

Development Of Entrepreneurial Intent : Case Of Saudi University Students

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Abstract: Developing entrepreneurial intent is an important goal of entrepreneurship education. However, very little research is available in the context of Middle East. This paper addresses a question, "What would be an effective educational initiative to develop entrepreneurial intent of young people in Saudi Arabia?" To explore this question, based on extensive literature review, a research model is presented to assess students' attitudes and perception of entrepreneurship. A survey instrument is developed. It is distributed to students who enrolled in entrepreneurship course. The research findings based on a survey questionnaire of 300 Saudi students confirm the explanatory power of the theory of strategic behavior. The findings suggest that university systems may act as a platform in promoting entrepreneurship through educational programs to train entrepreneurial innovation and encourage successful start-ups.

Keywords: Entrepreneurial intent, entrepreneurship training, Saudi students, Theory of strategic behavior

1 INTRODUCTION

"What influences the intention to start a new company?"

This is a relevant question for researchers in entrepreneurship. It addresses a population which is precious to Saudi Arabia and particularly to advanced university students and is always on the agenda of academic research in entrepreneurship (Lanset al., (2010); Schlaegel & Koenig (2014); Kautonen et al., (2015). In social psychology, intention involves a resolution by which the agent aims at realizing a project. According to Ajzen (2002), intentions are indicators of the will to try and of a real motivation and effort that makes one ready to behave in a certain way. Without intention a person will not make all efforts to accomplish his goal. This does not reflect entrepreneurial intention but rather a vague desire of a dream or fantasy (Hockerts, 2017). (Hocherts, K, 2017). Davidsson (1995) suggested a psycho-economic model of variables acts upon the intentions of individuals setting up new companies. Entrepreneurial intention is essentially determined by the personal conviction that an entrepreneur's career is preferable and that plays a mediating role between the entrepreneurial act and the exogenous influences. In his representation, the variables of personal context affect general attitudes and attitudes relative to the domain. The model was based on a random sampling of 1,313 Swedes between 35-40 years old. The results of the analysis converge largely on reports suggested in the model. The explanatory power of the conviction represented 35%, while that of the intention was 50%. Furthermore, conviction is the primary explanatory determining cause variable of the intention to set up a business. Previous researchers highlighted certain influences, impacted by a range of variables, on the intention to set up a diverse group of businesses. Several studies focused on this question using the approach of the model of intention or the theory of strategic behavior (Ajzen (1991); Kautonen et al., (2008); Engle et al., (2010); Forster & Grichnik (2013); Fayolle & Liñán (2014). Furthermore, other researchers studied the impact of certain variables on diverse elements connected with the entrepreneurial phenomenon.

For instance, Wilson et al.(2007), and Zellweger, Sieger, and Halter (2011) observed that scores for auto-efficiency are generally higher among men than among women, thus demonstrating an influence of gender on the feeling of auto-efficiency in entrepreneurship. The same authors and others (including Wilson et al. (2009); Urban (2010); Ernst (2011) Cheng and Fallen(2014); Hockerts(2015) and Kautonen, Luoto, & Tornikoski (2015) also observed an impact of gender on the entrepreneurial intention. It appears no research has looked at the collective impact on post-graduate students of several variables of different natures on the intention to set up a business. Therefore, the researchers conducted a longitudinal study on student entrepreneurship among university students and looked at the impact of six independent variables on three dependent variables. The final sample was 300 students from the University of Majmaah who completed the 120-question questionnaire on a website dedicated to this research. The central idea of this study was to understand the influence of entrepreneurial training programs on entrepreneurial intention among Saudi students. The context and methodology of the research The exploratory phase of this research was divided into four steps: (1) specification of the built environment, (2) the generation of a sample of items, (3) data collection and (4) purification of the measuring instrument.

2.1. The exploratory phase

2.1.1. The models of entrepreneurial intention

This study rests on the models of intentions, such as the theory of strategic behavior of Ajzen (1987, 1991, 2002) in social entrepreneurial psychology, the model of the event of Shapero (Shapero & Sokol, 1982) in entrepreneurship, and the model of intention applied to entrepreneurial context by Krueger (1993). Various research into entrepreneurship assured the validity of these models in starting a new business (Audet, 2004, Emin, 2006). Intention has a central place in the determination of a given behavior in these models. Ajzen (2002) defines intention as an indicator "of the will to try, the effort which we are ready to make to behave in certain way". In this theoretical frame, intention holds a key position in starting a new business and is considered as a desirable and feasible action.

2.1.2. The positioning of the research

Traditional division in the management of sciences

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distinguishes quantitative and qualitative approaches from deductive and inductive reasoning. Deduction is the common expression of positivism. It results in a single "precise" question. Having defined the concepts in a rigorous way and translated the theoretical analyses into a "testable" hypotheses, the researcher designs an empirical survey to confirm or countercheck the validity of the latter. The aim of the present study was to answer the question: what impact do entrepreneurship training programs have on the entrepreneurial intention of students, looking at psychological, socio-cultural and economic variables. The hypothetical-deductive approach, combined with the quantitative approach, tries to determine if the explanatory variables have any role or any relation to the model.

2.1.3. Data collection

The first step in this study was to develop a structured questionnaire, after a comprehensive literature review was done to identify all the scales that have been developed and which could be adapted to develop the desired questionnaire. This was followed by checking the validity of these studies to improve the construction of scales, that is to ensure that items developed while preparing the questionnaire fit with all aspects of this study (Igalens & Roussel, 1998). Validation of the contents is based on recommendations by Churchill (1979), who designed a questionnaire for Saudi students.

