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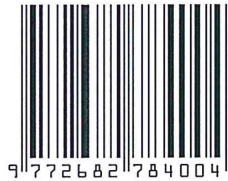
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University Experience and Entrepreneurial Quality Development among Students in Malaysian Comprehensive University

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ABSTRACT

The impact of university experience in developing entrepreneurial quality among students from Comprehensive University in Malaysia is explained in this paper. The function of university experience is crucial in inculcating entrepreneurial quality among students in Higher Learning Education Institutions. Respondents in this study are undergraduate students from Comprehensive Universities in Malaysia. Data was analyzed using Statistical Package for Social Sciences (SPSS) version 23.0. The result of the study indicates that university experience give impact to the development of entrepreneurial quality in higher learning institution particularly Malaysia university students. Eventually, it is hoped that in the future, more programs should be implemented in order to expose the students to the real career life that in turn can benefit them in terms of developing entrepreneurial quality.

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1. Introduction

Entrepreneurial quality which is part of the quality of human capital development is important and crucial towards nation development nowadays (Hannon, 2010). Studies on entrepreneurial quality become increasingly important as human being are non-conforming to each other in terms of opinion, interest, qualities and response to the creation of opportunities (Ibrahim & Mas'ud, 2016; Shamsul Huda 2014; Alam, Islam, Khan & Obaidullah, 2011).

There is a growing recognition that students entrepreneurs in particular and related supportive environments are of critical importance for economic growth and development (Nabi, 2000). Furthermore, graduate entrepreneurs represent the ultimate outputs or products of Higher Education (HE). However, Teichler (2003) and Elias & Purcell (2004) noted that, even though there is rapid expansion of higher education, the qualities possessed by students to be applied to their career are still questionable. This is because the factors that determine the qualities of graduate entrepreneurs are largely unexplained and hence, those characteristics of entrepreneurial quality should be emphasized in higher education training (Hegarty & Jones 2008; Henderson & Robertson, 2000; McLarty, 2005).

2. Literature Review

Entrepreneurial Quality

Entrepreneurial quality is always referred as a set of essential characteristics among individual. To become a successful person, surely certain set of quality is needed in a person's characteristics. Therefore, to date, entrepreneurial quality has become attention among researchers (Littunen, 2010). The concept of entrepreneurial quality has been defined in several ways in previous research from various perspectives (Guzman & Santos 2001; Cumplido & Alcalde, 2002; Cumplido & Linan, 2007; Hvide, 2009; Shuhairimi et. al. 2009; Rani, 2014). In summary, those previous definitions bring the same meaning. In brief, most of the researchers defined entrepreneurial quality as good and essential characteristics.

The concept and entrepreneurship ecosystem will not be materialized without the presence of personality and behavioral elements in a person (Hill, Gowan & Drummond, 1999). Recently, study on entrepreneurial quality in general and antecedents to entrepreneurial quality, particularly is crucial as it complements the body of knowledge in education and entrepreneurship as well in providing useful information for institutions. In turn, the focus on key areas would have a significant effect on the qualities of undergraduate students.

University Experience

Currently, university experience has been looked as an important factor in developing and inculcate entrepreneurial potentials, serve the students with knowledge and skills needed in business creation and innovation within corporations they attached with, through effort in transferring the skills during the campus life (Poon, 2013). Pickernell, Packham, Jones, Miller & Thomas (2011) claimed that universities as higher education institutions are hoped to develop more supportive environments to the students, particularly entrepreneurship in campus. The reason is due to the importance of university experience in developing graduate's quality since university students normally spend at least several years of campus life. This statement is supported by Bath, Smith, Stein & Swann (2004). During that time, the students should developed some qualities in order to be brought into their career in the future undertaking. This is supported by National Council for University Studentship Report which suggested that higher education institutions should consider the way which they prepare individuals for future career (Greene and Saridakis, 2007).

Previous studies proved that university experience can give influence to student's life and development in future career (Rani and Siohong, 2014; Rani et. al. 2017; Lin, 2011). Becker (1985) claimed that the major benefit of a university experience is that it can deepen the human capital of individuals. Furthermore, Lin (2011) supported that the more students accept and interact with the university experience, means the more they satisfied with their life in the university campus and the better they grow throughout their university career. In addition, Gibson, Gibson and Zhou (2011) pointed that there is a need to identify factors which influence the development of entrepreneurial quality related to entrepreneurship education.

Based on research done by Greene and Saridakis (2007), normally, from university experience, students will be able to produce pool of skills and capability for future development. Moreover, Douglas, McClelland & Davies (2008) have come out with a new concept Model about student satisfaction gained from the student's experience in campus life. Greene and Saridakis (2007) claimed that universities should play an important role and encourage together with influencing

students to involve in entrepreneurship in the future. University students who possess positive coping skill is believed to develop personal, interpersonal as well as social skills that in turn will enhance their abilities, skills and inspire the sense of belonging as well as the development of identity (Lin 2011). This statement is supported by a research done by Nair and Mertova (2009) found that university experience helps the student a lot especially after graduation specifically in their future career. The researchers previously conducted university student's feedback based on student's experiences in Monash University.

