Ali, Sharefa; Hasan, Samaher; Alhothali, Ghada Talat

**Article**

# Knowledge management to foster the entrepreneurship activity : case for Saudi Arabia

Marketing i menedžment innovacij

ARMG Publishing "Thinking ahead"
sciendo
Marketing and Management of Innovations, 3, 2022
ISSN 2218-4511 (print) ISSN 2227-6718 (online)

# KNOWLEDGE MANAGEMENT TO FOSTER THE ENTREPRENEURSHIP ACTIVITY: CASE FOR SAUDI ARABIA

**Sharefa Ali,** https://orcid.org/0000–0001–8233–8002
University of Jeddah, Saudi Arabia
**Samaher Hasan,** https://orcid.org/0000–0001–9346–3888
University of Jeddah, Saudi Arabia
**Ghada Talat Alhothali,** https://orcid.org/0000–0002–6264–2223
Associate professor, University of Jeddah, Jeddah, Saudi Arabia
**Corresponding author:** Sharefa Ali, samahdi@uj.edu.sa
**Type of manuscript:** research paper

**Abstract:** *It is becoming a topic of increasing significance on a global scale to encourage students in educational institutions of higher learning to behave in an entrepreneurial manner. It is especially true in the countries that make up the Middle East/North Africa (MENA) region, where there is a greater pressing need to cultivate and develop college students into business owners who can financially support themselves through their own businesses. Since only several studies considered the impact of education on aspiring business owners in fast-developing countries like Saudi Arabia, this study helps fill a gap in the existing body of academic research. The primary objective of this research is to evaluate the impact that participation in educational programs about entrepreneurship has on the possibility that college students will be engaged in entrepreneurial activities in the future. It is significant to give education's central role in cultivating and encouraging entrepreneurship. This investigation utilized the theory of planned behaviour as its primary framework. A convenience sample was used to collect responses to a questionnaire that was administered online. The recruitment process resulted in the participation of a total of 250 individuals who had previously attended institutions in Saudi Arabia and engaged in entrepreneurship education. The findings indicated that an individual's attitude toward entrepreneurship and their assessment of their level of behavioural control (perceived entrepreneurship abilities) significantly impact an individual's intention to participate in entrepreneurial activity. On the other hand, subjective norms do not significantly impact the intention to engage in entrepreneurial activity. The most noteworthy finding is that the extent to which students aspire to launch their own businesses is significantly influenced by entrepreneurship education. An explanation of the study's limitations and some suggestions for more research were presented and discussed further. The study is limited to participation in entrepreneurship education. However, additional research investigating both the quality and quantity of education is also advised.*
**Keywords:** attitudes toward behaviour; entrepreneurship education; entrepreneur's intentions; Saudi Arabia; theory of planned behaviour.

**JEL Classification**: M10, M30

**Received:** 02 June 2022 **Accepted:** 07 September 2022 **Published:** 30 September 2022

**Funding:** This research received no external funding.
**Publisher:** Sumy State University

**Cite as:** Ali, S., Hasan, S. & Alhothali, G. T. (2022). Knowledge management to foster the entrepreneurship activity: case for Saudi Arabia. *Marketing and Management of Innovations*, 3, 44–55. https://doi.org/10.21272/mmi.2022.3-04

**Introduction**. An entrepreneurship revolution has undeniably influenced the business sector worldwide (Reynolds et al., 2001). As a concept, entrepreneurship encompasses new and creative approaches to business operations at all levels. Since entrepreneurship is the process of idea generation and business creation, implementing new ideas and creative solutions requires energy and passion. Core components of this process include risk-taking, team building, sound business planning, and opportunity detection (Kuratko, 2005). Entrepreneurship is also critical to economic growth and prosperity, relevant to companies, industries, and nations (Wennekers and Thurik, 1999). Recent years have seen a growing emphasis on the value of entrepreneurship education in promoting entrepreneurial thoughts and practices. According to Peter Drucker, «The entrepreneurial mystique? It is not magic, it is not mysterious, and it has nothing to do with the genes. It is a discipline, and, like any domain, it can be learned» (Alum, 1986). A wide range of educational institutions has embraced entrepreneurship as a means of accelerating economic growth. Increasingly, colleges and universities are equipping students for the workforce by expanding their entrepreneurial skills and competencies (Mittal and Raghuvaran, 2021). The role of educational institutions has also improved over time. More than simply producing technology transfer (via patents, spin-offs, and start-ups), colleges play a key role in fostering entrepreneurial thinking and practice (Pugh et al., 2018; Audretsch, 2014).

Although previous studies have examined the link between entrepreneurial education and intentions, there have been inconsistent outcomes (Bae et al., 2014; Fayolle and Gailly, 2013). A prior study by Fayolle and Gailly (2013) has shown that delivering a short introductory program of teaching entrepreneurship appears to have no observable effect on students' intentions in the short term. In addition, a study by Wu and Wu (2008) found that students who have received entrepreneurship education are likelier than those who have not established their own businesses. In a meta-analysis of 73 studies, there were inconsistent results regarding the connection between entrepreneurship education and graduates' entrepreneurial inclinations (Bae et al., 2014). As a result, the current study fills a void in the literature by investigating the impact of entrepreneurial education on Saudi students' entrepreneurial intentions at public and private institutions.

Prior studies have established that entrepreneurial education is central to graduate students' intentions and aspirations to launch new ventures (Audretsch, 2014; Ahmed et al., 2020). Saudi universities were fostering their students' skills and competencies. There was recently a significant consideration for improving entrepreneurship mindsets and thinking. Many things seem to be causing this change. One is that people are learning more about the importance of entrepreneurship in building economies. One of the most important goals that the Saudi government has set to accomplish by the year 2030 is to foster a more entrepreneurial spirit (Alharthi and Alhothali, 2021). This target is emphasized by the country's Vision 2030.

Entrepreneurship education at colleges in Saudi Arabia is considered a way to inspire individuals to launch their own companies to provide employment. Azim and Hariri (2018) indicate that several educational institutions have become hubs of business activity over the past few years. Consequently, many universities have initiated entrepreneurship programs at both the undergraduate and postgraduate levels. Furthermore, it is found that entrepreneurship curricula are crucial in fostering entrepreneurs' awareness (Hannon, 2013; Fretschner and Weber, 2013). However, they couldn't empower the students with the necessary practical skills to launch new businesses. To the researcher's knowledge, studies investigating the role of entrepreneurial education on graduate students' intentions to launch new ventures after the announcement of Saudi Vision 2030 are limited. Hence, the primary purpose of this study is to determine, using the theory of planned behaviour (TPB), what drives Saudi graduate and undergraduate students to start their own businesses.

