READINESS OF THE UNIVERSITY STUDENTS TOWARDS ENTREPRENEURSHIP IN SAUDI PRIVATE UNIVERSITY: AN EXPLORATORY STUDY

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Abstract:

The purpose of this paper is to investigate the entrepreneurship perception and entrepreneurship intention of Saudi university students and to find out whether they are ready for the market challenges and risk taking which are part of entrepreneurial activities. The population comprised of students of one of the private universities in Saudi Arabia, a questionnaire survey was adopted to collect the primary data from the respondents whom they were randomly selected, total of 292 questionnaires were received. The study findings indicate the satisfying level of students' intentions on entrepreneurship and their willingness to put their efforts in entrepreneurship activities. Furthermore, it is suggested that entrepreneurship education should centre on development of competencies related to entrepreneurship and cultural awareness. This study not only addressed the missing gap in current literature upon entrepreneurship, but provided implications for university educators.

Keywords: Entrepreneurship, Entrepreneurial intention, Entrepreneurship education, Saudi Arabian University, Theory of Planned Behavior (TPB), Social norms

1. Introduction:

Entrepreneurship has been found as an important driver of economic growth, productivity and social development; however, academicians, practitioners and policymakers recognized its importance recently. People exposed to entrepreneurism reported great benefits including freedom in decision making, higher self-esteem, challenge and greater sense of control (Nickels, McHugh and McHugh, 2010). Bakotic and Kruzic (2010) noted that the entrepreneurship promotion has become one of the main issues in public policy of the most of industrial countries. In this context, well educated entrepreneurs are top priority.

Fostering entrepreneurship through education and training has also received increasing attention from universities in many countries. Richter and Schiller (cite in, Luthje and Franke (2002)) compared academic and non-academic business founders. They identified that more than half of the academic entrepreneurs created new ventures in high-tech industries whereas non-academics founded their firms mainly in non-innovative production and service sectors. Furthermore, business founders with university education apparently make higher investments in their business than non-academic entrepreneurs.

Scott and Twomey (1988) observed that undergraduate students, with the assistance of an entrepreneurial education strategy, could be helped to consider entrepreneurship as a career. Similarly, Postigo, Lacobucci, and Tamborini, (2006) acknowledged the significance of education and the role it plays in entrepreneurial activity, stating that it is critical to attract the young and educated to entrepreneurship, especially as current industrial trends are towards a knowledge-based environment. However, entrepreneurship education and business know-how can affect entrepreneurial intentions only if they change key attitudes and perceptions such as, perceived desirability of self-employment and perceived entrepreneurial self-efficacy.

This study attempts to explore the cognitive factors (Such as norms, attitude and perceived behavioral etc.) that lead to entrepreneurial Intention (EI). Its application is made through the application of an EI model: the Theory of Planned Behavior (TPB) by Ajzen (1991). The TBP has been used by several researchers as a framework to explore attitudes towards entrepreneurial intention (Finisterra do Paco, Ferreira, Raposo, Rodrigues and Dinis, 2011).

According to Ajzen (1991) "Attitudes toward the behavior, Social norms with respect to the behavior, and perceived control over the behavior are usually found to predict behavioral intentions with a high degree of accuracy. In turn, these intentions, in combination with perceived behavioral control, can account for a considerable proportion of variance in behavior" (P. 206). It means that individuals will stimulate their entrepreneurial potential if they accept as true they have the ability, there are environmental possibilities and there is social support (Kirby, 2006).

YouGovSiraj.com and Kipp conducted a study on residents in the UAE and Saudi Arabia to explore the current trends and tendency towards entrepreneurship in the GCC. They found more entrepreneurial drive among Saudis than in Emiratis (De Leon, 2011). De Leon (2011) identified that there were more Saudi nationals (71 percent) intent on running their own business then there are entrepreneur-minded UAE nationals (48 percent). Therefore, it is assumed that there would be high stipulation for entrepreneurship among Saudi citizen and that reflection would be apparent among students. The present study is cross-sectional study that aims to explore the entrepreneurial perceptions and intentions of Saudi university students.

There is a lack of research investigating the key drivers behind KSA students 'intentions towards entrepreneurship. As such, this study is trying to explore those conditions at PSU as a case study in light of Ajzen'TPB model.

