The Entrepreneurial Intention Measurement of Saudi University Female Students in Light of the Theory of Planned Behavior

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Abstract
The principal objective of this research is to examine the entrepreneurial intention among Saudi female university students within the context of the Theory of Planned Behavior.
The research was conducted on a purposively selected sample of 43 female students from King Abdulaziz University and Jeddah University in Saudi Arabia. A descriptive-analytical approach was adopted, and the collected data was analyzed using statistical techniques facilitated by the SPSS software.
The major findings of the study revealed several important insights. First, there was a positive correlation between entrepreneurial background and the level of entrepreneurial intent among female students, indicating that prior exposure and experience in entrepreneurship influenced their intent to establish a fashion design project. Second, no statistically significant differences were found in the average scores of entrepreneurial intent among female students based on the university they attended. Third, statistically significant differences were observed based on the academic level, with the eighth level showing higher average scores. Fourth, there were statistically significant differences based on housing type, favoring home ownership. Finally, the study identified a positive correlation between the level of entrepreneurial intent and attitude toward entrepreneurship, perceived behavioral control, and social norms of entrepreneurial behavior.
It is suggested that future research should employ the Theory of Planned Behavior in both descriptive and experimental studies to gain a deeper understanding of individuals' behaviors and intentions and how they can be influenced or modified.
Keywords: Entrepreneurial Intention, Entrepreneurial Background, Entrepreneurial Characteristics, Theory of Planned Behavior.

Introduction and Research Problem
The recent COVID-19 pandemic has been a global disaster, causing significant impacts on various aspects of human life, including health, economy, society, and psychology. This crisis has led to unprecedented disruptions in social and economic structures worldwide (Davies, 2020). The fear and panic induced by the virus have altered individual behaviors, largely due to the scarcity of accurate information about the virus and its prevention (Elizabeth et al., 2021).

In the wake of COVID-19, it has become imperative to investigate the psychological factors influencing the decision to participate in tourism activities. As per the theory of planned behavior, human actions are guided by three primary factors: attitudes, subjective norms, and perceived behavioral control. These elements are crucial in determining behavioral intentions and elucidating the decision-making process amidst potential risks (Pahrudin et al., 2021).

The theory of planned behavior posits that all behaviors are positively correlated with individuals' intentions, signifying their readiness to experience and plan for executing the behavior. These intentions remain dormant in individuals until an appropriate time and opportunity arise to convert them into actions (Ferdous, 2010).

In recent times, entrepreneurship has garnered increased interest, largely due to technological advancements that have reshaped the world and facilitated globalization in all life aspects. Concurrently, focus has shifted towards the private sector, with the expectation that it will contribute actively to national economic development. This shift has significantly influenced the business environment and competition at both international and local levels. The current technological era has ushered in new concepts in economic and social development, where fostering entrepreneurship and innovation has emerged as a pivotal driver for growth, job creation, and diversification and expansion of development prospects, thereby ensuring societal prosperity (El Yazidi, 2024).

Idris and Hamed (2016) have highlighted that entrepreneurial projects, from an economic standpoint, lead to an increase in appropriate job opportunities and enhance the productive and operational capacity of the national economy. From a societal viewpoint, the proliferation of entrepreneurship fosters initiative, innovation, and competition among the youth, while also addressing unemployment and its related economic and social challenges. Small-scale projects significantly contribute to propelling and augmenting economic growth in countries, as they play a crucial role in creating employment opportunities, reducing unemployment rates, and fulfilling the community's needs for goods and services. While small projects yield these economic growth benefits, entrepreneurial projects are anticipated to have a more profound and extensive impact on advancing economic development due to their potential for rapid expansion and accommodating a larger workforce (El Yazidi, 2024).

This underscores that entrepreneurship is a pivotal factor in organizing and coordinating a set of production elements and integrating them to yield a specific combination that bolsters and evolves the economy. This can be realized only through the establishment of diverse productive and service projects aimed at resolving a problem or enhancing a specific aspect. Conversely, projects serve as a significant source of high income for stakeholders and the state, while also offering employment opportunities for various societal segments.

As for the entrepreneurial individual, they should possess intellectual capabilities that equip them to navigate the business world and make judicious decisions promptly. This empowers the entrepreneur to capitalize on opportunities and convert them into executable projects, thereby utilizing and employing available human and material resources.

The research problem resides in the disparity between the number of female graduates and their employment opportunities in the country, underscoring the importance of entrepreneurship and the establishment of various entrepreneurial projects as the sole avenue to ensure a decent standard of living and mitigate unemployment rates. Numerous researchers have emphasized the considerable importance of the motivations that propel entrepreneurs to foster development through the establishment of small entrepreneurial projects, with the aim of achieving financial stability for individuals.

Accordingly, the problem of the current research becomes clear, which is summarized in answering the following main question

What is the extent of entrepreneurial intention among Saudi female university students, considering the application of the Theory of Planned Behavior?

Research Objective

The principal objective of this study is to examine the entrepreneurial intention among Saudi female university students within the context of the Theory of Planned Behavior. This main objective gives rise to the following sub-objectives:

- Assess the level of entrepreneurial intention among the research sample of Saudi female university students.
- Evaluate the entrepreneurial background among the research sample of Saudi female university students.
- Measure the extent of entrepreneurial traits, including creativity, innovation, responsibility, risk-taking, self-confidence, and self-control, among the research sample of Saudi female university students.
- Investigate the correlation between entrepreneurial background and the intention to initiate an entrepreneurial project among the research sample of Saudi female university students.
- Examine the relationship between entrepreneurial traits, such as creativity, innovation, responsibility, risk-taking, self-confidence, and self-control, and the intention to start an entrepreneurial project among the research sample of Saudi female university students.
- Analyze the variations in the level of entrepreneurial intention based on university, academic level, type of residence, and marital status among the research sample of Saudi female university students.
- Gauge the level of entrepreneurial intention to initiate an entrepreneurial project in light of the Theory of Planned Behavior, encompassing attitude towards entrepreneurship, perceived behavioral control, and subjective norms, among the research sample of Saudi female university students.

Research Significance

The significance of this research is underscored by the importance of the variables it explores and the potential impact of its findings and recommendations in enriching the field of fashion design and entrepreneurial projects.