**Literature Review**. It has become increasingly evident that entrepreneurship is nourishing the economy and fostering the growth and prosperity of countries (Toma et al., 2014); it also increases new job creation and supports innovation and creativity (Mahmoud and Muharam, 2014) and, therefore, poverty elimination. Nurturing the entrepreneurship culture is fundamental for job creation, increased competitiveness, and economic growth (Pawitan et al., 2017). According to the Global Entrepreneurship Monitor (GEM), 17 percent of the latest jobs were accounted for by new firms (Reynolds et al. 2004). Job creation has been found to be highly associated with the level of entrepreneurial activity (Lee, 2017). Furthermore, the literature on women's empowerment through entrepreneurship and the resilience of female business owners in the face of adversity is expanding (Al-Dajani and Alsahli, 2021; Alhothali and Al-Dajani, 2022).

Previous research has come to an agreement on what entrepreneurship means (Abosede and Onakoya, 2013). Entrepreneurs are people with goals, aspirations, and a drive to see them through to completion. Individual intentions have been the subject of many of theories because they are the first step in creating a project (Van Gelderen et al., 2018). The Shapiro and Sokol hypothesis and the theory of planned behavior (Ajzen, 2020) were the first theories to explain entrepreneurial intentions (Saadaoui et al., 2021).

In particular, the theory of planned behaviour has proven to be a robust model to explore behavioural intentions, and hence, it is adopted in this study (Ajzen, 2020). The theory of planned behaviour has been demonstrated to be accurate in predicting the factors that influence entrepreneurial intentions most reliably (Joensuu-Salo et al., 2021; Kautonen et al., 2015; Esfandiar et al., 2019; Phong et al., 2020) Entrepreneurship education, for example, is taken into consideration by the theory of planned behaviour, which, in contrast to other models, makes it easier to identify and forecast entrepreneurial intentions (Su et al., 2021; Nguyen et al., 2020). Other than entrepreneurship, the theory of planned behaviour appears to predict a wide range of behaviours better than other models (Naushad, 2018).

The study of behavioural intentions has been a long-standing concern of psychologists, who have produced three different theories underlying the cognitive processes (Ajzen, 2020) (1) linguistic theory; (2) attribution theory; and (3) expectancy theory. Based on the expectation theory, TPB encourages people to engage in activities that they believe will lead to positive outcomes and discourages them from engaging in actions that they believe will result in negative outcomes (Ajzen, 2020).

TPB claims that intentions are a measure of how much effort people are willing to put into a behaviour (Ajzen, 2020). To put it another way, intentions are a person's willingness or plans to engage in a specific conduct and the prediction of behaviour is the ultimate purpose of intentions research. Intentions research's main objective is to anticipate potential behaviour (Sheeran and Webb, 2016). Research has shown that intentions models can be an effective tool for examining entrepreneurial intentions and the factors that influence them (Tausif et al., 2021; Lechuga et al., 2020; Debarliev et al., 2015; Martínez-González, 2019; Vamvaka et al., 2020). In this research, the intended 'behaviour' is entrepreneurial intention to establish a new enterprise, and the perceived behaviour control measures entrepreneurial abilities (self-efficacy). Entrepreneurial intention is the intent to launch a new venture (Çera and Çera, 2020), to own a business (Pérez-Pérez et al., 2021), or to be self-employed (Lechuga et al., 2020). According to Batocchio et al., (2016), 'Intention in business' is a conscious mental state that focuses attention (and, as a result, experience and behaviour) toward a certain object (goal) or pathway to accomplish that goal (means).

Studies in the past have looked at how entrepreneurial education affects how likely university graduates are to start their own business (Küttim et al., 2014; García-Rodríguez et al., 2019); for example, Volery et al. (2013) found that entrepreneurial education has a significant influence on human capital. In Saudi Arabia, entrepreneurial education in universities is seen as a panacea for promoting entrepreneurial intentions; transforming universities into entrepreneurial hubs has become a new area in the last few years. Prior studies emphasized that entrepreneurship curricula have been essential to raising entrepreneurs' awareness (Hannon, 2013; Fretschner and Weber, 2013). However, it lacks to empower the graduates with qualifications necessary to launch new enterprises.

Despite the fact that several Saudi Arabian universities have started entrepreneurial centres and entrepreneurial programs, their graduates are still hesitant to embrace entrepreneurship as a career path to take up. The researcher is aware of a few studies looking at the impact of entrepreneurial education programs on intentions to begin their own business after the announcement of Saudi vision 2030. This study's primary goal is to find out how entrepreneurship education affects the intentions of entrepreneurs.

The term 'attitudes toward a behaviour' refers to how an individual views the activity in issue (Ajzen, 1991). According to the TPB, a person's attitudes are shaped by the whole range of relevant behavioural beliefs that link the behaviour to various outcomes and other features (Ajzen, 2012). Attitudes are considered the steppingstone to entrepreneurial intentions (Hannan et al., 2004). As a result, improving positive attitudes toward entrepreneurship is necessary to increase student entrepreneurial intentions (Movahedi and Fathi, 2011). According to Souitaris et al. (2007), students who participate in entrepreneurship programs develop attitudes that increase their intentions.

People's perception of behavioural control, like Bandura's (1995; 1997) concept of self-efficacy, is based on how confident the individual is in their capacity to perform a future behaviour (Ajzen, 2005). In order to improve behaviour prediction, Ajzen (2002) identified the necessity of including self-efficacy and controllability components in intention measurements.

Self-efficacy is the belief in one's own ability to plan, choose, and carry out the steps necessary to achieve specific goals (Bandura, 1997, p.3). When people lack self-efficacy, they tend to make self-limiting decisions, even though they have the essential skills to take action (Bandura, 1995).

