

Youth Unemployment and Role of Entrepreneurship: Factors Influencing Students' Entrepreneurial Intention

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Abstract

Purpose: The paper aims to broaden the perspective of entrepreneurship among young graduates and highlight the relatable factors that contribute to creating young entrepreneurs.

Design/methodology/approach: The quantitative method research design is illustrated and will be deployed in this study.

Findings: This study explores the significance of individual entrepreneurship in influencing undergraduate entrepreneurial intentions to prepare students to become future entrepreneurs in the Kingdom of Saudi Arabia. This literature review concludes that each proposed variable plays a role in the pathway to entrepreneurship. As a result of a lack of research on entrepreneurship education, academics face a huge research gap in developing and concluding their results on the entrepreneurial intention from entrepreneurial orientation and entrepreneurial social support.

Research limitations/implications: This conceptual paper will contribute to the greater understanding of university students' entrepreneurial intention and whether the proposed factors effect this intention.

Originality/value: The report lays the groundwork for a more nuanced understanding of entrepreneurial goals and related education and internal factors (entrepreneurial orientation) and external factors (social support) under the spectrum of Stimulus-Organism-Response Theory— an area of interest for scholars and policymakers concerned with the transition from student to start-up.

Keywords: Individual Entrepreneurial Orientation, Entrepreneurial Social Support, Entrepreneurship education, Individual Entrepreneurial Intention

Introduction

One of the biggest issues people face during their lifetimes is unemployment (Vera-Toscano and Meroni, 2020). According to researchers, unemployment causes a moral and psychological imbalance in the man, causing confusion and imbalance in the family. It can threaten the stability of a smooth life and significantly impact all levels of politics and economics (Majeed

and Dawood, 2021; Robson, 2018; Vera-Toscano and Meroni, 2020). The unemployed are not only denied the necessary resources but are also deprived of their most basic human rights—those which would grant them the ability to obtain work that matches their capabilities and their physical and mental capabilities (Xolmamatovich and Ugli, 2021; Okpalaojiego, 2021). Using this strategy represents a significant waste of the resources invested in training and preparing workers to enter the job market (Khan et al., 2020). It is like hunting without weapons, entering the labor market without any qualifications or knowledge of the venture (Alsharief and El-Gohary, 2016). This conceptual paper unites the various aspects of unemployment problems and formulates a model to address them.

Naushad (2018) asserts that start-ups and entrepreneurial ventures are indicators of an expanding economy. Additionally, it is concluded that factors such as a favorable environment and infrastructure support result in optimal resource utilization by entrepreneurs, who contribute to the economy's growth and help to sustain the country's overall development. After gaining an understanding of the consequences of unemployment and the multiplicity and diversity of its causes across political, economic, social, and educational sectors, as well as the severe impact of COVID-19, researchers must now address and discuss the critical solutions necessary to investigate the problem and the risks involved (Dandekar et al., 2021; Sharahiley, 2020; Alessa, 2019). Numerous international studies and case studies indicate that entrepreneurship education broadens an individual's perceptions, expands horizons, fosters confidence, and significantly contributes to the reduction of unemployment (Dandekar et al., 2021; Covin et al., 2020; Van Gelderen, 2018; Majeed and Dawood, 2021). This study proposes a detailed scenario of entrepreneurial factors. The proposed framework implies that the entrepreneurial intentions of bachelor's students enrolled in universities can influence various factors. Individual entrepreneurial orientation, individual social support, entrepreneurship education, and an entrepreneurial university environment are suggested factors.

Purpose of the Study

According to the researchers, full employment for the total labor force is one of the primary economic objectives (Mitchell and Muysken, 2008; Covin et al., 2020; Van Gelderen, 2018). It seeks to reach a state of zero or near-zero unemployment. Andersson and Wadensjö (2007) identify that there are two groups of people in an economy: those who are employed and those who are unemployed. Employers, unpaid family workers, and self-employed individuals all belong to the unemployed category. Many view the entrepreneur as a combination of self-employed people and employers (Koellinger and Thurik, 2012). While the change in entrepreneurship as a percentage of total employment will affect employment and consequently unemployment, it is self-evident that entrepreneurship does affect unemployment. Another way of saying this is that it is self-evident that entrepreneurship and unemployment are linked (Pompa, 2021; Serrano Pascual and Martín, 2017).