This study is presented in three main sections. Initially, literature on Entrepreneurship, entrepreneurial intentions and behavior along with Ajzen's theory of planned behavior are being reviewed. After that, the method section presents the sample composition, the procedures followed and the instruments adopted. Finally the result section, the hypotheses are tested and the discussion of findings offers insight into the theoretical and practical implications of the findings and recognizes study limitations that existed.

2. Literature Review

Entrepreneurial intent was defined as intent to own one's own business while in some studies; entrepreneurial intent was defined as intent to create a venture. Other studies never clearly defined what they meant by entrepreneurial intent (Dutta and Thornhill 2008). For instance, Johnson (2001) suggests a comprehensive definition of the entrepreneurship and entrepreneurial role: "An individual who assumes responsibility and ownership in making things

happen; is open to and able to create novelty; who manages the risks attached to the process; and who has the persistence to see through to some identified end-point, even when faced with obstacles and difficulties" (p. 137). However, Krueger (1993) defines entrepreneurial intentions as a commitment to starting a new business. This is accepted as a more encompassing concept than merely owning a business; since intentions have been found to be immediate antecedents of actual behavior; intention models predict behavior better than either individual (e.g. personality) or situational (e.g. employment status) variables, and predictive power is critical to improving post hoc explanations of entrepreneurial behavior (Urban, Van Vuuren and Owen, 2008).

Early researchers in the area of entrepreneurial intent, such as Ajzen (1991), note: "personal evaluation of a behavior (attitude), socially expected mode of conduct (Social norm), and self-efficacy with respect to the behavior (perceived behavioral control) are very different concepts each of which has an important place in social and behavioral research" (p.199). He asserts that people's attitudes can result into certain behavior. One's intention towards entrepreneurship can be considered as the primary predictor to becoming an entrepreneur. Krueger, Reilly and Carsrud (2000) conducted a study on American students facing career decisions. They found that intentions models offered strong statistical support for predicting entrepreneurial behavior. Similarly, Krueger (1993; cited in Basu and Virick (2008)), note that individuals' attitude toward entrepreneurship are determined by external factors like previous experience, education. However, this notion is not fully explored.

One of the best known models on attitude-behavior relationship is Fishbein and Ajzen (1980) theory of reasoned action, which describes purposeful behavior as a function of behavioral intentions (Martin and Fellenz, 2010). Researchers in this area, such as Krueger, Reilly and Carsrud (2000), suggested that intention models provide significant understanding about the entrepreneurial activities. These researchers have used Ajzen's theory of planned behavior (TPB) on business students and found that model was significant and could be served as a valuable tool for understanding entrepreneurial intentions.

2.1 Review of Applications of Ajzen's Theory of Planned Behavior

The theory of planned behavior has received significant research support from different contexts (Hale, Householder and Greene (2003), Sheppard, Hartwick and Warshaw (1998)). For instance, Ajzen, Joyce, Sheikh, and Gilbert (2011) carried out four studies (Study 1 (N=79),

Study 2(N= 79), Study 3(N= 85) and Study 4(N-89), to examine the linkages between knowledge and the prediction of behavior. The study was based on the assumption that being well informed was a prerequisite for effective action to produce desired outcomes. The results revealed that attitudes, Social norms and perceptions of control were found to predict intentions to drink alcohol, to conserve the energy, to attend a mosque service, and to vote support for Muslim student activities; and these intentions were generally good predictors of the corresponding behaviors.

Stone, Jawahar and Kisamore (2010) applied theory of planned behavior (TPB) for the prediction of cheating intentions and behaviors on the sample of 241 business graduates. They found that the TPB model was significantly related to the model components, attitudes, norms, control and behavior. Engle, Dimitriadi, Gavidia, Schlaegel, Delanoe, Alvarado, He, Buame, and Wolff (2010) test the theory of planned behavior (TPB) to predict entrepreneurial intent in 12 countries representing all ten of the global regional cluster as identified in the GLOBE project. A total of 1748 usable questionnaires were collected from university business students in 12 countries (Bangladesh, China, Costa Rica, Egypt, Finland, France, Germany, Ghana, Russia, Spain, Sweden and USA). The results suggest that Ajzen's model of TPB significantly predict entrepreneurial intent in each of the study country. However one element of the model, social norms, was a significant predictor of entrepreneurial intent in each country (In Costa Rica it alone accounted for 40% of the variance in entrepreneurial intent).

