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THE ASSOCIATION OF ENTREPRENEURIAL EDUCATION AND SUPPORT WITH
ENTREPRENEURIAL INTENTION AT NORTHERN BORDER UNIVERSITY: THE CASE OF
STUDENTS FROM COLLEGE OF BUSINESS ADMINISTRATION

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Abstract. This study aims at empirically examining the association of entrepreneurial education and support with entrepreneurial intention among students in College of Business Administration at the Northern Boarder University for the academic year 2019-2020. Using data from a self-administered survey with a final sample of 266 students, the simple regression result indicates to a significantly positive association of the entrepreneurial education and support with entrepreneurial intention among College of Business Administration's students at Northern Boarder University. The results of this study should be useful to policy makers in Saudi Arabia at the country, ministry of education, the College of Business Administration, Northern Boarder University and elsewhere, as the KSA is aiming at achieving the ambitious KSA 2030 Vision.

Keywords: Entrepreneurial education and support; entrepreneurial intention; students from College of Business Administration; Northern Boarder University

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JEL Classifications: L26, L31, I25

1. Introduction

Much evidence has demonstrated that there is a significant positive correlation between entrepreneurship and economic growth (Navarro, et al., 2009; Abdieva et al. 2019; Chienwattanasook & Jermstittiparsert, 2019; Otache 2019a; Lopes et al., 2020; Velilla & Ortega, 2020; Mukwarami et al., 2020). Entrepreneurship is regarded as one of the key elements to economic success, making a significant contribution to resolving unemployment problems, critically important at a time when a number of countries, both developed and emerging, are facing difficulties with graduate unemployment (Ahmad & Xavier, 2012; Ndofirepi, 2016; Farrukh et al., 2019). Sternberg and Wennekers (2005) and Ferrandiz et al. (2018) specifically state that economic growth is extremely dependent upon effective innovators and large numbers of entrepreneurs.

Schulte (2004), Vicens and Grullón (2011), Wells (2014), Saji and Nair (2018), Kim and Park (2018), Che Embi et al. (2019), Bazan et al. (2020), and Lopes et al. (2020) all agree that universities, both now and in the future, have an important part to play in encouraging entrepreneurs by providing the students with the requisite skillsets to join their ranks. It is agreed that universities are at the center of critical thinking, leadership, creativity, and innovation, and through producing graduates with these qualities they have a direct influence on society as a whole. It is crucial that students have educational experiences that allow them to exercise informed decision-making in the real world. Matlay and Carey (2006) and Teixeira et al. (2018) state that in contemporary developing and developed nations the concept that entrepreneurship education can help save a stagnating or declining economy has become extremely popular. Research by Charney and Libecap (2000) demonstrated that emergent companies with entrepreneurship graduates either as owners or employees experienced 500% more employment growth and sales than companies where entrepreneurship graduates were not present. Additionally, Arrif et al. (2010) state that entrepreneurship education, and entrepreneurship as a whole, is one of the most effective ways of solving problems of graduate unemployment. Matlay (2006) states that entrepreneurship education always correlates to both the amount and standard of entrepreneurial activity being enhanced.

A wide-ranging report produced after the UNESCO World Conference, 1998, laid great stress on how important entrepreneurship education is and demanded that national economies should think about how they could develop entrepreneurial skills (Greene et al., 2015). Entrepreneurship education encourages multifaceted thinking, allowing individuals to recognize where new opportunity exists and to convert concepts into reality. Kuratko (2004, quoted in Fitriati and Hermiati (2011)) regards entrepreneurship education as "a dynamic and social process in which a person, both as individual and in a collective group, identifies opportunities for innovation and action by transforming ideas into practices and activities with well-defined targets within social, cultural and economic contexts" (Luc, 2018). Entrepreneurship education has also been proposed as the optimal means of transferring the expanding number of graduates from education into the world of work, either salaried or self-employed (Matlay & Westhead, 2005; Alessa 2019; Che Embi et al., 2019).

This transfer is facilitated by entrepreneurial education by producing graduates who are more confident in their entrepreneurial skills and with taking risks (e.g., Otache 2019a;2019b). Promoting entrepreneurship in tertiary education is a way of increasing self-employment, risk-taking, and confident entrepreneurs (Segal et al., 2005). Richardson and Hynes (2008) states that entrepreneurship education in a broad application of the term offers crucial benefits. Wilson (2008) and others have stated that innovation and entrepreneurship must be thoroughly embedded in the curriculum to encourage students to adopt entrepreneurial ways of thinking. Essentially, entrepreneurial education is important as it promotes entrepreneurship (Barba-Sánchez & Atienza-Sahuquillo, 2018), and this is beneficial to the individual, companies, and wider society (Alberti et al., 2004; Arias et al., 2018).