The survey consisted of questions which were further grouped into seven main parts:

- Part1: Socio-demographic questions
- Part2: Questions based on general sensibility and suitability
- Part 3: Questions based on general apparent feasibility
- Part 4: Questions based on interest towards supplementary centers
- Part 5: Questions concerning the entrepreneurial program
- Part 6: Questions based on entrepreneurial attitudes
- Part7: Questions concerning the availability of the resources

These questions were measured on five Likert scale degrees. The questionnaire followed a pre-test model. The preliminary questionnaire, was tested on 50 participants, who were interviewed as well. Changes were made to the questionnaire after this pre-test, which according to Cook and Mark (1982) is the best way to increase reliability between a preliminary and operational model. The questionnaire was administered to students after taking the course Entrepreneurship in Practice. The details of socio-demographic data are represented in Table 1.

2.2. METHODOLOGY OF THE RESEARCH

The empirical methodology initially followed the hypothetic-deductive approach, and was strengthened with quantitative logic by a qualitative survey. The qualitative investigation was conducted specifically on third year students who participated after completing training on how to start a new business. The course covered topics from entrepreneurial culture to the elaboration of a business plan. The cross test of the latter follows with an objective of improving the overall understanding and also to make sure of its relevance and quality. The questionnaire was constructed emphasizing the modality of sampling, the size and composition of both samples and the optimal questions derived from it. Once the questionnaire was constructed the data collection procedure of

collection was finalized. This was followed by descriptive analyses and testing for homogeneity. The homogeneity scales were measured by means of factorial analyses and Cronbach alpha— essential before making the calculations concerning the validation of the hypothesis. The hypothesis was verified using ANOVA. These analyses allow validation of certain hypotheses.

Table 1 representing the socio-demographic data of the Saudi University students

	Workforce	%	Valid %	Cumulative %
Sex				
Male	190	63.3	63.3	63.3
Female	110	36.7	36.7	100.0
<i>vTotal</i>	300	100.0	100.0	
Age in years				
19	50	16.7	16.7	16.7
20	73	24.3	24.3	41
21	67	22.3	22.3	63.3
22	52	17.3	17.3	80.6
23+	58	19.3	19.3	100.0
<i>Total</i>	300	100.0	100.0	
Specialty				
MGT	130	43.3	43.3	43.3
ACC	100	33.3	33.3	76.6
LAW	70	23.3	23.3	100.0
<i>Total</i>	300	100.0	100.0	

The empirical methodology provides a link between theoretical knowledge and background. It is about operating strategies which connect theoretical aspects and data collection by various methodologies. According to Wacheux (1996), a researcher can build his own methodology or determine the one which best suits his/her project. Specific in the theoretical and empirical object of the Constructed different categories in questionnaire research, he must answer his objectives and limitations. This current study adopted and adapted the approach of Churchill (1979), inspired by Igalens and Roussel (1998) as explained in Fig. 1

3. THE OPERATIONALIZATION OF RESEARCH VARIABLES

3.1. Definition of the dependent variable

Entrepreneurial intention is one of the "measurement units" that represent the presence, more or less, of a "history" and "predisposition" to entrepreneurship (Fayolle and Liñán, 2014). Ajzen (1991) defines intention as an indicator "of the will to try, the effort that one is prepared to agree to behave in a certain way." In this theoretical framework, the intention is stronger than starting a business. Desirability, in the terminology of Shapero, represents the degree of attractiveness an individual feel towards the creation of a business. Ajzen's theory of planned behavior speaks, meanwhile, to an attitude more than a choice. Entrepreneurial feasibility refers to the degree with which one expects to complete the venture

3.2. Definition of the independent variable

The entrepreneurial intention reflects the influence of several types of variables. Entrepreneurial attitudes are reflected in the existence of an idea, or a business project, and the quest

for better information structuring. There also needs to be a motivation for starting a business that supports the entrepreneurial intention (need for achievement, quest for independence). The entrepreneurial curriculum approaches the specific teachings of business creation and perceptions of accessibility to resources.

3.2.1. Entrepreneurial attitudes

Entrepreneurial attitudes are manifested by the existence of an idea or a business project and the research of information to help the researcher to formalize their findings.

