Entrepreneurial Attitudes and Intentions of Dubai Students

Jeanette Teh*, Hassan Al-Dhaafri** and Adrienne A. Isakovic***

The objective of our study was to determine if having an entrepreneurial attitude or potential had a positive impact on the intentions of 135 undergraduate students in Dubai to become entrepreneurs. In addition, we investigated whether having entrepreneur role models or a university providing entrepreneurship training and assistance would have a moderating effect on the relationship between entrepreneurial attitude on entrepreneurial intentions, which had not been previously studied. In line with previous research from western countries, regression analysis of our 62-question paper survey confirmed that entrepreneurial attitude was positively and significantly related to entrepreneurial intentions. Further, having a university play a greater role in providing entrepreneurship training and assistance would also increase students' intentions to become entrepreneurs, confirming the applicability of prior research findings to the Middle East context. However, contrary to our expectations and to some previous literature, having a family member as an entrepreneur did not increase our respondents' intentions to be an entrepreneur. We discuss the practical implications of our findings and recommendations for policy makers.

Field of Research: Management – Entrepreneurship

Keywords: entrepreneurship, entrepreneurial intention, entrepreneurial attitude, entrepreneurship potential, entrepreneurship self-efficacy, UAE, Middle East, Dubai.

1. Introduction

Shapero (1985) described entrepreneurship as the type of decision-making process that is necessary for the survival, development, and even freedom in a society. Through their innovation, entrepreneurs create value and wealth for the economy not only through increased competition and the provision of their products and services, but perhaps more importantly through their monumental role in job creation (World Bank, 2014; Eunni, 2010; Ahmadand Seymour, 2008; Lee et al., 2006; Leo, 2001).

Given the importance of entrepreneurship to the development of the economy, especially in developing nations (Eunni, 2010; Van Wyk, Boshoff and Bester, 2003), it is imperative that the antecedents of entrepreneurship are properly understood in order to facilitate its growth.

While there is a plethora of entrepreneurship intentions research from American and European countries (e.g. Solesvik, 2013; Athayde, 2012; Athayde, 2009; Liñán and Santos, 2007), there are relatively few studies representing those in developing nations (Bahrami, 2014; Mehrez, 2014; Gallant, Majumdar and Varadarajan, 2010; Davey, Plewa and Struwig, 2011; Todorovic and McNaughton, 2007). Since various institutional factors such as the availability of capital, resources, legal framework, and infrastructures as well as cultures of developing countries could facilitate or inhibit entrepreneurship (Todorovic and McNaughton, 2007), it is necessary to conduct studies in emerging economies to comprehend the variables that could contribute to entrepreneurship intentions.

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Of the literature coming from emerging economies, fewer still have been undertaken in nations such as the United Arab Emirates (UAE) (Majumdar and Varadaraja, 2013; Ryan, Tipu, and Zeffane, 2011; Gallant, Majumdar and Varadarajan, 2010), which, while newly categorized as an emerging market (MCSI Inc., 2015), is sufficiently different from its less affluent counterparts. For instance, the low quality entrepreneurship, borne out of necessity rather than being innovative or creating change, that traditionally exists in developing economies which have lower income per capita and a non-materialistic culture (Todorovic and McNaught on, 2007), may not apply to the UAE which has the 27th highest gross national income per capita at USD 43,480 (World Bank, 2015).

In addition, while the UAE has been favourably ranked on various economic and entrepreneurship indices (World Economic Forum, 2015; Heritage Foundation, 2015; The Global Entrepreneurship and Development Institute, 2015), it has the second lowest rate of established entrepreneurs compared to other innovation-driven economies (Global Research Association, 2011), creating a need for more entrepreneurship incentives.

Given that small, medium-sized enterprises (SMEs) comprise 95% of all companies in Dubai (Dubai SME, 2013) and the UAE’s desire to reduce the nation’s reliance on oil-based revenues, entrepreneurship is an oft-repeated focus of both federal and emirate-level government agencies which have developed laws and established funding (Khalifa Fund, 2014) and a dedicated division of the Department of Economic Development to help support SMEs (UAE Ministry of Economy, 2014), unlike many governments of emerging nations which do not do enough to stimulate entrepreneurship (Mehrez, 2014; Tong, Mccrohan and Erogul, 2012).