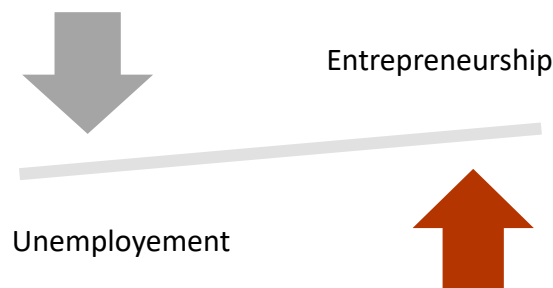


Fig 1.1: Relationship Between Entrepreneurship and Unemployment

Two main points of view regarding the relationship between entrepreneurship and unemployment are present in the literature. When entrepreneurship grows, the rate of unemployment will decrease (Garofoli, 1994; Audretsch and Fritsch, 1994; Assmann and Ehrl, 2021). It is known as the "Refugee Effect" in the second stage of a time series. This perspective holds that as unemployment rises, more entrepreneurs will be encouraged to start their own businesses (De Kraker et al., 2021; Blau, 1987; Evans and Jovanovic, 1989; Evans and Leighton, 1990; Blanchflower and Meyer, 1994). Numerous empirical research on the subject have been undertaken in recent years in a variety of nations, yielding a variety of findings (Prachowny, 1993; De Kraker et al., 2021; Audretsch, et al., 2005).

This question has generated considerable controversy; is there a cyclical relationship between entrepreneurship and unemployment? Faria et al. (2009) conclude the discussion by citing other researchers [e.g., Oxenfeldt, 1943; Evans and Jovanovic, 1989; Blau, 1987; Evans and Leighton, 1990; Blanchflower and Meyer, 1994; Audretsch et al., 2001] who demonstrate that both variables have a dynamic effect on one another. The new firms hire employees, resulting in a decrease in unemployment (Dandekar et al., 2021). On the other side, high unemployment may stimulate entrepreneurial activity, as the opportunity cost of establishing a new business is lower for unemployed individuals (Faria et al., 2008). Conclusively, entrepreneurship and unemployment have been interlinked theoretically. After considering the debate over this cyclical relationship, the various factors are put into consideration to further the theoretical contribution to the field of entrepreneurship.

Literature Review

Individual Entrepreneurial Orientation

Individual entrepreneurial orientation (IEO) represents a significant advancement in our understanding of individual entrepreneurial intentions in the modern era (Santos et al., 2020; Marques et al., 2018; Rauch et al., 2009; Chowdhury and Audretsch, 2021; Wiklund and Shepherd, 2003). In line with Covin and Slevin's (1989) and Miller's (1983) initial conceptualizations, as well as those of other researchers focusing on IEO (e.g., Kraus et al. 2019; Monsen and Manager, 2009; Mustafa et al. 2018), this research conceptualizes IEO as a phenomenon characterized by innovative, proactive, and risk-taking behavior on the part of individuals. The construct is constructed around three dimensions: inventiveness, proactivity, and risk-taking (De Jong et al., 2015). This conceptualization recognizes that those who promise innovations, seize opportunities, take calculated risks, demonstrate other forms of initiative and/or decision-making expertise are more likely to benefit than visionary workers (Lee and Peterson, 2000). The dimension is further defined in the subsequent literature review. According to Covin et al. (2020), "innovativeness is an employee's willingness to consider and pursue novel solutions to work-related tasks; proactiveness is an employee's bias toward discretionary action aimed at anticipating and responding to new value creation opportunities, and risk-taking is an employee's willingness to undertake tasks with uncertain outcomes via unrequested and unauthorized job-rides." These three dimensions are deemed critical when it comes to developing and implementing progressive and fundamental improvements or (in the broadest sense) inventions in the workplace. According to this research, individuals will transcend their responsibilities and initiate entrepreneurial behavior to improve organizational efficiency.

