to achieve meaningful things and be successful in life.

Push Factors

An increase in international students' entrepreneurial intentions will revolve around a combination of both pull and push factors. However, it is vital to note that push factors are equally as important as pull factors. Push factors are those factors that dissuade individuals from a venture into entrepreneurship activities (Shah, Amjed & Jaboob, 2020). These factors are composed of a set of intrinsic and extrinsic factors just like motivation (Asghar et al., 2019). However, several studies consider these factors to be external (Agolla, Monametsi & Phera, 2019; Farrukh et al., 2017). Dhaliwal (2016) regards external or push factors as linked to a person's needs and wants. This entails that external factors will dissuade individuals from pursuing entrepreneurship opportunities when expected benefits are incapable of meeting the required needs and wants.

A key factor that is considered to be of notable influence on individuals' decisions to dodge entrepreneurship is job dissatisfaction (Naia et al., 2017). That is, employees are reluctant to work and possibly pursue future employment opportunities when they are convinced that they are going to be dissatisfied from working. Job dissatisfaction is caused by factors like poor working conditions, wages and salaries, unfair treatment etc. these factors tend to create an unfavourable working situation causing employees to resort to pursue entrepreneurship opportunities.

Unemployed individuals can also be pushed to seek employment at the expense of entrepreneurship when there are huge capital requirements (Agolla, Monametsi & Phera, 2019). According to Krasniqi, Berisha and Pula (2019), financial requirements

are a key element that dissuades individuals from a venture into entrepreneurship activities. These financial requirements are in turn linked to other requirements which make the entire process complex, challenging, cost-ineffective and time-consuming. Besides, there are high risks involved in setting up businesses and students might be reluctant to assume such risks (Farrukh et al., 2017).

The extent to which students are pushed into securing jobs at the expense of entrepreneurship relies on the interaction between pull and push factors. Hence, the dominance of pull factors entails that more students will venture into entrepreneurship activities. On the contrary, the significance of push factors over pull factors implies that fewer students will venture into entrepreneurship activities.

Empirical Literature Review

Studies addressing the aspect of entrepreneurship dwell on various aspects. However, this section aims to draw out notable benefits of supporting entrepreneurship development and promotion among university students. Such is essential for developing practical educational development curriculum and effective policies capable of boosting not only entrepreneurial intentions but also activities and outcomes.

Benefits of Entrepreneurship

Federico (2008) conducted a study aimed at illustrating the role of entrepreneurship in enhancing productivity using information from Italy. The study argues that entrepreneurship enhances the productive capacity of a nation through increased labour utilisation and output produced. Such is of huge concern especially when nations have huge potential of idle human and capital resources, and hence, their productive uses are vital for boosting their productive capacity. Decker et al. (2014) used information from the USA to illustrate the positive contributions of entrepreneurship in US job creation and economic dynamism. Entrepreneurs exist in various forms and sizes and hence, their prevalence, growth and development are essential in widening economic dynamism and boosting job creation.

Additionally, Erken, Donselaar and Thurik (2018) noted that there is a strong positive link connecting total factor productivity and the role of entrepreneurship. Highlighted suggestions provide notable insights regarding the knowledge and expertise engage in development and sustain their entities. Such is linked to the massive introduction of innovative ways of doing business and technical inputs needed to boost productivity. Thus, combining these aspects with human capital has huge positive effects on total factor productivity.

A study by Doran, McCarthy and O'Connor (2018) highlights that entrepreneurship plays an essential role in stimulating economic growth in developed and developing countries. The subject of economic growth and development, and how entrepreneurship can be used as a stimulating agent provide concrete evidence of its vitality worldwide. Their findings noted that entrepreneurship is instrumental in addressing economic-related challenges, especially in situations where economic policies have proved ineffective. It is in line with these assertions that the importance of entrepreneurship cannot be underestimated. These assertions are similarly backed by findings established in a study by Dhaliwal (2016), which depicted that entrepreneurship aids in enhancing economic development. This is the main reason why economies are significantly interested in promoting entrepreneurship activities.

Bednarzik (2000) conducted a study on the role of entrepreneurship on the US and European job growth. Arguments laid in their study demarcates that entrepreneurship is vital in tackling unemployment challenges. As such, the employment level rose in alignment with increases in entrepreneurship activities. Unemployment imposes stern challenges on economic growth and social development. Hence, deploying policies and strategies aimed at eradicating unemployment through promoting entrepreneurship becomes of vital concern.

Schindehutte, Morris and Kocak (2008) hinted that the benefits of entrepreneurship are not limited to economic growth and developments but rather encompass numerous aspects. One of the key focus and established benefits is driving market behaviour which entails that entrepreneurship aids in driving an individual's behaviour towards certain market trends. Both consumers and organisational members

can have the culture influenced by a series of entrepreneurial activities. This can be relatively linked to a study by Hult, Snow and Kandemir (2003) denoting that that entrepreneurship helps to build cultural competence in different organizational types. In another study by Zahra and Wright (2016), it was reaffirmed that entrepreneurship is essential for enhancing the attainment of social needs, values and norms. The study illustrated that social imbalances, needs and related challenges are easily addressed when individuals are empowered to actively participate in entrepreneurship activities.

These ideas do, therefore, denote that entrepreneurship is important and that its development and growth offers widespread benefits ranging from cultural, social, economic, and political improvements. As such, this reveals is vital for identifying how these key areas will be enhanced by promoting the development and growth of entrepreneurship activities among international students.

The role of Entrepreneurship Education

The importance of entrepreneurship education is of vital concern and studies have examined both its roles and implications in different forms and aspects. For instance, Solesvik, Westhead and Matlay (2014) established that entrepreneurship education offers vital cultural benefits. This is a major turn as studies are often inclined towards connecting entrepreneurship education to economic benefits. For instance, Carree and Thurik (2005) established that there is a significant positive connection between entrepreneurship and economic growth. Their findings also suggested that entrepreneurship should be used as one of the bases of formulating growth and public policies. Such suggestions denote the vitality of entrepreneurship in driving growth and other public policy initiatives.

Lourenço, Jones and Jayawarna (2013) noted that key social, economic and political challenges faced by economies can be addressed by merely promoting sustainable development through entrepreneurship education. The attainment of sustainable development principles and millennium development goals relies on investing in educating potential labour force and entrepreneurs. Thus, education is used as a tool through which such sustainability goals are attained. Furthermore, there is a consensus that introducing entrepreneurship programs in education helps to equip

students with a business mentality rather than an employee mentality. This is denoted in a study by Zhang, Duysters and Cloudt (2014) contending that entrepreneurship education can be utilised to enhance university students' entrepreneurial intention. Thus, it becomes apparent noting that entrepreneurship education deals with the future capacity of students to engage in entrepreneurship capable of transforming society's fortunes, growth and development.

The benefits of entrepreneurship education have long been indicated to assist in addressing both current and future problems. Lăcătuș and Stăiculescu (2016) depicted that entrepreneurship education teaches and instils the right business mindset in students. This implies that students are prepared to handle any business-related challenge by applying theoretical ideas learnt and translating them into practical solutions. This is one of the most desirable outcomes developed economies have a manager to attain and considerations are that less developed countries like TRNC and Kurdistan can attain the same by following similar principles (Solesvik, Westhead & Matlay, 2014).