Prior empirical studies have found a significant association between entrepreneurs' self-efficacy and entrepreneurial intention (Chen et al., 1998; Zhao et al., 2005; Krueger et al., 2000; Swann et al., 2007). According to Swann et al. (2007), a person's behaviour is hugely affected by their confidence in their capacity

to do the necessary behaviours for success. Zhao et al. (2005) found empirical support for the positive impact of formal academic course participation on intentions to establish new ventures. Zhao et al. (2005) showed supporting evidence for the effect of participation in formal academic courses on aspirations to launch a new firm. Krueger et al. (2000) also showed a positive and substantial correlation between entrepreneurial intentions and a person's perception of their own self-efficacy.

In addition, Boyd and Vozikis (1994) argued that self-efficacy is an important contribution to entrepreneurial intentions models that attempt to explain the development of entrepreneurial intentions.

Perceived behavioural control (i.e., believing in one's entrepreneurial ability) is, therefore, one of the factors deemed significant to influence behavioural intentions.

A person's intention to engage in a particular action can be influenced by their perception of the social pressure from their peers, which is known as "subjective norms" (Ajzen, 1991). Subjective norms have been found in the literature to be a precursor to intentions (Engle et al., 2010; Liñán et al., 2011; Yousaf et al., 2015). According to Kolvereid (1996) and Tkachev and Kolvereid (1999) in Norway and Russia, subjective norms have a considerable impact on entrepreneurial intention. Similarly, Engle et al. (2010) found that subjective norms influence intentions in 12 countries. Alsos and colleagues (2006) have also found that subjective norms affect entrepreneurial intentions. Contrary to the theory of planned behaviour, Krueger et al. (2000) did not find subjective norms influencing entrepreneurial intentions in their US university student population. According to Liñán and Chen (2009), one possible reason for the discrepancy in results may be the different methods used to measure subjective standards. Only in two of the six countries studied by Moriano et al. (2011) did subjective norms have a substantial impact on intentions. The predictive power of antecedents of entrepreneurial intentions has thus been found to be variable across studies and countries (Iakovleva et al., 2011). Hence, due to the mixed result found in previous literature and to the fact that Saudi society is considered a collectivist society, where individuals are "integrated into strong, cohesive, in-groups" (Cassell and Blake, 2012, p. 154), this study hypothesises propositions in the following section.

Entrepreneurship education is a method for improving an individual's underlying attitudes, perceptions, and intents toward self-employment (Kolvereid, 1996). In addition, Alberti and colleagues (2005) define it as organized formal delivery of entrepreneurial notions, competencies, and knowledge employed by individuals at the start and development of their growth-oriented enterprise. Entrepreneurship education refers to a teacher's deliberate intervention in a student's life in order to transmit entrepreneurial values and abilities and help the student thrive in business (Isaacs et al., 2007, p. 614). Entrepreneurship education teaches students more than just how to start a business; it also teaches them the skills and competencies required to engage in entrepreneurial, innovative, and flexible behaviour in a constantly changing world (Hynes and Richardson, 2007). The goal of entrepreneurship education is to alter the mindsets of future business owners.

According to this, entrepreneurship education has an adaptable role, which means students can modify their learning experience to the context in which they are learning and hence change their behaviour (Deakins and Freel, 1998).

According to Refaat's (2009) study, an entrepreneurial education allows students to develop and apply their creativity as well as take on risks and responsibilities in order to succeed. It is also defined as a set of activities designed to increase participant desire and intention to pursue entrepreneurial actions, as well as cognitive processes that may influence such intentions, such as perceptions of the desirability and feasibility of starting a business (Liñán, 2004). So, entrepreneurship education is thought to be important for helping young people build skills, qualities, and behaviours, understand and think about entrepreneurship as a career option, and develop generally good entrepreneurial goals (Charney and Libecap, 2000; Kuratko, 2005).

Programs and modules in entrepreneurship education equip graduates with the skills they need to come up with innovative solutions to challenges, solve problems efficiently, evaluate company ideas objectively, and successfully communicate, network, lead, and evaluate any project (European Commission, 2008). Through entrepreneurship education programs, students can examine their business ideas in a supportive educational setting, which gives them more confidence to start their own businesses (European Commission, 2008).

Charney and Libecap (2000) showed that entrepreneurship education strongly influences risk-taking, the establishment of new enterprises, and the likelihood to be self-employed. Several scholars have demonstrated the importance of evaluating the efficiency of entrepreneurship programs (Porter and McKibben, 1988). Gorman et al. (1997) found that entrepreneurship could be taught, or at least encouraged, by entrepreneurship education. Furthermore, Students' attitudes about entrepreneurship are altered over time by entrepreneurship education (Hatten and Ruhland, 1995), which has a favourable effect on their entrepreneurial intentions. Individuals may learn how to behave entrepreneurially, Drucker (1985) argued, and it is acceptable to suppose

that this can be learned. However, while there is an ongoing dispute about whether entrepreneurship can be taught (Solesvik et al., 2014), a majority of the work in this field suggests that entrepreneurship can be taught. Entrepreneurship education in developing nations like Botswana is viewed as a means of fostering a favourable attitude toward entrepreneurship and self-employment. There are three main goals of entrepreneurship education: (1) to change the students' behaviours and intentions so that they can better understand entrepreneurship; (2) to facilitate entrepreneurial activity; and (3) to support entrepreneurial activity that ultimately results in the formation of new businesses and job opportunities (Keat et al., 2011).

A growing number of people are considering entrepreneurship as a potential career path because of educational programs that teach entrepreneurship (Gorman et al., 1997). According to a study conducted by Souitaris et al. (2007), students' entrepreneurial intentions are influenced by entrepreneurship programs. Another school of thought holds that entrepreneurship education involves more than just the development of business strategies and the creation of new companies, but rather a mindset that can be applied to all aspects of the economy and society.

According to the European Commission (2008), higher education institutions should focus on developing students' entrepreneurial abilities and attitudes as the fundamental goal of entrepreneurship education. According to Hynes and Richardson (2007), a successful entrepreneurship education program does not only teach students how to start a firm; rather, it provides graduates with the requisite experience, knowledge, and competence to adapt to an ever-changing workplace environment. As a result, entrepreneurship education helps students get a better understanding of market possibilities and risks and how to respond to them (Bae et al., 2014).

**Methodology and research methods.** . Data for this research is obtained through the use of a quantitative approach. In particular, an Entrepreneurship Intention Questionnaire (EIQ) is utilized in an online survey. This study aims to answer the following research questions:

- What are the factors influencing entrepreneurial intention?
- Does entrepreneurship education impact entrepreneurship intentions?

Thus, the following hypotheses are developed:

H1 Attitude toward a behaviour relates positively to entrepreneurial intentions.