There has been considerable discussion about IEO and its effect on organizational performance (e.g., Covin and Slevin, 1991; Al Mamun and Fazal, 2018; Rauch et al., 2009; Lumpkin and Dess, 1996; Messersmith and Wales, 2013). Thus, studying and evaluating the IEO at all

organisational levels will contribute significantly to our understanding of entrepreneurship behaviour (Kropp et al., 2008). Following that, it was established that the IEO construction does indeed refer to an individual (Bolton and Lane, 2012; Harris and Gibson, 2008). Bolton and Lane (2012) developed a validated scale for determining the IEO path in a variety of contexts. The IEO was found to be beneficial in advising politicians, educators, and professionals on a variety of entrepreneurship-related topics (Harris and Gibson, 2008).

This study focuses on the orientation process that young graduates go through in order to either establish or create the conditions necessary for starting a new venture in the future. The purpose of this proposed study is to determine whether or not such orientations can help students consider becoming entrepreneurs. According to Zhao et al. (2011), entrepreneurial orientation is a process of conditioning that can occur either internally or externally; consequently, this study focuses on the notion of what factors can aid in bridging the pathway from entrepreneurial orientation to becoming an entrepreneur or at the very least having an intention.

Entrepreneurial Social Support

Sahban et al. (2015) distinguish two types of entrepreneurial social support: family entrepreneurial social support and peer-to-peer entrepreneurial social support. In the event of beginning a business or moving to self-employment, the potential entrepreneur's perceptions and expectations regarding the assistance he or she would get from the groups to which he or she belongs (parents, relatives, and spouse), referred to as family support, and from other comparable groups (friends, peers, and teachers), referred to as peer-group support (Sahban et al., 2016).

According to Mustikawati and Bachtiar (2008), entrepreneurial support generally comes from family, partners, and co-workers who can debate the notion and associated problems, as well as possible solutions. According to Sahban et al. (2015), establishing a business entails a social risk, a fear of being demeaned and humiliated in the case of failure, and a negative impression of the failure. Meanwhile, the majority of parents of university students feel that entrepreneurship entails an excessive amount of risk (Zhang et al., 2014). Such a negative preconception might function as a barrier on occasion, preventing individuals from pursuing entrepreneurship as a vocation. Additionally, the study observed that pupils lack confidence in their entrepreneurial abilities and family support (Dabic et al., 2012; Dabic, 2021). Frequently, parents want their children to work for someone else rather than establish their own business. Numerous parents frequently force their will on their children subconsciously, and the parents are unable to distinguish their own wishes from those of their children (Njuguna, 2019; Mustikawati and Bachtiar, 2008).

Additionally, Shiri et al. (2019) argue that having a sense of social support may be beneficial in developing an entrepreneurial community. Individuals' level of trust is significantly influenced by social support (perceived behavioral control). Pruett et al. (2009) assert that it has a beneficial effect on entrepreneurial purpose. Additionally, Ismail et al. (2009) endorsed this claim based on their findings from a study of students' intentions toward entrepreneurship and confirmed social networks' significant influence. However, Shiri et al. (2012) suggest that social support has an indirect effect on entrepreneurs' intentions. They assert that the presence of social support has an implicit effect on the extent to which entrepreneurship is ignited. They assert that "perceived desirability for entrepreneurship" (entrepreneurial attitude) has an immediate effect on social support, which in turn has a beneficial effect on entrepreneurial intentions (Pruett et al., 2020).

Peer pressure is the initial sector of social engagement in which a person decides to start a company. Colleagues who already operate their own firm usually attempt to create a comforting atmosphere for him throughout his or her company's launch (Bönte et al., 2013).

Peer pressure, when combined with other external influences such as the media, social networks, and social groups, makes it simpler for an individual to engage in entrepreneurial activity. Another research established that having assistance from a peer group of entrepreneurs may be advantageous to one's entrepreneurial ambitions (Falck et al., 2012). A youngster who spends time with a friend whose parents are entrepreneurs is more responsive to entrepreneurship as a career choice than those who do not (Zhang and Jurik, 2021).