Israr and Saleem's study (2018) on entrepreneurship education hinted that there is a greater need to boost entrepreneurial intentions among university students in Italy. These findings were part of efforts to illustrate that knowledgeable students were well equipped enough to start successful business activities. This is because knowledge is the key that students can leverage to embark on a successful entrepreneurship journey. Moreover, entrepreneurship education is much effective when combined with related experience but studies recommend education as the basic starting point (Agolla, Monametsi & Phera, 2019; Farrukh et al., 2017).

Kyrö (2018) used a conceptual tool to illustrate the contribution of entrepreneurship education in improving social lifestyles and values. The arguments laid denoted that social, business and economic conditions surrounding entrepreneurship always revolve and change with time. Hence, education becomes the key through which current and future entrepreneurs are equipped with the knowledge to convert those challenges into opportunities. This is vital, especially in contemporary situations where various manners of social, business and economic instabilities are being observed worldwide.

Barba-Sánchez and Atienza-Sahuquillo (2018) illustrated that entrepreneurship education is essential for boosting engineering students' entrepreneurial intentions. Their findings reveal that several students were significantly willing to venture into entrepreneurship activities after receiving appropriate training and information.

Meanwhile, Ahmed (2020) explored similar aspects concerning university students in Bangladesh. The findings noted that aspects like gender (equality), educational level and business experience are worth incorporating as control variables in assessing students, entrepreneurial intentions. Hence, this extends Ahmed's ideas and applies them in the context of Kurdish international students studying in North Cyprus. This will be in conjunction with other variables like family background, social beliefs, entrepreneurship education, government support, and openness to experience.

The reviewed ideas related to the benefits of entrepreneurship and its role in education have left a remarkable novel idea that needed to be addressed. As such, the focus of this study will be on addressing these novel points. Besides, studies examining related issues have not incorporated these aspects as hypotheses capable of being tested in any context. However, it is vital to test the validity of each statement or hypothesis in any context. Therefore, the following section caters for the development of the related hypothesis with the aiming of testing them to see if they will validly help in explaining the entrepreneurial intentions of Kurdish international students studying in North Cyprus.

Hypotheses Development

Reviewed ideas denoted that students' entrepreneurial intentions are linked to their gender, educational level, family background, social beliefs, entrepreneurial education, openness to experience, work experience, and government support. Hence, the hypotheses were developed as follows;

The influence of Gender on Entrepreneurial Intentions

Gender plays a vital role in any academic, social, religious, or economic activity and hence, its effects are not to be overlooked. However, such has not been the case with entrepreneurship as opportunities are more restricted towards male counterparts (Lourenço, Jones & Jayawarna, 2013). Considerable debate has been focused on promoting women's participation in entrepreneurship citing that substantial benefits can be obtained as more women assume entrepreneurial positions (Carree & Thurik, 2005; Lăcătuș & Stăiculescu, 2016). This denotes a positive relationship between gender equality in accessing entrepreneurship opportunities and engaging in entrepreneurial activities which can be stated as follows;

- **H₁:** Gender (equality) positively causes insignificant improvements in entrepreneurial intentions.

The influence of Educational Level on Entrepreneurial Intentions

Education is the key to developing any skill whether at the business or non-business level and its attainment enhances labour productivity (Solesvik, Westhead & Matlay, 2014). Highly educated individuals are believed to be effective and successful entrepreneurs (Israr & Saleem, 2018). Besides, others consider that the more educated an individual is, the more they are inspired to venture into entrepreneurship (Lourenço, Jones & Jayawarna, 2013). However, some studies argue that this idea is debatable (Asghar et al., 2019; Lee-Ross, 2017) as notable numbers of successful entrepreneurs with little or no formal education have been on the rise. Hence, the validity of education level influencing entrepreneurial intentions needs further examination. Thus, the following hypothesis was formulated in conjunction with these observations;

- **H₂:** Educational level has insignificant positive effects on entrepreneurial intentions.

The influence of Family Background on Entrepreneurial Intentions

Family backgrounds play vital roles in molding individual students to either pursue a career or venture into entrepreneurship. Lee-Ross (2017) contends that students raised in a family of entrepreneurs are much more inclined to venture into entrepreneurship in the future. Additionally, Federico (2008) highlighted that certain families have good and positive approaches towards entrepreneurship and often encourage their children to engage in entrepreneurship. However, the relationship between family background and entrepreneurial intentions has not been tested in the context of university students. Therefore, this idea can be restated as follows;

- **H₃:** The family background has insignificant positive effects on entrepreneurial intentions.

The effects of Social Beliefs on Entrepreneurial Intentions

Social beliefs relate to social norms, values and perceptions and they have huge implications on entrepreneurial intentions. Erken, Donselaar and Thurik (2018) noted that social beliefs can either hinder or promote entrepreneurship. Such is valid especially with regards to differences between developed and less developed countries with differences being partly linked to social beliefs. Well developed countries like the United States have a good culture and social values and beliefs that support entrepreneurship compared to less developed countries like TRNC and Kurdistan. Therefore, this study proposes to test this assertion to ascertain its validity regarding university students studying in North Cyprus. Hence, the following hypothesis was proposed;

- **H₄:** Social beliefs have insignificant positive effects on entrepreneurial intentions.

The effects of Entrepreneurial Education on Entrepreneurial Intentions

Entrepreneurial education is one of the key factors that influences and shapes entrepreneurship (Asghar et al., 2019; Schindehutte, Morris & Kocak, 2008). Having

prior entrepreneurial education is vital and is essential in highlighting to students whether certain entrepreneurial intentions will be successful and effective. Thus, entrepreneurial education is used to conduct feasibility studies as students attempt to explore opportunities, challenges, and success rates. Besides, individuals with no entrepreneurial education have been noted to be less motivated to engage in entrepreneurship (Shah, Amjed & Jaboob, 2020). It is in this regard that the following hypothesis is proposed and subjected to testing;

- **H₅:** Entrepreneurship education has insignificant positive effects on entrepreneurial intentions.

The effects of Openness to Experience on Entrepreneurial Intentions

Arguments were raised that the existence of learning opportunities is futile unless a person opens up to them (Jumamil, Depositario & Zapata, 2017). This implies that openness to opportunities determines whether a person will be an entrepreneur or not. Some individuals might be reluctant to take advantage of the entrepreneurship opportunities available and thus hindering their intentions to venture into entrepreneurship. This denotes a two-way association between openness to opportunities and entrepreneurial intentions, which can be rested in the form of a hypothesis as follows;

- **H₆:** Openness to experience has insignificant positive effects on entrepreneurial intentions.

The influence of Work Experience on Entrepreneurial Intentions

Work experience can either serve as a pull factor or a push factor. That is, good work experience coupled with a good working environment and competitive remuneration can push individuals to hunt for jobs (Pejic Bach, Aleksic & Mer kac-Skok, 2018). On the contrary, the opposite will hold when individuals are dissatisfied with their current jobs either because of low salaries, poor working conditions etc. consequently, they might foresee entrepreneurship as the next best alternative. This cause and effect about push and pull factors on entrepreneurship can be formulated into an expression as follows;

- **H7:** Work experience positively causes insignificant improvements in entrepreneurial intentions.