The significance of this research can be encapsulated as follows:

- It contributes to improving the efficiency of Saudi universities by comprehending the entrepreneurial characteristics of entrepreneurial work and their influence on the entrepreneurial intentions of female students in launching entrepreneurial projects.
- The study is timely, considering several global and local variables, including the shift towards a free, market, and knowledge-based economy, the escalating unemployment rates due to population growth and an increasing number of graduates, and the inability of governmental institutions to fulfill the employment needs of a large citizen percentage.
- The research could be beneficial for faculty members and university education program planners by underscoring the necessity to incorporate entrepreneurship courses in university and applied higher education programs, courses, and activities.

- The research gains its significance from the role entrepreneurial projects play in the economic and social development of the Kingdom of Saudi Arabia.
- It provides the fundamental groundwork to aid Saudi universities in shaping their mission and vision in a manner that fosters students' entrepreneurial inclination, thereby facilitating innovation, excellence, skill development, and community service.
- It offers opportunities for female students with entrepreneurial potential to partake in entrepreneurial activities, which in turn contributes to achieving economic and social development in the Kingdom of Saudi Arabia.
- It supplies policymakers, particularly the Ministry of Education in the Kingdom, with the research findings, which can enhance entrepreneurial behavior among Saudi students.
- The research emphasizes the Ajzen's planned behavior model, highlighting the importance of applying this model to university students in the Kingdom of Saudi Arabia. The research outcomes are anticipated to identify the factors that encourage entrepreneurial activities, leading to a decrease in the Kingdom's unemployment rate by eliminating hurdles related to the establishment of entrepreneurial projects.

Research Hypotheses
- There is a positive correlation between the entrepreneurial background and the level of entrepreneurial intention to create an entrepreneurial project in the field of fashion design among Saudi female university students.
- There is a positive correlation between the entrepreneurial characteristics of entrepreneurial work and the level of entrepreneurial intention to create an entrepreneurial project in the field of fashion design among Saudi female university students.
- There is a correlation between the level of entrepreneurial intention to create an entrepreneurial project in the field of fashion design and each of (the trend towards entrepreneurship - perceived behavioral control - social norms of entrepreneurial behavior) in light of the theory of planned behavior among female Saudi university students.
- There are statistically significant differences between the average grades of the Saudi female students in the research sample in the level of entrepreneurial intention to create a pioneering project in the field of fashion design according to (university - academic level - type of housing - marital status).

Research Methodology
First: Research Method
This research employs the descriptive method, aiming to "accurately and scientifically describe a phenomenon, clarify the relationship between the variables involved in the phenomenon, uncover the underlying causes by collecting sufficient and accurate data and information about the phenomenon, and then objectively study and analyze the collected data to identify the factors influencing that phenomenon" (Mahmoud, 2019).

Second: Scientific Terminology and Procedural Concepts
- **Entrepreneurial Intention:** This refers to an individual's willingness, desire, and capability to engage in entrepreneurial behaviors or establish a business project in the future. It is a concept that is intrinsically linked to both the individual and society (Sajida Iskandar, 2022).

- **Entrepreneurial Background:** Operationally, this is defined as the extent of information and knowledge a female student, who is entrepreneurially inclined, possesses about entrepreneurship and the requisite skills for it. It also encompasses how these skills can be positively applied in the labor market by identifying potential entrepreneurial projects.
- **Entrepreneurial Characteristics:** These are a set of personal and behavioral traits that an entrepreneurial individual must possess to successfully manage their project. In this research, the following dimensions are included:
    - **Risk Propensity:** This is the entrepreneurial tendency towards risk-taking, operating in uncertain situations, and a heightened willingness to take risks as the aspiration for success intensifies. It encourages entrepreneurs to make swift decisions in volatile environments with minimal information.
    - **Creativity:** This is the entrepreneur's ability to think creatively, based on problem analysis. It is a crucial characteristic of the entrepreneur as it leads to problem-solving and the generation of new and unique ideas, concepts, technical changes, or works. Creativity is manifested in a variety of methods that entrepreneurs employ to provide valuable and beneficial products and services to beneficiaries.
- **Self-Control:** This refers to an entrepreneur's ability to analyze and interpret events and people by focusing on a system they envision for themselves. This vision is based on the ideas, values, and traditions of others. Launching a new project requires the individual to regulate and control external factors that influence them.
- **Self-Confidence:** This pertains to an entrepreneur's ability to be driven with enthusiasm to accomplish tasks that contribute to the success of their project. This reflects their level of self-confidence, which propels them to progress in their work and attract more clients.
- **Need for Achievement:** This is the entrepreneur's ability to achieve and their sense of superiority in selecting suitable opportunities that provide them with chances of success in their work and accomplish their challenging goals with a high degree of effectiveness.
- **Independence and Responsibility:** This characteristic of an entrepreneur is associated with the skills required to manage projects. It is manifested in the entrepreneur's pursuit of taking the initiative in work and implementing tasks in alignment with their vision. Independence in scheduling tasks, determining procedures, and methods of implementation is related to the individual's personality and varies from person to person.
- **Theory of Planned Behavior:** This theory suggests that an individual's behavior is always organized and planned, and the intention and desire to perform any behavior precede its actual execution. Any decision to start a new project is a planned action rather than a reaction. The stronger the intention to perform any behavior, the higher the success rate of that behavior (Al-Nimshi, 2017).

Theoretical Framework
Concept of Entrepreneurship
Alfred Marshall officially recognized the significance of entrepreneurship in production, identifying four factors of production: land, labor, capital, and entrepreneurship. Entrepreneurship was deemed the pivotal factor that organizes the other factors of

production. It was perceived as the high-level decision-making process within an organization, suggesting that entrepreneurs should possess ample knowledge of their business and inherent leadership qualities (Majid and Alwan, 2020).

There has been a growing interest in the role of entrepreneurship as a catalyst for achieving economic and social development objectives, including growth, innovation, employment, and equity. Entrepreneurship can manifest in diverse ways in the field of economics, encompassing both formal and informal economic activities, aimed at wealth creation. Moreover, entrepreneurship contributes to economic development through high-growth organizations or projects that can serve as substantial sources of income and provide abundant employment opportunities for the workforce. Entrepreneurship is characterized by its positive impact in motivating individuals to make decisions that propel them towards successful entrepreneurship. The importance of entrepreneurship lies in its potent role in enabling individuals to identify opportunities for establishing and benefiting from projects (Valerio et al., 2014).