Family plays a crucial part in the entrepreneurial process, and as such, their commitment to entrepreneurship must be expanded (Saiyed and Ricard, 2021). Kinship bonds create the strongest linkages in entrepreneurial networks. The family provides a range of productive services, both professionally and non-professionally (Fitzsimons and O'Gorman, 2020). In the case of an entrepreneur, the network may be generated via membership in trade unions, industry groups, or even connections with other entrepreneurs, all of which provide the entrepreneur with access to expertise (Njuguna, 2019; Leek and Mason, 2008). According to another study, family-to-business enrichment (transfer of positive results from the family domain to the work domain, such as a positive temperament or happiness) and family-to-business assistance all contribute to entrepreneurial success (Neneh, 2017; Zeyen et al., 2013).

Individual Entrepreneurial Intention

Entrepreneurial intention has been extensively investigated in the field of entrepreneurship (Bird, 1988; Krueger and Carsrud, 1993; Autio et al., 2001; Li et al., 2021; Sahni et al., 2020), and is thus a major variable in our study. According to Thompson (2009), individual entrepreneurial intention is a person's self-admitted conviction that they desire to start a new business endeavour and deliberately plan to do so in the future. According to Krueger et al. (2000), intention frameworks may be used to explain how entrepreneurship-related variables might effect start-up intentions. Previously conducted study explored whether demographic and personality traits, as well as situational/personal variables, might be used to forecast entrepreneurial intention (Bird, 1988; Autio et al., 2001).

Additionally, Shane and Venkataraman (2001) cite Bird (1988) and Katz and Gartner (1988) as views on entrepreneurship as the ideal form of planned behavior that should be extended to models of intention. They acknowledge that they can also have a reliable and stable theoretical foundation that is reasonably generalizable for broader implementation and prediction if intention models are useful for comprehending the motivations for business startups. It is plausible to believe that an individual's intention can change rapidly (Krueger, 2009) in response to a significant change in, for example, peer social support or the domestic environment as a source of family social support. In comparison, an opportunity-based intention may be more resilient and stable, owing to the benefits of extensive risk assessment and subsequent contingency planning.

In this sense, the reasons given to individuals for embarking on new endeavours (or for declining to do so) are critical, as these justifications have historically been used to justify their actions (Carter et al., 2003). New businesses are not formed by chance but through deliberate entrepreneurial acts (Nair et al., 2020; Carter et al., 2003). Extensive research has been conducted on the possibility of providing entrepreneurs with a solution for initiating ventures (Bhat et al., 2020; Tiwari et al., 2020; Honig and Samuelsson, 2021; Autio et al., 2001).

For as long as business management has existed, the question of why certain individuals become entrepreneurs has been debated (Wales et al., 2020; Shane and Venkataraman, 2000; Teixeira and Forte, 2009). This question cannot be answered solely by examining the distinctions between entrepreneurs and non-entrepreneurs, as this demonstrates their diversity but does not infer what motivated them to take one path or the other (Walter and Block, 2016). As a result, the emphasis should be on entrepreneurship in order to address the query. A straightforward option is to accompany and review the entire foundation process (Byington,

2019). This is unfeasible because it requires several months or even years and may entail a significant pause between the conception of concepts and their formation (Cromie, 2000; Fueglistaller et al., 2012). Another possibility, according to Fueglistaller et al. (2012), is to conduct research on current entrepreneurs and interview them retrospectively about their pioneering experiences. Therefore, this study has taken this variable as an integral part of the proposed framework.

Entrepreneurship Education

Education, according to researchers, may have an effect on entrepreneurial intentions and behavior (Tkachev and Kolvereid, 1999; Vodă and Florea, 2019). Entrepreneurial education is the intentional intervention of educators into the lives of students/pupils in order to influence their entrepreneurial abilities and characteristics that enable them to succeed in the business world (Greene et al., 2019). It is a form of education designed to attract individuals capable of starting their own business [Cheung and Chan, 2011; Lüthje and Franke, 2002].

Entrepreneurship education can be conceptualized in two ways: as a study of entrepreneurship as a phenomenon or as a study of the entrepreneurial skills required to succeed. Entrepreneurship education has a range of objectives, from personal development to the creation of new ventures, and its target audiences come from a diverse range of cultures and educational stages, resulting in a multiplicity of meanings. Additionally, there is some semantic ambiguity surrounding the term "entrepreneurship education," which is used in a variety of contexts. Entrepreneurship education is defined in this study as "education that aims to equip students with the knowledge, skills, and motivation necessary to succeed as entrepreneurs in a variety of settings." Entrepreneurship education is available at all levels of education, from elementary and secondary schools to university graduate programs." While Bandera et al. (2020) report that the term "entrepreneurship education" is widely used in Canada and the United States, it is much less common in Europe. The term "business education/training" is preferred in the United Kingdom and other European countries over "entrepreneurship education."