H2 Perceived behavioural control relates positively to entrepreneurial intentions.

H3 Subjective norms relate positively to entrepreneurial intentions.

H4: Entrepreneurship education relates positively to entrepreneurial intention.

The questionnaire adopted the previously validated Entrepreneurial Intentions Questionnaire (Forbes, 2005; Luthje and Franke, 2003; Liñán and Chen, 2009). In particular, scales measuring Attitude toward entrepreneurship (ATE), Subjective Norm (SN) and Perceived Entrepreneurial Abilities (PEA) and Entrepreneurial intentions (EI) are adapted from the study by Liñán and Chen (2009). However, the scale measuring Entrepreneurship Education (EE) is adapted from (Liñán et al., 2010). To ensure content validity, a panel of experts, including entrepreneurs and academics, was consulted (Field, 2009). In 2019, the instrument was pretested on a group of ten students taking entrepreneurship courses at the University of Jeddah in Saudi Arabia. Participants were recruited from Saudi universities (ten public and four private universities), which deliver entrepreneurship educational programs. A convenience sample of students in senior years was invited to participate in the study. A total of 500 online questionnaires were distributed, out of which 250 were returned. The total sample size was 250, yielding an effective response rate of 50%.

**Results**. The sample was diverse in terms of students' gender, age, and self-employment status. Frequencies are displayed in the following Table 1 below:

**Table 1. Sample characteristics**

| Demographic Characteristics | | Frequency | Percentage |
|---|---|---|---|
| **Gender** | Male | 137 | 54.8 |
| | Female | 113 | 45.2 |
| **Age** | 18–24 | 45 | 18.0 |
| | 25–34 | 100 | 40.0 |
| | 35–44 | 68 | 27.2 |
| | 45–54 | 30 | 12.0 |
| | 55 and more | 7 | 2.8 |
| **Self-employed Status** | Yes | 82 | 32.8 |
| | No | 168 | 67.2 |

Sources: developed by the authors.

Table 1 (above) shows that 45.2% of the respondents were male, and 54.8% were female. The majority of participants (40%) were between 25–34 years old, (27.2%) were between 35–44 years old, 18% were between 18–24 years old, and (12%) were between 45–54 years old, while (2.8%) were greater than 50 years old. The findings also show that 82 respondents (32.8%) were self-employed.

Cronbach's alpha was used to measure the reliability of the multi-item scales of the questionnaire (Mazzocchi, 2008). Following standard practice, the minimum alpha threshold of 0.7 (Nunnally and Bernstein, 2010) was established. The square root of AVE ranges between 0.475 and 0.592 (Fornell and Larcker, 1981); see Table 2 below.

**Table 2. Correlations, square root of AVE, Reliabilities, Skewness and Kurtosis**

| | ATE | SN | EI | PEA | EE |
|---|---|---|---|---|---|
| ATE | **0.499** | | | | |
| SN | 0.566** | **0.525** | | | |
| EI | 0.624** | 0.479** | **0.475** | | |
| PEA | 0.462** | 0.499** | 0.579** | **0.577** | |
| EE | 0.576** | 0.461** | 0.616** | 0.645** | **0.592** |
| Internal Consistency | 0.820 | 0.841 | 0.817 | 0.827 | 0.815 |
| Cronbach Alpha | 0.829 | 0.856 | 0.582 | 0.962 | 0.945 |
| Mean | 4.376 | 4.070 | 3.999 | 4.103 | 4.410 |
| Standard error(se) | 0.04166 | 0.03940 | 0.03137 | 0.03158 | 0.03895 |
| Skewness | -1.109 | -0.731 | -1.622 | -1.170 | -1.941 |
| Kurtosis | 1.349 | 1.462 | 5.064 | 6.957 | 6.765 |

Note: *p<.05; **p<.01; ***p<.001. Figures on the diagonal are the square root of AVE; ATE – Attitude toward entrepreneurship; SN – Subjective Norms; EI – Entrepreneurial intentions; PEA – Perceived Entrepreneurial Abilities; EE – Entrepreneurship Education

Sources: developed by the authors.

For the final analysis of the proposed research model, linear regression was used for the statistical analysis at a level significance of 95%. The results in Table 3 (below) show that attitude toward entrepreneurship as a career option has a significant impact on entrepreneurial intention (b=0.261; t=5.861, p<0.001), supporting H1. These findings confirm prior studies where attitudes were a critical factor influencing intentions (Linan et al., 2010; Ebewo et al., 2017). Attitudes can be viewed as the steppingstone to entrepreneurial intentions. Thus, to increase entrepreneurial activities, it is necessary to increase positive attitudes toward entrepreneurship (Ajzen, 2012; Linan and Chen, 2009; Souitaris et al., 2007).

**Table 3. The direct relationships**

| Hypothesis | b | SE | t-value | Sig. | Support/no support |
|---|---|---|---|---|---|
| H1: Attitude toward entrepreneurship to entrepreneurial intentions | 0.261 | 0.044 | 5.861 | 0.000 | Support |
| H2: Subjective Norm to Entrepreneurial intentions | 0.044 | 0.045 | 0.979 | 0.329 | no support |
| H3: Perceived behavioural control to Entrepreneurial intentions | 0.237 | 0.060 | 3.964 | 0.000 | Support |
| H4: Entrepreneurship Education to Entrepreneurial intentions | 0.191 | 0.051 | 3.769 | 0.000 | Support |

Source: developed by the authors

Furthermore, the results indicate no significant impact of subjective norms on entrepreneurial intentions (b =0.055; t=0.979), rejecting H2. This result confirms prior research where subjective norms have no critical impact on entrepreneurial intentions (Autio et al., 2001; Krueger et al., 2000; Linan and Chen, 2009). Moreover, the findings show that perceived behavioural controls significantly impact entrepreneurial intentions (b=0.237; t=3.964, p<0.001). This finding confirms prior studies where individuals' behaviour is highly influenced by confidence in their ability to perform the behaviour necessary to be successful (Swann et al., 2007). The findings also show that students' participation in entrepreneurial education (b = 0.191; t= 3.769, p < 0.001) is positively related to entrepreneurial intentions, supporting H4.

**Conclusions**. The primary purpose of this study was to examine the impact of entrepreneurship education on university students' intentions toward entrepreneurship using the theory of planned behaviour.