Ma'ruf, Mohammad and Ramayah (2005) studied the two models for predicting intention to purchase via the internet in three Asian countries (Malaysia, Indonesia and Singapore). The behavioral intention to purchase via the internet was examined as a function of attitude towards purchase, perceived usefulness, and perceived ease of use Technology Acceptance Model (TAM) and Theory of planned behavior (TPB). Results indicated that both models were significantly influenced the behavioral intention to purchase. The TPB (adjusted R^2= 0.55), however, was better than TAM (adjusted R^2 =0.44) in explaining behavioral intention to purchase. Further, study found that Social norm (β= 0.21) as the significant determinant towards behavioral intention to purchase.

The application of the Ajzen's theory of planned behavior has been studied in Arab context. For example, Samak (2006) carried out a study on Jordanian EFL teachers to examine the relationship between attitudes and behavior posed by Ajzen's theory of planned behavior.

The study showed that Jordanian EFL teachers have positive attitudes towards ICT. This study has also found that there was significant relationship between attitudes and access to ICT.

Farah and Newman (2010) applied the Ajzen's theory of planned behavior to investigate whether the variables of the TPB model, personal attitude, Social norm and perceived behavioral control, help predict consumers' boycott intention. The study was carried out in Lebanon with the sample of 500 Muslims and Christians consumers. Results showed that attitude, Social norms and perceived behavioral control were all significant predictors of intentions in both communities with attitudinal component carried the most weight.

Baker, Al-Gahtani and Hubona (2007) investigated the effects of gender age and education on new technology implementation in Saudi Arabia using the Theory of planned Behavior (TPB). The data for this study was collected through surveys, 1088 questionnaires were completed by Saudi knowledge workers. Among the respondents 79% were men and 21% were women. The results showed that attitude toward technology, Social norm, and perceived behavioral control are all found to be significant, positive determinants of the intention to use technology within this cultural group.

Review of the literature has demonstrated strong empirical support for TPB, explaining influence of attitude, Social norms and perceived behavioral control on behavioral intentions in both individual and organizational settings. While detailed studies of entrepreneurial intentions in Saudi context using TPB has been not performed. Therefore, it is expected that the TPB model would provide significant explanatory for entrepreneurial intentions among the students in Saudi Arabia. Next section will discuss the theoretical framework for this research and hypotheses development. This study is exceptionally significant in this environment for two reasons:

1- Regardless of the world economic downturn, Saudi Arabia is going through economic boom. Hence the market is so attractive for start ups and entrepreneurial initiatives.
2- Due to such economic development it is expected that family, friends, relatives and associates to play a key role in influencing students 'intentions for pursuing new business activities.

2.2 Theoretical framework

The Ajzen (1991) *Theory of Planned Behavior* is considered as a relevant tool to model the development of Entrepreneurial Behavior through pedagogical processes and learning contexts (Fayolle, and Lassas-Clerc, 2006; Krueger et.al 2000). The theory contends that attitudes towards specific behaviors, Social norms regarding the behaviors (which are internalized from the social environment), and perceived behavioral control determine intended behavior which in turn predicts behavior (See fig.1). Actual behavior control and situational factors influence the linkages to behavior. It means that intentions toward behavior depend on a set of underlying attitudes. Above all, intentions to take a certain course of action depend on the perceptions of participants regarding personal and social desirability of the behavior and the perceptions of participants of whether they can successfully perform such action.