Entrepreneurial education, according to Bechard and Toulouse (1998), is "a set of formalized teachings that advises, trains, and educates anyone interested in contributing to socio-economic growth through a project that promotes entrepreneurship awareness, market formation, or small business development." Lüthje and Frank (2002) concur that education and entrepreneurialism are positively correlated. Entrepreneurial education provides students with the knowledge, skills, and additional capacities necessary to apply to the context of starting a new business or company (Sousa et al., 2019). Childhood and adolescence are the optimal ages for developing fundamental knowledge about entrepreneurship and developing a favorable attitude toward it (Leovaridis et al., 2016).

Hypothesis Development

This proposed study forms a hypothesis to test the relationship between variables. The relationships among the variables are presented below and have been formulated after an extensive literature review. These are given as follows:

Entrepreneurship Education (EE) has seen an explosion of research in recent years. This trend is motivated by the recognition that EE can play a critical role in the development of students skills and personal attributes necessary for new venture formation and technology transfer (Ndou et al., 2019) (Drivas et al., 2016). The research indicates that entrepreneurs can be created (Daley, 2013) and that the entrepreneurial skills, expertise, and attitudes necessary for success can be taught. This results in the growth of an entrepreneurial mindset and community, which benefits both individuals and society at large (Bacigalupo et al., 2016).

While the value of EE is widely recognized, educational institutions face numerous challenges regarding which methods to use, which pedagogical techniques are most effective, what outcomes can be predicted, and what materials should be provided for successful EE (Bacigalupo, 2021). Entrepreneurial curriculum systems are distinct from conventional ones. They place a greater emphasis on innovative and analytical thinking abilities, characteristics, and behaviors, adaptability, multidisciplinary thinking, learning capabilities, emotional knowledge, and intellectual leadership skills (Ghafar, 2020). A paradigm shift is then necessary, emphasizing the implementation of instructional services and events that accomplish these goals. Approaches that incorporate multiple disciplines and a blended curriculum are likely to be acceptable (Ndou et al., 2016). The following key identifying components of the EE have been established empirically: objectives/goals, target population or audience, content, and learners, teaching or pedagogy approaches, and stakeholder participation (Rezazadeh and Nobari, 2018). The EE's objectives are varied and may include a greater understanding of entrepreneurship.

Existing research on individual entrepreneurial orientation (IEO) has established a multidimensional construct comprised of variables related to innovation, proactiveness, and risk-taking (Keat et al., 2011). IEO can be thought of as entrepreneurial abilities that can be acquired through effective entrepreneurship education. The importance of innovation, proactiveness, and risk-taking motivates individuals to be vigilant when seeking entrepreneurship education (Karami and Tang, 2019). Individuals' interest in such education is piqued when they possess these internal orientations (Khan and Ahmed, 2019). Considering the researchers' claims and utilizing IEO as a construct that can influence students to pursue appropriate courses and entrepreneurial education, we hypothesize that:

H1: There is a positive relationship between individual entrepreneurial orientation and entrepreneurship education.

Family and peer support play an indirect role in entrepreneurship education. For example, Osorio et al. (2017) state that family support is a significant institution that people rely on to make startup decisions (Aldrich and Cliff, 2003) and achieve entrepreneurial success (Powell and Eddleston, 2013), but for those results (business s) In order to start a business, an individual must first obtain proper education on how, when, and where to do so (Kusumojanto et al., 2021). According to Kristiansen and Indarti (2004), a socially supportive peer group environment strengthens entrepreneurial intent and facilitates entrepreneurial action. They argued that entrepreneurship requires a certain amount of peer and friend support balanced by community support. According to Davidson and Honig (2003), entrepreneurship is a social phenomenon that necessitates more social interaction than any other profession. Positive social reinforcement from friends and colleagues may also encourage entrepreneurial behavior (Farooq et al., 2018). Contrarily, according to Schwarz et al. (2009), people with high entrepreneurial intentions may have low levels of entrepreneurial activity. The study by Sahban et al. (2015) focused on factors related to the social support system, such as family and peer support, leading to students' entrepreneurship education. The following social support system is the key element for students (individuals) to enter the field of entrepreneurship education to enhance their ideas and innovations towards a start-up.