The effects of Government Support on Entrepreneurial Intentions

Government support is another essential key needed in developing and promoting entrepreneurship activities. Governments are responsible for providing entrepreneurs with the training and funds needed to execute certain entrepreneurial activities. Studies reinforce this idea and denote that government support is instrumental and determines the extent to which some entrepreneurial activities will develop and grow (Lee-Ross, 2017; Farrukh et al., 2017). More so, the attainment of sustainable millennium development goals (SMDGs) is significantly linked to governments playing vital roles in promoting and supporting entrepreneurial activities (Erken, Donselaar & Thurik, 2018). It is in this regard that the following hypothesis was formulated;

- **H8:** Government support has insignificant positive effects on entrepreneurial intentions.

Conceptual Model

The reviewed empirical examinations led to the assertion that the students' entrepreneurial intentions are mainly driven by gender (equality), educational level, family background, social beliefs, entrepreneurship education, openness to experience, work experience, and government support. The connections between the modelled variables can be illustrated using the following conceptual model;

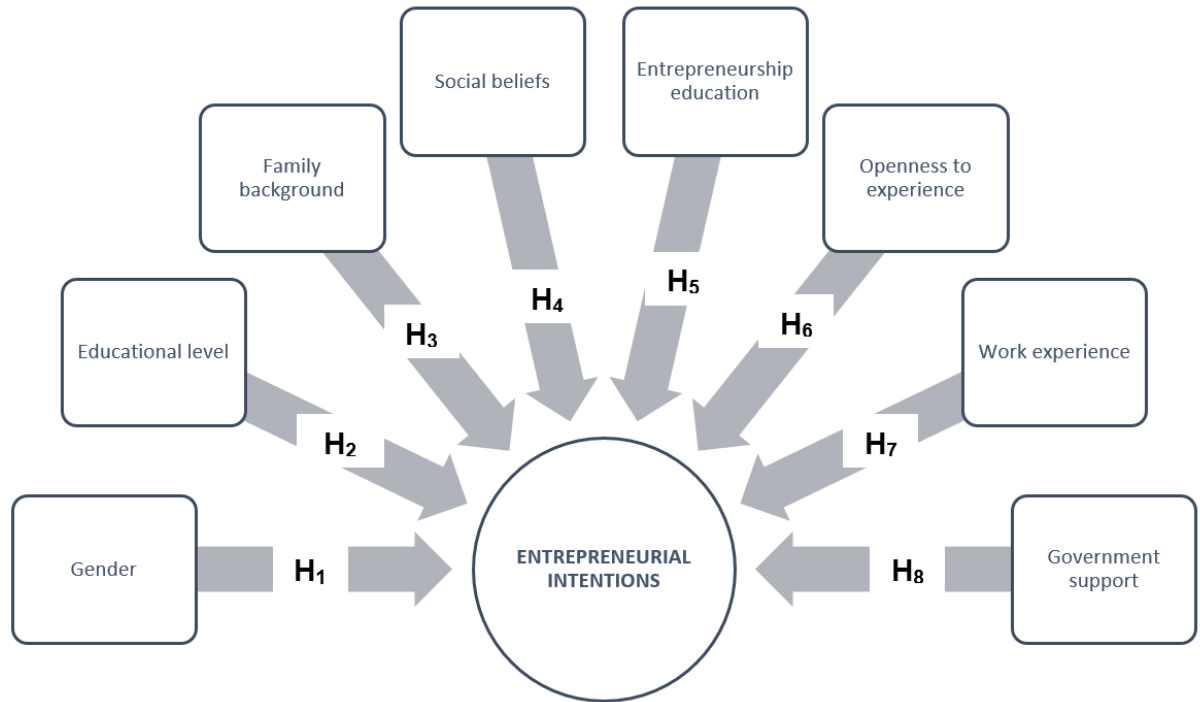


Figure 2.1: Conceptual framework (Researcher, 2021)

The conceptual model depicted by Figure 2.1 consequently results in the formulation of the following hypotheses, which will be subjected to testing to determine their validity regarding university students studying in North Cyprus;

- **H₁:** Gender (equality) positively causes insignificant improvements in entrepreneurial intentions.
- **H₂:** Educational level has insignificant positive effects on entrepreneurial intentions.
- **H₃:** The family background has insignificant positive effects on entrepreneurial intentions.
- **H₄:** Social beliefs have insignificant positive effects on entrepreneurial intentions.
- **H₅:** Entrepreneurship education has insignificant positive effects on entrepreneurial intentions.
- **H₆:** Openness to experience has insignificant positive effects on entrepreneurial intentions.

- **H₇**: Work experience positively causes insignificant improvements in entrepreneurial intentions.
- **H₈**: Government support has insignificant positive effects on entrepreneurial intentions.

CHAPTER III

Method

This chapter provides details of the methodological approaches and steps used to conduct this study. Consequently, the chapter focus on the study participants, measures, procedures, data analysis, ethical considerations, and limitations of the study.

Participants

The study selected students studying in North Cyprus because there has been substantial growth in the number of Kurdish students studying in North Cyprus. Additionally, it is to the researcher's knowledge that the number of Kurdish students studying in North Cyprus venturing into entrepreneurship activities is increasing compared to other Kurdish students studying in other foreign countries. Besides, there are no studies that examine entrepreneurship intentions among Kurdish university students studying in North Cyprus.

The student participants were drawn from a random sample of seven faculties comprising of social sciences, medical sciences, law, architecture, English language teaching, engineering, and information technology students. This is because the researcher observed that the established entrepreneurial activities were related to the student's program of study. Such included hotels, real estate companies, and students and employment agencies (social sciences), pharmacies (medical sciences) language centres (English language teaching), construction companies (civil engineering), internet companies (information technology), law firms (law) and interior decor and architectural design companies (architecture).

The study participants were drawn from a random sample of seven faculties comprising of social sciences, medical sciences, law, architecture, English language teaching, engineering, and information technology students. The researcher only focused

on these seven faculties because in these faculties, because of a greater number of Kurdish students.

At the time of the study, July 2020, North Cyprus was in lockdown due to the COVID-19 crisis, and as such the researcher was not able to carry out delivery and collection of questionnaires by hand in the quantity needed. An initial 150 questionnaires were printed and distributed to Iraqi students within the university, and all 150 questionnaires were returned in two weeks. The pandemic made it impossible for the research to contact any more students physically. In order to circumvent these problems, the researcher decided to use a specific mode of social network communication, the WhatsApp application. All Iraqi students in North Cyprus belong to one or more WhatsApp groups that have been specifically set up as a support network. The questionnaire was converted from a word processed document, into a Google Form, where any data collected would be saved into a Google Sheet. Through this application the researcher was able to contact a further sample of 50 students. Students were sent a link to Google Forms, where their answers to the questionnaire were saved as one line of data on a Google Sheet spreadsheet.