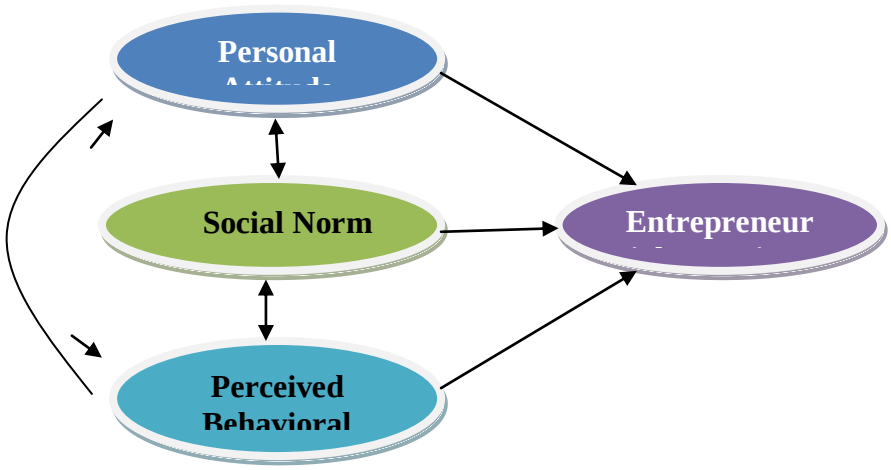

Fig. 1: Theoretical Framework

The theory of planned behavior (TPB) postulates three conceptually independent determinants of intention. These determinants of intention include attitude toward the behavior, Social norm, and perceived behavioral control. As a general rule, the more favorable the attitude and Social norm with respect to a behavior, and the greater the perceived behavioral control, the stronger should be an individual's intention to perform the behavior under consideration (Ajzen, 1991). Next section will discuss these three determinants briefly.

2.2.1 Attitudes towards Entrepreneurial Intentions

The first determinant in TPB is the *attitude toward the behavior* and refers to the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question. In general, the more favorable the attitude toward the behavior, then the stronger will be an individual's intention to perform the behavior (Ajzen, 1991).

2.2.2 Social Norm

The second determinant in TPB is the Social norm. It refers to the perceived social pressure to perform or not to perform the entrepreneurial behavior. Drawing a correspondence to the expectancy-value model of attitude, it is assumed that Social norm is determined by the total set of accessible normative beliefs concerning the expectations of important referents**.** Normative beliefs are concerned with the likelihood that important referent individuals or groups approve or disapprove of performing a given behavior (Ajzen, 1991)

2.2.3 Perceived Behavioral Control

The third determinant of TPB is the degree of *perceived behavioral control* which refers to the perceived ease or difficulty of performing the behavior and it is assumed to reflect past experience as well as anticipated impediments and obstacles (Ajzen, 1991).

This exploratory study was conducted to address the current gap in entrepreneurship research by answering the following research questions:

1. What is the level of entrepreneurial intention among undergraduate students at a Saudi private university?
2. What are the main factors influencing their intentions toward Entrepreneurship as a career?

In order to answer the above mentioned questions, following hypotheses are formulated***:***

H_1: *There is a positive impact of Personal Attitude, Social Norm and Perceived Behavioral control on Entrepreneurial intentions among undergraduate students in Saudi Private University.*

H_2: *There is a positive and significant relationship between Social Norm and Personal Attitude among undergraduate students in Saudi Private University*

H3: *There is a positive and significant relationship between Social Norm and Perceived Behavior control among undergraduate students in Saudi Private University*

H4: *There is a positive and significant relationship between Social Norm and Entrepreneurial Intention among undergraduate students in Saudi Private University*

H5: *There is a positive and significant relationship between Personal Attitude and Entrepreneurial Intention among undergraduate students in Saudi Private University*

H6: *There is a positive and significant relationship between Perceived Behavioral Control and Entrepreneurial Intention among undergraduate students in Saudi Private University*

H7: *There is a positive and significant relationship between Personal Attitude and Perceived behavioral Control among undergraduate students in Saudi Private University*

3. Method

3.1 Measures and Instrument

All scales in this study were measured on seven point Likert scales ranging from 1 with strong disagreement to 7 with strong agreement. A seven Likert-scale method was used because of its accuracy and reliability (Sekaran, 2010). A review of the literature revealed different models testing the Entrepreneurial Intentions (EI). However, the theory of planned behavior provides a general framework to analyze the entrepreneurial intention of a person (Ajzen, 1991). This framework is deemed an appropriate tool to model the development of EI through pedagogical processes and learning contexts (Paco, et al., 2011).Therefore Ajzen (1991) model has been used in this study. Entrepreneurial Intention (EI) was measured using six items scale originally developed by Ajzan (1991). Personal Attitude (PA) was measured using five items. Social Norm (SN) was measured using three items and Perceived Behavioral Control (PBC) was measured using six items.