Saudi Arabia is the largest economy in the Middle East (World Bank, 2019) and the world's 18th largest economy, with plans to be ranked higher by 2030 in line with the KSA 2030 Vision; the promotion of entrepreneurship is central to this. Saudi Arabia wants to gradually wean itself off depending on oil and creating a more diversified economy rooted in services like tourism, recreation, infrastructure, education, and health. Targets encompass boosting non-petroleum trading with other countries in consumer goods, boosting investment, and increasing government spend on the Armed Forces and equipment. A crucial element of KSA Vision 2030 is the reduction of unemployment. Because of this, Saudi universities, particularly business schools, have acknowledged that they must increase the promotion and teaching of entrepreneurship, and many entrepreneurship centers have been created for this reason, Northern Border University's amongst them.

The Entrepreneurship Center was established in 2018 to offer consultancy, feasibility studies, and project support for entrepreneurs, facilitating financing for startups and innovators. A course in entrepreneurship is now available in every academic department of the College of Business Administration as an elective. The purpose of these initiatives is to provide entrepreneurship education that will create sustainable businesses. Entrepreneurial intentions have been shown to be one of the most significant predictors for entrepreneurial behaviors (e.g., Gelaidan & Abdullateef, 2017; Che Embi et al., 2019; Otache 2019a; 2019b; Otache et al., 2020; Thomassen et al. 2020). Gelard and Saleh (2011) states that the entrepreneurial intention of students must be carefully considered. While much research has been undertaken regarding entrepreneurship education, research regarding its influence is both limited and varied in its findings; indeed, there is little understanding about this area. The majority of research that has been undertaken as being in a variety of developing and developed nations, but not Saudi Arabia. Because of this, this research will assess the correlations between entrepreneurial education/support and entrepreneurial intention for students enrolled in the College of Business Administration at Northern Border University in the academic year 2019-2020.

This research adds to the knowledge base through assessing what promotes entrepreneurial intentions amongst students in Saudi Arabia in a specific State University, Northern Border University. The outcomes of this research will be of value to the academic community as there is little formal research looking at entrepreneurship in Saudi Arabia's universities. This research will provide a significant amount of data regarding entrepreneurship in Saudi Arabia's universities and make future predictions. As well as adding to the research regarding entrepreneurship, this research aims to inspire future researchers to investigate same subject. This research will offer practical direction that will be of assistance to both the University and the Ministry of Education, in that the results will help to inform University plans for enhancing the entrepreneurship intention of students regarding the achievement of KSA 2030 Vision both by improving the contemporary opportunities on offer and also by offering solutions to a number of challenges that exist for entrepreneurship within Saudi Arabia. Some challenges for the 2030 Vision program are to boost the proportion of GDP contributed by small and medium-sized enterprises (SMEs), to bring higher education and employment market closer together by helping students make better career choices, and to develop the talents of young people, making investments in their productivity in ways that will benefit them and society and the economy as a whole by, for example, decreasing unemployment.

This paper is organized as follows. Section 2 reviews the literature and hypothesis development, section 3 discusses the research methodology, section 4 highlights the results and discussions, and the final section introduces the conclusions and implications.

2. Literature review and hypothesis development

Schulte (2004), Vicens and Grullón (2011), Wells' (2014) Saji and Nair (2018), Kim and Park (2018), Che Embi et al. (2019), Bazan et al. (2020), and Lopes et al. (2020) state that universities play a key part in encouraging entrepreneurship by providing students with the requisite skill set. All these researchers are in agreement that universities are central to critical thought, leadership, creativity, and innovation, and that the top graduates they produce have an influence on society as a whole. This makes it crucial that students are properly educated so that they can make the correct decisions in the future. Promoting and developing entrepreneurship/entrepreneurship education is a very "hot topic" in education in the majority of nations both as a social and political question (Ruskovaara & Pihkala, 2013; Hoppe et al., 2017; Teixeira et al., 2018). Entrepreneurship education is regarded as central to encouraging the development of future entrepreneurs (Shamsudin et al., 2016) which in turn is essential for addressing many modern social, economic, and political problems (Gibb, 2002; Henry et al., 2005; Fulgence, 2015; Che Embi et al., 2019; Thomassen et al. 2020; Otache et al., 2020), which makes it an important topic for students from every discipline. Many contend that student perceptions of entrepreneurship are being changed due to college courses in entrepreneurship that give credit towards qualifications.

