

# Impact of Entrepreneurial Education on Students Entrepreneurial Intentions of the University Level

AlWatani, Hasan

A Thesis Presented to the Faculty of the Graduate School  
AMA International University, Kingdom of Bahrain

**Abstract:-** Trend of self business are increasing fastly now a days. With many of good practices and activities in overall the world the intention to start own business encouraged all people of the different generation to allow them to do a private Business. This research thesis will focus on the Students segment of society as they are the main fragment in Kingdom of Bahrain. Entrepreneurial intention of student may be affected by the various factors. Entrepreneurial intention is mainly used to identify willingness of students for engaging into behavior of entrepreneurial in future. The main purpose of this study is to understand how behavior toward the attitude, control the perceived behavioral and subjective norm, education of entrepreneurship and traits of personality affect entrepreneurial intention of undergraduates. The primary data of this study was collected by distributing survey questionnaires to 100 respondents at different in Bahraini Universities. The Reliability test SPSS which can produce results of high reliability was conducted on each variable. Analysis of Multiple Linear Regression and Pearson Correlation Coefficient were conducted in this study to evaluate independent variables (i.e. attitude toward the behavior, education of entrepreneurship and traits of personality). All these variables have relationship of significance with entrepreneurial intention. On personal details independent Sample T-test is used for testing (i.e. family background and gender differences ) of respondents in the opposition to the dependent variable (i.e. entrepreneurial intention) The discussion of the implications of study , findings, recommendations and limitations for research in future are discussed at the end of the study.

**Keywords:-** enterprises; entrepreneurs, entrepreneurship, intention, desire, entrepreneurial career, venture.

## I. INTRODUCTION

Entrepreneurship is method where an single or group of people make an well mannered effort and take the opportunity to develop values and growth by using the available resources to satisfy a need. Realizing the important role of entrepreneurship by both the community and the government, it has become mandatory to work together to encourage and foster the entrepreneurship activity in Bahrain. Enterprises have an important participation of the Economy growth as they provide the local market of Kingdom of Bahrain with

different services and products. Moreover, enterprises help in creating job opportunities helping in reducing the unemployment rate which is a major problem in Kingdom of Bahrain (Coulter, 2001).

On international level, the growth of education of entrepreneurship has valued as a source of inspiration for the universities of China. Since entrepreneurship education in 1947 was introduced by the United States, over 1,600 American universities and colleges offer degrees and courses in entrepreneurship education. Universities of Canada followed their lead of neighbour lead and in the 1970 started offering entrepreneurship education. In 1997, the government of German at universities launched an initiative of entrepreneurship , with the aims of teaching of culture and entrepreneurial. International organizations named as OECD, the European Commission, among others, have all recognized the value of entrepreneurship education (Wilson, 2008).

Furthermore, the Kingdom of Bahrain is continually trying to boost its Economic growth to solve issues like reducing the unemployment rate by creating jobs and reviving the local market, hence entrepreneurship is one way to do so. As improving and raising living standards for all Bahrainis is the most important intervening goal of the Economic Vision 2030, it becomes crucial to seek for other income resources and move from being an economy dependent on oil wealth to an economy able to be a global competitor. Since the private sector is the key element for the economy growth the government take on itself the responsibility to work along with the private sector to raise the living standards by increasing productivity and high wage jobs. Therefore, in order to accomplish this aim and to achieve the Economic Vision 2030, a Small and Medium Enterprises Support Group, which is an association that facilitates the small and medium enterprises development has been established in order to support the programs of entrepreneurial in the Kingdom of Bahrain. Activities of the Small and Medium Enterprises Support Group are coordinated by the bank of Bahrain Development. Below are the institutions of the group: TAMKEEN, Bahrain Chamber of Commerce and Industry, Bahraini Young Entrepreneurs Association, Economic Development Board, Ministry of Industry, Commerce, & Tourism, Supreme Council for Women, Bahrain Businesswomen Society, MENA Centre for Investment, Bahrain, Municipality Affairs, Bahrain Business Incubator Centre, and Vanguard WLL (Daily News Egypt, 2011).

The outcomes of this study can help in understanding what is required from both the young people and the government to increase and fire up the entrepreneurship activity in Bahrain in order to achieve Bahrain 2030 economic vision.

## II. STATEMENT OF THE PROBLEM

Many entrepreneurship researches has found that entrepreneurship is the most important source of economic growth (violet 2013) So to fulfil this purpose young people and undergraduate students are considered to be a very powerful resource.