With the ultimate goal of SMEs contributing 70% to the country’s Gross Domestic Product (GDP) by 2021 and an increase in youth-founded enterprises (UAE Ministry of Economy, 2014), the upcoming Expo 2020 to be hosted by Dubai, and the UAE Vision 2021 National Agenda, the latter two of which include the promotion of entrepreneurship and innovation (Expo 2020 Dubai, 2012-2015; Prime Minister’s Office, 2010), it has never been more timely to study the entrepreneurial intentions of university students in Dubai.

More specifically, we will be investigating whether students’ entrepreneurial attitude has a positive impact on their intentions to become entrepreneurs while also ascertaining whether the existence of entrepreneurial role models and university’s provision of entrepreneurial guidance or training have a moderating effect on their entrepreneurial intentions. To our knowledge, a study of the interaction of these variables has not previously been undertaken, a gap which we seek to address.

2. Literature Review

Determining the factors that influence entrepreneurial intentions is critical to encouraging entrepreneurship (Ferreira et al., 2012) since choosing a career is complex and multi-faceted (Scherer et al., 1989).

Personality traits or dispositions of entrepreneurs such as independence, confidence, creativity, self-efficacy, or risk-taking behaviour have generally been positively related to entrepreneurial intentions in that the higher the individual scored in these traits, the more likely they were to have intentions to become entrepreneurs (Santos, Caetano and Curral, 2013; Peng, Lu, and Kang, 2012; Ferreira et al., 2012; Liñán, Rodríguez-Cohard, and Rueda-Cantuche, 2011; Pruett et al., 2009; Douglas and Shepherd, 2002).

However, as personality traits are usually stable and do not take into account situational variables, these theories have been criticized for their lack of convergent validity and the fact that these psychological theories were not intended for
measurement of entrepreneurship (Florin, Karri and Rossiter, 2007; Robinson et al., 1991; Ajzen, 1991).

(a) Attitude towards Entrepreneurship and Entrepreneurial Potential

In the quest to improve upon earlier theories, the attitude toward entrepreneurship model emerged (Liñán and Santos, 2007). An attitude is a “learned predisposition to respond in a predictable manner to the object of that attitude” (Florin, Karri and Rossiter, 2007, p. 20) and includes three components—emotions, behaviour, and cognitive beliefs.

The central belief of these models, largely based upon Ajzen’s (1991) Theory of Planned Behaviour (TPB) and Shapero and Sokol’s (1982) Model of Entrepreneurial Event (SEE), is that since entrepreneurial behaviour is planned, i.e. individuals choose and plan to become entrepreneurs, it would be more accurate to examine entrepreneurs’ underlying cognitive processes that result in their decision to become entrepreneurs, namely their attitudes towards entrepreneurship and perceived behavioural control (Liñán, 2008; Liñán and Santos, 2007; Krueger and Carsrud, 1993; Robinson et al., 1991; Ajzen, 1991; Bird, 1988).

As attitudes do not exist in isolation, but take place for specific situations and contexts, they have a high predictability factor resulting in entrepreneurial intentions being the most studied antecedent to entrepreneurship behaviour (Ferreira et al., 2012).

Entrepreneurial self-efficacy, which helps shape entrepreneurial potential, includes being comfortable with working under uncertainty, taking risks, having a perception of being in control, and being proactive and innovative (Zeffane, 2013; Krueger and Brazeal, 1994); it is also linked to the ability to see and capitalize on opportunities, a critical attribute of an entrepreneur. Literature has documented that entrepreneurial self-efficacy, which is developed through learning how to master a particular behaviour and from watching credible models undertaking that behaviour (Peng, Lu and Kang, 2012; Krueger and Brazeal, 1994), is the strongest predictor of entrepreneurial intentions (Santos, Caetano and Curral, 2013; Pruett et al., 2009).

Combining the TPB school of thought that entrepreneurship is an intentional process and the concept of entrepreneurial self-efficacy and potential, Athayde (2012, 2009) developed a survey to measure what she calls Attitude To Enterprise Test (ATE). The ATE used similar dimensions as Robinson et al.’s (1991) Entrepreneurial Attitude Orientation (EAO) which comprised of four attitudes towards achievement in business, innovation in business, perceived personal control of business outcomes, and perceived self-esteem in business.