Entrepreneurship has spread from business schools into other academic programs. Recently entrepreneurial programs/courses have appeared in other areas of the curriculum, e.g., business studies (Parcell and Sykuta, 2005; Miller, 2007; Curry, 2012). Matlay and Carey (2006) and Teixeira et al (2018) both state that in the current era entrepreneurship education is regarded in both developing and developed countries as being a crucial way of resolving economic stagnation and decline. Charney and Libecap (2000) state that new companies that either employ or are owned by entrepreneurship graduates enjoy sales and employment expansion that is five times higher than comparable firms without entrepreneurship graduates. Additionally, Ariff et al (2010) state that entrepreneurship, especially entrepreneurship education, is one of the best ways of moving a larger quantity of graduates into employment.

Matlay (2006) states that entrepreneurship education invariably leads to enhancements in both amounts and levels of excellence for entrepreneurial activities. A thorough report prepared after the UNESCO World Conference in 1998 emphasized how important entrepreneurship education is and demanded that national economies should promote developing entrepreneurial skills (Greene et al., 2015). Entrepreneurship education encourages multifaceted ways of thinking, allowing entrepreneurs to recognize novel opportunities and implement their ideas in practical ways. Kuratko (2004) (quoted in Fitriati and Hermiati (2011)) states that entrepreneurship education is "a dynamic and social process in which a person, both as individual and in a collective group, identifies opportunities for innovation and action by transforming ideas into practices and activities with well-defined targets within social, cultural and economic contexts." Entrepreneurship education has also been recognized as the best way of finding sufficient employment/self-employment for the needs of the expanding graduate population (Matlay & Westhead, 2005; Alessa 2019; Che Embi et al., 2019; Bazan et al., 2020).

Entrepreneurship education helps this move to employment through promoting entrepreneurial confidence and making graduates more open to taking risks (e.g., Otache, 2019a, 2019b). Encouraging entrepreneurship in higher education is seen as a likely way of boosting entrepreneurial confidence, risk-taking behavior, and promoting self employment (Segal et al., 2005). Richardson and Hynes (2008) state that there are many advantages in the wider interpretation of entrepreneurship education across the curriculum. Agreeing, researchers like Wilson (2008) state that innovation and entrepreneurship must be thoroughly integrated to the curriculum to develop entrepreneurial enthusiasm and skills among students. Essentially, entrepreneurial education is important as a promoter of entrepreneurship (Barba-Sánchez & Atienza-Sahuquillo, 2018), and this has a positive influence for the individual, business, and wider society (Alberti et al., 2004; Arias et al., 2018).

The part played by entrepreneurship education in fostering entrepreneurial behaviors has attracted increased academic attention in recent years (Bae et al., 2014; Fayolle & Gailly 2015; Martin et al., 2013; Entrialgo & Iglesias, 2016; Che Embi et al., 2019; Otache 2019a; 2019b). This is unsurprising because a central aim of entrepreneurship education is the generation of positivity regarding entrepreneurship and to develop thinking skills (Fayolle et al, 2002), assisting students in recognizing, screening, and perceiving opportunity, a central part of entrepreneurship (Busenitz et al., 2014). Learning about entrepreneurship encompasses conceptualizing, creativity, making choices, and problem-solving (e.g., Anne & Liisa, 2011; Luc, 2018; Che Embi et al., 2019; Thomassen et al. 2020; Otache et al., 2020).

Entrepreneurship education means creating an environment for students that encourages entrepreneurship, which includes designing curricula satisfies the students' needs for entrepreneurship training. The more entrepreneurship education students are exposed to, the keener they will become on entrepreneurship (Ooi et al., 2011). In order to boost entrepreneurship, students should be offered programs/curricula that are relevant to this area (Shamsudin et al., 2017; Alessa 2019). Designing a relevant curriculum covering every area of entrepreneurship is a significant challenge for academia and specifically for universities (Fayolle et al, 2007). Thus, the following hypothesis is developed to be tested by this study:

H₁: Entrepreneurial education and support are related to the entrepreneurial intention.