Comprehensive University

Malaysia Ministry of Education (MOE) plays a crucial function in creating the best ecosystem of higher education in public universities (UA), private higher learning institutions (IPTs), polytechnics as well as community colleges. These higher education institutions are a big component in the country's education and training ecosystem that will generate thinkers, scientists, scholars, skilled and semi-skilled workers in line with their respective roles. MOHE consists of three main departments namely Jabatan Pendidikan Tinggi (JPT), Jabatan Pendidikan Politeknik (JPP) and Jabatan Pendidikan Kolej Komuniti (JPKK) in managing Higher Learning Institutions in Malaysia. JPT is responsible to manage Public Universities as well as Private Universities in Malaysia. The mission of JPT is to ensure high quality education to achieve global excellence.

In total, there are twenty Public Universities in Malaysia. These twenty universities have been categorized under Research University, Comprehensive University and Focused University (Ministry of Higher Education 2016). Universiti Teknologi Mara and Universiti Islam Antarabangsa are categorized under Comprehensive Universities in Malaysia. This study focused on Comprehensive University because these universities offer courses across all subject areas.

University experience and entrepreneurial quality development among students. Students always learn and get benefits through the activities organized and involved in the universities and the changes of the university students' characteristics are considered as a reflection of the university experience in higher learning institutions (Narvaez & Rest 1990). Universities as Higher Education Institutions develop more supportive environments of entrepreneurship in campus (Pickernell et.al 2013). This is because it is critical to develop student's good characteristics as the students normally stay and spend several years in their campus during their studies (Bath et. al 2004). Moreover, Narvaez and Rest (1990) stated that experience in the campus would influence the process of the contributing towards creative mind and in turn this will give something beneficial to the students to act in the future as well as to behave in their future career.

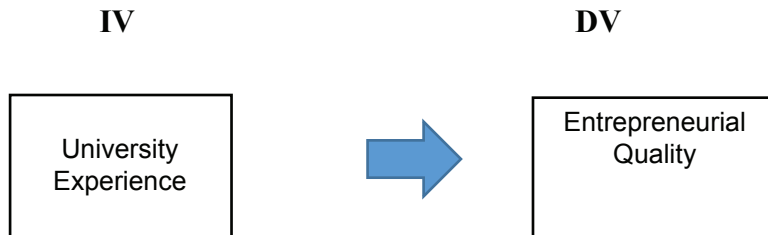
In addition, Barefoot, Jewler & Gardner (2009) stated that during campus life, university students learn to manage their own life such as managing their time and finance. Poon (2013) in her study claimed that university experience is important factor in developing entrepreneurial potentials, assist and supply the future graduates with qualities that is necessary for them in venture into business that they will serve in the future. This can be done by transferring the skills during campus life. Sarri, Bakouros and Petridou (2009) in National Council for Graduate Entrepreneurship Report suggested that higher education institutions should consider the way which they prepare individuals for future career.

University experience consists of an examination of university students' perceptions of the elements of the university environment that are related to university students' quality as well as development. All university students have gone through the university experience. Previous researchers in the human development field, pointed that individual quality develops along which change that occurs during college or university years (Chickering, Arthur, McCormick and John, 1970). Moreover, Pascarella and Smart (1987) pointed that, the extent and quality of graduate's involvement in college are the principal determinants of university impact on graduate's development. Based on the above discussion, this hypothesis is posited:

H1: University experience influences entrepreneurial quality development among university students.

3. Conceptual Framework

The conceptual framework in this study is to examine the influence of university experience on entrepreneurial quality among students in Malaysia Comprehensive University.



4. Items Measurement

Need for achievement, risk taking propensity, locus of control, knowledgeable, independent, creativity and innovative as well as perseverance represent entrepreneurial quality in this study. The measurement for need for achievement was adapted from Steers and Brauntein (1976). Previously, the instrument was used by Lee (1997). Whereas the instrument for need for achievement is represented by five items. The Cronbach's alpha for this instrument is 0.925. Furthermore, the instrument measured for locus of control was adapted from Levenson (1974). These items for locus of control consist of three items. Lee and Tsang (2001) used this instrument previously. The Cronbach's alpha score is 0.85.

