

The impact of entrepreneurial education on the development of entrepreneurial intention among students (Case of the students of the Hassan II University of Casablanca, Morocco)

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Abstract :

Given the importance of entrepreneurship in socio-economic development, countries are seeking to develop it by all necessary means. Entrepreneurship education is emerging, more and more, as a stimulus to business creation. Our research is in line with this perspective, which is gaining momentum among decision makers in the education sector. Indeed, entrepreneurship education provides students with the knowledge, skills and motivation to encourage entrepreneurial success in various contexts. Our objective is to demonstrate the impact of entrepreneurship education on the development of entrepreneurial intention among students at the Hassan II University of Casablanca (UH2C), and to see if teaching this discipline from the secondary cycle can stimulate this intention, in order to propose areas of action that stimulate entrepreneurial action.

To do this, we proceeded with a bibliographical study on the subject of entrepreneurship, entrepreneurial intention and teaching entrepreneurship, to draw inspiration from the different experiences in the field.

From an exploratory study carried out in this context through a qualitative survey, we collected real data, allowing us to identify scientific results. This survey was carried out through a questionnaire, on Google Drive, which we tested by a sample of 26 students, readjusted and validated by three university teachers experts in the field, and then we administered it to the university students of the UH2C.

The results of our survey of students at Hassan II University in Casablanca clearly showed that the development of entrepreneurial intention increases among students who have taken entrepreneurship courses or participated in seminars and encourages business creation and entrepreneurship. a minority of these students still opt for being employed it in the private sector or in the public one; however, the majority express their strong desire to be entrepreneurs. We also noted that some students surveyed believe that entrepreneurship

depends on entrepreneurship training while others believe that it depends on the combination of training, means and will.

Introduction :

Considered as "the one who makes the economy progress" by Richard Cantillon (1697-1735), or "the most important actor in the universal history of the economy and society" by Max Weber (1864-1920), or "the economic agent who innovates" by Joseph A. Schumpeter (1883-1950), the entrepreneur, through his activity as a creator of enterprise, occupies a primordial place in the analyses of economists over time.

Given the importance and the preponderant role of entrepreneurship in the socio-economic development, the decision-makers of the whole world agree on the positive effect of entrepreneurship on the economic growth, the creation of wealth, the absorption of unemployment, the exit for all the crises and the lever for any socio-economic development. This is why countries are seeking to develop it by all necessary means. Entrepreneurship education is emerging, more and more, as a stimulus for business creation.

Entrepreneurship, which has been identified by economists as a useful phenomenon to better understand development, remains one of the few subjects that attracts specialists from different disciplines of the humanities and social sciences. Its definition is confused between disciplines, but generally specialists of the same discipline attribute the same characteristics to it. The 1980s saw the blossoming of the field and its integration into many disciplines. Not only did entrepreneurship research expand into most disciplines, but the number of institutions offering courses in the field and the number of courses doubled in a decade (Vesper, 1985,1993).

In recent decades, most countries have given increased attention and significant interest to various areas of entrepreneurship, both in higher education and in public policy development. In the area of developing entrepreneurial intention, countries are opting to diversify and encourage educational institutions to discern a training which can stimulate the entrepreneurial spirit in students and allow them to exalt entrepreneurial intention. Knowing that the entrepreneurial intention is conditioned by several parameters, it is necessary to determine the levers on which it is possible to intervene to stimulate it and to develop the entrepreneurial spirit which seems to be lacking in young people.

Following the example of other countries, Morocco has been making remarkable efforts for years to encourage entrepreneurship by undertaking actions and policies that facilitate the creation of companies and the development of the business world. Indeed, The Moroccan government has implemented several mechanisms to encourage entrepreneurship training to stimulate young people to create companies via the creation of financing programs, accompaniment and the development the program training. Accordingly, the New Development Model (April 2021) gave a paramount importance to the promote of entrepreneurship.

On the training side, with the entry into force in 2003 of Law 01-00 regarding the reform of higher education, Morocco universities started to introduce teaching strategies and programs

dedicated to entrepreneurship. Most of Moroccan higher education institutions are now teaching entrepreneurship under different names for the common objective of enabling students with the necessary tools to shift from a wage-oriented spirit to an entrepreneurial orientation, i.e. to be employers instead of being employees.