Due to the fact that there are few studies has been conducted to investigate undergraduates' perception and attitude towards the entrepreneurship activity in Bahrain and the lack of the general knowledge in that specific area it becomes a necessity to fill this gap. Therefore this empirical research has the general objective of investigating the perception of undergraduates of entrepreneurship in Kingdom of Bahrain and measure their intentions towards it. And as a result we would like to know and understand what exactly required from the young individuals and the government to increase the entrepreneurship activity in Bahrain.

### A. Hypothesis of the study

H01: There is significant relationship between the gender and the Entrepreneurship autonomy.

H02: There is important relationship between Entrepreneurship education at university level and entrepreneurial intentions of students.

### B. Significance of the study

**Students:** In this thesis the researcher examines the students' intention at selected university in kingdom of Bahrain. This selection due to the current youth trend in entrepreneurship practices. Recent trend shows that more students are realizing that getting a degree doesn't confirm a job anymore. The researcher told to work hard in studies, so that we can find a good job as a reward. Unfortunately, the ground reality is quite different. In today's world you can't rely on anyone to be successful. If you want success, you have to create your own career path. start a small side business. If your business becomes successful, you will become a job provider instead of a job seeker.

*Kingdom of Bahrain* is good example in supporting Entrepreneurial owner. Develop new wealth, produce and improved products, technology or services. Entrepreneurs allow new markets to be developed with Kingdom supportive. Additionally, providing the entrepreneur with start fund support, no product taxes, provide education and training lead the Bahraini Citizen engaged in entrepreneur practice.

*Researcher:* The researchers may play a crucial role in influencing the determination of a traditional university towards an entrepreneurial one by forming exemplary

“entrepreneurial islands” that in output result encourage new activities by the other academics.

*Management teaching institution:* The dimension of institutional infrastructure determines the facilities that institutions have set in support of education of entrepreneurship education. These facilities support entrepreneurship at different levels in the cycle of the business development. To be efficient, such infrastructure likes to require many various elements to support entrepreneurship at each level of cycle of the business development.

## III. THEORETICAL FRAMEWORK

Entrepreneurship intention model of (Francoise U, Donghong D, Janviere N (2017)) based on Psychological Need Satisfaction as a Pre-determinant of Entrepreneurial Intentionality. Entrepreneurial Intentions are key to comprehend the procedure of Entrepreneurship since they make the base of the new associations. Business enterprise happens after some time and Entrepreneurial Intention may be seen as the initial phase in an advancing long haul process

The theory of researcher maintains three predictors of intention: Autonomy satisfaction, competence satisfaction and the relatedness satisfaction Need for autonomy: feeling of self-initiation as resist to pressure or feeling of coerced.

As per the hypothesis, the more ideal the evaluation the more noteworthy the intention. The second predictor, need for competence: competence need satisfaction refers to the feeling of self-effectiveness as opposed to the feeling of passiveness and helplessness. The model recommends that the more prominent the desire or weight, the more noteworthy the inclination toward the conduct. As far as present investigation, the variables additionally shape a piece of this examination.

The third predictor, need for relatedness: has to do with the extent to which a person perceive the love and care from people close to her/him.

In principle, Intentions are characterized as sign of an eagerness of individual to play out a given conduct, with investigate proposing goals represent 22% of the change in conduct. Aims, thusly, are proposed to be a component of three free determinants. The principal determinant of aims is the Autonomy, conceptualized as the general assessment, either positive or negative, of self-governance fulfilment.

The second determinant of aims is abilities depends on the people know how and experience and his or her evaluation of likely obstructions while playing out the conduct.

The third determinant of goals is relatedness, which indicates apparent weight on social level to perform or not play out the state of mind and conduct. Relatedness is proposed to be an element of the degree to which other individuals would need the individual to play out the conduct regularizing convictions, weighted by his or her inspiration to conform to every one of these referents inspiration to agree.

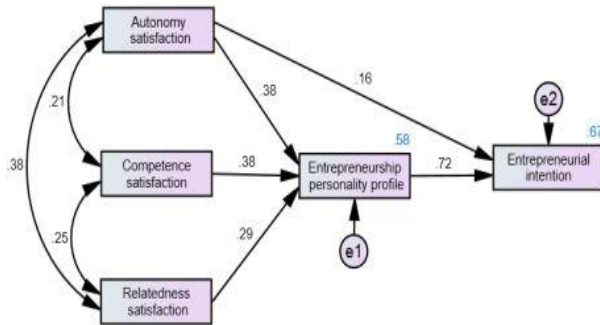


Fig 1:- Framework of the Entrepreneurs

Source: Psychological Need Satisfaction as a Pre-determinant of Entrepreneurial Intentionality (adapted from Francoise U, Donghong D, Janviere N (2017)).