Athayde (2012, 2009) developed the ATE to apply to students, measuring attitudes towards five constructs, with each dimension including all three aspects of an attitude—emotions, behaviour, and cognitive beliefs. We adopted Athayde’s (2012) ATE for our survey as will be discussed in further detail below.

Although there have been studies investigating students’ entrepreneurial intentions (Bahrami, 2014; Ryan, Tipu, and Zeffane, 2011; Varadarajan, Majumdar, and Gallant, 2010) and entrepreneurial potential (Majumdar and Varadaraja, 2013; Zeffane, 2013) in the UAE, to our knowledge, there have not been any research undertaken about the impact entrepreneurial attitude has on entrepreneurial intentions in the UAE.

As literature from other countries (e.g. Santos, Caetano and Curral, 2013; Pruett et al., 2009) has indicated that entrepreneurial potential is a strong predictor of entrepreneurial intentions and that qualities, skills, and attitudes are drivers of entrepreneurial behaviour (Florin, Karri and Rossiter, 2007), our first hypothesis is as follows:
H1: Entrepreneurial Attitude (EA) has a positive effect on the Entrepreneurial Intentions (EI) of university students.

(b) Social Factors of Entrepreneurship

Since individuals do not exist in isolation, the impact of others on the entrepreneur’s decision to start up a business cannot be understated. It has been demonstrated by previous research that personally knowing an entrepreneur can be a great predictor of entrepreneurial activity (Huang et al., 2013). Parents who are entrepreneurs can serve as role models (Peng, Lu and Kang, 2012) because their children can learn vicariously through observing what they do (Van Auken et al., 2006; Scherer et al., 1989; Scott and Twomey, 1988). Based on Bandura's social learning theory, role modelling is the process by which a person learns by example as opposed to through actual, direct experience (Scherer et al., 1989).

Entrepreneurial role models, especially parents who exert the most influence on our behaviour, increase perceived desirability and feasibility of self-employment (Van Auken et al., 2006; Krueger, Reilly, and Carsrud, 2000; Krueger and Brazeal, 1994), particularly in cultures with strong family influence (Van Auken et al., 2006), thereby improving one’s self-efficacy and confidence in one’s own ability to become entrepreneurs. However, entrepreneur role models will only increase entrepreneurship intentions if these behaviours modelled are positive experiences, specifically in respect of success from a profitable business and work satisfaction (Scherer et al., 1989).

The notion of family support which Pruett et al. (2009) identify as the expected family reaction to entrepreneurship plans significantly impact entrepreneurial intentions since opinions of those closest to us carry the most weight. However, while family approval of entrepreneurship as a career choice may make us more inclined to become entrepreneurs, it does not also necessarily result in our confidence in the feasibility of our becoming entrepreneurs (Liñán and Santos, 2007).

Given the large, positive impact that personally knowing an entrepreneur would have on entrepreneurial intentions demonstrated from the aforementioned studies, we predict the following:

H2: Having an entrepreneur role model moderates the impact of Entrepreneurial Attitude on Entrepreneurial Intentions by increasing the desire to become an entrepreneur.

(c) Entrepreneurship Education and the Role of the University

There has been significant research on the positive effect that entrepreneurship education and training has on increasing entrepreneurial potential, motivations, confidence, and intentions (Ramoni, 2015; Solesvik, 2013; Athayde, 2012; Davey, Plewa and Struwig, 2011; Athayde, 2009; Lee et al., 2005; Zhao, Seibert, and Hills, 2005; Peterman and Kennedy, 2003). By entrepreneurship education, we mean specific courses and training about entrepreneurship and not general management courses that have no impact on entrepreneurial intentions (Lüthje and Franke, 2002).

Santos, Caetano and Curral (2013) suggested that since entrepreneurial potential has to first exist before people intend to become entrepreneurs, entrepreneurship education plays a critical role in developing entrepreneurial potential by creating awareness of entrepreneurship as a valid career choice (Majumdaran and Varadaraja, 2013).
However, entrepreneurship education is not merely about teaching management, finance or business plan writing skills, but also about developing creative thinking, technical skills, and the entrepreneurial mind set, particularly in cultures where innovation and entrepreneurial thinking are lacking (Leo, 2001).