The Hassan II University of Casablanca (UH2C) is part of this dynamic and is committed to the Moroccan programs that aim to promote entrepreneurship, which in its turn will stimulate the national economy and reduce unemployment through business creation. That is why all the UH2C institutions have introduced program training in entrepreneurship courses in their curriculum, e.g. through extracurricular activities, clubs, the organization of seminars and opening on the private sector.

Our current research is in line with this perspective which is becoming more and more important for decision makers in the education sector. Indeed, entrepreneurship education provides students with the knowledge, skills and motivation to encourage entrepreneurial success in various contexts. Our objective is to **demonstrate the impact of entrepreneurship education on the development of entrepreneurial intention among students at the Hassan II University of Casablanca (UH2C), and to see if teaching this discipline from the secondary cycle can stimulate this intention, in order to propose areas of action that stimulate entrepreneurial action.**

I- Entrepreneurial intention and teaching entrepreneurship: Theoretical study and working methodology

Opting for a scientific research based on real data, we proceeded in our research in a first time by a rich and varied documentary study, dealing with the subjects of entrepreneurship, entrepreneurial intention and entrepreneurship teaching. Our objective is twofold, the data collection will enable us to according to other countries and to get inspired by the various experiences and researches carried out in the domain.

I.1- Overview of entrepreneurship and the parameters of entrepreneurial intention

In recent decades, the majority of countries have paid increased attention and significant interest to various areas of entrepreneurship, both in higher education and in the development of public policies.

In the area of developing entrepreneurial intention, countries are opting to diversify and disseminate and encourage educational institutions to discern training to stimulate entrepreneurial spirit among students and exalt entrepreneurial intention among students and graduates.

The entrepreneurial intention is therefore conditioned by several parameters; to stimulate it is necessary to determine the levers on which it is possible to intervene to develop the entrepreneurial spirit

The 1980s saw the emergence of the field and its integration into many disciplines. Not only did entrepreneurship research spread to most disciplines, but the number of institutions

offering courses in the field and the number of courses offered more than doubled in a decade (Vesper, 1985,1993).

Motivations for entrepreneurship have been widely studied for several decades by the management sciences. An important part of this research refers to theoretical models from social psychology. Icek Ajzen and Albert Shapero and Lisa Sokol. Ajzen (1991), in the theory of planned behavior, considers that entrepreneurial intentions depend in general on the perception that individuals have of the attractiveness of a project, the social norms that weigh on this project and its feasibility. Shapero and Sokol (1982), in the entrepreneurial event model, consider that three or four variables are taken into consideration: a triggering event (positive or negative) that will influence the decision to undertake; desirability based on individual values; feasibility via access to resources; and finally a more general variable that is the propensity to act. On the other hand, the individual and social characteristics of the individuals would intervene little and often in an indirect way, in particular at the level of their perception of the feasibility of the project.

I.2- Entrepreneurship education in France and Anglo-Saxon countries

Epistemologically, intention comes from the Latin verb "intendere" which means "to tend towards". It is the will tending towards a certain goal. The Robert dictionary defines intention as "the fact of proposing a certain goal". It is characterized by determination, resolution and will, which for psychologists (Foulquié, 1968) is determined by motives or reasons that are intellectual in nature, as opposed to other acts that are the result of forces.

In entrepreneurship, Bruyat (1993) and Bird (1992) conceive of "intention" as an individual will or state of mind that aims to create a business. Stimulating this entrepreneurial intention in students has been a priority in public policies and educational programs in countries for decades. Studies have shown the positive correlation between entrepreneurial intention, which is the best determinant of the act of entrepreneurship (Kolvereid, 1997: 49; Krueger, Brazeal, 1994: 93; Krueger et alii, 2000: 412), and the creation of the enterprise. As Krueger and Carsrud (1993: 324) have confirmed, "studying future entrepreneurial behavior is inseparable from the intentions that drive individuals to manifest that behavior.