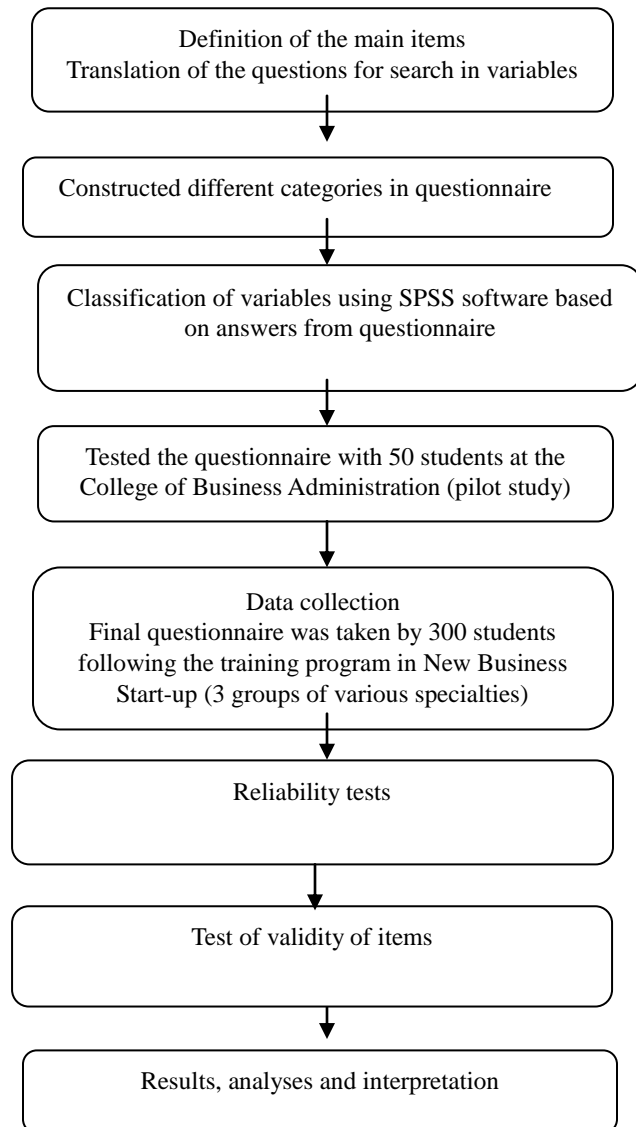


Fig. 1 : PHASES OF THE CHURCHILL EMPIRICAL METHODOLOGY

3.2.1.1. The idea or the business project

Formation of entrepreneurial intention, therefore, requires one to formulate an idea or a project, more or less structured, that would explain the entrepreneurial attitudes of students. Possession of an idea or project is a crucial step in the formation of entrepreneurial intentions in students. We therefore stated our first hypothesis: The existence of an idea,

or a business plan more or less formalized, has a positive influence on entrepreneurial intention of students.

3.2.1.2. Information retrieval

According to Krueger (2009), information retrieval means that the intention is stronger because it initiates a process to seek to overcome barriers to business creation. It is possible to pose the following hypothesis: The search for information in order to formalize the idea positively influences students' entrepreneurial intentions.

3.2.2. The motivation for starting a business

The motivation for starting a business is essentially comprised of the need for achievement and the quest for autonomy.

3.2.2.1. The need for achievement

We retain the need for achievement motivation as students are about to graduate, and thus, about to decide their career choice. The third hypothesis is as follows: The need for achievement positively influences the entrepreneurial intention of students.

3.2.2.2. The search for autonomy

The second variable, which seems like a motivation, differentiates students who may have an entrepreneurial intention, which is the quest for autonomy. This means being one's own boss and having a say in the everyday aspects of one's career. The fourth hypothesis can, therefore, be stated as follows: The quest for autonomy positively influences students' entrepreneurial intentions.

3.2.3. The entrepreneurial curriculum

Training programs in entrepreneurship, particularly in phases of specialization and support, are factors that can enhance the perceptions of students' entrepreneurial skills. So the next hypothesis formulated is as follows: Programs and specialized training that support entrepreneurship positively influence entrepreneurial intention.

3.2.4. Accessibility to resources

The students' perceptions of ease or difficulty of access to information, advice and financial resources to refine, and eventually realize, their ideas or projects are components of perceptions of behavioral control that can affect entrepreneurial intention. We therefore consider that: Perceptions of resource availability positively influence entrepreneurial intention.

4. METHOD OF DATA ANALYSIS:

SPSS was used for statistical analysis of all quantitative data collected. Excel provided results when performing a multiple regression (output ToolPack Data Analysis). According to Evrard et al. (2003), the selection of a suitable method for statistical processing of data depends on how dependent variable and descriptive variables were measured.

4.1. Dimensionality

Dimensionality is based on factor analysis. The potential of principal component analysis (PCA) for the purification and validation of scales makes it a commonly used descriptive methodology (Roussel, 1998). This method must be established prior to the calculation of reliability.

4.2. Reliability

The reliability (internal consistency, also called "internal consistency reliability") provides confirmation of the homogeneity of data which, can be one-dimensional or multidimensional. Reliability is necessary but not sufficient, to prove validity (Igalens&Roussel, 1998). It aims to reduce random error. Internal consistency informs us, through Cronbach's alpha, of the correlation of each item on data with at least one other item of it. Thus, these items measure precisely, and only the built environment, and thus share a common concept. The coefficient of alpha estimates the total score variance of common factors from the specific data of items tested.

4.3. The correlation

The simple correlation is a measurement of the relationship between two categories of variables: a variable and a dependent variable. The linear correlation coefficient (r between -1 and +1), developed by Pearson (date?), is the most widely used indicator to measure the intensity of entrepreneurial learning.

4.4. The simple regression analysis

This analysis is an explanatory and predictive method commonly used. Frequently, based on the problem of the linear fit, it permits verification of the causal (explanatory variable) and effect (dependent variable) between two quantitative variables (metrics) which suggest the existence and meaning in the corresponding hypothesis (Evrard et al. year?). The simple linear regression analysis to identify the coefficients of the equation of the line that minimize the dispersion observed between ordered and ordered adjusted. Using this equation, the interpretation of the results of a regression occurs at three levels (Evrard et al., 1997). The intensity of the relationship between the two variables is calculated using the linear correlation coefficient (R). It is the same for the significance of the link and the soundness of the fit of the model in which indicators are the linear coefficient of determination (R^2), and the F test of Fisher-Snedecor. Finally, the regression allows examination "residues" in ruling on the accuracy of the model. The difference between the values predicted by the model and those actually observed. This part analyzes the justification of choices and operating strategies. The methodological consistency incites us to provide the reader the elements of evaluation of the strengths and weaknesses of every stage of the empirical protocol. The empirical methodology connects the theoretical to the background. It is about operating strategies which allow one to connect theoretical aspects and data collection by methodological choices. The linear regression is the reserved explanatory method. This one is the most adequate to explain a quantitative variable by means of six explanatory variables.