3.2 Data Collection

Data were collected from a sample of 300 university students at Prince Sultan University. During the data collection process, the self-administered questionnaire, including a cover letter, was delivered to the respondents. Questionnaires were distributed and collected randomly by

faculty members during their regular classes. The questionnaire included questions about four factors; EI entrepreneurial Intentions, SN Social Norms, PA Personal Attitude, and PCB Perceived Behavioral Control. Out of 300 questionnaires, 292 questionnaires deemed usable for analysis with a response rate of 97.5%. Moreover, the instrument was internally consistent with positive Conbrach's Alpha for all factors ranging from 0.81 for Social norms to 0.94 for entrepreneurial intentions.

3.3 Validity and Reliability

The questionnaire was tested for content validity via university academics from the College of Business Administration at Prince Sultan University with research and academic background. Also the reliability coefficient for the different dimensions (Cronbach's Alpha) ranged from 0.90 to 0.95 for the various items. The EI Entrepreneurial Intentions dimension represents the dependent variable while the other dimensions (SN, PA, PBC) represent the independent variables testing their impact on the levels of Entrepreneurial Intentions by university students at PSU.

4. Results And Analysis

4.1 Descriptive analysis: General Demographic

Describing the relationship between a sample and its population is very significant and, in order to convey such a relationship, we must be able to describe it in terms of characteristics that are common to both, the sample and its parent population (Oppenheim, 1992). Therefore, this section is mainly concerned with presenting a descriptive analysis of the sample to provide an overview of the respondent characteristics. It aims to provide a brief description of the respondents' demographic variables

Table 1: DEMOGRAPHIC FACTORS

Gender	**Frequency**	**Percent**
Male	214	77.5%
Female	64	22.5%
College/Dpt.	**Frequency**	**Percent**
CBA	203	72.5%
PYP English	10	3.6%
Computer Science	29	10.4%
Interior Design	2	0.7%
Other	34	12.1%
Year	**Frequency**	**Percent**
First Year	13	4.6%
second Year	40	14.3%
Third Year	56	20.0%
Fourth Year	72	25.7%
Last Year	97	34.6%
Nationality	**Frequency**	**Percent**
Saudi	236	84.3%
Non Saudi	41	14.6%

As illustrated in Table 1, 77.5 percent of the respondents were males while females accounted for only 22.5 percent. This is very much expected in this environment in a male dominated society specifically in terms of start ups and entrepreneurial businesses. This does not discount the 23 percent of women trying to start businesses independently or joining their parents, husbands or relatives.

72.5 percent of the sample was form the College of Business administration, 10.4 percent from the computer science and the rest of the sample was from other faculties like interior design and the preparation year. Business students are more into the process of thinking and reflecting

on business careers in general, and initiating their own ventures in particular, more than other areas or disciplines.

Table (1) below shows also that 60 percent of the sample was forth and last year students while the rest were distributed over the freshman and sophomore levels. Naturally students start planning and thinking about their future careers at later stages of their college life. This explains the skeweness in proportion towards forth and last years at college. Additionally, more than 83 percent of the sample were local students from KSA and the rest were from other countries mostly residents in KSA with their working parents as expatriates.

4.2 Descriptive Analyses of Main Variables

Students 'Personal Attitudes towards Entrepreneurship

Table (2) below reveals the means and standard deviations of the main factors in this stud, including Personal Attitude, Social Norms, perceived behavioral control, and entrepreneurial intentions. The analysis of these factors is based on 7 measurement scale (7 means strongly agree, 1 strongly disagree, and 4 is moderate agreement). This scale was developed and used by Ajzen (1991) and tested for validity and reliability.

The first item; "*being an entrepreneur implies more advantages than disadvantages to me*" with a mean of 5.08/7 and standard deviation of 1.5.

The mean for the second item "*A career as entrepreneur is attractive for me*" in Personal Attitude rated 5.34/7 with a standard deviation of 1.67. The mean for the third item "*If I had the opportunity and resources, I'd like to start a firm*" rated 5.65/7. The item "*Being an entrepreneur would entail great satisfactions for me*" rated 5.44/7 with standard deviation of 1.59.