I.2.1- Entrepreneurship education in France:

Even if the creation of SMEs was a priority for the French political power since the seventies, it is only since the second half of the nineties that the French public authorities realized the important role that the educational system can play to stimulate the entrepreneurial spirit of young people. This is why in 2009, they adopted a plan called "student entrepreneurs" which aims to "develop the entrepreneurial spirit among students in higher education".

In 2014, France via its Ministry of Higher Education, Research and Innovation introduced the status of student entrepreneur and the Student Poles for Innovation, Transfer and Entrepreneurship (PEPITE) scheme. These PEPITEs have been set up throughout France and their objective is to implement awareness-raising, training and support actions for students and graduates in order to strengthen the entrepreneurial culture and innovation within higher

education establishments, as well as to put students' and graduates' business creation projects in contact with companies and support and financing structures.

The teaching of entrepreneurship is considered by Katz J.-A. (1990, p. 17), as being "one of the most obvious forms preparing individuals to access the creation of enterprise". It is a question of developing entrepreneurial aptitudes and attitudes, and entrepreneurial behaviors in students through specific and diversified pedagogical programs that require elaborate pedagogical practices with the organization of workshops entrepreneurs-students. Hence the implementation of the idea of business creation in some academic institutions.

In parallel to the training programs in entrepreneurship, some higher education institutions seek to improve this training by the establishment of a system of support and monitoring which has for purpose the support and advice of students who have projects of creation or resumption of business. For they consider that in entrepreneurial education, "it is not only a matter of 'acquiring' intellectual and cognitive knowledge, but above all of skills and learning activities that will guide the individual in his or her own entrepreneurial approach" (Carrier C., 2000, p. 152).

Despite the efforts of the French public authorities to develop entrepreneurship education that stimulates entrepreneurial intention in students and young graduates and makes them capable of creating companies in order to face the economic crises and soaring unemployment, recent reports from certain ministries (MORTIER in 1996; BERANGER, CHABBAL and DAMBRINE in 1998) show that entrepreneurship education is still very little present in French schools and universities, which has led Alain Fayolle, (professor E. M. LYON) (Report written at the request of the Direction of Technology of the Ministry of National Education, Research and Technology, May 1999), to conclude that "the culture of business creation in France passes largely through the family and not through the educational system".

I.2.2- Entrepreneurship education in Anglo-Saxon countries

Faced with the unemployment rates and economic recession caused by the global crisis, Anglo-Saxon countries were resorting to entrepreneurs to meet the challenges of a globalized economy. To do so, the Anglo-Saxon countries have sought to improve the environment and change the methodology of creating entrepreneurs from a traditional personal business method based on dynamism, family environment or cultural conditioning to risk taking to a method based on learning and specific education characterized by the identification, exploitation of opportunities and the acquisition of skills and practical know-how. This is why entrepreneurship education is taught at universities in Great Britain and the United States either as a discipline (Katz, 2003; Honig, 2004; Kuratko, 2005), or as a pedagogical approach (Gartner, 1994; Fiet, 2001; Colin, 2010).

Whether as a discipline (Katz, 2003; Honig, 2004; Kuratko, 2005) or as a pedagogical approach (Gartner, 1994; Fiet, 2001; Colin, 2010), entrepreneurship education is the subject of academic studies in Great Britain and the United States, as well as in a growing number of countries. This study shows that "as the complexity of the world increases, the complexity of the entrepreneurship education model has to increase too, through the inclusion of new

variables and new levels of conception", A. Fayolle, H. Klandt (eds.), 2006, International Entrepreneurship Education - Issues and Newness, Cheltenham, Edward Elgar.) Hence the need for the transformation of universities to introduce and implement educational strategies aimed at encouraging the renewal and development of entrepreneurship education in higher education.