5.A model of the formation of entrepreneurial intentions The validation or invalidation of assumptions demonstrated in this study verifies the influence of explanatory variables on the dependent variable: the entrepreneurial intention. It, therefore, places the relations contained in the assumptions of econometric tests to determine where they exist, the importance and significance of the contributions of independent variables on changes in the dependent variable.

5.1. The entrepreneurial intention

In the literature, many authors, including Tounes, 2003; Audet,

2004; Boissin, Chollet and Emin, 2008, have used models of intention inspired by the Ajzen model to explain entrepreneurship, particularly among students, to identify the intention to create. Admittedly, these authors confirmed that entrepreneurial intention is regularly altered into two components. In our research:

The perceived desirability Feasibility The perceived

The first factor is the perceived desirability:

Desirability represents the degree of attraction a person feels toward creating a new company. It was measured using a single item: "The idea for your business you want to create on a scale from 'not at all attractive' to 'very attractive' (Forster & Grichnik, 2013).

The second factor is the perceived feasibility:

Feasibility refers to the perceived degree to which a student thinks they have the ability to start a business. This was also measured using a single item: "If you need to, you think you are being able to create your business? On a scale from not at all able to very capable". This concept is similar to Bandura's self-efficacy model, and represents an individual's confidence in their ability to carry out the actions required to achieve a certain outcome (Bandura, 2006), and the belief in a personal capacity to perform the task (Krueger, 2009).

5.2 The testing and analysis of condensation scales

5.2.1. The existence of an idea or a business project

The researchers designed a multi-scale with various items to measure the variable of the existence of an idea or a business project. To test its dimensionality, a factor analysis detailed in the table below was conducted. The purpose of this process was to identify the factorial axes, calculate the variance associated with them and the contributions of each factor item. The factor accounts for 52.928% of the explained variance of information, slightly higher than the criterion of 50% contribution. The scale formed is one-dimensional. Statements that compose it have a coefficient of internal consistency (Cronbach's alpha) of 0.765 explained from Table 2 & 3.

5.2.2. Searching for information

A multi-scale with various items was designed for this study to measure this variable: searching for information on forming a business. To test its dimensionality, the researchers conducted a factor analysis reported in the table below. The purpose of this process was to identify the factorial axes, calculate the variance associated with them and the contributions of each factor item. PCA indicates the variable "information seeking" is one-dimensional. In addition, 51.07% of the information collected is represented by the only factor containing these items. Reliability is a necessary condition of homogeneity; this study tested internal consistency to deepen the results of the CPA. On the one hand, this calculation shows the correlation of each item with a global scale; on the other hand, the alpha is calculated within each time an item of the scale. The overall alpha is equal to 0.672 as can be seen in Table 4.

Table 2: Factorial analysis of the variable on the existence of an idea or a business project

Total Explained Variance						
Component	Initial Eigen Values		Extraction Square Sums of the Considered Factors			
	Total	% of the Variance	Cumulative %	Total	% of the Variance	Cumulative %
1	3,425	52,928	48,928	3,425	52,928	52,928
2	1,388	15,823	68,751			
3	,975	13,928	82,680			
4	,719	10,272	92,952			
5	,322	4,605	97,557			
6	,171	2,443	100,000			
7	-7,649E-16	-1,093E-14	100,000			

Table 3: Cronbach's alpha of the variable of the existence of an idea or a business project

Reliability Statistics		
Cronbach Alpha	Cronbach's Alpha Based on standard components	No. of Elements
,765	,768	6

Table 3: Factorial analysis of the variable information retrieval

Component	Initial Eigen Values		Extraction Square Sums of the Considered Factors			
	Total	% of the Variance	Cumulative %	Total	% of the Variance	Cumulative %
1	6,640	51,077	51,077	6,640	51,077	51,077
2	2,499	19,219	70,296			
3	1,663	12,791	83,087			
4	,723	5,564	88,652			
5	,595	4,577	93,229			
6	,538	4,139	97,367			
7	,342	2,633	100,000			

Table 4: Cronbach's alpha of the variable information retrieval

Cronbach Alpha	Cronbach's Alpha Based on standard components	No. of Elements
,672	,683	12

5.2.3. The need for achievement

PCA indicates that the variable "need for achievement" is one-dimensional. This factor accounts for 56.75% of explained variance of information and made statements that compose it, and have a coefficient of internal consistency (Cronbach's alpha) of 0.874.

Table 5: Factorial analysis of the variable need for achievement

Total Explained Variance						
Component	Initial Eigen Values		Extraction Square Sums of the Considered Factors			
	Total	% of the Variance	Cumulative %	Total	% of the Variance	Cumulative %

Component	Initial Eigen Values		Extraction Square Sums of the Considered Factors			
	Total	% of the Variance	Cumulative %	Total	% of the Variance	Cumulative %
1	2,838	56,757	56,757	2,838	56,757	56,757
2	1,163	23,260	80,017			
3	,558	11,159	91,176			
4	,329	6,584	97,760			
5	,112	2,240	100,000			
6	2,838	56,757	56,757	2,838	56,757	56,757
7	1,163	23,260	80,017			

Table 6: Cronbach's alpha of the variable need for achievement

Reliability Statistics		
Cronbach Alpha	Cronbach's Alpha Based on standard components	No. of Elements
,874	,882	6

5.2.4. The search for autonomy

The variable "search for autonomy" contains 5 items. Factor analysis on the sample demonstrates the uni-dimensional construct. The total variance of the point cloud, concentrated on a single axis, returns a good value of the total information (58.31) and examines the reliability to rule on the consistency of this scale (table below). The calculation reveals an alpha coefficient above the threshold (0.721) as explained in Table 7 and 8.