The significance of entrepreneurship becomes even more pronounced when job opportunities dwindle and the job market faces a scarcity of positions, making it challenging for new graduates to secure ideal jobs. This situation prompts some new graduates to turn to entrepreneurship (Looi & Lattimore, 2015).

Characteristics of Entrepreneurship

Entrepreneurship possesses several characteristics (Elmasry, 2018)

- **Creativity:** This is a crucial trait of entrepreneurs. An entrepreneur's creativity can manifest in various ways, such as developing new goods or services, introducing novel production methods, opening new markets, identifying alternative financing sources, and designing a new organizational structure.

- **Initiative:** This characteristic is demonstrated in an entrepreneur's ability to set goals and implement them efficiently, as well as their capability to solve and address arising problems. An entrepreneur's initiative can span various fields, such as resolving organizational conflicts within the organization, making decisions to enter new markets, or deciding to form strategic alliances, among others.

- **Exploiting Opportunities:** Entrepreneurs can gain an edge by capitalizing on the opportunities that arise from the continuous change in customer needs for new products and services. Opportunity exploitation is also achieved through discovering opportunities, then deciding to exploit and select the appropriate opportunity from a group of available options.

- **Vision:** Possessing a broad and long-term vision is one of the most critical characteristics of entrepreneurs. It enables them to foresee the future and aspire to make it a tangible reality, either by themselves or through others. Vision represents a set of intellectual and personal skills or the possession of knowledge and scientific, planning, and theoretical aspects based on scientific and cognitive frameworks and the ability to identify contexts, systems, and formulate goals on a rational basis.

Theory of Planned Behavior

The theory of planned behavior is an extension of the theory of reasoned action. The core concepts of this theory were proposed by Ajzen and Fishbein. The theory posits that an individual's attitude towards a particular behavior and personal norms act as determinants of behavioral intentions, and that these intentions influence whether the individual will actually

perform the behavior or not. Ajzen noted that the theory of reasoned action predicts behavior when this behavior is entirely under the individual's control. However, there are circumstances where an individual's control may not be complete or may depend on resources or support from others. To address this issue, Ajzen introduced perceived behavioral control as a third determinant of behavioral intentions, thereby expanding the theory to include actions that are not entirely under the individual's control or are influenced by other factors such as support and resources (Khalil and Shaarawy, 2017).

Research Limitations
The research sample is divided into two groups:
- **Exploratory Research Sample:** This group comprises 33 Saudi female students, purposively selected from various socio-economic levels. These students are enrolled in the seventh and eighth levels in the Department of Clothing and Textiles at King Abdulaziz University in Jeddah, as well as the Fashion Design Department at Jeddah University in the Kingdom of Saudi Arabia.
- **Main Research Sample:** This group consists of 43 Saudi female students studying in the seventh and eighth levels in the Department of Clothing and Textiles at King Abdulaziz University and the Fashion Design Department at Jeddah University in the Kingdom of Saudi Arabia.

The spatial boundaries for this research are King Abdulaziz University in Jeddah and Jeddah University in the Kingdom of Saudi Arabia.

Research Tools
The research tools employed in this study include:
1. Personal and social background data of the students.
2. A questionnaire to measure the level of entrepreneurial intent to establish an entrepreneurial project among the Saudi university female sample.
3. A questionnaire to measure the level of entrepreneurial characteristics of entrepreneurial work among the Saudi university female sample.
4. A questionnaire to measure the level of entrepreneurial background of entrepreneurial work among the Saudi university female sample.
5. A questionnaire to measure the level of attitude towards entrepreneurship, perceived behavioral control, and social norms of entrepreneurial behavior in light of the theory of planned behavior among the Saudi university female sample.

Personal and Social Background Data of the Students
A data form was prepared to gather personal and social background information from the students. This information aids in determining the demographic characteristics of the research sample, which includes:
- **University:** The options were King Abdulaziz University and Jeddah University.
- **Academic Level:** The options were the seventh level and the eighth level.
- **Type of Housing:** The options were rent and ownership.
- **Social Status:** The options were married and single.

Questionnaire to Measure the Level of Entrepreneurial Intention
The researcher prepared a measure of entrepreneurial intention to establish an entrepreneurial project among Saudi university students. This measure, in its final form, is

based on the research concepts and terms, within the procedural concept and previous studies related to it. It includes five expert statements that measure the level of entrepreneurial intention to establish an entrepreneurial project among Saudi university students. The students' responses are determined according to a triple estimate (agree, neutral, disagree) on a continuous scale (1,2,3), (3,2,1) depending on the direction of the phrases (positive - negative). Quantitative grades were assigned to the responses of the sample members, with the maximum score being 15 and the minimum score being 5. The level of the scale as a whole was divided into low, medium, and high levels by calculating the range and its dimensions according to the observed data as a result of applying the scale. The range is calculated using the equation: Range = (Maximum score - Minimum score).

The category length is calculated as the range divided by 3. Based on this, the responses were categorized into three levels as follows:

- **Low Level:** This ranges from the minimum score to less than (minimum score + category length).
- **Medium Level:** This ranges from (minimum score + category length) to less than (minimum score + category length × 2).
- **High Level:** This is from (minimum score + category length × 2) or more.

The results were as follows

- The level of entrepreneurial intention to establish an entrepreneurial project among Saudi university students is **low** if the score is from 5 to less than 9.
- The level of entrepreneurial intention to establish an entrepreneurial project among Saudi university students is **medium** if the score is from 9 to less than 13.
- The level of entrepreneurial intention to establish an entrepreneurial project among Saudi university students is **high** if the score is 13 or more.

Third: A Questionnaire to Measure the Level of Entrepreneurial Characteristics of Entrepreneurial Work Among Saudi University Students

The researcher prepared a measure of the entrepreneurial characteristics of entrepreneurial work among Saudi university students. This measure, in its final form, is based on the research concepts and terms, within the procedural concept and previous studies related to it. It comprises 21 expert statements divided into five main axes (creativity and innovation, responsibility, risk propensity, self-confidence, self-control) that measure the entrepreneurial characteristics of entrepreneurial work among Saudi university students. The study sample responds to these statements.

Their responses are determined according to a triple estimate (agree, neutral, disagree) on a continuous scale (1,2,3), (3,2,1) depending on the direction of the phrases (positive - negative). Quantitative grades were assigned to the responses of the sample members, with the maximum score being 63 and the minimum score being 21.