**IV. CONCEPTUAL FRAMEWORK OF ENTREPRENEURS**

Business visionaries are effectively considered as the national resources that are to be developed, compensated and spurred to most prominent conceivable degree. Business people can change the manner in which we work and live. On the off chance that effective, the way of life may enhance by their advancements, and notwithstanding making the riches with their entrepreneurial endeavours, they likewise make the conditions for a prosperous society and occupations. Business visionaries offer trailblazing, as new administrations and merchandise, can deliver a falling impact by parts or animating related organizations supporting the new pursuit, assisting improvement in financial.

Additionally, Shobhit Seth (2017) distinguished the requirements of business visionaries of creating nation who are prepared to accomplish new chances and are prepared to cause the vital hazard in abusing them. Business person can break this fierce circle. Helping government and business visionaries can change in created economy a creating economy. Monetary improvement of a nation is considered as the result of deliberate human movement. The cutting edge period is a time of changing in the advancement. The entire world is turning into a town as a result of the quick creating innovation of correspondence and modern revolution technology. The globalization of commerce and industry is bringing a wide change in different aspects of life.

**V. SCOPE AND LIMITATION OF ENTREPRENEURS**

First of all, the main focus of this research is on entrepreneurial intentions and there is a big chance that intentions may not be transformed into action in future. And secondly, the findings of problems in this research allow to support further studies on a much larger cross-sectional scale. Overall, a sincere attempt was done in this study in order to get important contributions to the literature. The short course

period, the time limitations, and my cluttered schedules have prevented me from conducting the research on a larger scale and deeper organizational focus. This had constrained my sample size and population as well as affected the concluded generalization. In addition, only close-ended questions were used because of this limitation as the open-ended questions will need further analyses. I recommend using the same project aspects for future studies with an extended time period in order to get more accurate final generalization.

**VI. DEFINITION OF TERMS**

As utilized in this study, some significant terms are described:

*Entrepreneurial education:* Substance, exercises and strategies supporting the making of skills, information and encounters that make it feasible for understudies to take part and start in the estimation of Entrepreneurial making forms. This meaning of Entrepreneurial Education stretch out on the accompanying basic meaning of Entrepreneurship: "Enterprise is the point at which you follow up on circumstances and thoughts and change them into esteem for others. The esteem that is made can be money related, social, or social.

*Entrepreneurial intentions:* Position to becoming self-employed or owning a business. Also it is considered as personal orientations which might lead to venture creations.

*Innovating Entrepreneurs:* An Innovating Entrepreneur is one who initiates new technique for generation, presents new products, revamps the undertaking and finds new market. It is vital to see that such Entrepreneurs can work just when a specific level of advancement is as of now accomplished, and individuals anticipate change and evolving.

*Enterprises:* The organization of entrepreneurial is a form of simple organization that typically consists on one substantial operational unit, with one or a couple of people in top administration. This has made it a more adaptable association.

*Entrepreneurial career:* Entrepreneurs start the new businesses as a career and take on the risk and rewards of being an owner.

*Entrepreneurial Effectiveness:* The strength to behave in entrepreneurial and enterprising ways. This is obtained through enhanced awareness development, capabilities and mindset to make learners to perform efficiently in taking up opportunities and achieving the desired results.

**VII. RESEARCH METHODOLOGY**

*A. Introduction*

This chapter explains the structure of the research methodology that was used in the study. In this research the researcher intend to explore entrepreneurship intention for students among universities as well as the motivators and the challenges.

**B. Research Design**

This quantitative study is designed to examine level of entrepreneurship education at university and entrepreneurial of student and to investigate the level of intention to become an entrepreneur.

According to Burns (2000) in listing quantitative characteristic;” The accuracy as the found data do not need to approve as measurement consistent, the data is acquired from the source, and data gives a big picture of the situation. In which because of the high number of response we can get data easy to compile data into chart or graph, and the Quantitative method can provide a lot of knowledge and information”.

**VIII. RESPONDENTS OF THE STUDY**

According to the Actual sample size, 380 questioners has been published through social media and face-to-face method. But because of the lake of time and the week responses only 100 accurate questioner selected.

The total students examine at the selected university in kingdom of Bahrain is 33458. The student sampling against the university name utilized in the Table 1.