This method of distributing the questionnaires is known as convenience sampling, where the convenience sample is defined as involving the application of a non-probability sampling method, where the sample is taken from a group of people that are easy to contact or reach (Murray et al., 2013). From the 50 students contacted by WhatsApp, 43 students filled in the online questionnaire. In total, from the 200 contacted students, in a two week period 193 questionnaires were returned, and the data was saved as a Google Sheet spreadsheet in Google Drive. The data from Google Sheets was exported into SPSS for data analysis.

Measures

A questionnaire was designed using a combination of theoretical (Simpeh, 2011), previous studies (Ahmed, 2020) and a reviewed related study (Israr & Saleem, 2018). Such was instrumental in ensuring that the study remained valid in addressing

contemporary research issues regarding entrepreneurial intentions among Kurdish university students studying in Northern Cyprus.

The questionnaire comprised of two sections; one and two catering for the Kurdish university students' demographic information, and entrepreneurial intentions, respectively. Section two questionnaire variables related to the family background (FB: n=7), social beliefs (SB: n=7), entrepreneurship education (EE: n=8), openness to experience (OE: N=8), government support (GS: n=9), and entrepreneurial intentions (EI: n=9). All the variable elements were measured using a five-point Likert scale corresponding to strongly disagree, disagree, agree, neutral, and strongly agree.

Data Analysis

Quantitative data analysis techniques were applied in exploring the entrepreneurial intentions among Kurdish university students studying in Northern Cyprus. The process involved modelling three control variables (gender (equality), educational level (EL), and business experience (BE) were incorporated in the model. The control variables assumed either a value of 1, 2 or 3, concerning the variables' coding (Chatterjee & Hadi, 2015). Table 3.1 provides a description of the variables and the respective codes used.

Table 3.1: Control variables

No.	Control variable	Description	Code
1	Gender	Male	1
		Female	2
2	Educational level	Bachelor	1
		Master	2
		PhD	3
3	Previous business experience	Yes	1
		No	2

$$EI = F(\text{Gender}; EL, BE)$$

(1)

The variables family background, social beliefs, entrepreneurship education, openness to experience, work experience, government support, and entrepreneurial intentions into a regression model. Preliminary steps were illustrated by illustrating the model using functional notations as follows;

$$EI = F(\text{Gender}; EL, BE; FB; SB; EE, OE, GS) \quad (2)$$

Functional notation (1) was transformed into a regression model by adopting a constant (α), parameters (μ) and error term (β_1 - β_5). The three variables were integrated into equation (2) resulting in a new model as follows;

$$EI = \alpha + \beta_1 \mathbf{Gender} + \beta_2 \mathbf{EL} + \beta_3 \mathbf{BE} + \beta_4 \mathbf{FB} + \beta_5 \mathbf{SB} + \beta_6 \mathbf{EE} + \beta_7 \mathbf{OE} + \beta_8 \mathbf{GS} + \mu \quad (3)$$

The retrogression model was estimated using Statistical Package for Social Sciences (SPSS) version 24. Other computational tests like the correlation coefficient test were applied to assess the nature of correlations between family background, social beliefs, entrepreneurship education, openness to experience, government support, and entrepreneurial intentions. The estimated model was subject to validity tests using ANOVA and Cronbach's alpha tests. It is vital to note that the regression model was used to assess the influences or effects connecting family background, social beliefs, entrepreneurship education, openness to experience, government support with entrepreneurial intentions (Ludbrook, 2010). Such was paramount in testing the established hypotheses, which are listed as follows;

- **H₁**: Gender (equality) positively causes insignificant improvements in entrepreneurial intentions.
- **H₂**: Educational level has insignificant positive effects on entrepreneurial intentions.
- **H₃**: Business experience positively causes insignificant improvements in entrepreneurial intentions.
- **H₄**: The family background has insignificant positive effects on entrepreneurial intentions.
- **H₅**: Social beliefs have insignificant positive effects on entrepreneurial intentions.

- **H₆:** Entrepreneurship education has insignificant positive effects on entrepreneurial intentions.
- **H₇:** Openness to experience has insignificant positive effects on entrepreneurial intentions.
- **H₈:** Government support has insignificant positive effects on entrepreneurial intentions.

Ethical Considerations

Ethical guidelines were followed to ensure that the researcher upholds acceptable research practices. This encompassed applying for ethical approval to determine the research instrument's validity and capacity to adhere to acceptable research practices. The researcher issues a written informed consent to the student participants and ensured them that their responses were for academic purposes. Hence, the findings were not publicized. The informed consent letter also aids in informing the student participants that there were no benefits attached to the study and that their participation was voluntary.

Limitations of the Study

Convenience sampling was applied in this study to address challenges posed by Covid-19. However, this can potentially limit the study's coverage and it is vital to focus on relevant and valid student responses capable of providing the required responses. Additional data distribution and collection platforms such as social media tools like Facebook, and WhatsApp were used to distribute and retrieve the findings.

CHAPTER IV

Data Analysis and Presentation

Introduction

The analysed results are based on 193 student responses coded into SPSS version 24 and modelled to estimate an entrepreneurship intentions model. This chapter forms a solid base on which, discussions are conducted, and practical implications are provided.

Respondent Students' Profiles

The data computation process involved 105 male students and 88 female students with 3.1% aged between 15-25 years, 47.7% between 26-35 years, 33.7% between 36-45 years, and 15.5% 46 years and above as shown in Table 4.1.

Table 4.1: Respondent students' profile

Variable	Description	Frequency	Percentages
Gender	Male	105	54.4%
	Female	88	45.6%
	Total	193	100%
Age	18-25 years	6	3.1%
	26-35 years	92	47.7%
	36-45 years	65	33.7%
	46 years and above	30	15.5%
	Total	193	100%

The 193 students were randomly selected from 7 departments. That is, 23% from the law department, 23% social sciences, 16% English language teaching, 14% engineering, 10% medical sciences, 8% architecture, and 6% information technology (see Figure 4.1).

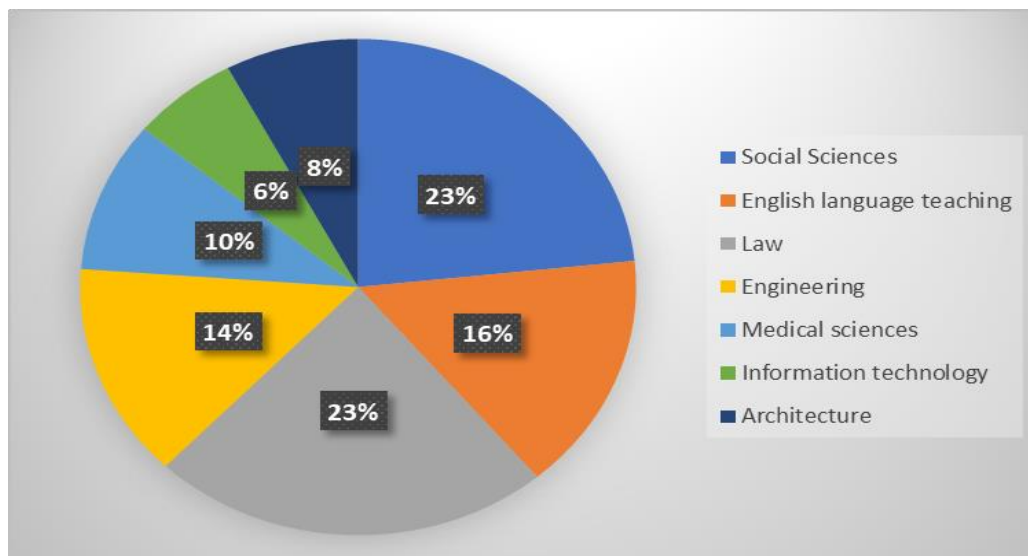


Figure 4.1: Insights of the students' departments

49 students enrolled for bachelor's degrees, 109 for master's degrees and 35 for PhD qualifications in North Cyprus. This possibly depicts that a relatively high number of Kurdish university students studying in North Cyprus are enrolled on higher education qualifications (see Figure 4.2 below).

