

Exploring Entrepreneurial Intention among Business Students at Yarmouk University in Jordan

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ABSTRACT

The purpose of this paper is to investigate entrepreneurship intention of Yarmouk University business students in order to identify their readiness for future entrepreneurship challenges. A questionnaire was distributed to collect primary data from respondents who were selected randomly. A total of 400 questionnaires were distributed. Two hundred seventy-nine questionnaires were returned with a response rate of 69.7%. The results showed that the level of entrepreneurship intention among business students is 4.80 on a 7-point scale. They also revealed that the age of respondent is not significant in relation to entrepreneurship intention, while gender has a significant impact on entrepreneurship readiness, with higher intention among male respondents. Finally, the results also demonstrated that taking one course in entrepreneurship is not sufficient to have a significant impact on entrepreneurship intention among business students in Jordan. The study concluded with significant implications for staff and students to foster entrepreneurial intention among business students before employment.

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

INTRODUCTION

Entrepreneurship is an important driver of economic growth, productivity, and social development. According to DeJardin (2000), the more entrepreneurs the country has, the faster it will grow. McClelland (1968) has long emphasized that “what is needed for an underdeveloped country is not 10 outstanding politicians or 10 outstanding economists but 10 brilliant entrepreneurs”. The story of Silicon Valley in the USA is a good case in point. It is based on some brilliant people who come mostly from developing countries or have roots in developing countries (Barrod, 2011). Furthermore, Gibb and Jun (2003) reinforced this point by indicating that entrepreneurial small firms in China played the most

critical role in the development of the country, which has been achieving the highest rate of economic growth in the world for about a quarter of a century.

Substantial amount of research has been conducted on entrepreneurship in the context of developed and underdeveloped countries. Unfortunately, Jordan lacks this type of research. It is true that Jordan is one of the countries included in the Global Entrepreneurship Monitor (GEM) Report (www.gemconsurtuim.org), but this report is related to the degree of entrepreneurial behavior at the country level. For instance, the total entrepreneurial activity (TEA) report issued by GEM is related to the prevalence of individuals in the working age population who are actively involved in business start-ups, either in the phase of starting a new firm (nascent) or in the phase spanning 42 months after birth (www.igi-global.com/total-early-stage-entrepreneurial-activity-tea-rate/47105). The present research is

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concerned with business students' orientation towards entrepreneurial activities. Hence, it attempts to fill a gap in the literature and aims at exploring the extent to which business students in Jordan have entrepreneurial intention, and whether demographic variables affect their level of entrepreneurship intention. Furthermore, it aims at investigating whether taking a course in entrepreneurship will boost their entrepreneurial intention. As such, this study is attempting to explore such conditions at Yarmouk University-in Jordan as a case study in light of Ajzen's TPB model. The research questions of the current study will be addressed in more detail in the following sections (Goel and Goktepe-Hulten, 2018).

Research Context

The world has witnessed over the past ten years very difficult challenges; both economic and financial challenges that impacted the globe and affected most countries. The Arab region was not remote from such turmoil effect. Not only the world economic and financial crisis has affected the region, but also the political and uprising turmoil in the region has made major parts of it so vulnerable and fragile. Recently, the Arab countries have been hit the most by devastating internal terrorist attacks, mobilizing the whole region in a state of chaos and insecurity. Poverty and unemployment are the outcomes of such crisis, leaving many youth jobless and hopeless.

Jordan as the focus of this paper is one of the countries in the Arab region that has been affected badly in terms of poverty and unemployment rates, which are high at alarming limits specially affecting young generation and graduates and ultimately affecting the social fabric and social stability in the country. Unfortunately, the government of Jordan did not have much success over the past decade in curbing the dual economic and social chronic problems of unemployment

and poverty. According to the National Agenda 2006-2015, the government had plans to reduce unemployment to 6.8% and poverty to 10% by the end of 2015. Worse than expected, the actual formal statistics published regarding these figures were almost twice as much for unemployment rate and much higher than the targeted rate, i.e. 10% for poverty rate. The question now is what must be done to reduce the above insecure situation and to manage the poverty and unemployment challenges in Jordan?