After this theoretical overview of the situation of entrepreneurship education in France as a Francophone country and in Anglo-Saxon countries, more specifically the United States and Great Britain, we focus on the study of the impact of entrepreneurship education on the development of the entrepreneurial spirit among students in Morocco and more specifically the students of the UH2C

II- Survey on entrepreneurship education and the development of the entrepreneurial spirit of UH2C students

The UH2C is one of the 12 public universities of Morocco. It encompasses 120430 students during the 2021-2022 academic year spread over 18 academic institutions. To study the impact of entrepreneurship education on the development of the entrepreneurial spirit of UH2C students, we conducted a survey among students by selecting a representative sample.

II.1- Conducting the survey

From an exploratory study carried out in this context through a qualitative survey, we collected real data, allowing us to draw scientific results. This survey was carried out through a questionnaire, on Google Drive, which we tested by a sample of 26 students, readjusted after the remarks raised from the test and validated by three university teachers experts in the field, then we administered it to the university students of the UH2C.

II.1.1- Elaboration of the questionnaire

Concerned about the reliability and non-redundancy of the data, about receiving only one answer per respondent and about the objectivity of the analysis of the results, we first asked for the necessity of the email address in the questionnaire sent to the respondents. Then we asked our questions which answer the data that allow us a good analysis of the situation to draw scientific conclusions. Our questionnaire includes 24 questions grouped in 4 main axes distributed as follows:

The first axis relates to the identity of the respondent, which includes five questions on the social parameters that can directly or indirectly influence the student's life, namely, gender, age, living environment, social class and the fifth question on an exogenous parameter concerning the existence or not of a member of the respondent's entourage who is involved in entrepreneurship.

- The second axis is reserved for the respondent's educational background, which includes three questions on his or her level of study, the type of education he or she is pursuing and the type of institution in which he or she is studying.

- The third axis is reserved for the academic or other training that the respondent received on entrepreneurship during his or her years of study and the knowledge on the field that he or she acquired outside of academic courses. This axis includes 11 questions on everything related to entrepreneurship and the entrepreneurial intention that the respondent has acquired during his or her student life.

- Finally, the 4th axis is reserved for the respondent's perspectives and future plans. This axis includes 5 questions that aim to deduce whether the training acquired and the participation in seminars or clubs of the respondent stimulates his/her entrepreneurial intention or not.

II.1.2- Sampling

For the realization of our survey, we worked on a sample of 343 students of the Hassan II University of Casablanca which gathers 128.430 students during the academic year 2021-2022. Our sample is representative of the students of the UH2C according to gender, age, social class, level of study, place of residence, type of training and training institution.

- Distribution by gender

Gender	Number	Percentage
Femme	205	59,77%
Homme	138	40,23%
Total	343	100%

Although the participation rate of female students in the survey slightly exceeds that of male students, both sexes are represented in our sample.

Total	less than 20 years	between 20 and less than 25 years	between 25 and less than 30 years	more than 30 years
343	163	143	22	15
100%		89,21%	6,41%	4,37%

- Age distribution

All age groups of students are represented in our sample. And the participation rate is justified in relation to the age range of the students. 89.21% of the target population is under 25 years of age and only 4.33% is over 30. This makes sense since the majority of students are rarely over 30 years old.

- Distribution by social class

Number	Worker	Average	Superior
343	97	243	3
100%	28,28%	70,85%	0,87%

The three social classes are represented in our sample, with a preponderance of the middle class which represents 70.85%.

- Distribution by Place of Residence

Number	Urban	Suburban	Rural
343	320	12	11
100%	93,29%	3,50%	3,21%

All areas of residence are represented, with a preponderance of urban areas.

- Distribution according to the level of study after high school

Number	1 st year	2 nd year	3 rd year	4 th year	5 th year
343	150	42	57	58	36
100%	43,73%	12,24%	16,62%	16,91%	10,50%

We made sure that all post-Baccalaureate levels were represented in our sample, even if at varying rates.

- Distribution by Type of Training

Number	Engineering	Science and Technique	Economics and Management	Literature and Humanities
343	190	56	81	16
100%	55,39%	16,33%	23,62%	4,66%

Although with different participation rates, all types of training are represented in our sample with a high participation rate of students from the Engineering training.