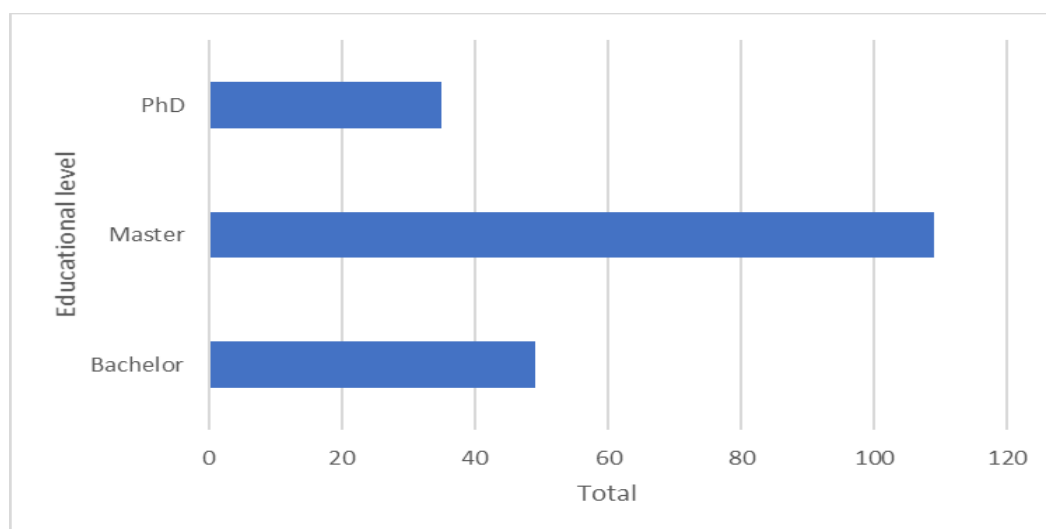


Figure 4.2: Insights of the students' educational levels

Table 4.2: Entrepreneurship experience

		Frequency	Percent
Valid	Yes	114	59.1
	No	79	40.9
	Total	193	100.0

Meanwhile, 59.1% of the students had entrepreneurship experience and hence, their intentions to venture into entrepreneurship activities might be high as opposed to the 40.9% without entrepreneurship experience.

Descriptive Statistics

The results of the study outline that 50.77% agreed and 18.13% strongly agreed that family supports the idea of starting a new business while only 10.36% of people strongly disagreed. 45.59% of people agreed and 13.09% strongly agreed that in their family women are encouraged to start their own business. 51.81% people disagreed with the fact that no one in their family has a business. 50.77% responded that their grandparents had business. 45.59% of people responded that their family members reached university-level education and are gainfully employed. 50.87% of people responded that they have a positive perception and approach towards starting a business. 51.86% of people responded as starting a business in my family is considered the next best option after securing a good job while only 10.36% of people responded as starting a new business is not considered as the next best option after securing a good job in my family.

46.63% of people strongly disagreed and 22.87% people disagreed with the fact that only men should participate in business activities. 39.89% of people strongly disagreed and 14.50% people disagreed with the fact that businesses are simply another way of getting rich and having work freedom while only 17.09% of people agreed. People responded as 50-50% for the fact that their parents should know about their business ventures. 28.49% of people disagreed strongly with the fact that their close friends should know the business idea. 56.47% of people agreed that their friends would appreciate if they become an entrepreneur while only 7.77% of people responded as

their friends would not appreciate. The majority of people who responded as their coworkers will support their entrepreneurial decisions that are 51.81% agreed and 23.33% strongly agreed.

50.80% of people agreed and 18.13% strongly agreed that they had previous business experience. Similarly, they responded strongly agreed 45.56% that they know how to develop a business. 73.55% of people were confident that if they start a business, they will be successful. 38.87% of people strongly agreed that they can control the creation process of a new business while only 8.90% of people strongly disagreed. Furthermore, 70.34% responded as agreed and strongly agreed that it would be easy for them to start a business.

The results were somehow equal for agreed and disagreed for the fact that they are willing to learn about starting and opening a business as well as I am always open to taking business courses with 18.18% disagreed and 28.87% agreed respectively. 45.87% of people responded strongly agreed to the fact that they can spend time learning about starting and operating a business. 50.22% of people agreed that previous experiences do not encourage me to learn more about business. 36.66% of people agreed that they can learn about business from successful business people. 50.99% of people agreed that the best way of learning is experience.

22.89% agreed and 20.33% people strongly agreed that government support is easily accessible. More than 50.78% of people had a neutral response towards the role of government as a cheaper form of support. Most people disagreed with the fact that there is equal opportunity for entrepreneurs. The responses towards government provide funding opportunities were also 50-50% with some people agreed and some disagreed. However, 45.91% of people agreed that government provide training. 29.09% of people agreed that government legal requirements are less restrictive. However, the level of support from the government is enough for entrepreneurs to start a business was 50.09% agreed and 49.01% disagreed.

50.67% of people agreed that they can do anything to be an entrepreneur. 38.88% of people strongly agreed that they are seriously thinking of starting a business.

52.44% people responded as they see themselves as an entrepreneur in the next 5 years. 48.88% of people strongly agreed that they make efforts to start and run their own business. 38.90% people strongly agreed that they would start their business if they have the resources.

Correlation Coefficient Test Results

The correlations between the entrepreneurship variables were examined by applying the Pearson correlation coefficient test. Family backgrounds were significantly and positively correlated with social beliefs, entrepreneurship education, government support and entrepreneurial intentions by 0.600, 0.496, 0.372 and 0.144, respectively.