The last item "*Among various options, I would rather be an entrepreneur*" rated 5.07/7 with standard deviation of 1.63. A close look at the scale of personal attitude towards entrepreneurship indicates that the overall average is positive with 5.40, which means that students have a positive personal attitude towards entrepreneurship while not very strong one. However, when it comes to their preferences and priorities "*Among various options, I would rather be an entrepreneur*" the mean average was the lowest 5.07 when compared to 5.65 "*If I had the opportunity and resources, I'd like to start a firm*".

This shows that opportunity and resources, according to students' perceptions and attitudes, are the keys behind starting new business. As student, it is very clear that opportunity and resources are not in their hands yet but if they have it they would go into starting their own businesses. On the other hand, the relatively high standard deviation indicates some dispersions and low consensus over those responses. This might be referred to the differences between male and female or local students vs. international students.

Table (2) Personal Attitude (Total Average means = 5.40).

Items	Mean	Std. Deviation	0Cronbach's Alpha if Item Deleted
Being an entrepreneur implies more advantages than disadvantages to me	5.08	1.529	.942
A career as entrepreneur is attractive for me	**5.34**	**1.669**	**.941**
If I had the opportunity and resources, I'd like to start a firm	**5.65**	**1.626**	**.941**
Being an entrepreneur would entail great satisfactions for me	**5.44**	**1.589**	**.940**
Among various options, I would rather be an entrepreneur	5.07	1.711	.939

Social norms

Table (3) below about the Social norms of the respondents measured by 7 scale of three items referring to the source of influence and motivation behind student's attitudes towards entrepreneurship. The total mean average was positive at (5.49). this means that friends, the family or associates can have a great deal of influence encouraging students to think or plan for

starting their own firms after graduation. However, students seem to be relatively more encouraged by their parents and family (mean = 5.66) and friends (mean = 5.57) than colleagues (mean = 5.24). Students can be more affected by their parents' opinion because they simply rely on them for financial support given the Saudis culture and family structure. Still consensus and agreement is low in this factor with standard deviation ranging from 1.63-1.74.

Table (3) Social Norms, average mean=5.49.

Items	Mean	Std. Deviation
Your close family	**5.66**	**1.741**
Your friends	**5.57**	**1.627**
Your colleagues	5.24	1.728

Perceived Behavioral Control

Table (4) below illustrates the means and standard deviation of behavioral control among university students showing that their total mean is around average . This factor was measured using six item statements. The lowest was item number one; "to start a firm and keep it working would be easy for me" ranked (3.95) with standard deviation of 1.56 while the highest was "If I tried to start a firm, I would have a high probability of succeeding" ranked (4.67) with standard deviation of (1.50). Other statements ranked in between like "I am prepared to start a viable firm"(4.08), and "I know the necessary practical details to start a firm" (4.27). this low mean average for this factor when compared with the other three factors can be attributed to some degree of reluctance and hesitation on the part of college students perhaps because their self confidence of being able to take risk and try to build their firms or start a business from scratch is something beyond their capabilities and thinking process at the time being.

Table (4) Perceived Behavioral Control (mean average =4.25)

Items	Mean	Std. Deviation
To start a firm and keep it working would be easy for me	3.95	1.562
I am prepared to start a viable firm	4.08	1.590
I can control the creation process of a new firm	**4.28**	**1.536**
I know the necessary practical details to start a firm	4.27	1.629
I know how to develop an entrepreneurial project	4.27	1.633
If I tried to start a firm, I would have a high probability of succeeding	**4.67**	**1.529**

Entrepreneurial Intention

The Entrepreneurial intention of the sample respondent in Table (5) below was measured by six items. The total for all statements averaged (5.27). This indicates a little above average level of the intention of the sample respondents to initiate their own businesses. However, the lowest item was the first item "I am ready to do anything to be an entrepreneur" (4.95) and its standard deviation reached 1.76, while the highest item was the last item; "I have the firm intention to start a firm some day"(5.57) with standard deviation of (1.71). "I will make every effort to start and run my own business" averaged (5.32) and standard Deviation of (1.74). This factor indicates, somehow, a moderate level of determination, albeit higher than the previous factor; the perceived control. This might be explained by relatively high level of intention while the actual reality of students lack some control over their current behavior to decide. But when it

comes for the future and the intention nobody will be held accountable for future goals or intentions.