- Distribution according to the Training Institution

Number	School of Engineering	Faculties of Science	Faculty of Economics and Management	Faculty of Arts	BTS	other
343	186	54	47	20	28	8
100%	54,23%	15,74%	13,70%	5,83%	8,16%	2,33%

All training institutions are represented in our survey.

- Distribution according to the existence or not of an entrepreneur in the family

Number	No one	Father/Mother	Brother/Sister	Uncle/Aunt	Other
343	186	85	9	58	5
100%	54,23%	24,78%	2,62%	16,91%	1,46%

This distribution shows that more than half of the target population have no one in the family as an entrepreneur. The ¼ of this population are from entrepreneurial families.

II.2 - Conduct of the survey

Our survey targeted UH2C students, after having determined the identity axis, we targeted other complementary information on the respondents in relation to entrepreneurship education. The objective is to identify the elements that can stimulate entrepreneurial intention and even the degree of commitment of students to entrepreneurship. Finally, we sought to determine whether or not the student has an entrepreneurial intention. We first sought to gather the following data:

- To know if the respondent has ever heard of entrepreneurship and if he/she will know what entrepreneurship means.
- Whether the respondent's institution organizes seminars on entrepreneurship or business creation.
- Whether the respondent, prior to obtaining his or her bachelor's degree, took courses, participated in activities or seminars on entrepreneurship.
- Whether the respondent has taken courses in entrepreneurship or business development, participated in business development activities, or attended seminars on entrepreneurship at his/her current institution.
- To know if the respondent has had entrepreneurial training outside of his or her institution.
- And finally, to find out if the respondent has an idea of what entrepreneurial intention means.

From these data and in correlation with the parameters mentioned above relating to the identity of the respondent, we finally sought to know if the training, either directly from the courses and modules taught to students, or indirectly from additional training via seminars, clubs ..., has effects on the entrepreneurial intention of students. This is what we develop in our next point.

III- Analysis of results and research perspectives

III.1- Results and analysis

After a thorough bibliographical study and the realization of the survey, we have outlined above our approach and the data we have researched. The results of our survey are summarized as follows:

- Hearing about entrepreneurship :

Number	Yes	No
343	262	81
100%	76,38%	23,62%

Source : our survey

76.38% of students already have an idea about entrepreneurship. Note that 51.31% of the students defined entrepreneurship as "the action of undertaking and developing a project".

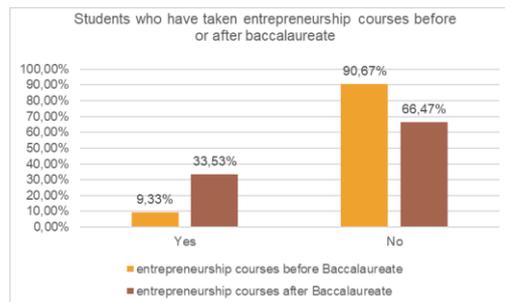
- Take entrepreneurship courses before and after baccalaureate

Number	Before		After	
	Yes	No	Yes	No
443	32	311	115	228
100%	9,33%	90,67%	33,53%	66,47%