H2: There is a positive relationship between entrepreneurial social support and entrepreneurship education

According to Hussain and Norashidah (2015), entrepreneurship education within the context of courses is associated with entrepreneurship for three reasons. An essential part of

entrepreneurship is the chance to learn and search for new business opportunities. The rising awareness of such prospects helps advance the number and innovation of technology-related people (Shepherd and DeTienne, 2005). Students will acquire new enterprise skills and competencies that will lead them to a functional company (Krueger et al., 2000; Zhao et al., 2011). Second, the study found a strong correlation between social desirability and entrepreneurship (Tkachev and Kolvereid, 1999). Educational institutions help students adopt the mindset and beliefs necessary to be an entrepreneur (Krueger and Brazeal, 1994). It's simpler and faster to learn about entrepreneurship from an entrepreneurship course, leading to better value with the same potential (Zhao et al., 2011). According to studies, students would experience new, doable projects if they learned essential entrepreneurship skills and competencies (Dragoumanos et al., 2017). Many research studies have demonstrated that entrepreneurship education is critical in explaining why people are drawn to entrepreneurial ventures (Cheung and Chan, 2011; Lüthje and Franke, 2002; Liñán et al., 2011). This is why we suggest that these ideas be considered when it comes to the education of entrepreneurship. As Zhang et al. (2013) concluded in their research, entrepreneurship education not only has an effect on entrepreneurship, but entrepreneurship education also impacts entrepreneurship directly. However, according to Oosterbeek et al. (2010), education in entrepreneurship hindered entrepreneurship intentions and had a negligible or negative effect on entrepreneurship skills/features. The students' results suggested that they developed "realistic viewpoints" about themselves and their ability to succeed as an entrepreneur because of the instruction they received. Even though the entrepreneurship course has a positive impact on entrepreneurship skills, it appears that the entrepreneurship education effect on entrepreneurship has dropped to some degree, as indicated by studies by Ewijk and Weber (2021). An analysis of entrepreneurship education found that although previous research had concluded that the knowledge was having a secondary effect on students' intentions to be an entrepreneur, this study found that there is a direct link. To check on the young university graduates' impact, we claim that;

H3: There is a positive relationship between entrepreneurship education and individual entrepreneurial intention.

Although the number of studies examining IEO is increasing, most IEO studies focus on individual entrepreneurial intentions and seek to identify characteristics and behaviors associated with a greater likelihood of being a good entrepreneur (Xolmamatovich and Ugli, 2021). As a result, most studies examining individual characteristics and behaviors incorporate entrepreneurial intent as a dependent variable (Bolton and Lane, 2012). As a result, higher IEO scores are likely to indicate a greater proclivity for individual entrepreneurship. The desire to be an entrepreneur is associated with actual entrepreneurship (Zhao et al., 2012). There is considerable consensus regarding the entrepreneurial behaviors and personality characteristics related to individual innovation, proactiveness, and risk-taking that contribute to the likelihood of being in business and vice versa (Harris and Gibson, 2008). However, while individual traits are frequently studied as a component of an entrepreneur's entrepreneurial instincts (Chowdhury and Audretsch, 2021), trait studies did not yield conclusive results due to the diversity of personality traits associated with a successful entrepreneur (Zhao et al., 2012). Meanwhile, the role of entrepreneurship education as a mediator between IEO and IEI has been positively associated. For example, Ibrahim and Lucky (2014) conducted a study to determine the relationship between IEO and entrepreneurship among Nigerian students in Malaysia. They discovered that IEO as a single project is associated with entrepreneurship among students. Robinson and Stubberud (2014) found that students who completed entrepreneurship education were more innovative and creative and had a greater entrepreneurial intent than students who

did not. Yurtkoru et al. (2014) bolstered the argument that entrepreneurship education is a deliberate mechanism, demonstrating that being a risk-taker and willing to take risks positively impacts an individual's entrepreneurial intent. Bolton and Lane (2012) created, validated, and verified the IEO measurements (risk-taking, creativity, and proactiveness).