Table 4.3: Correlation coefficient test results

		Family background	Social beliefs	entrepreneurship education	Government support	Openness to experience	Entrepreneurship intentions
Family background	Pearson Correlation	1	.600**	.496**	.372**	-.072	.144*
	Sig. (2-tailed)	-	.000	.000	.000	.317	.046
	N	193	193	193	193	193	193
Social beliefs	Pearson Correlation		1	.584**	.379**	-.055	.227**
	Sig. (2-tailed)			.000	.000	.450	.001
	N			193	193	193	193
entrepreneurship education	Pearson Correlation			1	.547**	-.057	.205**
	Sig. (2-tailed)				.000	.430	.004
	N				193	193	193
Government support	Pearson Correlation				1	.006	.204**
	Sig. (2-tailed)					.930	.005
	N					193	193
Openness to experience	Pearson Correlation					1	.871**
	Sig. (2-tailed)						.000
	N						193
Entrepreneurship intentions	Pearson Correlation						1
	Sig. (2-tailed)						-
	N						193

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

This implies that improvements in family beliefs are accompanied by improvements in social beliefs, enrollment in entrepreneurship education, application and use of government support and decisions to engage in entrepreneurial activities. Social beliefs are negatively correlated with openness to experience by -0.055. Such implies that the more students acquire relevant entrepreneurship experience, the more the adverse beliefs against the decision and importance of venturing into entrepreneurship activities. Thus, openness to experience aids in dealing with the students' negative social beliefs and perceptions.

All the variables (family background, social beliefs, entrepreneurship education, government support, openness to experience) were positively and significantly correlated with entrepreneurship intentions (0.144*, 0.277**, 0.205**, 0.204**, and 0.871**, respectively). As such, the results denote that improvements in the students' entrepreneurship intentions were linked to improvements in their family background, social beliefs, entrepreneurship education, government support, and openness to experience.

Variable Reliability Results

The Cronbach's alpha test was applied to ascertain the model variables' reliability levels with the standard guideline that an alpha value of 0.60 denotes acceptable reliability (Heo, Kim & Faith, 2015). Acceptable reliability levels of 65.0%, 62.3%, 62.4%, and 66.6% were linked to family background, social beliefs, entrepreneurship education, government support.

Table 4.4: Variable reliability results

	Number of items	Cronbach's Alpha
Family background	7	65.0%
Social beliefs	7	62.3%
entrepreneurship education	8	62.4%
Government support	9	66.6%
Openness to experience	8	75.7%
Entrepreneurship intentions	9	70.4%

Openness to experience and entrepreneurship intentions were highly reliable with internal consistency values of 75.7%, and 70.4%, respectively. Thus, the Cronbach's alpha test infer that the variables are reliable and provide acceptable internal consistencies when used to explain entrepreneurial intentions among Kurdish university students studying in Northern Cyprus. Thus, the modelled conceptual model could be analysed using regression analysis.

Analysis of Variance

Analysis of variance (ANOVA) test was used to determine if the estimated regression model did not have outliers and was correctly specified (Kaneko, Arakawa & Funatsu, 2008). The computed F-statistic of 136.114 was significant at 1%, implying that the regression model does not have outliers and is correctly specified.

Table 4.5: Analysis of variance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	19.198	8	2.400	136.144	.000 ^b
Residual	3.243	184	.018		
Total	22.441	192			

a. Dependent Variable: Entrepreneurship intentions

b. Predictors: (Constant), Openness to experience, business experience, Government support, Educational level, Gender (equality), Family background, Social beliefs, entrepreneurship education

Model Summary Results

The estimated model was linked to an R-square value of 0.849 which denoted that 84.9% of the changes in the university students' entrepreneurship intentions were explained by openness to experience, business experience, government support, educational level, gender (equality), family background, social beliefs, and entrepreneurship education. Alternatively, this suggests that 15.1% of the changes in the university students' entrepreneurship intentions were explained by external factors not incorporated into the model.

Table 4.6: Model summary results

R Square	Adjusted R Square	Std. Error of the Estimate
0.855	0.849	0.13276

Regressed Entrepreneurship Intention Model Results

The regressed entrepreneurship intention model contained 3 control variables, that is, gender (equality), educational level, and business experience, and five regressors (family background, social beliefs, entrepreneurship education, government support, and openness to experience).

Gender (equality) positively influences the students' entrepreneurship intentions by 0.041 units. These results mirror similar results established by Ahmed (2020) and possibly suggests that men are usually encouraged and forced to venture into business because of stereotyping. Such is a common feature among Islamic countries where a lot of women are considered as children bearers and men to work and do business to cater for their family's needs. Hence, promoting gender equality and access to entrepreneurship opportunities across all gender types enhances entrepreneurship intentions.

The results show that educational level is negatively related to entrepreneurship intentions by -0.012. This possibly denotes that more students considered getting jobs as soon as they attain higher education qualifications. This is relatively true, especially when students are motivated to educate themselves to secure lucrative jobs (Doran, McCarthy & O'Connor, 2018).

The results reaffirmed that having previous business experience motivates students to venture into entrepreneurship (Erken, Donselaar & Thurik, 2018). As such, insignificant positive effects of 0.004 existed between business experience and entrepreneurship intentions. Studies consider this to hold in any circumstances like lack of knowledge and understanding of entrepreneurship is considered to be a major

obstacle to entrepreneurship intentions and development (Agolla, Monametsi & Phera, 2019).

Table 4.7: Regressed entrepreneurship intention model results

	B	Std. Error	Beta	t-stats	Prob.
(Constant)	-0.138	0.100		-1.373	0.171
Gender (equality)	0.041	0.019	0.059	2.081	0.039
Educational level	-0.012	0.015	-0.023	-0.794	0.428
Business experience	0.004	0.020	0.006	0.200	0.842
Family background	0.021	0.023	0.034	0.945	0.346
Social beliefs	0.076	0.017	0.177	4.547	0.000
Entrepreneurship education	0.040	0.015	0.103	2.647	0.009
Government support	0.047	0.023	0.070	2.066	0.040
Openness to experience	0.794	0.025	0.892	31.617	0.000

Dependent Variable: Entrepreneurship intentions

It was reaffirmed that family background had positive effects on entrepreneurial intentions of 0.021. This aligns with related previous examinations contending that students with a high family background of entrepreneurs most highly intend to be entrepreneurs (Agolla, Monametsi & Phera, 2019; Shah, Amjed & Jabooob, 2020). The rich family background of entrepreneurs does not only help to provide and knowledge but also inspires students to be entrepreneurs in the future.

Social beliefs were positively related to entrepreneurship intentions by 0.076, signifying the existence of positive effects. Hence, improvements in students' social beliefs and perceptions about the need and importance of entrepreneurship increase the number of potential and real entrepreneurs. Such comes amid social limitations imposed by wrong values and norms about entrepreneurship and other related activities. Lee-Ross (2017) asserts that societies may indirectly or directly impose social values, norms, and beliefs hindering entrepreneurship.

Entrepreneurship education remains a key in promoting and developing entrepreneurship. Results from this study have confirmed this idea as valid regarding

university students. As such, an increase in entrepreneurship education positively influences entrepreneurship intentions by 0.040.

Meanwhile, government support is also instrumental in developing and promoting entrepreneurship activities. Studies reckon that massive entrepreneurial improvements and positive influences are observable when government support is offered to entrepreneurs (Asghar et al., 2019; Jumamil, Depositario & Zapata, 2017). The model results show that there is a significant positive interaction between government support and entrepreneurship intentions. Such ideas can be said to be valid in both students and non-students scenarios (Naia et al., 2017).