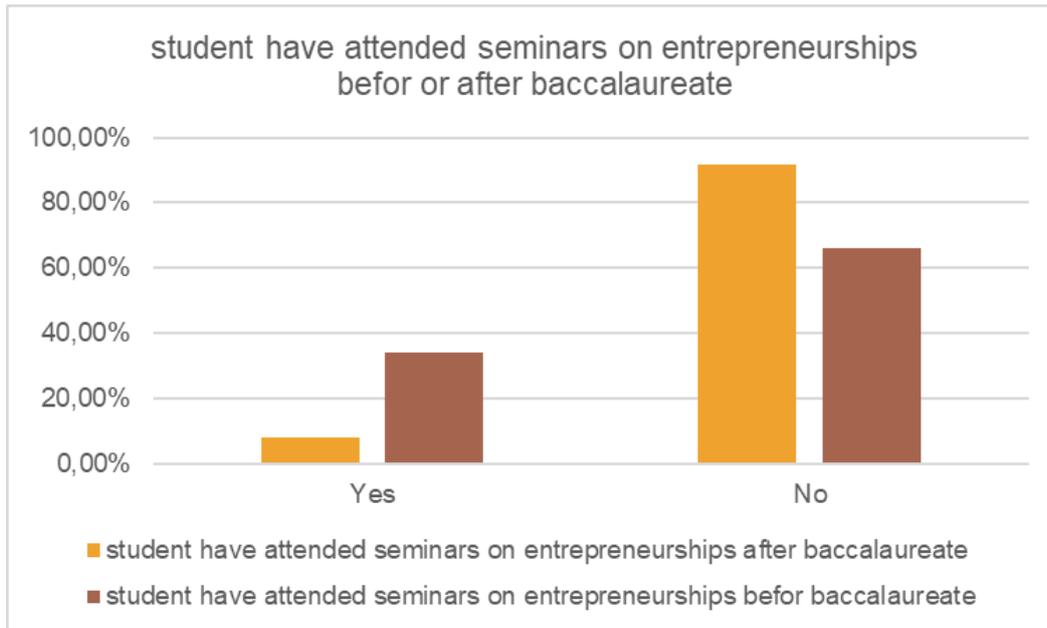
Source : our survey

Prior to obtaining the baccalaureate, a minority of no more than 10% of students took entrepreneurship courses; while more than 90% never took it. 28.3% of those who took courses declared having taken it in the 2nd year Baccalaureate, 31.25% in the 1st year, 12.5% in the core curriculum; 21.88% in college and 6.26% did not declare the level.

After baccalaureate, the percentage of students who took entrepreneurship courses increases to 33.53% and those who did not take them decreases to 66%.



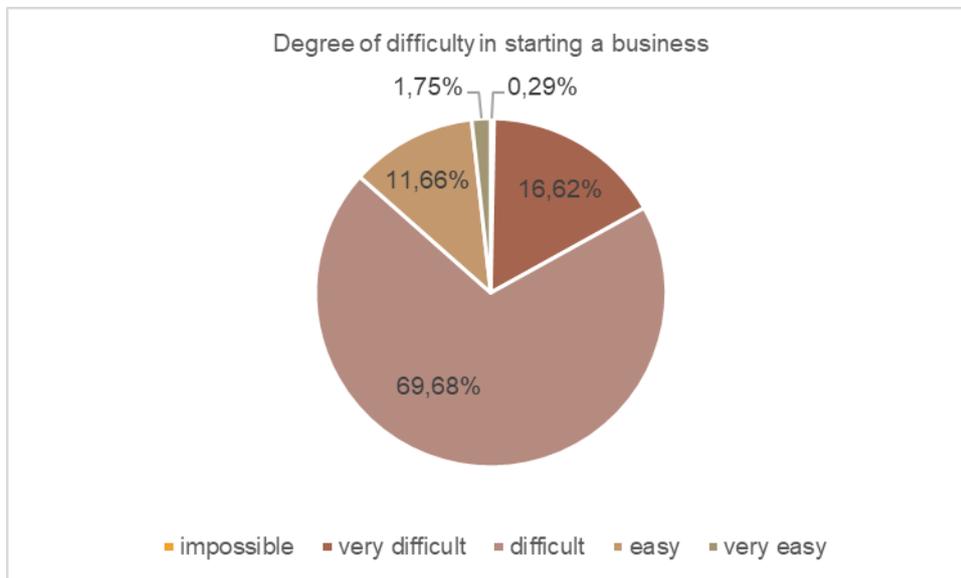
- Attend entrepreneurship seminars before and after baccalaureate



Source : our survey

The percentage of students who have attended seminars before the baccalaureate does not exceed 8.16% against 91.84% have never attended. This means that there is a low rate of supervision of students in the field of entrepreneurship in middle and high school. On the other hand, this percentage increases after baccalaureate and exceeds 35% of students. Hence the interest of some academic institutions under the UH2C in the entrepreneurial field.