Different studies have for some time been attempting to recommend some strategies to alleviate such challenges or at least reduce their acceleration and effect. Entrepreneurship is perhaps one of the main approaches suggested for remedying the problem. Many scholars and economists believe that entrepreneurship is the right strategy for sustainable development and the cure for social and economic problems (Hall *et al.*, 2010). Most businesses, services, and products are the byproduct of creative and innovative people, specifically in technology, IT, and services.

Entrepreneurship Activity in Jordan (GEM, 2009)

Jordan is a middle-income country with a population of 8.2 million and current per capita GDP (PPP) of about US\$3258.5. Jordan is the one of the most open economies in the Middle East, with a much higher level of foreign direct investment and trade to GDP. Jordan is categorized as an efficiency-driven economy in the World Economic Forum Global Competitiveness Report, and its rank on the global competitiveness report in the year 2016 was 63 out of 140 countries included in the report (Schwab, 2016). One of Jordan's major challenges is the creation of jobs for the youth and the influx of college graduates every year creating pressure on jobs in the public or the private sector. Several government and non-government bodies are involved in

issues related to development of SMEs, consulting, training, upgrading, and financing programs. The Jordan Young Entrepreneurs Association, for example, promotes entrepreneurship and advocates for policy attention. However, Jordan's entrepreneurial activity is not so strong for job creation and growth and is not taking advantage of its supply of educated men and women to contribute to economic development (Stevenson *et al.*, 2010). According to the GEM findings, few Jordanians have ever received any training in how to start a business. Thus, with such exposure, Jordanian adults are about twice as likely to have the intent to start a business within three years. This strongly suggests that there is a significant need for comprehensive and effective approaches that offer entrepreneurship courses and training programs, emphasizing the role of higher education in this process. This is especially crucial when it comes to business schools or colleges where the need is great for creating entrepreneurial intentions and motivation for self-employment and entrepreneurial initiatives.

Role of Education

Based on the above, it can be indicated that the social and cultural environment is responsible, to a great extent, for entrepreneurship readiness and preparedness among the young generation. This is perhaps consistent and in line with the Theory of Integral Dynamics, which advocates that the development of entrepreneurs requires concurrent development and support of other community and social institutions (Lessem *et al.*, 2013). The question that needs an answer is whether education has a role to play in entrepreneurship development or not. Researchers find it obvious that the educational institution is one of the most important actors in the formation of awareness and support for young entrepreneurs. Specifically, this research attempts to assess, among other things, the role of entrepreneurial

education by testing whether taking a course in entrepreneurship will boost the entrepreneurial intention among the subjects or not (Balven *et al.*, 2018).

Such a role becomes extremely important given the fact that empirical evidence indicates that entrepreneurship activities have positive relationship with educational levels (Scott and Twomey, 1988). Business schools, in particular, may create the environment for the right entrepreneurial mindset and orientation among business students (Goel and Goktepe-Hulten, 2018). Colleges and universities are the main sources of human capital producing the required skills for success and progress. In addition, the observer can see that the role of the university is not confined to graduating students, but also these institutions consume products and services offered by economic organizations and produce knowledge at the same time. The final question that needs an answer is whether at least business students are oriented towards the right skills necessary for entrepreneurship or not based on the premise that these students should be equipped with the right skills for becoming entrepreneurs more than other students in non-business disciplines (Balven *et al.*, 2018; Goel and Goktepe-Hulten, 2018).

Research Questions

- To what extent do students at the College of Business at Yarmouk University have intention to seek an entrepreneurial career after graduation?
 - Are there any significant demographic differences among students at the College of Business at YU in terms of entrepreneurial intention?
- What impact do personal attitudes, social norms and perceived behavioral controls of business students at YU have on their entrepreneurial intention?
 - Does taking courses in entrepreneurship

have any impact on entrepreneurship intention among business students at Yarmouk University?