3. Research methodology

3.1 Questionnaire design

This study uses the quantitative method as the most popular and useful format of conducting a field or survey research. The collection of the data using the questionnaire survey is an appropriate data collection instrument to answer the identified research questions: “To what extent does the entrepreneurial education and support are associated with the entrepreneurial intention among College of Business Administration students at Northern Border University?” The model of this study is adopted and adapted from several previous studies to fit in the Saudi Arabian setting (Aneizi, 2009; Luthje & Franke, 2003; Ajzen, 2002; Nabi & Holden, 2008; Kolvereid 1996; Scholten, et al., 2004; Fayolle, et al., 2006; Kolvereid, 1996). The level of entrepreneurial education and support is, empirically, tested with the level of entrepreneurial intention in order to identify the extent to which the entrepreneurial education impacts the degree of the entrepreneurial intention. The dependent variable for the model is the entrepreneurial education and support and the independent variable is the entrepreneurial intention. The questionnaire was distributed out in Arabic language to the sample of the study after conducting a translation from English. A survey is chosen because it involves surveying students and recording their responses for analysis.

The strength of the survey as a primary data collecting approach is that it does not require a visual or other objective perception of the information sought (Cohen, 1992). The questionnaire is divided into two section. Section A is designed to obtain demographic information of the respondents. Questions were asked in this part relate to gender, age, specialization and level of study. Section B of the questionnaire consisted of two parts. The first part measures the student intention to become an entrepreneur in the future. The second part measures the extent to which the university education and support are a good preparation for entrepreneurship.

3.2 Instrument of measurement

3.2.1 Demographic information

Section A in the questionnaire includes demographic information of the respondents. The demographic variables included in the survey are: gender, specialization, study level and age. In terms of the gender variable, a nominal value of 1 is assigned to “male,” and 2 is assigned to “female.” With respect to specialization, a nominal value of 1 is assigned to “accounting,” 2 is assigned to “law,” 3 is assigned to “human resource,” 4 is assigned to “finance” and 5 is assigned to “marketing.” As for the study level, a nominal value of 1 is assigned to “first level,” 2 is assigned to “second level,” 3 is assigned to “third level,” and 4 is assigned to “forth level.” In terms of the age, a continuous value is assigned to the variable’s measurement.

3.2.2 Entrepreneurial Intention and entrepreneurial Education and Support

Entrepreneurial intention is one of the concerns of this study. This variable is a 1-item that is measured using a four-point Likert Scale and is used to measure the extent of the students’ intention towards entrepreneurship. The four-point Likert Scale is ranging from 1 (very improbable), indicating to the lowest entrepreneurial intention, to 4 (very probable), indicating to the highest entrepreneurial intention. In specific, the four-point Likert Scale and the measured data have been transformed into four categories: “1” (very improbable) indicates to the very low entrepreneurial intention, “2” (quite improbable) indicates to a low entrepreneurial intention, “3” (quite probable) indicates to a high entrepreneurial intention, and “4” (very probable) indicates to a very high entrepreneurial intention. The one specific entrepreneurial intention item used to measure the respondents’ level of agreement towards their inclination to start with an entrepreneurial project in the future is “I plan to become self-employed in the foreseeable future after graduation.” If a significant level of the given item “entrepreneurship” is at 0.05 or low, it is considered a significant relationship, otherwise it is not.

The variable “entrepreneurial education and support” consists of 8-items to measure the extent to which the “entrepreneurial education and support” prepare the students to the entrepreneurship. A three-point Likert Scale is used to measure the level of agreement towards whether the university activities are deemed a good preparation for entrepreneurship. The Likert Scale is ranging from 1 (very accurate), indicating the highest agreement towards the contribution of the “entrepreneurial education and support” in preparing the students for the entrepreneurship, to 3 (not at all accurate), indicating the lowest agreement towards the contribution of the university activities in preparing students for the entrepreneurship.

In specific, the three-point Likert Scale and the measured data have been transformed into three categories: “1” (very accurate) indicates to a high level of agreement towards the contribution of the “entrepreneurial education and support” in preparing students for the entrepreneurship, “2” (somewhat accurate) indicates to the moderate level of agreement towards the contribution of the “entrepreneurial education and support” in preparing the students for the entrepreneurship, and “3” (not at all accurate) indicates to a low level of agreement towards the contribution of the “entrepreneurial education and support” in preparing the students for the entrepreneurship. However, this variable is subjected to reliability test before it was used for further analysis. There are eight specific “entrepreneurial education and support” items used to measure the respondents’ level of agreement towards whether the “entrepreneurial education and support” are considered a good preparation for entrepreneurship. Statements in the questionnaire include:

- My university's creative atmosphere encourages the development of new business ideas.
- The University's curriculum encourages the leadership/social skills entrepreneurs require.
- The University's curriculum teaches students how to set up new companies.
- The University is supportive of creating multidisciplinary groups among students.