Based on this, the level of entrepreneurial characteristics of entrepreneurial work among Saudi university students was divided into three levels (low - medium - high) by calculating the range and its dimensions according to the observed data as a result of applying the scale. The results were as follows:

The level of entrepreneurial characteristics of entrepreneurial work among Saudi university students is categorized as follows

- **Low Level:** Scores from 21 to less than 35.
- **Medium Level:** Scores from 35 to less than 49.
- **High Level:** Scores of 49 or more. These levels provide a measure of the entrepreneurial characteristics present in the students. The higher the score, the stronger the entrepreneurial characteristics. This can be a useful tool for understanding and fostering entrepreneurial tendencies among students.

Here is a detailed breakdown of the measure of entrepreneurial characteristics of entrepreneurial work among Saudi university students

1. **Creativity and Innovation**
 This category included four expert statements that measure the level of creativity and innovation. The maximum score was 12, while the minimum score was 4. Based on this, the responses were divided into three levels:
    - Low level of creativity and innovation: Scores from 4 to less than 7.
    - Medium level of creativity and innovation: Scores from 7 to less than 10.
    - High level of creativity and innovation: Scores of 10 or more.
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2. **Responsibility**
This category included four expert statements that measure the level of responsibility. The maximum score was 12, while the minimum score was 4. Based on this, the responses were divided into three levels:
    - Low level of responsibility: Scores from 4 to less than 7.
    - Medium level of responsibility: Scores from 7 to less than 10.
    - High level of responsibility: Scores of 10 or more.

3. **Risk Propensity**
This category included five expert statements that measure the level of risk propensity. The maximum score was 15, while the minimum score was 5. Based on this, the responses were divided into three levels:
    - Low level of risk propensity: Scores from 5 to less than 9.
    - Medium level of risk propensity: Scores from 9 to less than 13.
    - High level of risk propensity: Scores of 13 or more.

These categories and levels provide a comprehensive measure of the entrepreneurial characteristics present in the students. The higher the score, the stronger the entrepreneurial characteristics. This can be a useful tool for understanding and fostering entrepreneurial tendencies among students.

4. **Self-Confidence**
    This category included four expert statements that measure the level of self-confidence. The maximum score was 12, while the minimum score was 4. Based on this, the responses were divided into three levels:
    - Low level of self-confidence: Scores from 4 to less than 7.
    - Medium level of self-confidence: Scores from 7 to less than 10.
    - High level of self-confidence: Scores of 10 or more.

5. **Self-Control**

This category included four expert statements that measure the level of self-control. The maximum score was 12, while the minimum score was 4. Based on this, the responses were divided into three levels:

   o Low level of self-control: Scores from 4 to less than 7.
   o Medium level of self-control: Scores from 7 to less than 10.
   o High level of self-control: Scores of 10 or more.

These categories and levels provide a comprehensive measure of the entrepreneurial characteristics present in the students. The higher the score, the stronger the entrepreneurial characteristics. This can be a useful tool for understanding and fostering entrepreneurial tendencies among students.

Fourth: A Questionnaire to Measure the Level of Entrepreneurial Background for Entrepreneurial Work Among Saudi University Students

The researcher prepared a measure of the entrepreneurial background for entrepreneurial work among Saudi university students. This measure, in its final form, is based on the research concepts and terms, within the procedural concept and previous studies related to it. It comprises five expert statements that measure the entrepreneurial background for entrepreneurial work among Saudi university students. The study sample responds to these statements.

Their responses are determined according to a binary estimate (yes, no) on a continuous scale (1,2). Quantitative grades were assigned to the responses of the sample members, with the maximum score being 15 and the minimum score being 5.

Based on this, the level of entrepreneurial background for entrepreneurial work among Saudi university students was divided into three levels (low - medium - high) by calculating the range and its dimensions according to the observed data as a result of applying the scale. The results were as follows:

The level of entrepreneurial background for entrepreneurial work among Saudi university students is low (from 5 to less than 9), the level of entrepreneurial background for entrepreneurial work among Saudi university students is medium (from 9 to less than 13), the level of entrepreneurial background for entrepreneurial work among Saudi university students is high (from 13 or more).

Fifth: A questionnaire to measure the level of (orientation towards entrepreneurship, perceived behavioral control, social norms of entrepreneurial behavior) in light of the theory of planned behavior among Saudi university students

The researcher prepared a measure of the theory of planned behavior among Saudi university students in its final form, in light of the research concepts and terms, within the procedural concept and previous studies related to it. It consists of (13) expert statements divided into three main axes (orientation towards entrepreneurship, perceived behavioral control, social norms of entrepreneurial behavior) that measure the theory of planned behavior among Saudi university students, and the study sample answers them. Their responses are determined according to the triple estimate (agree, neutral, disagree) on a continuous scale (1,2,3), (3,2,1) according to the direction of the phrases (positive - negative), and quantitative grades were placed for the responses of the sample members, where the maximum score was (39) while the minimum score was (13). Based on this, the level of the theory of planned

behavior among Saudi university students was divided into a level (low - medium - high) by calculating the range and its dimensions according to the observed data as a result of applying the scale as mentioned above, the results were as follows: The level of the theory of planned behavior among Saudi university students is low (from 13 to less than 22), the level of the theory of planned behavior among Saudi university students is medium (from 22 to less than 31), the level of the theory of planned behavior among Saudi university students is high (from 31 or more).

The following is a detailed presentation of the measure of the theory of planned behavior among Saudi university students

1- Orientation towards Entrepreneurship

This axis included (5) expert statements that measure the level of orientation towards entrepreneurship. The maximum score was (15) while the minimum score was (5). Based on this, the responses were divided into three levels. The level of orientation towards entrepreneurship is low (from 5 to less than 9), the level of orientation towards entrepreneurship is medium (from 9 to less than 13), the level of orientation towards entrepreneurship is high (from 13 or more).

2- Perceived Behavioral Control:

This axis included (4) expert statements that measure the level of perceived behavioral control. The maximum score was (12) while the minimum score was (4). Based on this, the responses were divided into three levels. The level of perceived behavioral control is low (from 4 to less than 7), the level of perceived behavioral control is medium (from 7 to less than 10), the level of perceived behavioral control is high (from 10 or more).