Valid ideas were observed regarding the interaction between openness to experience, and entrepreneurship intentions of 0.794. This is because related entrepreneurship experience aids in guiding students on how to deal with challenges hindering successful entrepreneurship. Besides, Pejic Bach, Aleksic and Merkak-Skok (2018) contend that students with related entrepreneurship knowledge and experience are most likely to be equipped on methods and ways they can engage into kick-start their entrepreneurship journey than those without related knowledge and experience.

Hypothesis Results and Discussion of Findings

This study aimed at testing formulated hypotheses to determine if they hold in the context of Kurdish university students studying in North Cyprus. Such hypotheses were formulated on the presumption that entrepreneurship intentions are influenced by gender (equality), educational level, business experience, family background, social beliefs, entrepreneurship education, government support, and openness to experience. Such presumptions implied that the connections and/or effects between entrepreneurship intentions can be tested using the applied regression analysis results. Table 3.8 provides a summary of the hypotheses results.

The initial hypothesis focused on testing as to whether gender (equality) positively causes insignificant improvements in entrepreneurial intentions (prob. =

0.039). This null hypothesis was rejected and suggested that promoting gender equality across all entrepreneurship activities and accessing related opportunities enhanced entrepreneurial intentions. This is because stereotyping against women and entrepreneurship will be reduced and thus, more women will be encouraged to venture into entrepreneurial activities.

Table 4.8: Hypothesis results

No.	Hypothesis	Tests method	Results	Decision
H ₁	Gender (equality) positively causes insignificant improvements in entrepreneurial intentions.	OLS	0.039	Reject
H ₂	Educational level has insignificant positive effects on entrepreneurial intentions.	OLS	0.428	Accept
H ₃	Business experience positively causes insignificant improvements in entrepreneurial intentions.	OLS	0.842	Accept
H ₄	Family background has insignificant positive effects on entrepreneurial intentions.	OLS	0.346	Accept
H ₅	Social beliefs have insignificant positive effects on entrepreneurial intentions.	OLS	0.000	Reject
H ₆	Entrepreneurship education has insignificant positive effects on entrepreneurial intentions.	OLS	0.009	Reject
H ₇	Government support has insignificant positive effects on entrepreneurial intentions.	OLS	0.040	Reject
H ₈	Openness to experience has insignificant positive effects on entrepreneurial intentions.	OLS	0.000	Reject

Hypothesis two was accepted leading to the conclusion that educational level has insignificant positive effects on entrepreneurial intentions (prob. = 0.428). This supports traditional beliefs that education is essential and a gateway to securing gainful employment (Agolla, Monametsi & Phera, 2019; Pejic Bach, Aleksic & Mer kac-Skok, 2018). Thus, students are highly motivated to secure employment when they attain higher educational qualifications. Hence, the number of students venturing into entrepreneurship activities will decline as they attain higher educational standards.

CHAPTER V

Conclusions, Recommendations and Suggestions for Future Studies

Conclusions

The primary focus of this study is to explore entrepreneurial intentions among Kurdish university students studying in Northern Cyprus. This also includes examining the university students' entrepreneurial perceptions and intentions to start new businesses at the expense of securing employment. The study's focus was driven by considerable gaps denoting that the notion of entrepreneurial intentions among international university students is limited. Besides, existing studies treated the international university students' entrepreneurial intentions as similar to those of ordinary individuals.

The study findings are relatively similar to the previous study by Ahmed (2020) regarding the role of gender in entrepreneurship. Certain societies can hinder their active participation of women in entrepreneurship activities due to the belief that women's roles are confined at home. This has been a notable factor and element highly prevalent among a lot of Islamic countries like Kurdistan, where men are seen as the best candidates for venturing into entrepreneurship. Hence, promoting gender equality becomes vital in enhancing student's entrepreneurial intentions. For these reasons, gender equality is positively linked to improved entrepreneurial intentions among international university students.

Cases, where entrepreneurship education and experience are inadequate, require practical approaches, which most studies do not acknowledge. Hence, this study's contributions are reflected in this notion. Furthermore, this study has identified that related gaps and challenges connected to this notion can be addressed by providing governmental support in the form of funds and training programs. However, the study results reiterated similar suggestions made by Doran, McCarthy and O'Connor (2018) showing that more students considered getting jobs as soon as they attain higher education qualifications to secure lucrative jobs.

Family background is another notable aspect that can either hinder or promote international university students' entrepreneurial intentions. Both social and cultural beliefs and norms are influenced by family backgrounds. Related studies only denoted that family background is vital in molding potential entrepreneurs but did not test the validity of this assertion, especially regarding international university students. Besides, students raised in a family of entrepreneurs are much more posed to venture into entrepreneurship activities. This is possible because of knowledge gained through observations and participation exercises.

Education is the key to enhancing students' understanding of the importance of entrepreneurship and how they can venture into it. It is in this regard that educational level is positively associated with entrepreneurial intentions. However, entrepreneurship education alone is ineffective and requires students to possess an effective ability to translate theoretical knowledge into useful practical knowledge capable of changing an organisation's outcomes. It is at this stage that entrepreneurship experience becomes vital and demands that students engage in training, attachments, apprenticeship, etc., to boost their entrepreneurship knowledge.

The existence of entrepreneurship activities and opportunities is not necessarily a condition that can lure international university students to venture into entrepreneurship. The study results demonstrated that international university students might not be open to entrepreneurship knowledge and experience. Thus, by opening up to such knowledge and experience, international university students will be motivated to venture into entrepreneurship.

Meanwhile, work-related experiences have been noted to pose as either push or pull factors of international university students' entrepreneurship intentions. Good working conditions and remuneration packages commensurating with students' experience can motivate them to continue working or seek other employment opportunities at the expense of venturing into entrepreneurship activities. This is a pull factor and push factors are related to poor working conditions and remuneration packages. Hence, pull factors adversely affect international university students'

entrepreneurship intentions, while push factors are positively associated with improvements in international university students' entrepreneurship intentions.

The importance of government support in promoting entrepreneurship among university students is vital and such has been demonstrated by this study. Government provisions are the cornerstone on which entrepreneurs can source cost-effective funding and access training programs from the government. The existence of legal regulations governing the setting up and development of entrepreneurship activities can hinder university students' entrepreneurship intentions. Besides, adverse economic conditions can make it a challenge for university students to venture into entrepreneurship. Hence, government support and training programs facilitate the smooth setting up and development of entrepreneurship activities as indicated by Pejic Bach, Aleksic and Merkak-Skok (2018). Hence, it can be concluded that government support is positively related to international university students' entrepreneurship intentions.

Given these inferences, the study aim can be said to have been achieved and the study demonstrates effective and useful knowledge needed in guiding both curriculum and practical knowledge development programs.

Recommendations

- While recognising that entrepreneurship education is vital for enhancing entrepreneurial intentions, it becomes apparent that educational authorities need to integrate wider or broader entrepreneurship exercises and programs in education.
- Promoting entrepreneurship education alone is ineffective and requires the complementary efforts of other programs and exercises. Hence, governments must provide additional support to current and prospective entrepreneurs through funding and training programs.
- Where possible legal rules and laws governing the setting up and development of entrepreneurship activities need to be relaxed to allow university students to swiftly venture into entrepreneurship.