Students' entrepreneurial intentions were examined in this study to see how far college-level entrepreneurship education influenced them. The data was collected quantitatively to meet the study's primary

goals and provide an answer to the research question. A total of 250 online questionnaires were retrieved. SPSS V. 25 was used to analyse the data for this study.

The findings show that attitude toward entrepreneurship and perceived behavioural control are antecedents of entrepreneurial intention because they positively influence entrepreneurial intention. Moreover, the findings show that subjective norms did not affect individuals' intentions. This finding lends credence to prior research that found subjective norms had little influence on entrepreneurs' intentions (Dinc and Budic, 2016; Alessa, 2019); this finding could be attributed to the intricacy of the scale used. The simpler the scale, the better (Heuer and Linan,2013). Involvement in entrepreneurship education directly and positively impacts attitudes toward entrepreneurship as a career option. In particular, attitude toward entrepreneurship and perceived behavioural control are immediate antecedents of entrepreneurial intention. Furthermore, the findings of this study corroborate a recent study that shows that entrepreneurship education positively influences entrepreneurship intention (Doan and Phan, 2020).

This study sought the perceptions of university students in general but did not examine the perceptions of students whose parents are entrepreneurs. Students' attitudes toward entrepreneurship, perceived entrepreneurial ability, and entrepreneurial intents will need to be examined further in future research to determine the success or failure of the entrepreneurship education subject components and contents. A longitudinal study is necessary to observe whether entrepreneurship intentions result in entrepreneurial behaviour, for example, five years after graduation. A study should also be conducted to investigate educators' attitudes toward entrepreneurship as a career option and their perceptions about entrepreneurship and entrepreneurial education. Such research should be able to answer the question: «To what extent do educators agree that it is possible to offer entrepreneurship education courses that could develop students' entrepreneurial intention?». Future studies should gather more demographic information on students' family backgrounds by identifying students from self- and non-self-employed families. It includes the number of years the families are involved in the business. Furthermore, it is recommended that further research be conducted to determine the quality as well as the amount of education.

**Author Contributions:** conceptualization, S. M., S. O. and G. T. A.; methodology, S. M.; software, S. M.; formal analysis, S. M.; data curation, S. M., S. O. and G. T. A.; writing-original draft preparation, S. M., S. O., and G. T. A. writing-review and editing, S. M., S. O. and G. T. A. visualization, S. M., S. O. and G. T. A.; supervision, G. T. A.

**Conflicts of Interest**: Authors declare no conflict of interest.

**Data Availability Statement**: Not applicable.

**Informed Consent Statement**: Not applicable.

## References

Abosede, A. J., & Onakoya, A. B. (2013). Entrepreneurship, economic development and inclusive growth. *International Journal of Social Sciences and Entrepreneurship*, *1*, 375-387. [Google scholar]

Ahmed, T., Chandran, V. G. R., Klobas, J. E., Linan, F., & Kokkalis, P. (2020). Entrepreneurship education programmes: How learning, inspiration and resources affect intentions for new venture creation in a developing economy. *The International Journal of Management Education*, *18*, 100-327. [Google Scholar] [CrossRef]

Alessa, A. A. (2019). Entrepreneurial intention among Saudi students: The role of personal attitude, subjective norms and perceived behavior control. *SMART Journal of Business Management Studies*, *15*, 50. [Google Scholar] [CrossRef]

Al-Dajani, H. & Alsahli, M. (2021). Can women entrepreneurs thrive in Saudi Arabia? *Entreprendre & Innover*, *4950*, 100–109. [Google Scholar] [CrossRef]

Alharthi, A. & Alhothali,G.T. (2021). The adoption of social media marketing by Home-based business in Saudi Arabia, *Marketing and Management of Innovations*, *3*, 252-263. [Google Scholar] [CrossRef]

Alhothali, G. T. & Al-Dajani, H. (2022) Emotions and Resilience in Saudi Women's Digital Entrepreneurship during the COVID-19 Pandemic. *Sustainability*, *14*, 8794. [Google Scholar] [CrossRef]

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, *50*, 179–211. [Google Scholar]

Ajzen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of Planned Behavior. *Journal of Applied Social Psychology*, *32*, 665-683. [Google Scholar]

Ajzen, I. (2005). Attitudes, personality and behavior (2nd ed.). Maidenhead, Berkshire: Open University Press. Retrieved from [Link]

Ajzen, I. (2012). Values, attitudes, and behavior. *Methods, Theories, and Empirical Applications in the Social Sciences*, 33–38. [Google Scholar] [CrossRef]

Ajzen, I. (2020). The theory of planned behavior: Frequently asked questions. *Human Behavior and Emerging Technologies, 2*, 314-324. [Google Scholar] [CrossRef]

Alberti, F., Sciascia, S., & Poli, A. (2005). The domain of entrepreneurship education: Key issues. *International Journal of Entrepreneurship Education, 2*, 453-482. [Google Scholar]

Alsos, G., Isaksen, E., & Søfting, E. (2006). Youth enterprise experience and business start-up intentions. 14th Nordic Conference on Small Business Research. [Google Scholar]

Alum, R. (1986). Reviewed Work: Innovation and Entrepreneurship: Practice and Principles by Peter F. Drucker, *Public Productivity Review, 10*, 105-109. Retrieved from [Link]

Audretsch, D. B. (2014). From the entrepreneurial university to the university for the entrepreneurial society. *The Journal of Technology Transfer, 39*, 313–321. [Google scholar]

Autio, E., H. Keeley, R., Klofsten, M., G. C. Parker, G., & Hay, M. (2001). Entrepreneurial intent among students in Scandinavia and in the USA. *Enterprise and Innovation Management Studies, 2*, 145–160. [Google Scholar] [CrossRef]

Azim, M. T., & Hariri, A. (2018). Entrepreneurship education and training in Saudi Arabia. *Contributions to Management Science*, 193–214. [Google Scholar] [CrossRef]

Bae, T. J., Qian, S., Miao, C., & Fiet, J. O. (2014). The relationship between entrepreneurship education and entrepreneurial Intentions: A Meta–Analytic Review. *Entrepreneurship Theory and Practice, 38*, 217–254. [Google Scholar] [CrossRef]

Bandura, A. (1995). Social foundations of thought and action: A social cognitive theory (7th ed.). Englewood Cliffs, NJ: Prenctice Hall. [Google Scholar]