Rationale of the Study

The significance of the present study stems from the following points:

- The results of this study are expected to help universities, higher education sector, and training institutions in designing and developing their academic programs with greater attention to enhance entrepreneurship education and awareness among students.
- The results of the study will hopefully be helpful for policy makers and agents interested in developing entrepreneurs and entrepreneurial firms.
- This study differs from previous research studies conducted in the Jordanian context. For instance, the Global Entrepreneurship Monitor (GEM) Report (www.gemconsortium.org) aims at identifying the level of entrepreneurship behavior at the country level, whereas the present study is concerned with exploring the level of entrepreneurship intention among students at the college of business at Yarmouk University, which is one of the leading business schools in the country. Business students are, presumably, supposed to have the highest propensity, among other categories of the population, to have positive orientation towards entrepreneurship. Therefore, it is strongly suggested that more research studies are needed to further develop this pursuit from different perspectives with different sectors, specifically the education sector.

Literature Review

Entrepreneurial intent was defined as the intent to

create a venture. Johnson (2001) suggested a comprehensive definition of entrepreneurship and entrepreneurial role as follows:

An individual who assumes responsibility and ownership in making things happen; is open to and able to create novelty; who manages the risks attached to the process; and who has the persistence to see through to some identified end-point, even when faced with obstacles and difficulties (p. 137).

However, Krueger (1993) defined entrepreneurial intentions as a commitment to starting a new business. This is accepted as a more encompassing concept than merely owning a business, since intentions have been found to be immediate antecedents of actual behavior. That is, intention models predict behavior better than either individual (e.g. personality) or situational (e.g. employment status) variables. Furthermore, predictive power is critical to improving post hoc explanations of entrepreneurial behavior (Urban, Van Vuuren and Owen, 2008).

Early researchers in the area of entrepreneurial intent, such as Ajzen (1991), noted that “personal evaluation of a behavior (attitude), socially expected mode of conduct (social norm), and self-efficacy with respect to the behavior (perceived behavioral control) are very different concepts each of which has an important place in social and behavioral research” (p.199). He asserted that people's attitudes can result in certain behavior. One's intention towards entrepreneurship can be considered as the primary predictor for becoming an entrepreneur. Krueger, Reilly and Carsrud (2000) conducted a study on American students facing career decisions. They found that intention models offered strong statistical support for predicting entrepreneurial behavior. Similarly, Krueger (1993; cited in Basu and Virick, 2008), argued that individuals' attitude towards entrepreneurship is determined by external factors such as previous

experience and education. However, this notion is not fully explored.

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

However, academics, practitioners, and policymakers recognized the importance of entrepreneurship recently. People exposed to entrepreneurship reported great benefits, including freedom in decision making, higher self-esteem, challenge, and greater sense of control (Nickels, McHugh and McHugh, 2010). Bakotic and Kruzic (2010) noted that entrepreneurship promotion has become one of the main issues in the public policy of most industrial countries. In this context, well-educated entrepreneurs are top priority. Fostering entrepreneurship through education and training has also received increasing attention from universities in many countries. Luthje and Franke (2002) compared academic and non-academic business founders. They indicated that more than half of the academic entrepreneurs created new ventures in high-tech industries, whereas non-academics founded their firms mainly in non-innovative production and service sectors. Furthermore, business founders with university education apparently make higher investments in their business than non-academic entrepreneurs (Balven *et al.*, 2018).

Scott and Twomey (1988) noted that undergraduate students, with the assistance of an entrepreneurial

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

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

Review of Applications of Ajzen's Theory of Planned Behavior

The Theory of Planned Behavior has received significant research support from different contexts (Hale, Householder and Greene 2003; Sheppard, Hartwick and Warsaw, 1998). For instance, Ajzen, Joyce, Sheikh, and Gilbert (2011) carried out four studies to examine the links between knowledge and the prediction of behavior. The study was based on the assumption that being well informed was a prerequisite for effective action to produce the desired outcomes. The results revealed that attitudes, social norms, and perceptions of control were found to predict intentions to conserve the energy, to attend a mosque service, and to support Muslim student activities. These intentions were

generally good predictors of the corresponding behaviors.

