

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1. Conclusion of The Research

This research conducted by using quantitative research which involves the primary source data, collected by spreading 443 questionnaires to the undergraduate students of Andalas University. For the amount of 31 students are not met the qualification, leaving 412 respondents remaining. This research aims to find the comparison between male and female entrepreneurial intention of the students, focusing on individual's knowledge exploration and exploitation activities. After conducting a test in SmartPLS 4.1.0.6 through a test such as descriptive analysis, measurement model (convergent validity, discriminant validity, and reliability test), structural model (R-Square and T-Test). The result of analysis are:

1. Entrepreneurs' innovativeness has a positive and significant effect on knowledge exploration activities for both male and female students. It is expected to foster innovativeness and support knowledge exploration for both male and female students to enhance their entrepreneurial activities.
2. Entrepreneurs' innovativeness has a positive and significant effect on knowledge exploitation activities for both male and female students. It is expected to encourage innovation and facilitate knowledge exploitation such as entrepreneurship course, seminar, and workshop for all students to boost their entrepreneurial intention.
3. Entrepreneurs' self efficacy has a positive and significant effect on knowledge exploration activities for both male and female students. It is

expected that increased self-efficacy among students will lead to greater engagement in knowledge exploration activities.

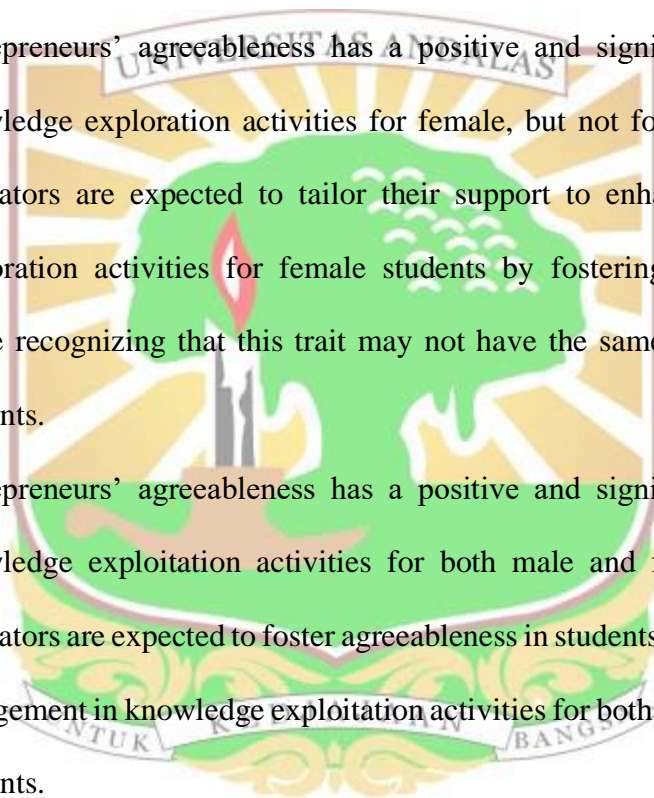
4. Entrepreneurs' self efficacy has a positive and significant effect on knowledge exploitation activities for both male and female students. It is expected to cultivate self-efficacy in students to significantly improve their engagement in knowledge exploitation activities for both male and female students.

5. Entrepreneurs' agreeableness has a positive and significant effect on knowledge exploration activities for female, but not for male students. Educators are expected to tailor their support to enhance knowledge exploration activities for female students by fostering agreeableness, while recognizing that this trait may not have the same effect on male students.

6. Entrepreneurs' agreeableness has a positive and significant effect on knowledge exploitation activities for both male and female students. Educators are expected to foster agreeableness in students to enhance their engagement in knowledge exploitation activities for both male and female students.

7. Knowledge exploration activities has a positive and significant effect on entrepreneurial intention for both male and female students. It is expected that engaging in knowledge exploration activities will significantly enhance entrepreneurial intention for both male and female students.

8. Knowledge exploitation activities has a positive and significant effect on entrepreneurial intention for both male and female students. Involvement



in knowledge exploitation activities is expected to notably enhance entrepreneurial intention for both male and female students.

5.2.Implication of The Research

This section explores the broader impacts of the research findings. This study on gender differences in entrepreneurial intention among college students, with a focus on knowledge exploration and exploitation activities, yields several key implications for educators and practitioners.

Firstly, the results emphasize the importance of educational institutions customizing their entrepreneurship programs to address the distinct needs and challenges of male and female students. By offering gender-specific support and resources, such as mentorship, networking opportunities, and specialized training, institutions can foster a more inclusive and supportive environment that enhances entrepreneurial intentions among all students.