- The University helps students to contact venture capitalists.
- The University plays an active part in promoting creating new companies.
- My university education will help me be an independent entrepreneur.
- My university education has encouraged me to consider taking risks.

If the significance level for particular items and for the whole "entrepreneurial education and support" category is 0.05 or lower, this is regarded as a significant correlation.

3.3 Model specification and analysis

This study applies a Simple Regression (SR) model. Nominal and continuous values were assigned to measure the value of the independent variables. In particular, the Model can be expressed as follows:

$$SR(Y) = \beta_0 + \beta_1 X_1 + e \dots \dots \dots (1)$$

Where the dependent variable is:

SR(Y) = entrepreneurial intention (significance at level 0.05).

Where the independent variables are:

X1 = entrepreneurial education and support
e = Error term.

The analysis of data was completed using the SPSS version 20 for Windows. A descriptive statistical analysis using frequencies and percentages were used to describe the demographic variables. The research question was addressed using a simple regression.

3.4 Data collection

As for the sample to be selected for distributing out the questionnaire, the simple random sampling is applied to select sample subjects that represent the most suitable ones in providing data about the dimensions of the study. This technique is used in order to select the right sample to represent the whole population. Google Forms are used to design an electronic survey that is easily to be distributed out to a large number of the students. The electronic survey's link is then given to the students and faculty members in College of Business Administration to distribute it out to as many student as they could. The students were given a period of two weeks to return back a filled in survey. This technique resulted in a sample of 1400 selected students to obtain data from. These students are the most suitable respondents to provide data about the dimensions of the study. The sample subjects include students specialized in accounting, finance, marketing, human resource and law in College of Business Administration at Northern Border University for the academic year 2019-2020. The questionnaires returned were 326 questionnaires that represent 23% response rate from which 266 questionnaires were valid for analysis as shown in Table 3.1.

Table 1. Sample selection

	Male section	Female section	Totals
Department of Law	271	170	441
Department of Accounting	85	164	249
Department of Human Resource Management	206	299	505
Department of Finance	39	102	141
Department of Marketing	26	38	64
Totals	627	773	1400
Returned respondents	151	175	326
Invalid surveys	(24)	(36)	(60)
Final sample	127	139	266

In the goals of this research, we considered such procedural elements as disclosure restrictions, data entry, and incomplete questionnaires. Every effort was made to complete incomplete questionnaires, but participants were not pressurized into providing data. Around 6% of the surveys had to be rejected due to not being properly filled; complete sections were left unfilled or a number of statements were not answered, rendering the surveys invalid.

4. Results and Discussions

4.1 Descriptive statistics

4.1.1 Profile of the respondents

A total of 266 questionnaires were gathered from the survey. As shown in Table 2, the majority of the respondents (52.3%) were male, and (47.7%) were female.

Table 2. Profile of respondents

Demographic information	Frequency (n = 266)	Percent %		
Panel A: Nominal variables				
Gender				
Male	127	47.7		
Female	139	52.3		
Specialization				
Accounting	105	39.5		
Law	121	45.5		
Human resource	27	10.2		
Finance	12	4.5		
Marketing	1	0.4		
Study level				
First level	10	3.8		
Second level	7	2.6		
Third level	43	16.2		
Fourth level	206	77.4		
Panel B: Continuous variable				
	Mean	Minimum	Maximum	St.Deviation
Age	22	19	39	14.142

4.1.2 Entrepreneurial intention

The students were asked whether they plan to become self-employed in the foreseeable future after graduation. Almost all the respondents indicate that they will “probable” (50%) or “very probably” (46.6%) become an entrepreneur some day in the near future. On the other hand, only (3%), “improbable,” and (0.4%), “very improbable,” are not thinking up to be entrepreneurs in the future as depicted in Table 3.