- Education and awareness are also vital elements, which governments and other related bodies can utilise to educate and keep societies well; informed of the benefits of engaging in entrepreneurship. Such can be amid adverse social beliefs and norms, wrong family backgrounds and knowledge, and gender inequality issues.
- Gender equality programs are needed and should be implemented at society and institutional levels to confront wrong social beliefs that men are the best candidates for venturing into entrepreneurship compared to women.
- Students are encouraged to seek additional entrepreneurship training and engage in apprenticeship, attachments and other work-related circumstances that can enhance their experience and knowledge about entrepreneurship. Such entrepreneurship knowledge becomes the key through, which their perceptions are positively enhanced and motivated towards venturing into entrepreneurship.

Theoretical and Empirical Implications

The study demonstrated that theories of human behaviour regard attitudes to be a fluid situation that changes with time and circumstances. During such changes and time, it can be ineffective and inadequate to presume that entrepreneurship intentions are the same across all groups of people. Thus, the novelty of this study is reflected in addressing such issues and contributes much to understanding the application, scope, contributions and limitations of related entrepreneurship theories.

The subject of entrepreneurial intentions among university students is an emerging issue and not much had been done to examine it in the context of international university students. Hence, this limits the practical effectiveness of governmental policies in fostering social and economic growth and development programs, especially towards eradicating unemployment and related challenges. Hence, engaging in entrepreneurship research becomes vital for seeking ways through which governments can boost the attainment of sustainable development and millennium development goals.

Suggestions for Future Studies

The study was mainly restricted to international university students' entrepreneurship intentions. However, non-international students' entrepreneurship intentions are equally important as international university students' entrepreneurship intentions. Hence, future studies need to examine both and comparatively assess them to check for possible similarities and differences, and policy implications. This needs to be done on a wider number of students.

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List of appendices**Appendix I: Research Questionnaire****STUDY QUESTIONNAIRE****Dear Respondent**

This questionnaire is in partial fulfilment of the requirements of the MSc in Accounting and Finance at Near East University. It seeks to explore entrepreneurial intentions among Kurdish university students studying in Northern Cyprus. This study is strictly for academic purposes. Kindly note that all the information given herein will be treated with total confidence.

Kindly take the time to complete the questionnaire by providing information in the given spaces.

Thank you very much for your valuable time.

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SECTION A: RESPONDENT PROFILE

Please tick where appropriate ✓

1. What is your gender? Please tick where appropriate.

Male

Female

2. What is your age group? Please tick where appropriate.

18-25 years

26-33 years

34-41 years

42-49 years

50 years and above

3. Department. Please tick where appropriate.

Social sciences

Medical sciences

English Language Teaching

Engineering

Information Technology

Law

Architecture

4. What is your educational level? Please tick where appropriate.

Bachelor's degree

Master's degree

PhD degree

5. Do you have entrepreneurship experience? Please tick where appropriate.

Yes

No

SECTION B: ENTREPRENEURSHIP INTENTIONS

This section seeks to obtain information about entrepreneurship intentions (plans). Please indicate the extent to which to agree or disagree by ticking on only one number option for each of the items or statement on the table below:

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

	Family background	1	2	3	4	5
7	My family supports the idea of me starting a business.	20	30	10	98	35
8	In my family women are encouraged to start their own businesses.	30	15	35	88	25
9	No one in my family has a business.	20	20	10	100	43
10	My grandparents have or had businesses.	15	25	30	99	24
11	All of our family members reached university level.	30	15	25	88	35
12	All of our family members are gainfully employed.	20	15	20	88	50
13	Our lineage has a positive perception and approach towards starting a business.	10	20	50	90	23
14	Starting a business in my family is consider the next best option after securing a good job.	20	15	35	100	33
	Social beliefs					
15	Men should participate more in business than women.	90	43	10	30	20
16	Businesses are a simply another way of getting rich and having work freedom.	77	28	35	20	33
17	It is important for me to know my parent's opinion in case I start my own business venture.	40	23	50	35	45
18	It is important for me to know the opinion of close friends in case I start my own business venture.	55	38	50	25	25
19	My close friends would appreciate it if I became an entrepreneur.	15	25	20	109	24
20	My co-worker would support me for entrepreneurial decision.	30	15	25	88	35
21	I have access to information that will enable me to become an entrepreneur.	20	15	25	100	45
	Entrepreneurship experience					
22	I have previous business experience.	20	30	10	98	35
23	I know how to develop a business.	30	15	35	88	25
24	If I tried to start a business, I would have a high chance of being successful.	20	15	25	100	45
25	I know all about the practical details to start a business.	10	18	60	80	25
26	I would have complete control over the situation If start and run a business.	35	24	25	55	66
27	I am able to control the creation process of a new business.	18	32	40	26	75
28	To start a business and keep it working would be easy for me.	30	10	30	80	43

Openness to experience						
29	I am willing to learn about starting and operating a business.	35	25	50	38	45
30	I am always open to taking business courses at any time.	35	24	25	55	66
31	I can manage to spend time learning about starting and operating a business.	30	15	35	88	25
32	My previous experiences do not encourage me to learn more about business.	20	15	35	98	35
33	I can only learn about business from successful business people.	30	15	53	70	25
34	Experience is the best way of learning about business.	18	32	45	56	50
35	There are no available opportunities to get business experience.	35	10	50	43	55
36	Am willing to learn about, especially in my area of study.	34	25	25	61	52
Government support						
37	Government support is easily accessible.	48	33	30	43	39
38	Government support is the most cheaper form of support an entrepreneur can get.	20	15	35	98	35
39	All entrepreneurs have equal access to all forms of government support.	50	35	33	50	25
40	The government provides funding to existing and potential entrepreneurs.	35	10	50	43	55
41	All entrepreneurs can easily get access to entrepreneurship training programs offered by the government.	30	15	35	88	25
42	Government support is important for setting up and developing businesses.	35	10	50	43	55
43	The government's legal requirements are less restrictive on entrepreneurs.	35	10	50	40	58
44	The level of support offered by the government to entrepreneurs is enough to launch a successful business.	35	25	40	33	65
Entrepreneurial intentions						
46	I am ready to do anything to be an entrepreneur.	15	25	30	99	24
47	I am seriously thinking to start-up a business in future.	18	32	40	26	75
48	I see myself as an entrepreneur in the next 5years.	20	30	10	98	35
49	I will make every effort to start and run my own business.	20	15	35	90	43
50	Being an entrepreneur implies more advantages than disadvantages.	20	30	20	90	33
51	A career as an entrepreneur is totally attractive to me.	15	20	35	80	53
52	I would gladly choose entrepreneurship over others as a career option.	20	20	20	88	45
53	Being entrepreneur would give me satisfaction.	18	32	40	26	75
54	If I had the opportunity and resources, I would like to start a firm.	18	32	40	26	75

Thank you

Ethical approval form**YAKIN DOĞU ÜNİVERSİTESİ****BİLİMSEL ARAŞTIRMALAR ETİK****KURULU**

Dear Karzan Juma

Your application titled **“Exploring Entrepreneurial Intentions Among Kurdish University Students Studying in Northern Cyprus”** with the application number NEU/SS/2021/1047 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note:If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

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