The key to effective entrepreneurship education lies in the provision of experiential learning and real-world experiences such as competitions, industry projects, internships, focus groups to help identify opportunities, and providing links to the entrepreneur network (De Faoite et al., 2003; Lüthje and Franke, 2002).

Further, since individuals with previous experience with entrepreneurship are more likely to return to self-employment (Davey, Plewa and Struwig, 2011; Zhao, Seibert, and Hills, 2005), students who have engaged in entrepreneurship projects at university are more likely to have intentions to become self-employed. With empirical studies (Davey, Plewa and Struwig, 2011; Gallant, Majumdar and Varadarajan, 2010) demonstrating that entrepreneurial education and assistance provided by the university with entrepreneurship ventures increase entrepreneurial intentions, our third hypothesis is:

**H3:** The role of the university will have a moderating effect on the relationship between Entrepreneurial Attitude on Entrepreneurship Intentions such that the more active the university is anticipated to be in providing entrepreneurship education and support, the more likely it is that respondents will have intentions to become entrepreneurs.

### 3. Methodology

The 62-question paper survey was administered to approximately 197 undergraduate students at two universities in Dubai during the period between January and May 2015. Students were informed that their participation in the survey was both voluntary and anonymous. 160 questionnaires were collected, and of those collected, 25 were not useable. Therefore the final response rate for this study was 68.5%.

Our survey questions were categorized into four sections as summarized in Table 1 below.

**Table 1: Summary of the questions contained in the questionnaire**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of statements / questions</th>
<th>Type of questions</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship Attitude</td>
<td>30</td>
<td>Five-point Likert scale</td>
<td>Athayde (2012)</td>
</tr>
<tr>
<td>Entrepreneur Role Model</td>
<td>10</td>
<td>Selection</td>
<td>Athayde (2012)</td>
</tr>
<tr>
<td>Role of University</td>
<td>10</td>
<td>Five-point Likert scale</td>
<td>Davey, Plewa and Struwig (2011)</td>
</tr>
<tr>
<td>Entrepreneurial Intentions</td>
<td>12</td>
<td>Five-point Likert scale, Selection</td>
<td>Athayde (2012); Davey, Plewa and Struwig (2011)</td>
</tr>
</tbody>
</table>

*Note: Overall Cronbach alpha for questionnaire = 0.798*
The first section was adopted from Athayde’s (2012) Attitude To Enterprise Test, which we have abbreviated to Entrepreneurial Attitude (EA). The EA was composed of 30 statements rated on a five-point Likert scale ranging from “Strongly disagree” to “Strongly agree”, with six statements from each of the following five constructs:

(i) **Achievement orientation in project work**: This category determines if respondents work hard in projects and have pride in a job well done, e.g. they were asked the degree to which they agreed with statements like “It’s important to finish off a project as well as you can”.

(ii) **Perceived personal control over their future careers**: This is similar to Ajzen’s (1991) behavioural control in believing that career success would be dependent on their efforts or on external parties, e.g. “I think my future career success is largely up to me”.

(iii) **Perceptions about creativity at school**: Statements here ascertained whether students believe they are creative and whether they enjoy innovation, e.g. “I enjoy lessons where the lecturer tries out different ways of teaching”.

(iv) **Self-perceptions of ability to lead others**: This construct measures whether respondents believed they were able to influence and lead others, e.g. “I am good at getting people to work well together”.

(v) **Intuition in problem solving**: These statements refer to whether the students were able to cope with uncertainty in solving problems, e.g. “I’ll keep trying out different solutions to a problem rather than give up”.

In our research model, Entrepreneurial Attitude (EA) is the independent variable and the two moderator variables are Entrepreneur Role Models and the Role of University (see Figure 1).

![Figure 1: The Research Model](image)

The first moderator variable, Entrepreneur Role Model, refers to whether anyone in the respondent’s immediate or extended family and circle of friends or acquaintances has ever owned a business.