Table 1. Sample size calculation

University	Students population	Students target
UOB	23498	35
AMA IUB	2500	20
Arab Open University	2300	16
Ahlia University	2000	13
Polytechnic	1800	10
Applied Science University	1360	6
Total of Population	33458	100

Source: Primary data

**A. Sampling Design**

The approximate population of all Bahraini University students’ is 33458 who are between 18 to 33 of ages. Moderating variables are gender and other demographic. The control variable is the age. We have chosen this age group as they are classified to be young group according to the UNESCO and the young people is the most productive actors in the society. As a result, the main reason of choosing the undergraduates for this study is that undergraduates are the main demographic group that might be facing the problem of the unemployment in Bahrain. Where Bahrain 2030 vision is concentrating in this category of the community it was decided to target the undergraduate students in Bahrain as the population. A questionnaire consisted of 31 questions in addition to the demographic data was used, processed and analysed in order to assess the hypothesis of the entrepreneurship intention existence. The valid and reliable questionnaire was adapted from Simbi (2013) paper and questions have been shortened to fit our study purpose.

Statistical methods have assumed an integral role in both the quality assessment and interpretation of analytical results.

The Sample size is computed using:

$$n = N / (1 + Ne^2)$$

Where n denote the sample size, N denote the population size and e denote the level of precision = 0.1 are assumed.

So for study the sample:

$$n = 33458 / (1 + (33458) * 0.1^2)$$

$$n = 33458 / 33459 * 0.1^2$$

$$n = 33458 / 335.59$$

$$n = 100$$

A sample from the population was chosen by the non-probability technique of convenience sampling method where we selected 100 respondents from the whole population because of their convenient accessibility beside the shortage of time limitation. Moreover, the population is very large and hard to be reached. The questionnaire was distributed in English languages online copies.

**B. Research Instrument**

The researcher has adapted the questionnaire from Simbi V (2013) as it answers the desired research questions and satisfied the objectives of the studies.

The questions used for the demographic data were mostly close ended questions and the other 31 questions were answered using Likert five scales which consist of (Strongly Agree =5, Agree =4, either agree or disagree =3, Disagree = 2 and Strongly Disagree =1) as interval/ratio scales.

**C. Data Validation**

The purpose of the pilot study is to determine how suitable and how easy to understand the questionnaire was. So, it was conducted at first on a small number of participants amounting to 13, on the basis of their review and feedback. An Arabic version of the questions was included as it was the native language for most of the participants making the questionnaire clearer and understandable.

**D. Data Gathering**

The researcher interviewed the respondents who participated in the questionnaire because it helps in collecting opinions, facts, attitudes, information about knowledge level, awareness, behaviour, and other data. In addition, it is the most frequently used method in various fields to collect data that is used for studies and research.

**E. Data Analysis**

All the data was obtained and collected by the questionnaire. So, the data processed was the primary data. The questionnaire analysis was undertaken using Statistical Package for Social Science Software (“SPSS”). First, the data obtained and collected from the survey has been processed and edited then it was coded and classified. After that, the data was analysed to be presented as a final result.

The regression analysis and correlation analysis were used to examine the actual relationship between the gender and entrepreneurship awareness, and between entrepreneurship education at university level and entrepreneurial intentions of students.

## IX. RESEARCH RESULTS AND FINDINGS

### A. Introduction

This chapter will review and analyze the results, findings and outcomes of the questionnaire conducted. Quantitative data analysis has been applied in this research with two kinds of quantitative statistics: (1) Descriptive Statistics and (2) Inferential Statistics. This chapter will be presented in four parts: the first part will describe the data by using the descriptive statistics. The second part will use the inferential statistics and the descriptive statistics in order to answer the research questions discussed in the first chapter of this research and the third section will test the hypothesis discussed in the second chapter by using the inferential statistics and finally the summary of the findings.

The questionnaire was measuring the general undergraduates' image of the entrepreneurial career as well as their perception of entrepreneurship in Bahrain. Consequently, this empirical study is trying to answer the questions presented in the first chapter and to test the proposed hypothesis in the second chapter.

The SPSS statistical methods were used to test the hypothesis and to analyze each question and each variable of the sample.

### B. Demographic Analysis

In all questionnaires administered from which 100 were filled fully are completed and valid.

### C. Gender of the Respondents:

Gender in this study is very important as we are going to analyse the relationship between the gender and many other variables in the study in order to enrich the research. According to the total sample size reflected for study, 47% were females and 53% were males. This shows that more males were participated in the study than females.

### D. Age of the Respondents

86% people falls in the age group of 18 – 24 years, 14% belong to the age group 25 – 33 years as we have control the age and make it specific to be from 15 to 34 as we have mentioned in chapter three to limit the study in only the young undergraduate's students.

### E. Marital Status of the Respondents

The total sample size 30% people were married and 53% were single respondents. 17% of the sample their marital status were others.