Stone, Jawahar and Kisamore (2010) applied (TPB) Model to predict cheating intentions and behaviors to a sample of 241 business graduate's classes at a large, mid-western public university in the U.S. They found that the TPB was significantly related to the model components, attitudes, norms, and perceived behavioral control. Engle *et al.* (2010) tested (TPB) to predict entrepreneurial intent in 12 countries representing all ten of the global regional clusters as identified in the GLOBE project. A total of 1748 usable questionnaires were collected from university business students in 12 countries (Bangladesh, China, Costa Rica, Egypt, Finland, France, Germany, Ghana, Russia, Spain, Sweden, and the USA). The results suggested that Ajzen's model of TPB significantly predict entrepreneurial intent in each of the study countries. However, one element of the model, i.e. social norms, was a significant predictor of entrepreneurial intent in each country. In Costa Rica, it alone accounted for 40% of the variance in entrepreneurial intent.

Ma'ruf, Mohammad and Ramayah (2005) studied the two models (Technology Acceptance Model and TBP) for predicting intention to purchase goods via the internet in three Asian countries (Malaysia, Indonesia, and Singapore). The behavioral intention to purchase via the internet was examined as a function of attitude towards purchase, perceived usefulness, and perceived ease of use of technology. The results indicated that these models significantly influenced the behavioral intention to purchase. The TPB (adjusted R²= 0.55), however, was better than TAM (adjusted R² =0.44) in explaining the behavioral intention to purchase. The results showed that attitude, social norms, and perceived behavioral control were all significant predictors of intentions in these communities with the attitudinal

component carrying the most weight (Ma'ruf, Mohammed and Ramayah).

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

Review of the literature has demonstrated strong empirical support for TPB, explaining influence of attitude, social norms, and perceived behavioral control on behavioral intentions in both individual and organizational settings. However, detailed studies of entrepreneurial intentions in Arab countries such as Jordan using TPB have not been fully performed, specifically when it comes to business students' intentions for entrepreneurship. Therefore, it is expected that the TPB model would provide significant explanatory indicators for entrepreneurial intentions among business students in Jordan. The next section discusses the theoretical framework of this study.

Why Theory of Planned Behavior (TPB)?

In the psychological literature, intentions have been proven as the best predictor of planned behavior, specifically when that behavior is rare, difficult to observe, and hard to predict. Furthermore, intentions are the single best predictor of any planned behavior, including entrepreneurship (Krueger *et al.*, 2000). However, scholars and researchers have developed different models to examine the relationship between entrepreneurial intention and other antecedents, such as education, social norms, culture, personal attitude,

personal traits, and several other factors. Among these theories, Guerrero *et al.* (2008) identified six main models of EI developed in this field: (1) Entrepreneurial event model (Shapero, 1982), which considers the business creation as an event that can be explained through the interaction between initiatives, abilities, management, relative autonomy, and risk; (2) Entrepreneurial attitude orientation (Robinson *et al.* 1991), which explains attitude prediction through four different sub-scales (achievement, self-esteem, personal control, and innovation) and three types of reactions (affective, cognitive or conative); (3) Intentional basic model (Krueger and Carsrud, 2000), which examines the relationship between attitudes and entrepreneurial intentions using a scale which permits greater flexibility in the analysis of exogenous influences, attitudes and intentions; (4) Entrepreneurial potential model (Krueger and Brazeal, 1994), based on the previous models of Shapero and Ajzen, supporting their evidence based on corporate venture and enterprise development perspectives; (5) Davidsson model (Davidsson 1995), which states that intention can be influenced by the conviction defined by general attitudes, domain attitudes, and the current situation; and finally (6) **Theory of Planned Behavior** (Ajzen, 1991), which is considered a frame of reference for most models attempting to explain the impact of intentions on entrepreneurship behavior. Accordingly, this model is appropriate for the study context and environment. It is expected that university students' behavior at this age is more influenced by intentions conditioned by the surrounding environment, including the impact of parents, associates, social pressure, and perhaps their own perceived level of personal control. All of these variables and dimensions can be explored and tested using Ajzen Model of TPB, which warrants using it in this study.