Bandura, A. (1997). Self-efficacy: The exercise of control. [Google Scholar]

Batocchio, A., Ghezzi, A. & Rangone, A. (2016). A method for evaluating business models implementation process. *Business Process Management Journal, 22*, 712-735. [Google Scholar] [CrossRef]

Boyd, N. G., & Vozikis, G. S. (1994). The influence of self-efficacy on the development of entrepreneurial intentions and actions. *Entrepreneurship Theory and Practice,18*, 63–77. [Google Scholar] [CrossRef]

Cassell, M. A., & Blake, R. J. (2012). Analysis of hofstedes 5-D model: The implications of conducting business In Saudi Arabia. *International Journal of Management & Information Systems, 16*, 151. [Google scholar] [CrossRef]

Çera, G., & Çera, E. (2020). Intention to start a business and entrepreneurship education programme: a pre-and post-programme research design. *Journal of Enterprising Communities: People and Places in the Global Economy,14*, 603-619. [Google Scholar] [CrossRef]

Charney, A., & Libecap, G. D. (2000). The impact of Entrepreneurship Education: An evaluation of the Berger entrepreneurship program at the University of Arizona, 1985-1999. SSRN Electronic Journal. [Google Scholar] [CrossRef]

Chen, C. C., Greene, P. G., & Crick, A. (1998). Does entrepreneurial self-efficacy distinguish entrepreneurs from managers? *Journal of Business Venturing, 13*, 295-316. [Google Scholar] [CrossRef].

Deakins, D., & Freel, M. (1998). Entrepreneurial learning and the growth process in SMEs. *The Learning Organization, 5*, 144-155. [Google Scholar] [CrossRef]

Debarliev, S., Janeska-Iliev, A., Bozhinovska, T., & Viktorija, I. (2015). Antecedents of entrepreneurial intention: Evidence from Republic of Macedonia. *Business and Economic Horizons (BEH), 11*, 143-161. Google Scholar]

Dinc, M. S., & Budic, S. (2016). The impact of personal attitude, subjective norm, and perceived behavioural control on entrepreneurial intentions of women. *Eurasian Journal of Business and Economics*, 9, 23-35. [Google Scholar] [CrossRef]

Doan, X. T., & Phan, T. T. (2020). The impact of Entrepreneurial Education on entrepreneurial intention: The case of Vietnamese. *Management Science Letters, 10*, 1787-1796. [Google Scholar]

Drucker, P. F. (1985). Innovation and entrepreneurship: Practice and principles. Harper and Row.

Ebewo, P., Rugimbana, R. & Shambare, R. (2017). Effects of entrepreneurship education on students' entrepreneurial intentions: A case of Botswana. *Management Studies, 5*, 278-289. [CrossRef]

Engle, R. L., Dimitriadi, N., Gavidia, J. V., Schlaegel, C., Delanoe, S., Alvarado, I., He, X., Baume, S. Wolff, B. (2010). Entrepreneurial intent: A twelve-country evaluation of Ajzen's model of planned behavior. *International Journal of Entrepreneurial Behavior & Research, 16*, 35-57. [Google Scholar] [CrossRef]

Esfandiar, K., Sharifi-Tehrani, M., Pratt, S., & Altinay, L. (2019). Understanding entrepreneurial intentions: A developed integrated structural model approach. *Journal of Business Research, 94*, 172-182. [Google Scholar] [CrossRef]

European Commission. (2008). *Entrepreneurship in higher education, especially within non-business studies: Final report of the expert group*. [Link]

Fayolle, A., & Gailly, B. (2013). The impact of entrepreneurship education on entrepreneurial L attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management, 53*, 75–93. [Google Scholar]

Field, A. (2009). Discovering statistics using SPSS. [Google Scholar]

Forbes, D. P. (2005). Are some entrepreneurs more overconfident than others? *Journal of Business Venturing, 20*, 623–640. [Google Scholar]

Fornell, C., & Larcker, D. (1981). Erratum: Structural equation models with unobservable variables and measurement error: Algebra and statistics. *Journal of Marketing Research, 8*, 427. [Google Scholar] [CrossRef]

Fretschner, M., & Weber, S. (2013). Measuring and understanding the effects of entrepreneurial awareness education. *Journal of Small Business Management, 51*, 410–428. [Google Scholar] [CrossRef]

Garcia-Rodriguez, F., Gutierrez-Tano, D., & Ruiz-Rosa, I. (2019). Analysis of the Potential of Entrepreneurship Education in Young Children. *Entrepreneurship Research Journal, 9(1)*. [Google Scholar] [CrossRef]

Gorman, G., Hanlon, D., & King, W. (1997). Some research perspectives on Entrepreneurship education, enterprise education and education for small business management: A Ten-year literature review. *International Small Business Journal: Researching Entrepreneurship,15*, 56–77. [Google Scholar] [CrossRef]

Hannan, M., Hazlett, S. A., & Leitch, C. (2004). Entrepreneurship education: How do we measure success. In *Conference proceedings RENT VII conference* (pp. 24-26). Retrieved from [Link]

Hannon, P. D. (2013). Why is the entrepreneurial University Important?. *Journal of Innovation Management, 1*, 10-17. [Google Scholar] [CrossRef]

Hatten, T. S., & Ruhland, S. K. (1995). Student attitude toward entrepreneurship as affected by participation in an SBI program. *Journal of Education for Business, 70*, 224-227. [Google Scholar] [CrossRef]

Heuer, A., & Linan, F. (2013). Testing alternative measures of subjective norms in entrepreneurial intention models. *International Journal of Entrepreneurship and Small Business, 19*, 35-50. [Google Scholar] [CrossRef]

The Progress & Achievements of Saudi Arabia. Vision 2030. (2022). Retrieved from [Link]

Hynes, B., & Richardson, I. (2007). Entrepreneurship education. *Education + Training, 49*, 732–744. [Google Scholar] [CrossRef]

Iakovleva, T., Kolvereid, L., & Stephan, U. (2011). Entrepreneurial intentions in developing and developed countries. *Education + Training, 53*, 353–370. [Google Scholar] [CrossRef]

Isaacs, E., Visser, K., Friedrich, C., & Brijlal, P. (2007). Entrepreneurship education and training at the further Education and Training (FET) level in South Africa. *South African Journal of Education, 27*, 613-629. [Google Scholar]