### F. Experience of the Respondents

We have different aspects that we have measured as we have discussed previously. First of all, we have found that 21% out of the sample had a past experience and tried to start a business while 79% have not.

### G. Questionnaire Outcomes and Analysis

We have conducted this research to try solving the research questions. So to achieve this purpose we will go through the research questions one by one and discuss the result:

#### H. What is students' image about entrepreneurship and entrepreneur?

Undergraduates image about the entrepreneurs are very important because it is linked directly to the desirability and intention towards being an entrepreneur. And from the above mentioned results we have found that major of them think that there are a standard characteristics and profile that they should fit into it in order to become an entrepreneur. In addition, they have perceived the entrepreneur as a team player, inventor, leaders and intelligent. However, not all of the participants believes that an entrepreneur should be male. Moreover, majority of the participants believes that entrepreneur is interested mostly about money. While some of participants held the perception of that not necessary that entrepreneurs who failed when they are starting their own business is not an entrepreneur. respondents have perceived that entrepreneur can be taught or learn to be creative and being initiative.

#### I. Do undergraduates in Bahrain think that their education qualifies them for an entrepreneurial career?

University students in Bahrain think that a specific education is required to be an entrepreneur although they do not think that higher level of education would help them to be. In addition, they have moderate knowledge about the institutes available that can educate them more about entrepreneurship.

#### J. What extent is undergraduates perceiving that success in entrepreneurial career determined by luck?

We have found that the majority of the participants are perceiving the luck is the successful key for the enterprises while the participants as well have perceived neutrally that entrepreneur may have faced several failures before the successful which is against the idea that entrepreneur can be successful because of nothing but luck. Also participants have perceived that to succeed in the venture you need to have enough money to start. Which is can be consider to be related to luck.

Relationship between the entrepreneurship education at the university level and entrepreneurial intentions of students.

A multiple regression in order to test the above hypothesis was conducted the result in Table 2 recommend that the Perceived feasibility and desirability both of them explains 45.8% of the undergraduate's intention towards pursuing new venture.

Since the P-value which is equal to 0.000 is less than 0.05 then the perceived feasibility and desirability are predictors for the intentions of undergraduate. And so we can conclude that there is significant relationship between intention to become an entrepreneur and the perceived feasibility and desirability.

Table 2. Model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.677 <sup>a</sup>	.458	.447	.75894

a. Predictors: (Constant), perceived feasibility (PF), perceived desirability (PD)

Table 3. Anova<sup>b</sup>

ANOVA <sup>b</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	48.737	2	24.368	42.307	.000 <sup>a</sup>
	Residual	57.598	100	.576		
	Total	106.335	102			

a. Predictors: (Constant), perceived feasibility (PF), perceived desirability (PD)  
 b. Dependent Variable: Entrepreneur Intention (EI)

Table 4. Coefficients<sup>a</sup>

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.392	.400		-.980	.329
	PD	.666	.132	.446	5.050	.000
	PF	.459	.127	.319	3.610	.000

a. Dependent Variable: Entrepreneur Intention (EI)

Also the correlation relation Table 5 between Entrepreneurship education at university level and entrepreneurial intentions of students at the end which is a positive relationship (where sig = 0.000 and R= 0.623 for PD and sig = 0.000 and R= 0.566 for PF) R denotes the multiple correlation coefficients, between the observed values and predicted values (PD, PF) of the dependent variable (EI). r value is significant in the range of 0 to 1.

Table 5. Correlation Matrix of the Variables

Correlations			
	EI	PD	PF
Pearson Correlation	1	.623**	.566**
Sig. (2-tailed)		.000	.000
N	103	103	103
Pearson Correlation	.623**	1	.553**
Sig. (2-tailed)	.000		.000
N	103	103	103
Pearson Correlation	.566**	.553**	1
Sig. (2-tailed)	.000	.000	
N	103	103	103

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

So we do not accept the null hypothesis and so we can conclude that there is a relationship of positive significance between Entrepreneurship education at the university level and the entrepreneurial intentions of students.

Relationship in between the gender and Entrepreneurship autonomy.

To measure the second hypothesis, we need to refer to Table 6 and Table 7 where the t test p value =0.00 which is less than 0.05 and using the decision we can conclude that we refuse the null hypothesis and so gender moderates undergraduate’s entrepreneurial autonomy.