Theoretical framework

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

Attitudes towards Entrepreneurial Intentions

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

Social Norm

The second determinant in TPB is the social norm. It refers to the perceived social pressure to perform or not to perform the entrepreneurial behavior. Drawing a correspondence to the expectancy-value model of attitude, it is assumed that social norm is determined by the total set of accessible normative beliefs concerning the expectations of important referents. Normative

beliefs are concerned with the likelihood that important referent individuals or groups approve or disapprove of

performing a given behavior (Ajzen, 1991)

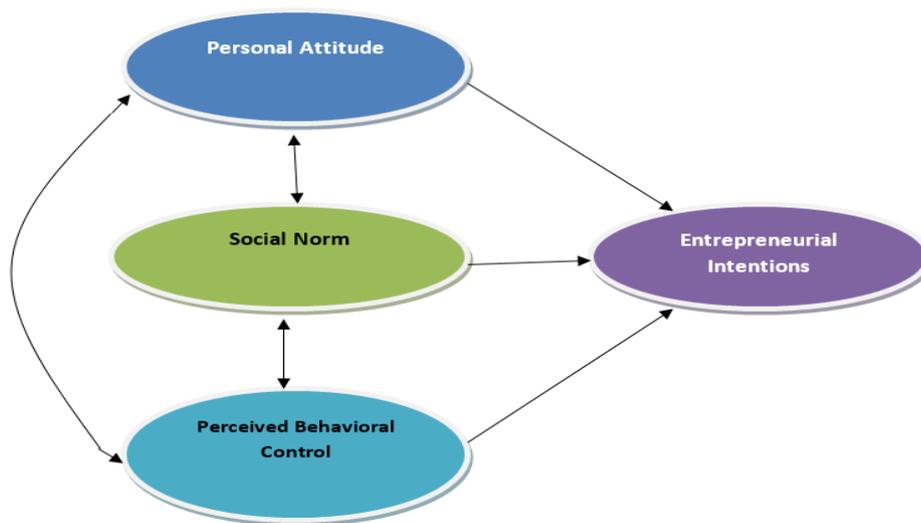


Fig. 1: Theoretical Framework

Source: Ajzen, I. (1991). *The Theory of planned Behavior*. *Organizational Behavior and Human Decision Process*. 50(2), pp. 179–211

Perceived Behavioral Control

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

Methodology

Measures and Instrument

All variables in this study were measured on a seven-point scale ranging from 1 with strong disagreement to 7 with strong agreement. A seven-point scale method was used because of its accuracy and reliability (Sekaran, 2010). Entrepreneurial Intention (EI) was measured using six items originally developed by Ajzen (1991). The items used in measuring entrepreneurial intention were the same in the pre-test and post-test. That is to say, students answered this part of the questionnaire before taking the entrepreneurship course and after taking it. This was done to test the impact of taking the

course on entrepreneurship intention. Personal Attitude (PA) was measured using five items. Social Norm (SN) was measured using three items and Perceived Behavioral Control (PBC) was measured using six items.

Data Collection

A questionnaire was designed to collect primary data from the respondents. A total of 400 questionnaires were distributed. The achieved sample consisted of 279 university students at the School of Business at Yarmouk University. A self-administered questionnaire, including a cover letter, was delivered to the respondents. Faculty members who were chosen randomly distributed the questionnaires during their regular classes. The questionnaire included questions about four factors; EI entrepreneurial Intentions, SN Social Norms, PA Personal Attitude, and PCB Perceived Behavioral Control.

Validity and Reliability

As it was mentioned earlier, the instrument was cross validated. However, to assess the relevance of the

instrument to the Jordanian context, its face validity was tested via university academics, who have research and academic background, from the College of Business Administration at Yarmouk University (YU). The entrepreneurial intention represents the dependent variable, while the other dimensions (SN, PA, and PBC) represent the independent variables testing their impact on the levels of entrepreneurial intentions among business students at YU. The internal consistency of the instrument was statistically accepted using Cronbach's Alpha with results that ranged between 0.64 and 0.81, as shown in Table 1.