Table 3. Entrepreneurial intention (I plan to become self-employed in the foreseeable future after graduation)

Scale	Frequency (n = 266)	Percent %
Very probable	124	46.6
Probable	133	50
Improbable	8	3
Very improbable	1	0.4
Total	266	100

As shown by Table 3 that the students in College of Business Administration at Northern Border University have a high level of intention to be future businesspersons. This high degree of inclination gives a positive signal that the consequences on the economic growth would be great and positive (Sternberg & Wennekers, 2005; Navarro et al., 2009; Acs & Szerb, 2007; Audretsch & Thurik, 2001; Marchesnay, 2011; Kasseeah, 2016; Ahmad & Xavier, 2012). In addition, this entrepreneurial motivation would be the most powerful economic force in a manner that it contributes significantly to the unemployment problem (Ndofirepi, 2016; Ahmad & Xavier, 2012).

4.1.3 Entrepreneurial Education and Support

Respondents were asked to rate different items of entrepreneurial education and support they might find in the university as presented by Table 4.

Table 4. Entrepreneurial education and support

Statements		Likert scale		
		Very accurate	Somewhat accurate	Not at all accurate
1	The creative atmosphere in my university inspires to develop ideas for new businesses	50 (18.8%)	127 (47.7%)	89 (33.5%)
2	The courses foster the social and leadership skills needed by entrepreneurs	74 (27.8%)	141 (53%)	51 (19.2%)
3	The courses provide students with the knowledge required to start a new company	86 (32.3%)	140 (52.6%)	40 (15%)
4	My university supports building multi-disciplinary student teams	71 (26.7%)	113 (42.5%)	82 (30.8%)
5	The university provides a strong network of new venture investors	89 (33.5%)	130 (48.9%)	47 (17.7%)
6	The university actively promotes the process of founding a new company	77 (28.9%)	119 (44.7%)	70 (26.3%)
7	The university environment contributes to the enhancement of my personality toward independence in the profession	152 (57.1%)	101 (38%)	13 (4.9%)
8	The university environment contributes to the refinement of my personality toward risk trends	109 (41%)	124 (46.6%)	33 (12.4%)
	Overall	708 (33%)	995 (47%)	425 (20%)

The percentage ratings of the “entrepreneurial education and support” of the respondents are measured using the three-point rating-scale. The “very accurate” rate indicates to a high agreement level to the item, the “somewhat accurate” refers to a moderate agreement level, and the “not at all accurate” indicates to a low agreement level. As for the first statement “the creative atmosphere in my university inspires to develop ideas for new businesses,” the majority of the respondents indicate to a moderate agreement level (47.7%) to a low agreement level (33.5%). With regard to the second statement “the courses foster the social and leadership skills needed by entrepreneurs,” the large portion of the respondents are moderately agreed (53%) with the statement to a high degree agreement (27.8%). Owing to the third statement “the courses provide students with the knowledge required to start a new company,” the majority of the respondents are moderately agreed (52.6%) with the statement to a high degree agreement (32.3%).

In terms of the fourth statement “my university supports building multi-disciplinary student teams,” the majority of the respondents indicate to a moderate agreement level (42.5%) to a low agreement level (26.7%). Regarding the fifth statement “the university provides a strong network of new venture investors,” the higher portion of the respondents are moderately agreed (48.9%) with the statement to a high degree agreement (33.5%). In terms of the sixth statement “the university actively promotes the process of founding a new company,” the majority of the respondents are moderately agreed (44.7%) with the statement to a high degree agreement (28.9%). As for the seventh statement “the university environment contributes to the enhancement of my personality toward independence in the profession,” the majority of the respondents indicated to a high level of agreement (57.1%) to a moderate level of agreement (38%). Owing to the statement “the university environment contributes to the refinement of my personality toward risk trends,” the highest portion of the respondents are moderately agreed (46.6%) with the statement to a high degree agreement (41%). Overall, the students are moderately (47%) to highly (33%) agreed that the entrepreneurial education and support at the Northern Boarder University enhance their entrepreneurial intention.

Table 5 ranks the items of the entrepreneurial education and support from the highest to the lowest. The range is between 95.1% to 66.5% indicating that the university entrepreneurial education and support enhance the students’ entrepreneurial intention. Table 5 ranks the percentages for the 8 statements from the point of view that there is an entrepreneurial education and support for the students enrolled in College of Business Administration at the Northern Boarder University.