Table 7: Factorial analysis of the variable search for autonomy

Total Explained Variance						
Component	Initial Eigen Values		Extraction Square Sums of the Considered Factors			
	Total	% of the Variance	Cumulative %	Total	% of the Variance	Cumulative %
1	2,916	58,313	58,313	2,916	58,313	58,313
2	1,101	22,028	80,340			
3	,640	12,805	93,145			
4	,312	6,240	99,385			
5	,031	,615	100,000			
6	2,916	58,313	58,313			
7	1,101	22,028	80,340			

Table 8: Cronbach's alpha of the variable search for autonomy

Cronbach Alpha	Cronbach's Alpha Based on standard components	No. of Elements
,721	,726	6

5.2.5. The entrepreneurial curriculum

This factor, entrepreneurial education courses, accounts for 73.31% of explained variance of information made in specific

lessons to entrepreneurship, and statements that compose it have a coefficient of internal consistency (Cronbach's alpha) of 0.823 as explained in Table 9 and 10.

Table 9: Factorial analysis of the variable entrepreneurial curriculum

Total Explained Variance						
Component	Initial Eigen Values		Extraction Square Sums of the Considered Factors			
	Total	% of the Variance	Cumulative %	Total	% of the Variance	Cumulative %
1	2,199	73,311	73,311	2,199	73,311	73,311
2	,475	15,823	89,134			
3	,326	10,866	100,000			

5.2.6. Perceptions of resource availability

Perceptions of resource availability are expressed through two factors. The first is financial: the difficulty in obtaining bank financing, difficulty in attracting venture capitalists and difficulty in raising funds. The second factor relates to the board and information: difficulty finding boards to better formalize the idea or project, or difficulty finding the information to better formalize the idea or project

Table 10: Cronbach's alpha of the variable entrepreneurial curriculum

Cronbach Alpha	Cronbach's Alpha Based on standard components	No. of Elements
,672	,683	12

PCA indicates that the variable "resource availability" is one-dimensional. This factor accounts for 81.31% of explained variance of information and made statements that compose it have a coefficient of internal consistency (Cronbach's alpha) of 0.912 as explained in Table 11 and 12.

Table 11: Factorial analysis of the variable accessibility to resources

Total Explained Variance						
Component	Initial Eigen Values		Extraction Square Sums of the Considered Factors			
	Total	% of the Variance	Cumulative %	Total	% of the Variance	Cumulative %
1	4,066	81,313	81,313	4,066	81,313	81,313
2	,451	9,022	90,335			
3	,411	8,220	98,555			
4	,072	1,445	100,000			
5	-1,074E-16	-2,148E-15	100,000			

Table 12: Cronbach's alpha of the variable accessibility to resources

Cronbach Alpha	Cronbach's Alpha Based on standard components	No. of Elements
,912	,922	6

6. RESULTS OF REGRESSION ANALYSIS:

To accept an hypothesis implies that data collected during an investigation are compatible with it. "It would be fair enough to say that the hypothesis is 'not rejected' rather than 'accepted' because there is no evidence that other assumptions would not be equally acceptable" (Evrard et al., 1997, p. 326). The statistical analysis was conducted one by one to confirm or refute the hypothesis.

6.1. Results of regression analyzes based on the factor 'perceived desirability'

The procedure for variable selection is based on the method of "backward elimination" that results in the steps of removing the insignificant variables as observed.

6.1.1. The influence of the existence of an idea or project

The influence of the existence of an idea or a business project on the perceived desirability is verified through the ANOVA technique, which is particularly relevant for a qualitative explanatory variable and a variable to be explained quantitatively. The calculation is done by transforming the two variables (intergroup and intragroup) at a ratio of variance that is obtained by dividing each of them by the number of degrees of freedom as appropriate. Researchers obtained a factor F, Fisher-Snedecor, whose statistical properties are known and compared the calculated value of F to its critical value, a fixed threshold α and the corresponding number of degrees of freedom. For the reference sample, the Fisher-Snedecor table shows $\alpha = 0.05$ for 1 and 176 degrees of freedom, a value of 3.84. The one this study calculated (165.611) is much higher (chart below). Researchers therefore concluded the data collected indicates in favor of an influence and is highly significant ($F = 165.611$ and $sig = 0.000$) in terms of the perceived desirability as opposed to having an idea or project of starting a business. The more students formulating projects or business ideas, the stronger their perceived desirability. The hypothesis H1 is not rejected within the reference sample.