Table 6. Gender and Entrepreneurial autonomy.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Gender	100	1.49	0.502	0.049
EI	100	3.2184	1.02103	0.10060

Table 7. T-Test One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Gender	30.017	102	.000	1.485	1.39	1.58
EI	31.991	102	.000	3.21845	3.0189	3.4180

In summation, the aim of the study was to evaluate the entrepreneurship perception and intention of Bahraini

undergraduates and to find out either they are ready or do they have the intention to pursue a new venture and so these results suggests that there are several factors that impact the entrepreneurial intention such as gender, desirability and perception of feasibility.

## X. CONCLUSION AND RECOMMENDATIONS

### A. Introduction

This chapter summarizes the findings of the research and suggests some future recommendations to utilize and enhance the understanding of students' perception of enterprises and entrepreneurship in Bahrain to be aligned with the overall business objectives.

### B. Summary of Findings

Taking the Intention variable that was measured by taking the mean for Q1 and Q2, the majority of participants perceived themselves that they have the planning to own a business in the coming days and they have the ambition to be an entrepreneur ( Mean = 3.21) with (mean = 3.29 and mean = 3.15 ).

There are three questions measuring luck and how the undergraduates perceived that an entrepreneur is having their success depending on luck. It is found that the majority of the participants are perceiving luck as the key element of success for the enterprises (Mean = 3.71), while the participants as well have perceived that an entrepreneur may have faced several failures before being successful (Mean= 3.00). Also, participants perceived that to succeed in a venture, you need to have enough money to start (Mean= 3.74).

Furthermore, to measure the perception of the undergraduates of the image of the entrepreneur and how they are perceiving the entrepreneur, several questions were asked and the majority of them think that there are standard characteristics and profile that they should fit into in order to become an entrepreneur (Mean = 3.02) they have perceived the entrepreneur as a team player (Mean =4.10), inventor (Mean=3.33), leader (Mean= 4.42), intelligent (Mean= 4.10). However, not all of the participants believe that an entrepreneur should be male (Mean=2.50). Moreover, the majority of the participants believe that an entrepreneur is interested mostly in money (Mean = 3.63). A mean (2.59) held the perception that entrepreneurs who failed when they were starting their own business are not entrepreneurs, meaning that the majority of subjects are disagreeing with this point of view. The majority of the surveyed undergraduates (Mean = 2.90) is not agreeing that entrepreneur cannot be taught or learn to be creative and being initiative.

The students believe that entrepreneurship is enhancing and improving the country welfare (Mean =3.70).

University students in Bahrain think that a specific education is required to be an entrepreneur (Mean =3.54). And they do not think that higher level of education would help them to be so (Mean =2.90). In addition, they have knowledge about the institutes available that can educate them more about

entrepreneurship (Mean =2.93).

Students in Bahrain have in general a positive perception of lifestyles that will be accompanied with entrepreneurship. An average of 3.83 think that they will enjoy the lifestyle provided by being an entrepreneur. And an average of 3.98 agree that entrepreneurship will enhance their lifestyle after retirement. Mean of 3.99 of the participants believe that entrepreneurship increases their wealth while mean of 3.50 think that a positive effect to their current lifestyle will exist.

Some questions were compiled and taken their mean to come up with the variable of the perceived desirability which was measuring the undergraduates' perception of how they are desiring to be entrepreneurs. It is found that the majority of them perceived a moderate desire (Mean =3.2) where they have heard positive things and good things about entrepreneurs (Mean=3.83) and they perceived entrepreneurs as successful people (Mean=3.57). Most of the participants are willing to put the time they will take to be an entrepreneur (Mean=3.16). Also they have the knowledge about who can help them to start their own business (Mean=3.17). Not all of them agree to work for well-established organizations (Mean= 2.98).

Measuring the feasibility, the questionnaire has shown that the participants have moderate feasibility perception (Mean = 3.1) where they were not thinking that becoming entrepreneurs is easy (Mean=2.87). And (Mean=3.27) who would be comfortable to run their business (Mean =3.95) also think that there are a lot of risk in starting and running their own business. However, there are an average of (Mean =2.59) from the participants who do not know they could get money to start their own business measuring that most of them understand where they can get money to start their business from.

## XI. CONCLUSION

The aim of this study was to evaluate the level of Entrepreneurship Education at University and Entrepreneurial Intentions of students of Bahraini undergraduates and to find out whether they are ready to face the reality and to be influential in the Bahraini society. It can be summarized and concluded that most of undergraduates have a moderate level of intention to become entrepreneurs.