The second moderator variable, Role of University, asks whether the respondent’s interest, rated on a five-point Likert scale ranging from “Strongly disagree” to “Strongly agree”, in new business creation would be improved if the university provided them with entrepreneurial knowledge and assistance, such as providing students with business ideas, arranging conferences on entrepreneurship, financial capital, offered competitions, etc. The questions were adopted from Davey, Plewa and Struwig (2011).
The dependent variable in our model, Entrepreneurial Intention (EI), is a two-pronged question designed to determine the respondent’s career plans after graduation (i.e. “working in a large organization”, “working in a small business”, “having my own business”, “working in a profession”, “being unemployed”, “studying for a higher degree”, “other, please specify”) based on the same five-point Likert scale. The second part, to confirm internal validity, entailed respondents selecting one of the following statements about starting a business: “no interest to do so”, “could imagine starting a company”, “I have an idea which I believe could be successful”, “I am currently thinking about it”, “I have taken steps to start a business”, “Yes, I have founded a company”. These were adopted from Athayde (2012) and Davey, Plewa and Struwig (2011), respectively.

4. Results/ Analysis

To test the hypotheses of this study, regression analysis has been undertaken through SPSS software.

The statistical test results are presented in Figure 2, Table 3, and Table 4.

Table 3: Correlations Results

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>EA</th>
<th>EI</th>
<th>Role of University</th>
<th>Role Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurial Attitude</td>
<td>3.727</td>
<td>0.328</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurial Intention</td>
<td>3.162</td>
<td>0.616</td>
<td>0.436***</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role of University</td>
<td>3.975</td>
<td>0.718</td>
<td>0.341***</td>
<td>0.085</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Role Model</td>
<td>2.106</td>
<td>1.662</td>
<td>0.030</td>
<td>-0.163*</td>
<td>0.058</td>
<td>1</td>
</tr>
</tbody>
</table>

* Correlation is significant at 0.01 level (2-tailed)
** Correlation is significant at 0.001 level (2-tailed)

The mean, standard deviation, and correlations of the variables are displayed in Table 3. Mean of the Role of University has the highest mean which reflects respondents’ view that an increased role of the university would increase their entrepreneurial intention. Additionally, the mean of EA has robust results with 3.727 and the lowest standard deviation of 0.328 which reflect the high impact that EA has on the dependent variable EI.

Overall, correlations among variables are relatively modest, ranging from -0.163 to 0.436 with significant correlations only between EA, EI, and role of university.

The R square of IE is 0.19 which means that 19% of the dependent variable (IE) is explained by the independent variable (AE). To test H1, we used regression through SPSS software. As Figure 2 and Table 4 indicate, the relationship between Entrepreneurial Attitude and Entrepreneurial Intention was found positive and significant ($\beta=0.173$, $t=6.094$) at a 0.001 level of significance, supporting H1. The moderating effect of role model on the relationship between EA and EI was negative and insignificant ($\beta=-0.008$, $t=0.448$, $p>0.1$), therefore, not supporting H2. However,
the moderating effect of university role on the relationship between EA and EI was positive and significant ($\beta=0.005$, $t=1.909$, $p<0.05$), thereby supporting H3.

Figure 2: Results of the Model

![Diagram showing the relationship between Entrepreneurial Attitude, University Role, Role Model, and Entrepreneurial Intention with corresponding t-values and p-values.]

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Hypothesis Description</th>
<th>Path Coefficient</th>
<th>Standard Error</th>
<th>T Value</th>
<th>P Value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>Entrepreneurial Attitude $\rightarrow$ Entrepreneurial Intention</td>
<td>0.173</td>
<td>0.028</td>
<td>6.094</td>
<td>0.000</td>
<td>Supported</td>
</tr>
<tr>
<td>H2</td>
<td>Entrepreneurial Attitude* Role Model $\rightarrow$ Entrepreneurial Intention</td>
<td>-0.008</td>
<td>0.018</td>
<td>-0.448</td>
<td>0.654</td>
<td>Not Supported</td>
</tr>
<tr>
<td>H3</td>
<td>Entrepreneurial Attitude* University Role $\rightarrow$ Entrepreneurial Intention</td>
<td>0.005</td>
<td>0.002</td>
<td>1.909</td>
<td>0.05</td>
<td>Supported</td>
</tr>
</tbody>
</table>

5. Discussion

The main purpose of this study was to examine the impact of entrepreneurial attitude on entrepreneurial intention with the existence of entrepreneurial role models and entrepreneurial assistance provided by the university as moderators. As there have not been any other studies in the UAE examining the impact of entrepreneurial attitude or potential on entrepreneurial intention, we have attempted to address this gap. Further, there have not been other studies to our knowledge, whether in the Middle East or overseas, that investigated the impact of entrepreneur role models and the influence of universities on entrepreneurial attitude and entrepreneurial intention.