3- Social Norms of Entrepreneurial Behavior

This axis included (4) expert statements that measure the level of social norms of entrepreneurial behavior. The maximum score was (12) while the minimum score was (4). Based on this, the responses were divided into three levels. The level of social norms of entrepreneurial behavior is low (from 4 to less than 7), the level of social norms of entrepreneurial behavior is medium (from 7 to less than 10), the level of social norms of entrepreneurial behavior is high (from 10 or more).

Validity of Research Tools
First: Calculating Validity
The current research relied on three methods to verify the validity of the questionnaires

A- Content Validity
To ensure content validity, several measures were initially presented to a group of expert professors in the field of clothing and fashion design. These measures included the entrepreneurial intention to establish a project, the entrepreneurial characteristics of work, the entrepreneurial background for work, and the theory of planned behavior, all among Saudi university students. The purpose was to gather their opinions on the linguistic precision, content accuracy, relevance of phrases to each measure, and whether the phrases sufficiently achieved their intended objectives. Based on the feedback, the researcher made necessary modifications, including rephrasing and deletion of some phrases, thereby subjecting the measures to content validity.

B- Validity of Internal Consistency

To evaluate the internal consistency validity of the measures, which include the entrepreneurial intention to establish a project, entrepreneurial characteristics of work, entrepreneurial background for work, and the theory of planned behavior among Saudi university students, these measures were applied to a diverse survey sample. This sample comprised of 10 female students from the seventh and eighth academic levels, representing various social and economic backgrounds. The results were then monitored and processed. The Pearson correlation coefficient was calculated between the axes and the total score of the measure, as well as between the phrases and the total score of the axis. It was evident that the correlation coefficient values of the axes of the measures are statistically significant at a significance level of 0.01, which indicates the homogeneity of the measures, and allows their use in the current research.

Second: Calculating the Reliability of the Measures

The researcher calculated the reliability coefficients for (the measure of entrepreneurial intention to establish an entrepreneurial project among Saudi university students, the measure of entrepreneurial characteristics of entrepreneurial work among Saudi university students, the measure of entrepreneurial background for entrepreneurial work among Saudi university students, the measure of the theory of planned behavior among Saudi university students) using the Alpha Cronbach method. It was eveident that the values of the reliability coefficients (Alpha) are high, which confirms the stability of the measures and their suitability for application in the current research.

Sixth: Statistical Processing

Upon completion of data collection and coding, the data underwent analysis and statistical processing using the (SPSS) program. Various statistical methods were employed to explore the relationship between research variables and assess the validity of assumptions. These methods included

1. Frequencies and percentages
2. Relative weight
3. Arithmetic means and standard deviation
4. Cronbach's alpha coefficient and split-half method for calculating the reliability of research tools
5. Pearson correlation coefficient to measure the correlation between independent and dependent variables
6. T-test to determine the significance of differences between averages
7. One Way ANOVA to calculate the "F" value and assess the significance of differences between average scores within the research sample
8. LSD test for multiple comparisons to determine the direction of significance
9. Linear regression coefficient.

Results and Discussion

First: Results of the study sample characteristics:

The following is a comprehensive description of the research sample that was selected in a random purposive manner, and they belong to different social and economic levels.

Table (1) The relative distribution of the study sample according to the variable (University) n (43)

The University	The Number	%
University Of Jeddah	24	55.81%
Abdulaziz University	19	44.19%
The Total.	43	100%

The results shown in the previous table indicate that more than half of the sample, 55.81%, were students from Jeddah University, while the smaller percentage, 44.19%, were students from King Abdulaziz University.

Table (2)
The relative distribution of the study sample according to the variable (Academic Level) n (43)

Academic Level	The Number	%
Seventh Level	19	44.19%
Eighth Level	24	55.81%
The Total.	43	100%

The results shown in the previous table indicate that more than half of the sample, 55.81%, were students from the eighth academic level, while the smaller percentage, 44.19%, were students from the seventh academic level.

Table (3)
Percentage distribution of the study sample according to the variable (type of housing) n (43)

Housing Type	The Number	%
Ownership	25	58.14%
Rent	18	41.86%
The Total.	43	100%

The results presented in the previous table showed that more than half of the sample (58.14%) were female students who lived in owned homes, while (41.86%) were female students who lived in rented houses.

Table (4)
Percentage distribution of the study sample according to the variable (marital status) n (43)

Marital Status	The Number	%
Bachelor	28	65.12%
Married	15	34.88%
The Total.	43	100%

The results presented in the previous table showed that the largest percentage of female students were unmarried, representing (65.12%), while the smallest percentage was (34.88%) of married female students.

Second: The results of the sample distribution in light of the responses to the research tools
A- Distribution of the research sample according to the responses to the entrepreneurial intention scale to create an entrepreneurial project among Saudi female university students:

Table (5)
Distribution of the research sample according to the level of entrepreneurial intention to create an entrepreneurial project among Saudi female university students, N = 43

The Scale	The Level	The Number	%
Entrepreneurial intention to create an entrepreneurial project among Saudi university students	Low level (5 < 9)	21	48.84%
	Intermediate level (9 < 13)	16	37.21%
	High level (13 and above)	6	13.95%
	the total	43	100%

The values presented in Table (5) showed the difference in the level of entrepreneurial intention among the female Saudi university students in the research sample. The highest percentage was 48.84% for those with a low level, followed by 37.21% for those with an average level, while the lowest percentage was 13.95% for those with a high level. Which indicates a low level of entrepreneurial intention among the female students in the research sample.

B- Distribution of the research sample according to responses to a scale of entrepreneurial characteristics of entrepreneurial work among Saudi university students:
Table (6) Distribution of the research sample according to the level of entrepreneurial characteristics of entrepreneurial work among Saudi university students, n= 43

Interviewer	The Level	The Number	%	Relative Importance	Ranking
Creativity And Innovation	Low Level (4 < 7)	27	62.79%	14.47%	Fifth
	Average Level (7 < 10)	13	30.23%		
	High Level (10 Or More)	3	6.98%		
	The Total	43	100%		
Taking responsibility	Low Level (4 < 7)	24	55.81%	23.13%	the second
	Average Level (7 < 10)	12	27.91%		
	High Level (10 Or More)	7	16.28%		
	The Total	43	100%		
Tendency towards risk	Low Level (5 < 9)	26	60.47%	17.21%	the fourth
	Intermediate level (9 < 13)	13	30.23%		
	High level (13 and above)	4	9.3%		
	the total	43	100%		
Self Confidence	Low Level (4 < 7)	21	48.84%	25.43%	
	Average Level (7 < 10)	15	34.88%		
	High Level (10 Or More)	7	16.28%		
	The Total	43	100%		
Self Control	Low Level (4 < 7)	24	55.81%	19.76%	The Third
	Average Level (7 < 10)	14	32.56%		
	High Level (10 Or More)	5	11.63%		
	The Total	43	100%		
The Scale As A Whole	Low Level (21 < 35)	25	58.14%	100%	
	Average Level (35 < 49)	13	30.23%		
	High Level (49 And Above)	5	11.63%		
	The Total	43	100%		