Table 13: Explanatory analysis of a simple regression of "the existence of an idea or project" compared to "the perceived desirability"

SUM OF MODELS											*DW
Models	R	R-Two	Adjusted R-Squared	SE Estimation	R-two Variation	Variation of F	ddl1	ddl2	Sig. Variation of F		
Dimension 0	,948a	,898	,892	,213	,898	165,611	6	113	,000	2,095	

a. Predictors: (Constant), Existence of idea
 b. Dependent variable: Perceived desirability

*Durbin Watson

ANOVA ^b						
Model	Sum of Squares	ddl	Square Mean	D	Sig.	
1	Regression	45,224	6	7,537	165,611	,000a
	Residue	5,143	113	,046		
	Total	50,367	119			

a. Predictors: (Constant), Existence of idea
 b. Dependent variable: Perceived desirability

The result shows a satisfactory correlation between information seeking and perceived desirability. The effect of this relationship was estimated at 94.3% (R). The share of the perceived desirability factor was explained by 88.9%. The goodness of fit of the relationship obtained by simple regression is acceptable and the link is significant. Indeed, the observed value of the coefficient F (150.971 for a sig. = 000) far exceeds the critical value (3.84, the threshold $\alpha = 0.05$ for 1 and 148 degrees of freedom). So, there is a significant dependence between seeking information and perceived desirability. The more students seeking information to better formalize certain aspects of their ideas or projects, the better is their perceived desirability. Thus, based on the simple regression test, hypothesis 2 is not rejected within the reference population.

6.1.2. The influence of information retrieval

Table 14: Explanatory analysis of a simple regression of "the information retrieval" compared to "the perceived desirability"

SUM OF MODELS ^b										
Models	R	R-Two	Adjusted R-Squared	SE Estimation	Statistic Changes				*DW	
					R-two Variation	Variation of F	ddl1	ddl2		Sig. Variation of F
Dimensionon	,943a	,889	,883	,222	,889	150,971	6	113	,000	2,043

a. Predictors: (Constant), Information retrieval
 b. Dependent variable: Perceived desirability

*Durbin Watson

Model	Sum of Squares	ddl	Square Mean	D	Sig.
Regression	44,780	6	7,463	150,971	,000a
Residue	5,586	113	,049		
Total	50,367	119			

a. Predictors: (Constant), Information retrieval
 b. Dependent variable: Perceived desirability

The result shows a satisfactory correlation between need for achievement and perceived desirability. The effect of this relationship is estimated at 89.3% (R). The share of the perceived desirability factor is explained by 79.8%. The goodness of fit of the relationship obtained by simple

regression is acceptable and the link is significant. Indeed, the observed value of the coefficient F (90.076 for a sig. = 000) far exceeds the critical value (3.84, the threshold $\alpha = 0.05$ for 1 and 148 degrees of freedom) as explained in Table 15. The desire to accomplish through business creation has a significant impact on the perceived desirability. The more students desiring fulfillment through the realization of their projects or ideas, the stronger their perceived desirability. Thus, based on the test of simple regression, hypothesis 3 is not rejected within the reference sample.

6.1.3. The influence of need for achievement

Table 15: Explanatory analysis of a simple regression of "the need for achievement" compared to "the perceived desirability"

SUM OF MODELS ^b											
Models	R	R-two	Adjusted R-Squared	Standard Error Estimation	R-two Variation	Statistic Changes			Durbin-Watson		
						Variation of F	ddl1	ddl2		Sig. Variation of F	
Dimension 0	1	,893a	,798	,789	,299	,798	90,076	5	114	,000	2,263

a. Predictors: (Constant), The need for achievement
 b. Dependent variable: Perceived desirability

Model	Sum of Squares	ddl	Square Mean	D	Sig.
Regression	40,193	5	8,039	90,076	,000a
Residue	10,174	114	,089		
Total	50,367	119			

a. Predictors: (Constant), The need for achievement
 b. Dependent variable: Perceived desirability

6.1.4. The influence of the search for autonomy

Regarding the search for autonomy, the test reveals a regression coefficient of acceptable correlation (R = 95.6%) for the population. The proportion of variance explained by the perceived desirability of seeking autonomy is equal to 91.3%; the goodness of fit obtained by the regression is significantly acceptable and is valued at 240.087 for a sig. = .000. as clearly explained in Table 16. Indeed, the observed value of F exceeds the critical value (3.84, the threshold $\alpha = 0.05$ for 1 and 148 degrees of freedom). This is consistent with the hypothesis that the search for autonomy has influence on the perceived desirability. Thus, the more individuals guided by the quest for autonomy to realize their projects or ideas, the better their perceived desirability. Thus, hypothesis 4 is not rejected within the population

Table 16: Explanatory analysis of a simple regression of "the search for autonomy" compared to "the perceived desirability"

SUM OF MODELS ^b							
Model	R	tw	Adjusted R-squared	Statistic Changes	Durbin-Watson		

					R-two Variation	Variation of F	ddl1	ddl2	Sig. Variation of F	
Dimension0 1	,956a	,913	,909	,196	,913	240,087	5	114	,000	2,078

a. Predictors: (Constant), the search for autonomy
 b. Dependent variable: Perceived desirability

Model	Sum of Squares	ddl	Square Mean	D	Sig.
Regression	45,998	5	9,200	240,087	,000a
Residue	4,368	114	,038		
Total	50,367	119			

a. Predictors: (Constant), The search for autonomy
 b. Dependent variable: Perceived desirability
 6.1.5. The influence of entrepreneurial curriculum

Table 17: Explanatory analysis of a simple regression of "the entrepreneurial curriculum" compared to "the perceived desirability"