Statistical analysis supported only two of our three hypotheses. As expected, the relationship between Entrepreneurial Attitude and Entrepreneurial Intentions was positive and significant at 0.001 level of significant ($\beta=0.173$, $t=6.094$, $p<0.001$) in line with other previous studies (e.g. Santos, Caetano and Curral, 2013; Pruett et al., 2009).

However, contrary to our expectations, the moderating effect of entrepreneur role model on the relationship between entrepreneurial attitude and entrepreneurial intention was negative and insignificant, which is in contrast to previous studies that
found a positive and significant effect ($\beta=0.008$, $t=0.448$, $p>0.1$) (Athayde, 2009; Pruett et al., 2009; Van Auken et al., 2006; Krueger, Reilly, and Carsrud, 2000). This might possibly be explained by our respondents having less credible role models (Kruger and Brazeal, 1994) or because their family and friends did not have positive experiences with entrepreneurship (Scherer et al., 1989). Alternatively, it could be that knowing entrepreneurs outside the family increases the perceived feasibility of entrepreneurship while family entrepreneurs only makes it seem more attractive, but not necessarily achievable (Liñán and Santos, 2007). On the other hand, our results support Peng, Lu and Kang’s (2012) study which found that family background factors such as whether family members or friends had entrepreneurship experience did not have significant impact on students’ entrepreneurial self-efficacy or intentions in China.

As predicted, the role of university as a moderator between entrepreneurial aptitude and entrepreneurial intention was found to be positive and significant ($\beta=0.005$, $t=1.909$, $p<0.05$) consistent with other previous studies which looked at the impact that entrepreneurial education had on increasing entrepreneurial intentions (Ramoni, 2015; Solesvik, 2013; Athayde, 2012; Davey, Plewa and Struwig, 2011; Athayde, 2009; Lee et al., 2005; Zhao, Seibert, and Hills, 2005; Peterman and Kennedy, 2003). We did not find any significant differences in the demographic variables of gender, nationality, university, or program.

### 6. Conclusion and Limitations

Practically, the results of this study can help managers, practitioners, policy makers, and decision makers understand the factors that may impact students’ intentions to start up their own businesses in the future. More specifically, our study contributes to literature by demonstrating that entrepreneurial potential does indeed correlate with entrepreneurial intentions for students in the UAE, confirming what has been found in prior Western-based research in a different context. That role models did not have a significant impact on entrepreneurial intentions was surprising, but perhaps helpful for policy makers interested in increasing the rate of entrepreneurship since we have very little ability to change family or personal circumstances. In contrast, because “entrepreneurs are made, not born” (Krueger and Brazeal, 1994, p.101), there is much that governments and institutions can do to foster more entrepreneurial intentions and by extension, more entrepreneurial activity.

Greater efforts should be made to identify potential entrepreneurs early during their education and providing them with specialized entrepreneurship training (Gallant, Majumdar and Varadarajan, 2010). Aside from specific entrepreneurship courses, the education system as a whole should be predicated on a curriculum to help their students develop autonomy, independent thinking, creativity, risk-taking, and the ability to learn from mistakes (Lee et al., 2006).

Finally, entrepreneurship education and training need not always take place in a formalized setting such as the university. Non-formal education centres outside of the formal education context can greatly encourage and develop entrepreneurship skills (Potasin and Thechatakerng, 2014) in both students and adults although such programs should be on a voluntary and not compulsory basis (Levie, Hart and Anyadike-Danes, 2009).

As our study is limited through the use of convenience sampling, a relatively small sample size, and only surveys students from two universities in Dubai, thereby reducing its generalizability, we would encourage future researchers to have a larger sample size and also to conduct a longitudinal study to investigate whether those respondents indicating an intention to become entrepreneurs do indeed follow through with their intentions.
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References