University students in Kingdom of Bahrain believe that entrepreneurship can improve and impact their lifestyle positively. Furthermore, undergraduates believe that entrepreneurship is important to make benefits for their country and they agree that to be an entrepreneur, there are standard profile they should fit into. In their mind, an entrepreneur is an individual who is leader, intelligent, innovator and a creative. They also believe that the success in pursuing a new venture depends on luck. University students in Bahrain think that a specific education is required to be an entrepreneur although they do not think that higher level of education would help them to be so. In addition, they have

moderate knowledge about the institutes available with the ability to educate them more about entrepreneurship.

The analysis has shown that gender moderates the level of entrepreneurial intention and also there is a significance relationship between the entrepreneurial intention and the perceived desirability and perceived feasibility together.

## XII. RECOMMENDATIONS

Entrepreneurship is very important for the growth of the economy. It is recommended that much research to be done especially in the ecosystem of the entrepreneurship as a whole and not only in one aspect. In fact, the Kingdom of Bahrain is focusing on entrepreneurship and there is a need of diversification.

Therefore, programs on entrepreneurship and entrepreneurial training should be taken into considerations and that entrepreneurship education should be introduced in the universities curriculum in order to improve and increase the entrepreneurial intention and so to accelerate the economic growth in Bahrain. Awareness programs have to be established enabling the public to understand and attain the required knowledge about it.

## XIII. AREA FOR FUTURE RESEARCH

The Kingdom of Bahrain is continually trying to boost its GDP and to solve issues such as reducing the unemployment rate by creating jobs and reviving the local market through entrepreneurship.

As improving living standards for all Bahrainis is the most important intervening goal of the Economic Vision 2030, it becomes crucial to seek for other income resources and move from being an economy dependent on oil wealth to an economy that is able to be a global competitor. Since the private sector is the key element of the economy growth, the government shall assume the responsibility to work hand-in-hand with the private sector to raise the living standards by increasing productivity and high-wage jobs thus to accomplish this aim and to achieve the Economic Vision 2030. Therefore, the level of awareness of the support provided by the government can be studied. Measuring the gratitude towards these kind of activates and incentives provided by the government would be additional research areas to be understood and have benefits from them.

## REFERENCES

[1]. Almossawi, M. (2005). Starting and sustaining small enterprises in the Kingdom of Bahrain: investors' needs, available incentives, and obstacles. *WREMSD*, 1(2), p.169.

[2]. Alpkhan, Lütfihak, Bulut, Çağrı, Gunday, Gürhan, Ulusoy, Gündüz and Kilic, Kemal (2010). "Organizational Support For Intrapreneurship and Its Interaction With

Human Capital to Enhance Innovative Performance", *Management Decision*. 48(5): 732-755.

[3]. Arogundade B.B (2011). Entrepreneurship education: An imperative first sustainable development in Nigeria. *Journal of Emerging Trends in Educational Research and POLICY studies (JETERAPS)*, 2(1) available at: <https://msjlib.wordpress.com/2011/09/10/entrepreneurship-education/>.

[4]. Bjerk, B. &Hultman, C. M. (200) Entrepreneurial marketing the growth of small firm in the new economic era Cheltonham UK Edward Elgar available at: <http://jetems.scholarlinkresearch.com/articles/The%20historical%20Background.pdf>.

[5]. China Ministry of Education. A List of Members of the Ministry of Education Advisory Committee for Entrepreneurship Education in Higher Education Institutions; Ministry of Education: Beijing, China, 2010; (in Chinese).

[6]. Coulter, M. (2001), *Entrepreneurship in Action*, Prentice-Hall, Upper Saddle River, NJ.

[7]. Daily NewsEgypt 2011, (2011). Bahrain: Encouraging entrepreneurship.

[8]. Dominguez-Pacheco, A. (2012). Profile of the most successful entrepreneurs in Sinaloa State. Doctor of Management. University of Phoenix.

[9]. EROĞLU, O. (2011). Entrepreneurship, National Culture and Turkey. *International Journal of Business and Social Science*, 2(16), pp.146-151.

[10]. European Commission (2015). Entrepreneurship education. Available at:[http://ec.europa.eu/growth/smes/promotingentrepreneurship/support/education/index\\_en.htm](http://ec.europa.eu/growth/smes/promotingentrepreneurship/support/education/index_en.htm). ILO (2011) Know About Business – KAB. Available at:[http://www.ilo.org/wcmsp5/groups/public/@ed\\_emp/documents/publication/wcms\\_159163.pdf](http://www.ilo.org/wcmsp5/groups/public/@ed_emp/documents/publication/wcms_159163.pdf).

[11]. Garavan, Thomas N., and O'Conneide, Barra, Entrepreneurship Education and Training Programmes: A Review and Evaluation - Part 1, *Journal of European Industrial Training*, Vol. 18 No. 8, 1994, pp. 3-12. (<http://www.entrepreneur.dk/entprnship.htm>).