Joensuu-Salo, S., Viljamaa, A., & Varamäki, E. (2021). Understanding Business Takeover Intentions—The Role of Theory of Planned Behavior and Entrepreneurship Competence. *Administrative Sciences, 11*, 61. [Google Scholar] [CrossRef]

Kautonen, T., Van Gelderen, M., & Fink, M. (2015). Robustness of the theory of planned behavior in predicting entrepreneurial intentions and actions. *Entrepreneurship theory and practice, 39*, 655-674. [Google Scholar] [CrossRef]

Keat, O. Y., Selvarajah, C., & Meyer, D. (2011). Inclination towards entrepreneurship among university students: An empirical study of Malaysian university students. *International Journal of Business and Social Science, 2*, 206-220.[Google Scholar]

Kolvereid, L. (1996). Prediction of employment status choice intentions. *Entrepreneurship Theory and Practice, 21*, 47–58. [Google Scholar] [CrossRef]

Krueger, N. F., Reilly, M. D., & Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing, 15*, 411-432. [Google Scholar] [CrossRef]

Kuratko, D. F. (2005). Entrepreneurship: Theory, process, and practice. South-Western College. [Google Scholar]

Kuttim, M., Kallaste, M., Venesaar, U., & Kiis, A. (2014). Entrepreneurship education at university level and students' entrepreneurial intentions. *Procedia-Social and Behavioral Sciences, 110*, 658-668. [Google Scholar] [CrossRef]

Lechuga Sancho, M. P., Martin-Navarro, A., & Ramos-Rodriguez, A. R. (2020). Will they end up doing what they like? the moderating role of the attitude towards entrepreneurship in the formation of entrepreneurial intentions. *Studies in Higher Education, 45*, 416-433. [Google Scholar] [CrossRef]

Lee, Y. S. (2017). Entrepreneurship, small businesses and economic growth in cities. *Journal of Economic Geography*, *17*, 311–343. [Google Scholar] [CrossRef]

Linan, F. (2004). Intention-based models of entrepreneurship education. Piccola Impresa / SmallBus. 11–35. [Google Scholar]

Linan, F., & Chen, Y. W. (2009). Development and cross–cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice*, *33*, 593–617. [Google Scholar] [CrossRef]

Linan, F., Rodriguez-Cohard, J. C., & Rueda-Cantuche, J. M. (2010). Factors affecting entrepreneurial intention levels: A role for education. *International Entrepreneurship and Management Journal, 7*, 195–218. [Google Scholar] [CrossRef]

Linan, F., Urbano, D., & Guerrero, M. (2011). Regional variations in entrepreneurial cognitions: Start-up intentions of university students in Spain. *Entrepreneurship & Regional Development, 23*, 187–215. [Google Scholar] [CrossRef]

Luthje, C., & Franke, N. (2003). The 'making' of an Entrepreneur: Testing a model of entrepreneurial intent among engineering students at MIT. *R & D Management, 33*, 135-147. [Google Scholar] [CrossRef]

Mahmoud, M. A., & Muharam, F. M. (2014). Factors affecting the entrepreneurial intention of PhD candidates: A study of Nigerian international students of UUM. *European Journal of Business and Management, 6*, 17-24. [Google Scholar]

Martinez-Gonzalez, J. A., Kobylinska, U., Garcia-Rodriguez, F. J., & Nazarko, L. (2019). Antecedents of entrepreneurial intention among young people: Model and regional evidence. *Sustainability, 11*, 6993. [Google Scholar] [CrossRef]

Mazzocchi, M. (2008). Statistics for marketing and Consumer Research. Sage. [Google Scholar]

Mittal, P., & Raghuvaran, S. (2021). Entrepreneurship education and Employability Skills: The mediating role of e-learning courses. *Entrepreneurship Education, 4*, 153-167. [Google Scholar] [CrossRef]

Moriano, J. A., Gorgievski, M., Laguna, M., Stephan, U., & Zarafshani, K. (2011). A cross-cultural approach to understanding entrepreneurial intention. *Journal of Career Development, 39*, 162-185. [Google Scholar] [CrossRef]

Movahedi, R., & Fathi, H. (2011). Assessing agricultural students' attitude towards entrepreneurship. *International Journal of Agriculture: Research and Review, 1*, 168-173. [Google Scholar]

Naushad, M. (2018). A study on the antecedents of entrepreneurial intentions among Saudi students. *Entrepreneurship and Sustainability Issues, 5*, 600-617. [Google Scholar]

Nguyen, P. M., Dinh, V. T., Luu, T. M. N., & Choo, Y. (2020). Sociological and theory of planned behaviour approach to understanding entrepreneurship: Comparison of Vietnam and South Korea. *Cogent Business & Management, 7*, 1815288. [Google Scholar] [CrossRef]

Nunnally, J. C., & Bernstein, I. H. (2010). Psychometric theory. Tata McGraw-Hill Ed.

Pawitan, G., Nawangpalupi, C. B., & Widyarini, M. (2017). Understanding the relationship between entrepreneurial spirit and global competitiveness: Implications for Indonesia. *International Journal of Business and Society*, *18*, 261-278. [Google Scholar]

Perez-Perez, C., Gonzalez-Torres, T. & Najera-Sanchez, J. (2021). Boosting entrepreneurial intention of university students: Is a serious business game the key? *The International Journal of Management Education, 19*, 100506. [Google Scholar] [CrossRef]

Phong, N. D. Thao, N. T. P. & Nguyen, N. P. (2020) Entrepreneurial intent of business students: Empirical evidence from a transitional economy. *Cogent Business & Management,7*, 1747962. [Google Scholar] [CrossRef]

Porter, L. W., & McKibbin, L. E. (1988). Management education and development: Drift or thrust into the 21st century? McGraw-Hill Book Co. [Google Scholar]

Pugh, R., Lamine, W., Jack, S., & Hamilton, E. (2018). The Entrepreneurial University and the region: What role for entrepreneurship departments?. *European Planning Studies, 26*, 1835-1855. [Google Scholar] [CrossRef]

Refaat, A. A. (2009). Fostering entrepreneurial intention among engineering students. In The 6th WSEAS international conference on engineering education (6th ed., EDUCATION'09, pp. 159-167). World Scientific and Engineering Academy and Society. Retrieved from [Link]

Reynolds, P. D., Bygrave, W. D., Autio, E., & Arenius, P. (2004). Gem 2003 global report. Babson College. [Google Scholar]