The values presented in Table (6) illustrate the differences in the percentages of entrepreneurial characteristics among female university students in the research sample. The highest percentage, 58.14%, was found among those with a low level of these characteristics. This was followed by 30.23% of individuals with an average level, while the lowest percentage, 11.63%, was observed among those with a high level. Overall, self-confidence ranked first among the dimensions of entrepreneurial characteristics, with a relative weight of 20.4%. It was followed by the dimension of responsibility, with a relative weight of 19.13%, and then the dimension of self-control, with a relative weight of 18.76%. The risk propensity dimension ranked fourth with a relative weight of 15.21%, and finally, the creativity and innovation dimension ranked last with a relative weight of 13.47%. This can be explained by the fact that self-confidence is considered the primary factor for individual success in assuming responsibilities, taking risks, and striving for innovative achievement. When self-confidence exists, it brings along all the positive methods and approaches that help individuals achieve their goals.

C- Distribution of the research sample according to the responses to the entrepreneurial background scale for entrepreneurial work among Saudi female university students:
Table (7) Distribution of the research sample according to the level of entrepreneurial background for entrepreneurial work among Saudi university students, N = 43

The Scale	The Level	The Number	%
The Entrepreneurial Background Of Entrepreneurial Work Among Saudi University Students	Low Level (5 < 9)	22	51.16%
	Intermediate Level (9 < 13)	16	37.21%
	High Level (13 And Above)	5	11.63%
	The Total	43	100%

The values presented in Table (7) showed the difference in the percentage of the level of entrepreneurial background among the Saudi female university students in the research sample. The highest percentage was 51.16% for those with a low level, followed by 37.21% for those with an average level, while the lowest percentage was 11.63% for those with a high level. Which indicates a low level of entrepreneurial background among the female students in the research sample.

D- Distribution of the research sample according to the responses on the Theory of Planned Behavior scale among Saudi female university students:

Table (8)
Distribution of the research sample according to the level of the theory of planned behavior among Saudi university students, n=43

Interviewer	The Level	The Number	%	Relative Importance	Ranking
The Trend Towards Leadership	Low Level (5 < 9)	22	51.16%	39.54%	The First
	Intermediate Level (9 < 13)	15	34.88%		
	High Level (13 And Above)	6	13.95%		
	The Total	43	100%		
Perceived Behavioral Control	Low Level (4 < 7)	23	53.49%	23.56%	The Third
	Average Level (7 < 10)	16	37.21%		
	High Level (10 Or More)	4	9.3%		
	The Total	43	100%		
Social Norms Of Entrepreneurial Behavior	Low Level (4 < 7)	22	51.16%	36.90%	The Second
	Average Level (7 < 10)	16	37.21%		

Interviewer	The Level	The Number	%	Relative Importance	Ranking
	High Level (10 Or More)	5	11.63%		
	The Total	43	100%		
The Scale As A Whole	Low Level (13 < 22)	21	48.84%		
	Intermediate level (22 < 31)	18	41.86%	**100%**	
	High level (31 and above)	4	9.3%		
	the total	43	100%		

The values presented in Table (8) showed the difference in the percentages of the level of application of the theory of planned behavior among the female Saudi university students in the research sample. The highest percentage was 48.84% for those with a low level, followed by 41.86% for those with an average level, while the lowest percentage was 9.3% for those with a high level. In general, the axis of the trend toward leadership ranked first among the axes of the theory of planned behavior, with a relative weight of 39.54%, followed by the axis of social norms, with a relative weight of 36.9%, and then the axis of perceived behavioral control came in third place, with a relative weight of 23.56%.

Third: Results in light of research hypotheses
Hypothesis 1
The hypothesis states that "there is a positive correlation between entrepreneurial background and the level of entrepreneurial intention to start a fashion design project among female university students in the research sample."

Table (9)
Relationship between the level of entrepreneurial intent and the level of entrepreneurial background among the Saudi university students

The scale	Entrepreneurial Background
Entrepreneurial intent	0.864*
Significance Level (0.01)	

"It is clear from the previous table that there is a positive direct relationship between the level of entrepreneurial intent and the level of entrepreneurial background among the Saudi university students in the research sample, where the correlation coefficient reached (0.864*), which is a statistically significant value at the significance level (0.01). This means that the more the entrepreneurial background of the entrepreneurial work among the students increases, the more their level of entrepreneurial intent for these entrepreneurial works increases."
The researcher attributes this to the fact that the female students who have a prior entrepreneurial background about the standards and requirements of establishing an

entrepreneurial project have a high entrepreneurial intention. They possess intellectual knowledge about organizing and establishing entrepreneurial projects and the best flexible strategies that achieve the success of these projects, and therefore this is reflected in their entrepreneurial intention and their ability and readiness to organize and establish a new entrepreneurial project of their own. This result agreed with the study of Iskandar (2022), which indicated that students who possess self-efficacy for entrepreneurship are more aware of their ability to carry out business projects in the future after graduation. It also agreed with the study of Majid and Allwan (2020), which confirmed that the individuals of the research sample from postgraduate students who have entrepreneurial characteristics do not like failure in their projects and offer sacrifices in exchange for achieving success and can transfer their ideas to reality, and they do not prefer routine work and take risks. Eid et al (2019) pointed out that the entrepreneurial, social, and functional background of the entrepreneur represents a supportive construct for entrepreneurial traits, as the entrepreneurial personality uses its experience and rich cognitive background to manage the project in achieving its entrepreneurial goals.

Hypothesis 2
"There is a positive correlation between the entrepreneurial characteristics of entrepreneurial work in its axes (creativity and innovation - responsibility - tendency towards risk - self-confidence - self-control) and the level of entrepreneurial intention to establish an entrepreneurial project in the field of fashion design among Saudi university students in the research sample."