Since both male and female students benefit from entrepreneurs' innovativeness and self-efficacy in enhancing their knowledge exploration and exploitation activities, institutions should develop programs that universally strengthen these traits. This could include innovation-focused workshops, self-efficacy training, and activities that encourage both exploration and exploitation of knowledge.

The finding that entrepreneurs' agreeableness positively influences knowledge exploration activities only among female students suggests that gender-specific interventions may be necessary. For female students, programs could focus on fostering agreeableness traits, perhaps through team-based activities or

collaboration-focused projects that enhance interpersonal skills and cooperative behaviors.

The research highlights the value of integrating experiential learning opportunities into the curriculum. Programs that promote knowledge exploration and exploitation activities, including project-based learning, internships, and real-world problem-solving tasks, can significantly boost students' entrepreneurial skills and intentions. Educators should consider embedding these elements into their teaching strategies to better prepare students for entrepreneurial pursuits. Since both knowledge exploration and exploitation activities positively influence entrepreneurial intention, entrepreneurship programs should provide a balanced approach that encourages students to engage in both types of activities. This could involve a mix of creative problem-solving tasks (exploration) and practical, application-driven projects (exploitation).

The study also has implications for promoting gender equality in entrepreneurship. Understanding the different barriers and motivators for male and female students can lead to more effective strategies for promoting gender equity in entrepreneurial activities. Initiatives that specifically address the unique challenges faced by female students, such as access to capital, mentorship, and networking opportunities, are crucial for fostering a more balanced entrepreneurial landscape.

Male college students are more likely than female students to want to start their own businesses or engage in entrepreneurial activities. They may show more interest or have stronger plans to pursue entrepreneurship as a career compared to

their female peers. It is expected that the university could facilitate student's interest related to entrepreneurship both exploration and exploitation activities.

Finally, the research suggests the importance of continuous evaluation and research on entrepreneurship programs and policies. By systematically assessing the effectiveness of various interventions and their impact on entrepreneurial intention, stakeholders can make informed decisions and improvements to better support aspiring entrepreneurs.

5.3.Limitation of The Research

This study provides valuable insights into the factors influencing entrepreneurial intention among university students and the comparison between male and female students, but several limitations must be acknowledged.

Firstly, the research depends heavily on self-reported data, which can be prone to biases such as social desirability and inaccurate self-assessment. Participants might have either overestimated or underestimated their entrepreneurial intentions and related traits, potentially leading to inaccuracies in the data.

The sample, although diverse in some respects, is limited to a specific major and faculty, which might affect the generalizability of the findings to other contexts and populations. Differences in culture in other university and country could yield different results.

Furthermore, the study focuses on a specific set of individual traits and external factors. Factors like family background, previous entrepreneurial experience, and access to resources were not considered, though they could significantly impact entrepreneurial intentions.

Another limitation is the potential for response bias, as students who chose to participate in the survey might have different characteristics or motivations compared to those who did not participate. This self-selection bias could skew the results and limit the representativeness of the sample.

These limitations suggest several avenues for future research. Expanding the sample to different regions and cultural contexts would enhance the generalizability of the findings. Additionally, incorporating a broader range of variables and developing more comprehensive measurement tools could provide a deeper and more accurate understanding of the factors influencing entrepreneurial intentions among university students.

5.4. Research Recommendation

The study on gender differences in entrepreneurial intention among college students, with a focus on knowledge exploration and exploitation activities, suggests several recommendations for future research. First, it is crucial to expand the sample size and diversity to include students from various regions, academic disciplines, and institutions, which would provide a broader understanding of the factors influencing entrepreneurial intention in different contexts.

Incorporating qualitative methods, such as interviews and focus groups, can offer a deeper understanding of the nuanced perspectives and experiences of male and female students regarding entrepreneurship. This approach can reveal underlying motivations, challenges, and contextual factors that quantitative methods alone might not capture. Additionally, it is important to examine the effectiveness of specific educational interventions, such as entrepreneurship

courses, workshops, and mentoring programs, to identify best practices for nurturing an entrepreneurial mindset among students.

Future research should also explore other relevant factors, such as personality traits, social networks, and cultural influences, that may impact entrepreneurial intention. Understanding the interplay of these factors can provide a more comprehensive view of the determinants of entrepreneurial behavior. Given the gender differences identified in this study, it is recommended to develop and implement gender-specific support programs that address the unique needs and challenges faced by male and female students in their entrepreneurial journeys. These programs could include tailored mentorship, networking opportunities, and access to resources.