SUM OF MODELS^b

Models	R	R-two	Adjusted R-Squared	S.E Estimation	Statistic Changes				Durbin-Watson	
					R-two Variation	Variation of F	ddl1	ddl2		Sig. Variation of F
Dimension0 1	,715a	,512	,499	,460	,512	40,548	3	116	,000	2,002

a. Predictors: (Constant), the entrepreneurial curriculum
 b. Dependent variable: Perceived desirability

Model	Sum of Squares	ddl	Square Mean	D	Sig.
Regression	25,781	3	8,594	40,548	,000a
Residue	24,585	116	,212		
Total	50,367	119			

a. Predictors: (Constant), The entrepreneurial curriculum
 b. Dependent variable: Perceived desirability

The result shows a satisfactory correlation between education specific to entrepreneurship and perceived desirability. The effect of this relationship is estimated at 71.5% (R). The share of the perceived desirability factor is explained by 51.2%. The goodness of fit of the relationship obtained by simple regression is acceptable and the link is significant. Indeed, the observed value of the coefficient F (40.548 for a sig. = 000) far exceeds the critical value (3.84, the threshold $\alpha = 0.05$ for 1 and 148 degrees of freedom) as explained in Table 17. The

effect of curriculum on entrepreneurship and perceived desirability has crucial significance on entrepreneurial intention. Hypothesis H5 is not rejected within the reference sample.

6.1.6. The influence of resource availability

Table 18: Explanatory analysis of a simple regression of "the accessibility to resources " compared to "the perceived desirability"

SUM OF MODELS^b

Models	R	R-two	Adjusted R-Squared	S.E Estimation	Statistic Changes				Durbin-Watson	
					R-two Variation	Variation of F	ddl1	ddl2		Sig. Variation of F
dimension0 1	,604a	,365	,343	,527	,365	16,531	4	115	,000	2,153

a. Predictors: (Constant), Accessibility to resources
 b. Dependent variable: Perceived desirability

Model	Sum of Squares	ddl	Square Mean	D	Sig.
Regression	18,387	4	4,597	16,531	,000a
Residue	31,979	115	,278		
Total	50,367	119			

a. Predictors: (Constant), Accessibility to resources
 b. Dependent variable: Perceived desirability

The result shows a satisfactory correlation between resource availability and perceived desirability. The effect of this relationship is estimated at 60.4% (R). The share of the perceived desirability factor is explained by 36.5%. The goodness of fit of the relationship obtained by simple regression is acceptable and the link is significant. Indeed, the observed value of the coefficient F (16.531 for a sig. = 000) far exceeds the critical value (3.84, the threshold $\alpha = 0.05$ for 1 and 148 degrees of freedom). Therefore, the hypothesis 6 is not rejected within the reference sample.

6.2. Results of regression analyzes based on the factor 'perceived feasibility'

6.2.1. The impact of the existence of an idea or project

The influence of the existence of an idea or a business project on the feasibility check is perceived through the technique of a one-way ANOVA. The calculation is done by transforming the two variations (intergroup and intra-group) at a ratio of variance that is obtained by dividing each of them by the number of degrees of freedom appropriate. A factor F, Fisher-Snedecor, whose statistical properties are known, is obtained. The calculated value of F to its critical value, a fixed threshold α and the number of degrees of corresponding freedom, is also compared. For the reference sample, the Fisher-

Snedecor table gives for $\alpha = 0.05$ for 1 and 176 degrees of freedom, a value of 3.84. The one calculated in this study (82.208) is much higher (Appendix Table 1). We therefore conclude that the data collected can rule in favor of an influence of highly significant ($F = 82.208$ and $\text{sig} = 0.000$) of the existence of the idea or project of starting a business on the perceived feasibility. The more or students formulating projects or business ideas, the stronger is their perceived feasibility. Hypothesis 1 is not rejected within the reference sample.

6.2.2. The impact of information retrieval

The result shows a satisfactory correlation between information seeking and perceived feasibility. The effect of this relationship is estimated at 68.6% (R). The share of the factor of perceived feasibility is explained by 47%. The goodness of fit of the relationship obtained by simple regression is acceptable and the link is significant. Indeed, the observed value of the coefficient F (20.216 for a $\text{sig.} = 000$) far exceeds the critical value (3.84, the threshold $\alpha = 0.05$ for 1 and 148 degrees of freedom). So, there is a significant dependence between observed information and perceived feasibility. The greater the number of students seeking information to better formalize certain aspects of their ideas or projects, the better is their perceived feasibility. Thus, based on the simple regression test, Hypothesis 2 is not rejected within the reference population.

6.2.3. The impact of need for achievement

The result shows a satisfactory correlation between need for achievement and perceived feasibility. The effect of this relationship is valued at 76% (R). The share of the perceived desirability factor is explained by 57.8%. The goodness of fit of the relationship obtained by simple regression is acceptable and the link is significant. Indeed, the observed value of the coefficient F (39.377 for a $\text{sig.} = 000$) far exceeds the critical value (3.84, the threshold $\alpha = 0.05$ for 1 and 148 degrees of freedom). The desire to succeed through business creation has a significant impact on perceived feasibility. The more students desiring fulfillment through the realization of their projects or ideas, the stronger is their perceived feasibility. Thus, based on the test of simple regression, Hypothesis 3 is not rejected within the reference sample.