Table (10)
"Correlation Analysis between Entrepreneurial Intent and Pioneering Characteristics"

The Scale	Pioneering Characteristics Of Pioneering Work					
	Creativity And Innovation	Taking Responsibility	Tendency Towards Risk	Self Confidence	Self-Control	The Scale As A Whole
Entrepreneurial Intent	0.877*	0.856*	0.872*	0.804*	0.824*	0.801*
Significance Level (0.01)						

The previous table clearly illustrates a positive correlation between the level of entrepreneurial intent and the level of entrepreneurial characteristics (including creativity, innovation, responsibility, risk tolerance, self-confidence, and self-control) among the sample of Saudi university students. The correlation coefficients were sequentially 0.877*, 0.856*, 0.872*, 0.824*, and 0.801*, all of which are statistically significant at the 0.01 level. This suggests that as students acquire more skills and entrepreneurial characteristics related to entrepreneurial activities, their entrepreneurial intent increases, and they are more inclined to establish diverse entrepreneurial projects that align with their abilities.

Students who can take responsibility, tolerate risk, and have high self-confidence are then capable of creativity, innovation, and self-control in their pursuit of establishing entrepreneurial projects. This finding aligns with Sultan's 2016 study, which emphasized that students' entrepreneurial characteristics significantly influence their entrepreneurial

intentions. Sultan also highlighted the importance of various dimensions of entrepreneurial characteristics in fostering entrepreneurial orientations and behaviors among individuals.
The study revealed that self-control and self-confidence are the most prominent entrepreneurial characteristics. Al-Namshi's 2017 study further underscored this by emphasizing the importance of first developing students' confidence, followed by creativity, risk tolerance, and self-control, to cultivate future entrepreneurial characteristics among students.

Hypothesis 3
"There is a positive correlation between the level of entrepreneurial intent to establish an entrepreneurial project in the field of fashion design and each of the following: the direction towards entrepreneurship, perceived behavioral control, and social norms of entrepreneurial behavior, in light of the application of the planned behavior theory among Saudi university students in the research sample."

Table (11)
Correlation Analysis between Entrepreneurial Intent and Theory of Planned Behavior

The Scale	Theory of planned behavior			
	The Trend Towards Leadership	Perceived Behavioral Control	Social Norms Of Entrepreneurial Behavior	The Scale As A Whole
Entrepreneurial Intent	0.849 *	0.741 *	0.887*	0.761 *
Significance Level (0.01)				

The previous table reveals a correlation between the level of entrepreneurial intent and the direction towards entrepreneurship, perceived behavioral control, and social norms of entrepreneurial behavior, in light of the application of the Theory of Planned Behavior among the sample of Saudi university students. The correlation coefficients were sequentially 0.849*, 0.741*, 0.887*, and 0.887*, all of which are statistically significant at the 0.01 level.
This indicates the importance of the Theory of Planned Behavior in increasing the level of entrepreneurial intent among the student sample. The theory is based on interpreting the behaviors and intentions of individuals towards a certain action. This aligns with the study by Fawzi (2022), which pointed out that the Theory of Planned Behavior has proven effective in predicting the behaviors of individuals in general, and the behavior of establishing entrepreneurial projects in particular.
This was also agreed upon by the study of Qaoud and others (2022), which emphasized that the Theory of Planned Behavior explains the behaviors of individuals and their intention to modify their behaviors towards different businesses. The Theory of Planned Behavior is based on the principle that all behaviors are directly linked to people's intentions and represent an indicator of their readiness to experiment and make plans to perform the behavior. These intentions remain latent in individuals until they find the appropriate time and opportunity to translate them into actions (Ferdous, 2010).
In addition to the aforementioned points, this result is analyzed in the context of the social norms aspect of the Theory of Planned Behavior. It suggests that the positive social influence exerted by family, friends, and close acquaintances significantly encourages individuals to engage in entrepreneurial activities. This is complemented by the students' pre-existing perceptions about their ability to execute an entrepreneurial project that is beneficial to both

themselves and the community. They are aware that they possess the necessary skills and capabilities to initiate an entrepreneurial project.

This finding contrasts with Sajida Murad Iskandar's 2022 study, which demonstrated that university students exhibit a high degree of entrepreneurial intention. This necessitates a focus on the role of universities in cultivating this intention and enhancing students' awareness of its significance, as well as the practical application of their skills in entrepreneurial ventures.

Hypothesis 4
"There are statistically significant differences between the averages of the Saudi female students' scores in the research sample in the level of entrepreneurial intent to establish an entrepreneurial project in the field of fashion design according to (the university - the academic level - type of residence - social status)."

Table (12)
The university variable

The Group	N	Sma	Standard Deviation	Value (V)	Degree Of Freedom	Indication
University of Jeddah	24	8.75	2.382	0.373	41	0.711
Abdulaziz University	Non-Functional					
Significance Level (0.05)						

The aforementioned table demonstrates that there aren't any statistically significant disparities between the average scores of female university students in the research sample concerning entrepreneurial intent, based on the university variable. The (t) value was 0.373, which isn't statistically significant, indicating no differences between students from Jeddah University and King Abdulaziz University in terms of entrepreneurial intent.

The researcher attributes this finding to the apparent lack of focus by universities with fashion design departments on incorporating entrepreneurship courses and fostering entrepreneurial intent among students. This intent is crucial for establishing entrepreneurial projects that not only elevate their families' living standards but also provide a personal income source, enabling them to embark on a new life post-graduation without relying on government employment.

This observation is further supported by Alaa Adwan's 2017 study, which underscored the importance of instilling an entrepreneurial culture among university students and equipping them with the appropriate rules and foundations to facilitate such projects. Hussein Al-Haramsheh's 2014 study echoed this sentiment, emphasizing the need to foster and solidify an entrepreneurial culture among university students from their initial academic years, thereby promoting creativity, innovation, and risk-taking in entrepreneurship.

Iqbal et al.'s 2012 study advocated for a concentrated effort on nurturing entrepreneurial competencies across various educational levels, given their profound influence on shaping an individual's entrepreneurial intent.