Results

To answer the first research question, the means for the 6 items included in the construct "entrepreneurship

intention" were calculated. Table 2 below illustrates that the overall mean (6 items) for entrepreneurship readiness among Yarmouk University business students was 4.80 on a 7-point scale. Therefore, it is an above average result (one-sample *t*-test is significant at $\leq .05$). The highest score obtained was for item 3 at 5.04, which states "I will make every effort to start and run my own firm"; whereas the lowest score was for item 2 at 4.48, which states "my professional goal is to become an entrepreneur". As for the three dimensions which represent the independent variables (i.e. personal attitudes, social norm, and perceived behavioral control), the means for these dimensions were 4.81, 4.56, and 4.45 respectively. Such results indicate that the level of personal attitudes, social norm, and perceived behavior control were also above average.

Table (1): Cronbach Alpha

Dimensions	Reliability	Number of items
Personal Attitude	0.77	5
Social Norms	0.64	3
Perceived Behavioral Control	0.74	6
Entrepreneurial Intention	0.81	6

Note: Results of main dimensions

Table (2): Means of entrepreneurship intentions

Items	Mean	Std Dev
1	4.65	4.65
2	4.48	4.48
3	5.04	5.04
4	4.89	4.89
5	4.80	4.80
6	4.76	4.76
Overall mean	4.80	

The second research question addresses the differences between the entrepreneurship intention of business students at Yarmouk University which could be attributed to some demographic and personal characteristic.

Are male students different than females in terms of their entrepreneurship intention? Table 3 presents the answer to this question. The average for males (5.04) was significantly higher at $p \leq 5.0$ than females' average of 4.6. Such a result is not unusual. Social norms in Jordan expect women, in particular, to be less aggressive than men. Men, according to the Jordanian culture, are the bread winners and therefore, it is their main responsibility to protect family members and take care of them. However, an increasing number of women have been involved in entrepreneurial activities over the past decade or so. Some women are taking entrepreneurship as a career, while others have it as a career because of necessity and they view it as a source of income or additional income for their families.

Age is another demographic variable that was also included in the analysis. Pearson correlation coefficient was used to find out if there was any significant association between age and entrepreneurship intention. No significant correlation was found between age of the respondent and his/her entrepreneurship intention. This result may be attributed to the fact that most respondents are young and no significant gaps were found between their ages

Table (3): Male vs. female readiness for entrepreneurship

Gender	N	Mean	Standard deviation
Male	125	5.0133	1.329
Female	143	4.6352	1.328
Total	268		

Note: * Sig at $P \leq 0.05$

To examine the impact of the three independent variables on the dependent variable "entrepreneurship intention", multiple regression analysis was conducted. The model summary is shown in Table 4. It indicates that the correlation was 0.691, R Square= 0.478 and adjusted R Square= 0.472. In other words, the three variables explained 47.2% of the dependent variable. It also means that variation in the dependent variable was not due to chance. Durbin Watson value was 2.033, which indicate that no other variables provide extraneous explanations.

Table 5 provides ANOVA results. It also shows that results were significant at $\text{Alpha} \leq 0.05$. Table 6 shows beta values, t values, and the level of significance. It can be seen clearly that all independent variables had positive bet as and all were significant at $\text{Alpha} \leq 0.05$.

These results clearly indicate that if entrepreneurship intention is to be improved, work needs to be done on the three independent variables. In other words, personal attitudes should be improved, more environmental support needs to be provided and students' entrepreneurial capacity needs to be promoted. Time and again, such findings indicate that entrepreneurship intention cannot be improved without working simultaneously on different social institutions. In fact, this gives credence to the theory of integral dynamics (Lessem, *et al.*, 2013).

Table (4): Regression analysis of the independent variables against entrepreneurship intention

R	R Square	Adjusted R square	St.error of estimate
.691	.478	.472	.977

Predictors: constant, personal attitudes, social norms, and perceived behavioral control

Table (5): Results of ANOVA

Model	Sum of squares	df	Mean square	F	Sig.
1 Regression	231.949	3	77.316	80.890	.000
Residual	253.293	265	.956		
Total	111.442	268			

Table (6): Beta Coefficient, T-values and level of significance

Model	coefficients	Sig
(Constant)	.605	.030
Personal attitudes	.294	.000
Social norm	.179	.123
Perceived behavioral control	.437	.000

Table (7): Results before and after taking the course

Before and after	Mean*	Median	N	Std. Deviation
Before taking the course	4.89	5.00	66	0.97
After taking the course	4.87	4.90	66	0.92
Difference	0.02	0.10		

P Value = .0625, T value = .12 (Insig.)