Table 5. Rank of responses (Entrepreneurial education and support)

	Statements	Frequency	percent %
7	The university environment contributes to the enhancement of my personality toward independence in the profession	253	95.1
8	The university environment contributes to the refinement of my personality toward risk trends	233	87.6
3	The courses provide students with the knowledge required to start a new company	226	84.9
5	The university provides a strong network of new venture investors	219	82.4
2	The courses foster the social and leadership skills needed by entrepreneurs	215	80.8
6	The university actively promotes the process of founding a new company	196	73.6
4	My university supports building multi-disciplinary student teams	184	69.2
1	The creative atmosphere in my university inspires to develop ideas for new businesses	177	66.5
	Overall	1703	80

As shown by Table 5, the statement stating that “the university environment contributes to the enhancement of my personality toward independence in the profession” is ranked as the highest level of agreement. The statement “the university environment contributes to the refinement of my personality toward risk trends” appears in the second rank. In the third rank comes a view related to the statement states: “the courses provide students with the

knowledge required to start a new company.” The fourth rank indicates “the university provides a strong network of new venture investors.” The fifth rank is given to statement stating that the courses foster the social and leadership skills needed by entrepreneurs.” The sixth rank is pointed to the view of “the university actively promotes the process of founding a new company.” The seventh rank points to the view that “my university supports building multi-disciplinary student teams.” The eighth rank indicates to the point view that “the creative atmosphere in my university inspires to develop ideas for new businesses.” Overall, the respondents indicate that the university entrepreneurial education and support enhance the entrepreneurial intention (80%).

4.2 Hypothesis testing

The objective of this study is to examine the degree of entrepreneurship education and support with the level of entrepreneurship intention in order to identify the extent to which the entrepreneurship education impacts the degree of the entrepreneurship intention. The dependent variable is the “entrepreneurial intention.” The independent variable is the “entrepreneurial education and support” which consists of 8-items to measure the extent to which the “entrepreneurial education and support” prepares students to the entrepreneurship. A three-point Likert Scale is used to measure the level of agreement towards whether the “entrepreneurial education and support” is deemed a good preparation for entrepreneurship. The Likert Scale is ranging from 1 (very accurate) indicating the highest agreement towards the contribution of the “entrepreneurial education and support” in preparing students for the entrepreneurship, to 3 (not at all accurate) indicating the lowest agreement towards the contribution of the “entrepreneurial education and support” in preparing students for the entrepreneurship. The “entrepreneurial education and support” is 8 items and one overall “entrepreneurial education and support category” (computed by averaging those 8 individual items). The 8 specific items of the “entrepreneurial education and support” and the overall “entrepreneurial education and support category” are tested for their reliability. The reliability means the accuracy which concern on stability, dependability and consistency of an instrument. In this study, the Cronbach’s Alpha coefficient used is based on the average correlation of items within a test if the items are standardized. The reliability test shows the Cronbach’s Alpha coefficients. The instruments are reasonably accepted for the purpose of reliability as the depicted in the following Table 6:

Table 6. Reliability test

Items	The eight specific entrepreneurial education and support items	Alpha
Item 1	The creative atmosphere in my university inspires to develop ideas for new businesses	.785
Item 2	The courses foster the social and leadership skills needed by entrepreneurs	.782
Item 3	The courses provide students with the knowledge required to start a new company	.787
Item 4	My university supports building multi-disciplinary student teams	.788
Item 5	The university provides a strong network of new venture investors	.789
Item 6	The university actively promotes the process of founding a new company	.781
Item 7	The university environment contributes to the enhancement of my personality toward independence in the rofession	.849
Item 8	The university environment contributes to the refinement of my personality toward risk trends	.845
Overall entrepreneurial education and support category		
Reliability coefficients		.824

Simple Regression (SR) was used to evaluate the level of association of entrepreneurial education and support with entrepreneurial intention. As shown by Table 4.13, the R² is 0.042 which means that this model has explained 4.2% of the total variance in the entrepreneurial intention.

Table 7. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.206	.042	.039	.562

Table 8 depicts that the F-value for the model is statistically significant at the 1% level which means that the overall model can be interpreted.

Table 8. ANOVA Analysis

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.683	1	3.683	11.649	.001 ^b
	Residual	83.460	264	.316		
	Total	87.143	265			

Table 9 illustrates the Simple Regression results. As shown by Table 9 that there is a significantly positive association between entrepreneurial education and support with entrepreneurial intention ($\beta = .206$, $t = 3.413$, $P = .001$, one-tailed significance). Therefore, hypothesis H1 is accepted.