Additionally, they demonstrated statistically significant associations between each aspect of IEO and university students' entrepreneurial intent. Ekpe and Mat (2012) viewed IEO as a multi-faceted endeavour and discovered that entrepreneurship education significantly affected entrepreneurial behavior among female undergraduate students in Nigerian universities. Kropp et al. (2008) hypothesized that three aspects of IEO, namely proactiveness and risk-taking, influenced the start-up decisions of international entrepreneurial ventures (IEBVs). While the preceding studies shed light on individual EO ratings, they said nothing about the relationship between each aspect of the IEO (for example, creativity, proactiveness, and risk-taking), entrepreneurship education, and entrepreneurship (Koe, 2016). As such, we hypothesize the following:

H4: Entrepreneurship education mediates the relationship between individual entrepreneurial orientation and individual entrepreneurial intention.

Furthermore, most literature on individual entrepreneurship education is about the assumptions and convictions future entrepreneurs have about the assistance they will receive from their social groups (Naveed et al., 2021; Sahban et al., 2014). Social support is intended to assist and facilitate future entrepreneurs in establishing or operating a business for individuals (Hira et al., 2020). When individuals wish to embark on a new venture, they may seek funding from various sources. Individual entrepreneurs typically receive support from their partners, family and peers, whom they can confide in to exchange entrepreneurial ideas, potential roadblocks, and strategies for resolving these concerns (Mustikawati and Bachtiar, 2008). As a result, family support may directly increase interest in formal entrepreneurship education as the most immediate setting. By contrast, independent entrepreneurs prefer to take action to establish a new business regardless of their peers' influence. Peer groups are comprised of individuals who are currently in business and are intended to provide professional guidance and assist aspiring entrepreneurs in developing a positive business start-up environment (Bönte et al., 2009). Peer pressure exerted on the industry has a beneficial effect on the business climate of other social institutions, including the media, social networks, and entrepreneurship education. Additionally, it is beneficial for aspiring entrepreneurs to accept uncertainty, exercise creativity, and take business measures.

Additionally, family members gain a greater advantage from the starting process as a whole. Other studies have shown a substantial beneficial impact of family members on entrepreneurship, owing to their extensive understanding of the issue and their role as the initial point of contact for sharing and debating new company ideas and early comments (Aldrich et al., 1990; Rosenblatt et al., 1988). In comparison, Fayolle et al. (2006) and Leon et al. (2007) revealed that after being introduced to entrepreneurship through their communities, entrepreneurship students had more solid strategies for coping with entrepreneurship instruction.

According to Naveed et al. (2021), family support has a significant impact on identifying opportunities, developing new projects, influencing company decision-making, and mobilizing capital. According to Davidsson and Honig (2000) (as cited in Davidsson and Gruenhagen, 2020), social support from family and friends and parents who own a business has been linked to entrepreneurial growth. Close friends and family can play a much more significant role than general normative encouragement in determining a person's presumed desirability to start a new venture. Greve and Salaff (2003) emphasized the family as a critical component of the

entrepreneurial social network. The respondents admitted that they were inspired to start a business by their partners, parents, and relatives.

Rani (2012) also stated that students not involved in entrepreneurship might be swayed to make an entrepreneurial decision by those around them. Additionally, they play a significant role in their entrepreneurial judgment. Taking into account the literature mentioned above, we are assuming that;

H5: Entrepreneurship education mediates the relationship between entrepreneurial social support and individual entrepreneurial intention.

Methods

After a thorough literature review, we analyzed/analogy from the previous researchers' outcomes. The literature review of the relevant factors was considered, which resulted in the proposed research framework. Based on the stimulus organism response theory, the research framework is proposed. Furthermore, this study proposes a quantitative research approach based on a cross-sectional questionnaire (online and self-administered) method. A set of questionnaire surveys will be designed in the process of gathering the research data. This study's population will be undergraduate students in any field who are currently enrolled in the public universities of Saudi Arabia. To narrow down the population, the five highly populated universities are selected for the distributing the survey and get response from. The universities are, Jazan university, University of Jeddah, University of Hail, King Saud University and King Fahad University of Petroleum and Minerals. These five universities covers the main regions/provinces of Saudi Arabia.