Table (5) Entrepreneurial intention (mean average = 5.27).

Items	Mean	Std. Deviation
I am ready to do anything to be an entrepreneur	4.95	1.761
My professional goal is to become an entrepreneur	5.15	1.743
I will make every effort to start and run my own firm	**5.32**	**1.735**
I am determined to create a firm in the future	**5.45**	**1.654**
I have very seriously thought of starting a firm	5.19	1.786
I have the firm intention to start a firm some day	**5.57**	**1.717**

4.3 Regression Analysis: Hypotheses Testing

This section presents the data analysis of the main hypothesis representing the relationships in the above model. The objective of this section is to provide a discussion of the hypothesis testing concerning the entrepreneurial intentions and antecedents using correlation analysis and multiple regression techniques.

4.3.1 Entrepreneurial Intention and its antecedents

One of the hypotheses of this study was that there was a positive impact of Personal Attitude, Social Norm and Perceived Behavioral control on Entrepreneurial intentions among undergraduate students in Saudi Private University **(H_1).** In order to test the H_1 a multiple regression was conducted. The results in Table 6 suggest that Entrepreneurial Intention (EI) is a

function of Social Norms (SN), Personal Attitude (PA), and Perceived Behavioral Control (PBC).

Table (6) Regression of EI and its Antecedents

Model	Beta	Sig.
Personal attitude	0.65	0.00
Social norms	-0.04	0.35
Perceived behavioral control	0.28	0.00

Dependent variable: Entrepreneurial Intention, Adjusted R. Square=0.65, F= 174.184, P < 0.01.

The overall regression as shown in table (6) above is highly significant and the hypothesized antecedents (personal attitude, Social norms, perceived behavioral control) explain 65% of the variation in Entrepreneurial Intentions. Table (6), above, shows that there is a significant relationship between two dimensions of personal attitude and perceived behavioral control with the dependent variable, entrepreneurial intention, whereas the Social norms dimensions is not significantly related to the entrepreneurial intentions with P = 0.35. Therefore, Personal Attitude (PA) and Perceived Behavioral Control (PBC) have positive impact on Entrepreneurial Intentions (EI). In addition, the regression shows that all dimensions have an aggregate impact on the level of entrepreneurial intentions. Hence, H_1 is supported.

So the regression analysis confirms the general hypothesis that personal attitude, Social norms and perceived behavioral control aggregately create a significant impact on entrepreneurial intentions among PSU students. However, examining Social norms in a single regression reveals insignificant impact on the levels on entrepreneurial intentions among university students. These findings were consistent with previous research (stone et al., 2010; Engle et al., 2010). On the other hand, Engle et al., (2010) found that Social norms in Costa Rica accounted for 40% of the variance in entrepreneurial intent. This contradicts our finding when considering Social norms away from the aggregation affect. However, Ajzen (1991) supported the aggregate impact rather than the independent one.

4.4 Correlation Analyses: Hypotheses Testing

Table 7 below shows that correlation between all variables is significant ranging from 0.29 for perceived behavioral control and social norms to (r= 0.77) between personal attitude and entrepreneurial intention.

From the Table 7, it was observed that there was a strong and positive relationship between Social norms and Personal Attitude (r=0.48), therefore, $\mathbf{H_2}$ is supported. Similarly Social Norms and Perceived Behavioral Control and Entrepreneurial Intentions showed a positive and significant relationships (r=0.29, r=0.36). Hence, $\mathbf{H_3}$ and $\mathbf{H_4}$ are supported.

One of the hypotheses of this study was to assess the relationship between Personal Attitude and Entrepreneurial Intentions. Results in Table7 show that the relationship between personal attitude and entrepreneurial intention **(r=.77)** is the highest and is also in line with the regression result; Adjusted R Square is above 74%. Therefore, $\mathbf{H_5}$ is supported. Correspondingly, the relationship between Personal Attitude and Perceived Behavioral Control found positive and strong (r=0.51). Thus, $\mathbf{H_7}$ is supported.