Results before and after taking the course

Table 7 reveals that the mean difference between the two values (before and after taking the course) was insignificant with $p = .625$ and t value = .12. Moreover, using “Wilcoxon” test regarding the difference between the median before and after taking the course showed insignificant median difference. This indicated that the respondents’ intention for entrepreneurship was not affected by taking an entrepreneurship course.

Additionally, Table 7 illustrates that the mean and the median averages were almost the same before and

after taking the course. The median was 5.00 and 4.90 before and after taking the course, respectively, and the mean was 4.89 before taking the course, and 4.88 after taking the course. However, the median represents the middle number in a given sequence of numbers when it is ordered by rank providing a better estimate. The indifference might refer to the awareness of the full burden and requirements of starting one’s own business, taking into consideration that the economic situation in the country might discourage students to change their intention towards entrepreneurship. Furthermore, a wider cross-sectional study with larger sample might clarify and elaborate on this finding.

Discussion

Generally speaking, business students at Yarmouk University have an above average readiness for entrepreneurship. However, such result is likely to be more meaningful if similar studies are conducted on other countries for comparative purposes. Overall, our data generally supports Ajzen’s Theory of Planned Behavior and suggests that at least in an academic environment, individual variables, particularly personality, attitudes and perceptions are relevant to the TPB model. Personal attitude and perceived behavioral control showed significance, while social norm was insignificant. Demographic factors in this study indicated that males are more prepared for self-employment than females, which is not a surprising finding given the local culture where men are more involved than women in entrepreneurship and in taking on the responsibility of supporting the family. However, age was not significantly different, which may be due to the narrow age difference among university students.

Nevertheless, attending university for 4 years and taking a variety of business and management courses may have some influence. Unfortunately, it is hard to

claim that entrepreneurial education at this level is enough to create more awareness among business students, encouraging them to prefer business endeavors over paid jobs. The authors believe that one course may not be sufficient to change students' views after being raised in an environment that can be described as a high uncertainty-avoiding environment. Hence, further research regarding this issue may be a promising topic for future research.

Implication for Academics

More research is needed in this area and in this environment. Specifically, the fact of the matter is that Jordan is going through unprecedented unrest situation. Therefore, programs on entrepreneurship and entrepreneurial training should be taken into considerations in order to improve the situation in the understudy university as well as in other universities in Jordan. University curriculum should be revisited and new courses on entrepreneurship and creative thinking should be introduced in the curriculum.

Limitations and Future Research

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استكشاف النوايا الريادية لدى طلبة جامعة اليرموك في الاردن

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ملخص

تهدف هذه الورقة إلى التحقق من النوايا الريادية الخاصة بطلبة الأعمال في جامعة اليرموك من أجل التعرف على مدى جاهزيتهم للتحديات الريادية المستقبلية. وعليه؛ فقد تم توزيع استبانة لجمع البيانات الاولية من المستجوبين الذين تم انتقاؤهم بطريقة عشوائية. تم توزيع 400 استبانة وتم الحصول على 279 استبانة بمعدل 69.7%. وقد أشارت النتائج الى ان مستوى النوايا الريادية لدى طلبة الادارة بمعدل 4.80 على المقياس السباعي. ولم يبرز لعمر المستجوبين أي اثر ذي دلالة احصائية للنوايا الريادية، فيما كان للجنس اثر واضح على النوايا الريادية لدى عينة الدراسة لصالح الذكور من الطلبة. واخيرا دلت النتائج على ان مجرد مساق واحد في الريادة لا يكفي للتأثير على النوايا الريادية لدى طلبة الاعمال في الأردن. وقد قدمت الورقة نهايتها استنتاجات ذات اهمية للطلبة والإدارة من اجل تعزيز النوايا الريادية لدى طلبة الأعمال قبل التوظيف.

الكلمات الدالة: الريادة، النوايا الريادية، التعليم الريادي، نظرية السلوك المخطط، الأعراف الاجتماعية.

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