Findings

After conducting a comprehensive review of the variables IEO, ESS, EE, EUE, and IEI, this literature review finds that each plays a role in the pathway to becoming an entrepreneur. Due to a dearth of research on entrepreneurship education, researchers face a significant research gap in advancing and concluding their findings on entrepreneurial intention. Researchers remain divided on "are entrepreneurs born or created?" which contributes significantly to the literature's misinterpretation. Compilation of all five variables may pave the way for empirical investigation of the "born or created" mystery. The university environment, social support, and university education all contribute to the development of an average person into an entrepreneur. Figure 2.1 depicts the study's research framework, which is based on the literature review. However, because the framework is based on the interrelationships between the various constructs being studied, it can be transformed into a research-based theoretical framework in the future. The framework for the research is depicted in figure 1.2 below

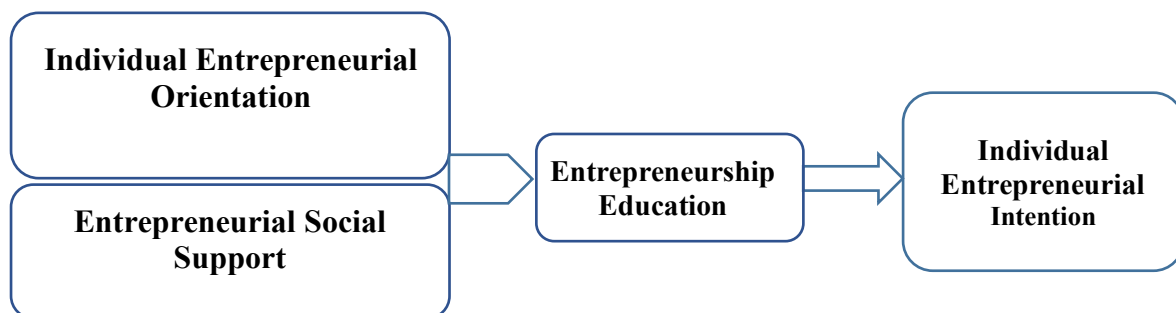


Fig 1.2: Research Framework.

Discussion and Conclusion

The study represents an attempt to empirically map the role of IEO factors that influence young university students' entrepreneurship education and training, entrepreneurial social support, and individual entrepreneurial intention. This proposed study will make significant contributions to the field of entrepreneurship both theoretically and practically. This study's proposed framework emphasizes how individuals perceive entrepreneurship. The relationships between the variables (individual entrepreneurial orientation, entrepreneurship education, entrepreneurial social support, and individual entrepreneurial intention). This study's research motivation is to understand better the construct interrelationships that influence the behavior of nascent entrepreneurs in a developing country. Additionally, this study contributes theoretically. The research problem stems from a relative dearth of prior entrepreneurship research on the inter-relationships between variables in frame entrepreneurs' motivations to start new ventures.

Additionally, this study contributes to the prediction of the behavioral characteristics of individuals embarking on a new venture. The research study intends to make a theoretical contribution to progress toward a practical contribution. From an academic standpoint, examining these hypotheses will provide a helpful framework to incorporate into various world regions. In countries where youth unemployment is a significant constraint, the proposed framework will help individuals develop a new mindset for recognizing their capabilities and breaking out of the unemployment queue. The concept of intention to start a new venture results in increased job opportunities in the market, which contributes practically globally. This proposed framework and findings will enable the government to establish entrepreneurship programs for university students who wish to pursue entrepreneurial endeavors following graduation. Depending on the variables, the outcome of this study may result in the establishment of a new policy for management schools and students, particularly those pursuing bachelor's degrees. Entrepreneurship education is a concept that raises awareness among individuals about when, how, and why they should consider starting a new business. The government should prioritize establishing various entrepreneurship schools to educate those who meet the criteria for unemployment. Management colleges will be motivated by the proposed structure and outcomes to continue teaching entrepreneurship and the required course during their bachelor's degrees.

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