Table 9. Simple Regression (n = 266)

Variables	Coeff.	t	p-value
(Constant)		7.639	.000
Test variable			
EES	0.206	3.413	0.001

This result gives support to what Schulte (2004), Vicens and Grullón (2011), Goedhuys & Sleuwaegen (2000), Ruiz et al. (2016), and Wells' (2014) documented that universities are playing and can play an important role in fostering entrepreneurship by equipping students with the right skills. They all agree that universities are hubs for innovation, creativity, leadership and critical thinking, which directly impact the wider society through their graduates. It is therefore imperative to ensure that students receive the right type of education to be able to make informed decisions afterwards. Entrepreneurship/entrepreneurial activity is a key way of assessing how any nation, economy, or sector is progressing, its quality, and how it may perform in future. They are essential for economic success, and any nation desiring a robust economic foundation should encourage the creation of small and medium-sized enterprises (SMEs).

5. Conclusions and implications

This study aims at testing the association of entrepreneurial education and support with entrepreneurial intention among students in College of Business Administration at the Northern Boarder University for the academic year 2019-2020. The results of this indicate that the students in College of Business Administration at Northern Boarder University have a high level of intention to be future businesspersons. This high degree of inclination gives a positive signal that the consequences on the economic growth would be great and positive (Sternberg & Wennekers, 2005; Navarro et al., 2009; Acs & Szerb, 2007; Audretsch & Thurik, 2001; Marchesnay, 2011;

Kasseeah, 2016; Ahmad & Xavier, 2012). In addition, this entrepreneurial motivation would be the most powerful economic force in a manner that it contributes significantly to the unemployment problem (Ndofirepi, 2016; Ahmad & Xavier, 2012). The differences in the entrepreneurial intention by demographic variables (gender, age, specialization, and study level) indicated that there are no significant differences exist in the entrepreneurial intention based on the respondents' different demographic information. The result of this study indicates that entrepreneurial education and support are associated with entrepreneurial intention. It gives indication that universities are playing and can play an important role in fostering entrepreneurship by equipping students with the right skills. They all agree that universities are hubs for innovation, creativity, leadership and critical thinking, which directly impact the wider society through their graduates. Thus, hypothesis H1 is accepted.

Results from this study have several implications to the theory. First, the results of the descriptive statistics show that the students in College of Business Administration at Northern Border University have a high level of intention to be future businesspersons. This high degree of inclination gives a positive signal that the consequences on the economic growth would be great and positive. In addition, this entrepreneurial motivation would be the most powerful economic force in a manner that it contributes significantly to the unemployment problem. In addition, the positive association between entrepreneurial education and support with entrepreneurial intention gives indication that universities are playing and can play an important role in fostering entrepreneurship by equipping students with the right skills. They all agree that universities are hubs for innovation, creativity, leadership and critical thinking, which directly impact the wider society through their graduates.

Therefore, the results of this study extends the previous studies in the entrepreneurship by adding a new empirical evidence on entrepreneurial intention, and entrepreneurial education and support in the setting of Saudi Arabia. Further, studies may replicate this study to enhance the external validity of the results. Finally, it would be of interesting to expand the research scope and models by using a more sophisticated technique such as structural equation modeling. This study also has several implications for practice. First, as there is a high degree of entrepreneurial intention among the students in College of Business Administration, it is considered a good quality and it is a part of the ambitious KSA 2030 Vision to achieve.

This study is limited to several limitations. First, the findings are limited to the specific sample. The sample is drawn partly from 266 students in College of Business Administration. Thus, generalizing the results may not give the same findings. Therefore, it is a worthwhile exercise to find out whether different colleges at the Northern Border University are a significant factor for entrepreneurial intention. The medical, engineering and humanitarian colleges could also include as a sample for the future study. Future research could also conduct a comparative analysis to examine whether there is a significant difference in the entrepreneurial intention among the students belong to different colleges. Second, this is a self-reported study in which the respondents were asked to rate a one-item indicating to their entrepreneurial intention. Future research may use different measurements to measure the entrepreneurial intention. As a result, different trends of results may be documented. Third, this study measures the perception of the students towards the entrepreneurial education and support using 8-items; hence, it may not be representative of actual entrepreneurial education and support, or different measures could be used. Future research may replicate the same study using a different measure of the entrepreneurial education and support. Finally, this study is conducted among the students in College of Business Administration at Northern Border University. Future studies may replicate this study in different Business Colleges in different universities in the KSA.

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