[12]. Global Entrepreneurship Monitor – GEM.(2013). Empreendedorismo no Brasil. (Relatório de Pesquisa). [Entrepreneurship in Brazil. (Research Report)]. Curitiba: Instituto Brasileiro de Qualidade e Produtividade.

[13]. [http://shodhganga.inflibnet.ac.in/bitstream/10603/64899/8/08\\_chapter%201.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/64899/8/08_chapter%201.pdf).

[14]. Henry, C., Hill, F. & Leitch, C. 2003. Entrepreneurship education and training. Aldershot: Ashgate Publishing.

[15]. <http://smallbusiness.chron.com/definition-entrepreneurial-organization-19019.html>.

[16]. <https://www.forbes.com/sites/jimblasingame/2014/12/05/what-entrepreneurial-desire-do-you-possess/#234537dd2f96>.



- [17]. <http://www.heritage.org/Index/explore>.
- [18]. <http://www.arabianbusiness.com/bahrain-s-growing-strength-in-attracting-entrepreneurs-621844.html>.
- [19]. <http://www.arabianbusiness.com/bahrain-s-growing-strength-in-attracting-entrepreneurs-621844.html>.
- [20]. <http://www.alayam.com/alayam/local/691780/News.html,no:10450>, 18<sup>th</sup> Nov,2017.
- [21]. <http://www.alayam.com/online/local/689137/News.html>, 7<sup>th</sup> Nov, 2017.
- [22]. <https://www.investopedia.com/articles/personal-finance/101414/why-entrepreneurs-are-important-economy.asp>.
- [23]. [https://www.ic.gc.ca/eic/site/061.nsf/eng/h\\_rd02541.html#toc-05](https://www.ic.gc.ca/eic/site/061.nsf/eng/h_rd02541.html#toc-05).
- [24]. <https://www.docsity.com/en/news/business-schools/importance-entrepreneurship-student/>.
- [25]. International Finance Corporation and World Bank, (2012), Doing Business Report, World Bank Washington DC.
- [26]. Levie, J. & Hart, M.M., 2013. The contribution of migrants and ethnic minorities to entrepreneurship in the United Kingdom. In M. Minniti, ed. *The Dynamics of Entrepreneurial Activity*. Oxford: Oxford University Press, pp. 101–123.)
- [27]. Mwasalwiba, E. Samwel (2010). “Entrepreneurship Education: A Review of Its Objectives, Teaching Methods, and Impact Indicators”, *Education + Training*, 52 (1): 20 – 47.
- [28]. Orford, J., Wood, E., Fischer, C., Herrington, M. & Segal, N. 2003. *Global Entrepreneurship Monitor: South African Executive Report*. Cape Town: University of Cape Town, South Africa.
- [29]. Posted on 17 September, 2013 in News Available at: <http://www.polytechnic.bh/news/bahrain-polytechnic-pushes-entrepreneurship-students/>
- [30]. Shobhit Seth (2017). available at: <https://www.investopedia.com/articles/personal-finance/101414/why-entrepreneurs-are-important-economy.asp>.
- [31]. Simbi, V. (2013). a gender analysis of university student perception of entrepreneurship. Master Thesis. National Sun Yat-Sen University.
- [32]. Turan, M. & Ali, K. (2007), "An exploratory study of characteristics and attributes of Turkish entrepreneurs: A cross-country comparison to Irish entrepreneurs", *Journal of International Entrepreneurship*, vol. 5, no. 1-2, pp 25-46.
- [33]. Valerio A., Parton B. & Robb A. (2014). *Entrepreneurship Education and Training Programs around the World - Dimensions for Success*. Washington, DC: World Bank. doi: 10.1596/978-1-4648-0202-7.
- [34]. Wilson, K. Chapter 5: Entrepreneurship education in Europe. In *Entrepreneurship and Higher Education*; Potter, J.E, Ed.; OECD Publishing: Paris, France, 2008; pp. 98–115.
- [35]. World Economic Forum (2011), *The Global Competitiveness Report 2010-2011*, World Economic Forum, Switzerland.
- [36]. Xie, C. 2014, "Why Do Some People Choose to Become Entrepreneurs? An Integrative Approach", *Journal of Management Policy and Practice*, vol. 15, no. 1, pp. 25-28.
- [37]. 2017/11/12 - 36: 06 PM, <http://www.bna.bh/portal/news/8108872017/11/16> - 51 : 03 PM, <http://bna.bh/portal/news/811703>.