6.2.4. The impact of the search for autonomy

Regarding the search for autonomy, the test reveals a regression coefficient of acceptable correlation ($R = 91.3\%$) for the population. The proportion of variance explained by perceived feasibility research of autonomy is equal to 83.4%, the goodness of fit obtained by the regression is significantly acceptable and is valued at 114.541 for a $\text{sig.} = .000$. Indeed, the observed value of F exceeds the critical value (3.84, the threshold $\alpha = 0.05$ for 1 and 148 degrees of freedom). Thus, consistent with our hypothesis, the search for autonomy influences the perceived feasibility. The more individuals who are guided by the quest for autonomy to realize their projects or ideas, the better is their perceived feasibility. Thus, Hypothesis 4 is not rejected within the population.

6.2.5. The impact of entrepreneurial curriculum

The result shows a satisfactory correlation between education specific to entrepreneurship and perceived feasibility. The

effect of this relationship is estimated at 72.5% (R). The share of the factor of perceived feasibility is explained by 52.5%. The goodness of fit of the relationship obtained by simple regression is acceptable and the link is significant. Indeed, the observed value of the coefficient F (42.746 for a $\text{sig.} = 000$) far exceeds the critical value (3.84, the threshold $\alpha = 0.05$ for 1 and 148 degrees of freedom). The effect of entrepreneurial curriculum on feasibility and perception has a crucial and significant effect on entrepreneurial intention. Hypothesis 5 is not rejected within the reference sample.

6.2.6. The impact of resource availability

The result shows a satisfactory correlation between resource availability and perceived feasibility. The effect of this relationship is estimated at 76.6% (R). The share of the factor of perceived feasibility is explained by 58.7%. The goodness of fit of the relationship obtained by simple regression is acceptable and the link is significant. Indeed, the observed value of the coefficient F (40.796 for a $\text{sig.} = 000$) far exceeds the critical value (3.84, the threshold $\alpha = 0.05$ for 1 and 148 degrees of freedom). Therefore, Hypothesis 6 is not rejected within the reference sample.

7. DISCUSSION OF RESULTS

7.1. The desirability for business creation

The interest of students to create is important in the study sample. The descriptive analysis of this variable indicates that 90.8% of students consider the idea of creating a business attractive (before training, in the same population, only 23.3% of students were interested in creating their own business). The existence of an idea or project and research information to formalize it strongly contributes to the explanation and prediction of entrepreneurial intention. This shows a real commitment of students to the entrepreneurial process. In an objective to complete this analysis of desirability, the researchers integrated the social norm variable in this regression. Indeed, it was not directly relating to the entrepreneurial intention, because 56.7% of students who had the idea of starting a business were not entrepreneurs. Indeed, 47.5% of students want to start businesses because of the challenge and responsibility, while 80.8% of the population sees it as a means to earn more money. In the end, all students in this sample are in agreement that the difficulty in obtaining bank financing is an obstacle for the implementation of the idea or business proposal. Therefore, this study confirms an initial observation that this is the reason for few graduates starting their own business.

7.2. The feasibility perception seen by students

Feasibility refers to the perceived degree to which a student thinks they have the ability to start a business. This concept is very similar to Bandura's self-efficacy, which represents an individual's confidence in their ability to carry out the actions required to achieve a certain outcome (Bandura, 1977) and the belief in a personal capacity to perform the task (Krueger, 2009).

Our measure indicates that 64.2% of students believe they can start their own business. It is interesting that the entrepreneurial environment (having a parent or loved one who is an entrepreneur) changes the confidence that the student has in their ability to manage a business. In this study, 54.2% of students who have a family

member who is an entrepreneur felt able to create a functional business. Feasibility beliefs allow refinement of the perception of students' ability to face business creation. They highlight the relative confidence of students in this study's sample to "find the right people to work with them", "complete the paperwork related to the creation of the organization," "finding people and organizations to help and advise you" and "devoting all their time and energy to the project". However, they felt less capable when it came to raising funds ("securing funding of proximity", "attracting shareholders", "getting bank financing", "estimate the financial needs of the project" and "estimating the risks of the project").

Concluding remarks

Educational programs on new business start-up have become an important aspect of university education on entrepreneurship. The study proposed a hypothetical model which explains the entrepreneurial intention based on four groups of variables: 1) entrepreneurial attitudes specified by the existence of an idea or a business project and the search for information; 2) motivation for entrepreneurship expressed by the need for fulfillment and the search for autonomy; 3) comprehending the entrepreneurial program; and 4) perceptions of the availability of resources. The model of entrepreneurial intention is validated with respect to Saudi students pursuing programs and training in sensitization and in accompaniment. Programs and training in entrepreneurship strengthen the perceptions of the entrepreneurial capacities which in turn, positively influence the entrepreneurial intention. Weighing the aspects of how to set up a business also makes us think about the place of the teaching modules in a program, and whether they are compulsory or optional. Besides, the existence of an idea or a project and a search for information to formalize the idea and possibly concretize it, are the factors which contribute most to the explanation and prediction of the entrepreneurial intention. They express a real commitment of students in the upstream entrepreneurial process. This commitment makes possible the operational effect of detecting among students, the individuals possessing an entrepreneurial intention. Entrepreneurial motivation is considered an essential factor to encourage Saudi students to go into business for themselves with their own business ideas. Researchers and academics in the field of entrepreneurship can use this factor to predict the influence of entrepreneurial motivation on entrepreneurial intention. A selection process utilizing a survey such as the one in this study, can pinpoint candidates more likely to start their own business and thus facilitate recruitment to a course on entrepreneurship. It can also be used to strengthen orientation programs by banks and business groups that finance and support start-up businesses. The university education system may lay down the foundation for the promotion of entrepreneurship, by educating individuals on the social demands and economic needs of start-ups.

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