The measurement of risk taking propensity adapted the instrument from Jackson (1976). Previously, the instrument was used by Hyrsky and Tuunanen (1999). Risk taking propensity is measured using three items in a seven likert scale. The score for Cronbach's alpha is 0.789. The instrument used for the measurement of independent was adapted from Steers and Brauntein (1976). Furthermore, this instrument was used by Lee (1997). In total, the instrument for independent consist of four items in a seven likert scale. The score for Cronbach's alpha is 0.89. Perseverance's instrument was adapted from the instrument used from Duckworth et. al (2007). Three items represent perseverance in this study. The Cronbach's alpha score for perseverance is 0.78. The instrument used for the measurement of creative and innovative was adapted from Zhou and George (2001). The Cronbach's efficient alpha for creativity is 0.96.

University experience is defined as the psychological, social, learning and living aspects of the campus environment undergone by graduates. In terms of university experience, the measurement of constructs was adapted from Pace (1979) as these are established items that have a high reliability score. Items for university experience consist of seven items in a seven-point likert scale. The cronbach's coefficient alpha is 0.80.

5. Data Collection And Data Analysis

Total population for this study is 232,160 involved university students from Comprehensive. Universiti Teknologi Mara and Universiti Islam Antarabangsa are the example of Comprehensive Universities in Malaysia. Throughout this study a total of 384 questionnaires were distributed to undergraduate students in this categories. Out of 384 questionnaires distributed, 284 were collected for data analysis. Statistical Package for the Social Sciences (SPSS) version 23.0 through a linear regression analysis was used in order to examine the influence of university experience on entrepreneurial quality among graduate students in Comprehensive University in Malaysia.

A probability sampling design was adopted in this study. A cluster sampling technique as one of the probability sampling design was used to determine the sample of the study. The major reason for cluster sampling to generate appropriate sample size economically, while maintaining the features of a probability sampling (Zikmund, et. al 2010). The universities under this categories were selected at random and also proportionate numbers of students were selected using simple random method from each university to form the sample of the study.

6. Findings And Discussion

Table 1 shows the result of liner regression analysis for the university experience as an influence factor on entrepreneurial quality. The results shows that the university experience was significantly contribute to the entrepreneurial quality where the $p = .000$ is less than the value of alpha ($.00 < .05$). Regression test showed a significant relationship where university experience significantly affects entrepreneurial quality. The value of R^2 ($R^2 = 0.181$) contributes 18.1% towards entrepreneurial quality among students in Malaysian Comprehensive Universities. Meanwhile, the value of coefficient (unstandardized Coefficients) or $\beta = 0.426$ is show the influence of university experience on entrepreneurial quality. When the score for university experience goes up a unit, the score for entrepreneurial quality will also increase up to 0.426 units. Therefore, based on the findings, H_1 is supported.

Table I: Regression analysis of the university experience and entrepreneurial quality.

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	2.730	.219		12.469	.000
	meanUE	.267	.054	.426	4.955	.000

a. Dependent Variable: meanEQ

The influence of university experience on entrepreneurial quality among university students in Comprehensive University.

This study found that the university experience was significantly influence the entrepreneurial quality among university students in Comprehensive Universities. This findings was supported by Peace (1984). The researcher found that university is responsible for many things in stimulating the student development and learning. This finding also in line with Shiri et al., (2012), where the university environment conditions become one of important factor that can affect the experience either strengthen or weaken student to become an entrepreneur. The findings also supported by Anderson (2011), in her studies who claimed that university environment may influences the student's life and development in future.

7. Suggestions for Future Research

Future researcher is suggested to extent this study into wider perspectives such as skill-based institutions as well as private higher learning institutions in Malaysia. Other than university experience as the indicator, future researcher may explore other relevant indicators that can contribute to the development of entrepreneurial quality among the individual, particularly university students. Other suggestion for future researcher is that, it may be more meaningful if future researcher might conducted this kind of study qualitatively. The findings might be more helpful as respondents may give suggestions on how to improve the environment as well as the ecosystem in the university. In turn, this effort is hoped can help the institutions to improve their service towards producing quality graduates in the future. Eventually, this effort is hoped that contribute more information in improving Malaysian graduates in the future.

8. Conclusion And Implication Of The Study

This study shows that university experience is very important in developing entrepreneurial quality among the students. Students spend three to four years during their campus life. Within this period, students learn so many things especially to develop entrepreneurial quality from their university surrounding. Therefore the findings of this study proved the importance function of university experience in developing the entrepreneurial quality among students. Based on this study, more future researchers is hoped can use the current result to further understand other various factors that might affecting entrepreneurial quality among students. In conclusion, Malaysia Higher Education Institutions is hoped to improve and provide more supportive environment for the students in order to inculcate entrepreneurial quality for the student's future career undertaking.

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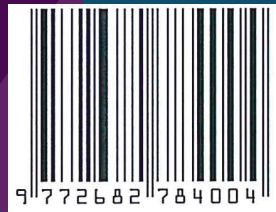
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