Table (13)
The educational level variable

The Group	N	Sma	Standard Deviation	Value (V)	Degree Of Freedom	Indication
Seventh level Function	19	8.26	1.695	-8.155	41	<0.001
Eighth level						

The aforementioned table demonstrates that there are statistically significant differences in the average scores of female university students in the research sample regarding entrepreneurial intent, based on the academic level variable. This difference favors the eighth level, with a (t) value of 8.155, which is statistically significant at the 0.001 significance level. This suggests that Saudi university students at the eighth level exhibit a higher level of entrepreneurial intent compared to their counterparts at the seventh level.

This can be attributed to the fact that students at the eighth level have developed a greater awareness of the importance of simulating the labor market and enhancing their families' living standards. They adopt an out-of-the-box thinking approach upon graduation, striving to reap benefits from small projects, pioneering new ventures, and cultivating their entrepreneurial readiness. This continues until they acquire the necessary experience and develop an appropriate entrepreneurial background that enables them to participate in entrepreneurial activities and successfully achieve their goals.

This finding aligns with Sajida Iskandar's 2022 study, which emphasized the need for universities to equip students to tackle challenges in their post-graduation lives. Universities need to do more than just assist students in job hunting; they must prepare students to create jobs and manage their own projects after graduation.

Table (14)
The type of housing variable

The Group	N	Sma	Standard Deviation	Value (V)	Degree Of Freedom	Indication
Ownership Function	25	11.24	0.97	7.125	41	<0.001
Significance level (0.05)						

The previous table reveals statistically significant differences between the average scores of Saudi university female students in the research sample in terms of entrepreneurial intent, according to the type of residence variable, favoring home ownership. The value of (t) was 7.125, which is statistically significant at the 0.001 significance level. This means that the students who live in owned homes have a greater opportunity to establish an entrepreneurial project, whether in a small corner at home or outside, as their families' lack of commitment to monthly rent and non-compliance with rental obligations provides the opportunity to encourage them to establish small entrepreneurial projects that contribute to increasing income.

Table (15)
The marital status variable

The Group	N	Sma	Standard Deviation	Value (V)	Degree Of Freedom	Indication
Bachelor	28	9.32	2.109	-3.427	41	0.001
Function						
Significance level (0.05)						

The table above reveals that there are statistically significant differences in the average scores of Saudi university female students in the research sample regarding entrepreneurial intent, based on their social status. This difference favors married students, with a (t) value of 3.427, which is statistically significant at the 0.001 significance level.

The researcher suggests that this is due to the fact that married students, who are now responsible for a family and home, lead a different life compared to their unmarried counterparts. A married student, immersed in family life with its associated commitments and responsibilities, is tasked with managing her household affairs and economizing in line with her husband's income. Equipped with the skills and orientations towards a specific entrepreneurial project, she can produce various products or crafts from home and market them through electronic platforms or various marketing venues, resulting in an increase in her family's income and an improvement in their standard of living.

An entrepreneur must be diligent and adaptable to the surrounding circumstances, seizing suitable opportunities to stimulate and propel them towards entrepreneurial projects. This was corroborated by Bagha's 2021 study, which underscored the need for entrepreneurs to concentrate on cultivating their entrepreneurial traits. This includes developing self-confidence, continuously planning for various matters, preparing before initiating any activity, relying primarily on oneself, and honing creative and innovative thinking skills.

Summary of Results

The study arrived at a set of results that can be summarized as follows:

- There is a positive correlation between the entrepreneurial background and the level of entrepreneurial intent to establish an entrepreneurial project in the field of fashion design among Saudi university students in the research sample.
- There is a positive correlation between the entrepreneurial characteristics of entrepreneurial work and the level of entrepreneurial intent to establish an entrepreneurial project in the field of fashion design among Saudi university students in the research sample.
- There is a correlation between the level of entrepreneurial intent to establish an entrepreneurial project in the field of fashion design and each of the following: the direction towards entrepreneurship, perceived behavioral control, and social norms of entrepreneurial behavior, in light of the Theory of Planned Behavior among Saudi university students in the research sample.
- There are no statistically significant differences between the average scores of Saudi female students in the research sample in the level of entrepreneurial intent to establish an entrepreneurial project in the field of fashion design according to the university.

- There are statistically significant differences between the average scores of Saudi female students in the research sample in the level of entrepreneurial intent to establish an entrepreneurial project in the field of fashion design according to the academic level, favoring the eighth level.
- Statistically significant differences exist between the average scores of Saudi female university students in the research sample regarding entrepreneurial intent to establish a project in the field of fashion design, based on the type of residence. These differences favor those who own their homes.
- There are statistically significant differences in the average scores based on social status, with married students showing a higher level of entrepreneurial intent to establish a project in the field of fashion design.

Recommendations

In light of the study's results, the researcher recommends the following

- Recognize the Theory of Planned Behavior as an approach to dealing with various crises.
- Use the Theory of Planned Behavior in conducting descriptive and experimental research to understand and interpret individuals' behaviors and their intention to modify their behaviors.
- The state, represented by all relevant government agencies, should pay attention to the establishment and implementation of entrepreneurial projects and work to simplify the procedures related to the implementation of entrepreneurial projects so that these procedures do not become a stumbling block in front of the establishment of these projects that have a benefit and a positive impact on enhancing and developing the economy.
- The concerned authorities should pay attention to the development of entrepreneurial projects and work to increase the interest in sponsoring creators and innovators by providing them with incentive rewards. This can be achieved by innovating encouraging means and incentives linked to the level of performance and the success of the entrepreneurial project.
- It is essential for the administrative minds in organizations to recognize the aspects that support entrepreneurial characteristics (such as creativity, vision, opportunity exploitation, initiative, etc.) in a way that reinforces and enhances these characteristics.
- Efforts should be made to establish mechanisms for providing capital and support to entrepreneurs, and to support and encourage entrepreneurial activities in order to create successful entrepreneurial projects. These projects contribute to expanding job opportunities and reducing unemployment rates.
- Universities should enhance their relationships with the private sector to support the entrepreneurial projects and ideas of students.
- Government institutions should provide financial support to encourage and urge students to organize entrepreneurial projects.
- The entrepreneurial intent among students should be enhanced by encouraging them to take entrepreneurship as a profession instead of relying on the government and the private sector for employment.

Proposed Research

It is proposed to conduct a study to identify the following:

- The entrepreneurial intent and its relationship with the proactive personality of university students.
- The self-efficacy of entrepreneurship among different segments of society.
- The need for achievement and its relationship with the entrepreneurial intent of university students.
- Independence and its relationship with the entrepreneurial intent of university students.

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