Finally, the relationship between Perceived Behavioral Control and Entrepreneurial Intentions was tested thorough the correlation and found a significant and positive relationship (**r=0.60**). Thus, H_6 is supported.

Furthermore, this correlation in Table 7 confirms that all direct and indirect impact variables are associated leading to a direct and indirect impact on entrepreneurial intentions of university students to pursue entrepreneurial businesses. However, the association, while significant, is the lowest between Social norms and perceived behavioral control (0.29). This shows some weak relationship between the impact of relatives and friends at one hand, and the impact of the self and the individual control on his behavior. This is might be justified people at this age begin to believe that he can decide for himself away from external influence and interference. The findings related to this correlation were relatively consistent with previous studies (Armitage, and Conner, 2001; Fayolle, and Lassas-Clerc, 2006; Krueger et.al 2000).

Table 7: Correlation between Variables

Correlation	*Entrepreneurial Intention*	*Perceived Behavioral Control*	*Social Norms*	*Personal Attitude*
Entrepreneurial Intention	**1**			
Perceived Behavioral Control	**0.60****			
Social Norms	**0.36****	**0.29****		
Personal Attitude	**0.77****	**0.51****	**0.48****	**1**

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

5. Conclusion And Implications

The aim of this paper was to investigate the entrepreneurship perception and entrepreneurship intention of Saudi university students and to find out whether they are ready for the market challenges and risk taking which are part of entrepreneurial activities. From the literature review and based on the Ajzen (1991) theory of *planned behavior model*, two research questions were formulated.

Research Question 1: What is the level of entrepreneurial intention among undergraduate students at a Saudi private university?

The strong association illustrated in the correlation analysis supports the notion that all factors including Social norms, personal attitudes and perceived personal control are all strongly integrated and associated in enforcing the intention of university students to pursue

entrepreneurial opportunities after graduation. This strong association and impact signifies the value of Social norms, in particular, in creating effective impact on the personal attitude and personal behavioral controls to effectively influence entrepreneurial intentions.

Social norms including the role of the business school may play a vital role in directing the intention and behavior of university students to pursue more significant entrepreneurial projects. Some people might be encouraged by any of the Social norms dimensions, i.e., the family, to take on routine type of businesses, a mere emulation of existing and traditional businesses. It is therefore, recommended that business education may direct students to think different and try more creative and innovative business ideas.

Research Question 2: What are the main factors influencing their intentions toward Entrepreneurship as a career?

The above analysis indicates that Entrepreneurial Intentions (EI) was significantly predicted by the three independent variables, Personal Attitude (PA), Social Norms (SN) and Perceived Behavior Control (PBC). This result confirms previous findings by several recent studies, (For instance, Farah and Newman, 2010; Baker, Al-Gahtani and Hubona (2007)) . However, this study does not clearly reveal the role of the educational systems in the Social norms or in enforcing any of the above variables.

Social norms implying the role of friends, relatives and associates was not so strong in terms of impact on EI. This also signifies the role of the university to fill the gap and to take its responsibility in the curriculum and in providing courses to educate students in this area.

Implication for Academics

More research is needed in this area and in this environment. Specifically, fact of the matter is that the Kingdom of Saudi Arabia is going through unprecedented demand and business growth (Porter, 2012). Therefore, programs on entrepreneurship and entrepreneurial training should be taken into considerations in order to improve the situation in the understudy university as well as in other universities in the Kingdom of Saudi Arabia. University curriculum should be revisited and concentration and new courses on Entrepreneurship should be introduced in the curriculum.

6. Limitations and Future Research

This is an exploratory study investigating the entrepreneurial intentions via the theory of planned behavior. The current study is subject to some limitations. Firstly, this study is focused on the entrepreneurial intentions and intentions may not turn into actual behavior in future. Secondly, the findings in this research seem to support further studies on a much wider cross sectional scale. This nature of this study, as an exploratory study, was conducted on one of the private universities in KSA. Hence, caution is needed in generalizing the finding before similar efforts on both public and private universities in different cities and areas in the kingdom of Saudi Arabia. Thirdly, comparative research is warranted using the same model to test different sectors and perhaps different countries. Finally, further research could further test the actual behavior of students after intention to test levels of correspondences between intentions and impact.

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