Reynolds, P., Bygrave, W., Camp, M., & Hay, M. (2001). Global Entrepreneurship Monitor: 2000 Executive Report (Rep.). GEM. [Google Scholar] [CrossRef]

Saadaoui, S., Abdelli, H., & Gheraia, Z. (2021). Factors affecting Saudi students' entrepreneurial intention. *International Journal of Management, 12*, 381-391. [Google Scholar]

Sheeran, P., & Webb, T. L. (2016). The intention–behavior gap. *Social and personality psychology compass, 10*, 503-518. [Google Scholar] [CrossRef]

Solesvik, M., Westhead, P., & Matlay, H. (2014). Cultural factors and entrepreneurial intention. *Education + Training, 56*, 680-696. [Google Scholar] [CrossRef]

Souitaris, V., Zerbinati, S., & Al-Laham, A. (2007). Do entrepreneurship programmes raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources. *Journal of Business Venturing, 22*, 566-591. [Google Scholar] [CrossRef]

Su, Y., Zhu, Z., Chen, J., Jin, Y., Wang, T., Lin, C. L., & Xu, D. (2021). Factors Influencing Entrepreneurial Intention of University Students in China: Integrating the Perceived University Support and Theory of Planned Behavior. *Sustainability, 13*, 4519. [Google Scholar] [CrossRef]

Swann, W. B., Chang-Schneider, C., & Larsen McClarty, K. (2007). Do people's self-views matter? Self-concept and self-esteem in everyday life. *American Psychologist, 62*, 84-94. [Google Scholar] [CrossRef]

Tausif, M. R., Haque, M. I., Rao, M., & Khan, M. R. (2021). Antecedents of Entrepreneurial Intentions: A Comparative Study of Cultures. *The Journal of Asian Finance, Economics and Business, 8*, 381-389. [Google Scholar] [CrossRef]

Tkachev, A. & Kolvereid, L. (1999). Self-employment intentions among Russian students. *Entrepreneurship & Regional Development, 11*, 269-280. [Google Scholar] [CrossRef]

Toma, S. G., Grigore, A. M., & Marinescu, P. (2014). Economic development and entrepreneurship. *Procedia Economics and Finance, 8*, 436-443. [Google Scholar] [CrossRef]

Vamvaka, V., Stoforos, C., Palaskas, T., & Botsaris, C. (2020). Attitude toward entrepreneurship, perceived behavioral control, and entrepreneurial intention: dimensionality, structural relationships, and gender differences. *Journal of Innovation and Entrepreneurship, 9*, 1-26. [Google Scholar] [CrossRef]

Van Gelderen, M., Kautonen, T., Wincent, J., & Biniari, M. (2018). Implementation intentions in the entrepreneurial process: concept, empirical findings, and research agenda. *Small Business Economics, 51*, 923-941. [Google Scholar] [CrossRef]

Volery, T., Muller, S., Oser, F., Naepflin, C., & del Rey, N. (2013). The impact of entrepreneurship education on human capital at upper-secondary level. *Journal of Small Business Management, 51*, 429-446. [Google Scholar] [CrossRef]

Wennekers, S., & Thurik, R. (1999). Linking Entrepreneurship and Economic Growth. *Small Business Economics, 13*, 27-56. [Google Scholar] [CrossRef]

Wu, S., & Wu, L. (2008). The impact of higher education on entrepreneurial intentions of university students in China. *Journal of Small Business and Enterprise Development, 15*, 752-774. [Google Scholar]

Yousaf, U., Shamim, A., Siddiqui, H., & Raina, M. (2015). Studying the influence of entrepreneurial attributes, subjective norms and perceived desirability on entrepreneurial intentions. *Journal of Entrepreneurship in Emerging Economies, 7*, 23-34. [Google Scholar] [CrossRef]

Zhao, H., Seibert, S. E., & Hills, G. E. (2005). The mediating role of self-efficacy in the development of entrepreneurial intentions. *Journal of Applied Psychology, 90*, 1265–1272. [Google Scholar] [CrossRef]

**Шарефа Алі**, Університет Джидди, Саудівська Аравія
**Самахер Хасан**, Університет Джидди, Саудівська Аравія
**Гада Талат Альхотейл**, доцент, Університет Джидди, Саудівська Аравія

**Менеджмент знань як інструмент стимулювання розвитку підприємницької діяльності: на прикладі Саудівської Аравії**

Розвиток підприємницьких здібностей серед студентів закладів вищої освіти набуває все більшого значення на глобальному рівні. Особливої актуальності дане питання набуває в країнах Близького Сходу/Північної Африки, де існує більш нагальна потреба виховання студентів, які у майбутньому відкриють власну справу та зможуть фінансово підтримувати себе. Актуальність даного дослідження полягає у наявності теоретичних прогалин у масиві наукових напрацювань, присвячених дослідженню впливу освіти на формування підприємницьких здібностей у Саудівській Аравії. Головною метою дослідження є оцінювання впливу освітніх програм з підприємницької діяльності на ймовірність того, що студенти продовжуватимуть займатися підприємницькою діяльністю в майбутньому. Враховуючи суттєве значення ролі освіти у розвитку підприємницької діяльності, в основу даної статті покладено теорію запланованої поведінки. Вихідні данні для дослідження сформовано на основі результатів онлайн анкетування 250 осіб, які раніше навчались підприємницької діяльності у закладах вищої освіти Саудівської Аравії. Вибірка дослідження є репрезентативною. За результатами дослідження встановлено, що ставлення індивіда до підприємництва та його оцінка рівня контролю над своєю поведінкою (уявних підприємницьких здібностей) мають значний вплив на намір займатись підприємницькою діяльністю. При цьому суб'єктивні норми не мають значного впливу на намір індивіда займатися підприємництвом. Автори приходять до висновку, що підприємницька освіта має значний вплив на намір студента займатися власною справою. У роботі представлено та обговорено головні обмеження дослідження та запропоновано напрямки подальших досліджень. Авторами зазначено, що доцільним є не лише аналіз впливу наявності освіти з підприємницької діяльності, але і врахування впливу якісних та кількісних характеристик системи освіти на прагнення займатись підприємницькою діяльністю.

**Ключові слова:** відношення до поведінки, навчання підприємництву, наміри підприємців, Саудівська Аравія, теорія запланованої поведінки.