- Degree of difficulty in starting a business



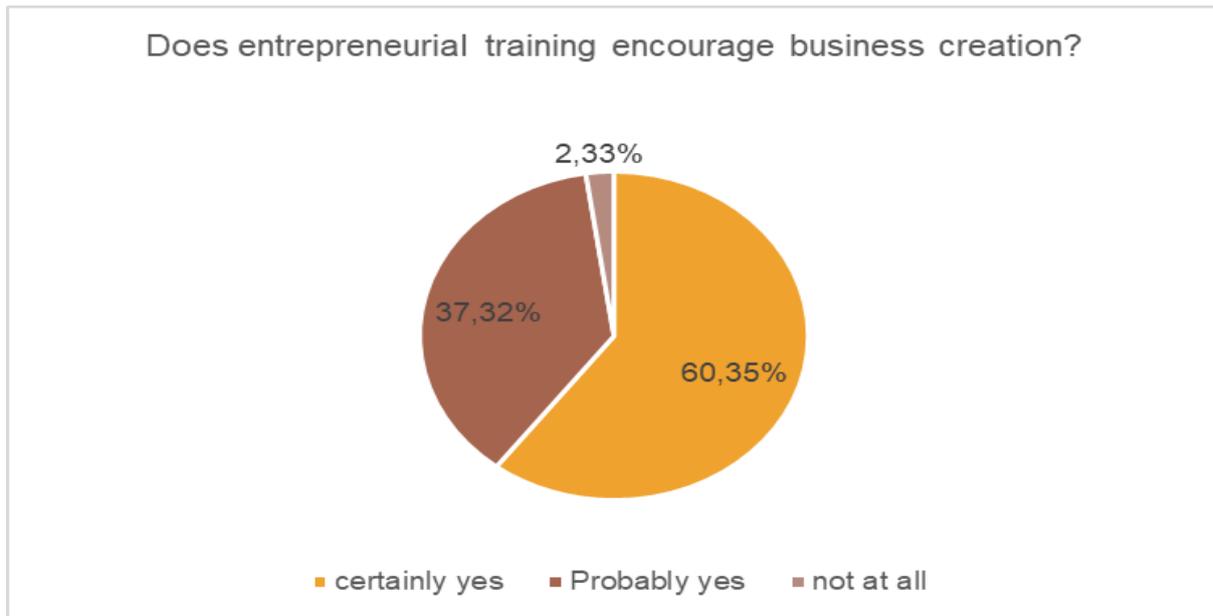
Source : our survey

The majority of students believe that starting a business is difficult or very difficult. About 70% of the surveys said that starting a business is difficult and 16.62% say that it is very difficult to start a business. And only 11.66% say that it is easy to create it and 1.75% find it very easy even to be an entrepreneur. 70% of the respondents who said that setting up a

business was easy defined the business as a production entity that generates profits and 25% considered it to be a source of wealth and added value. Similarly, 77.5% of the latter perceive entrepreneurship as the action of undertaking and developing a project.

In terms of training, the important part, 37.5% of these respondents who see the creation of a company as simple, are students of engineering schools, 22.5% are students of the faculties of Juridical, Economic and Social Sciences and 15% are students of the faculties of sciences.

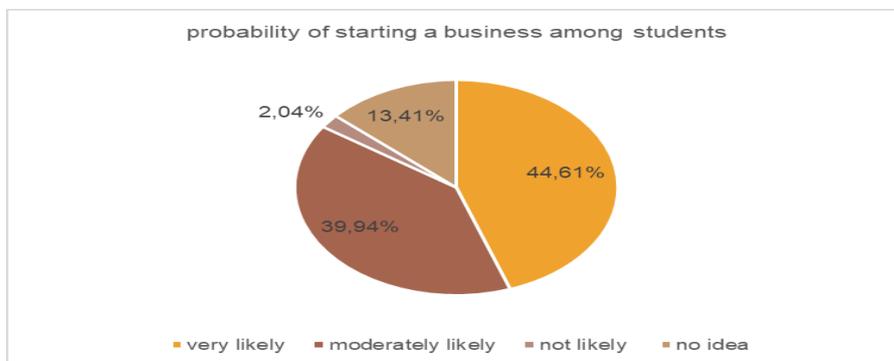
- Does entrepreneurial training encourage business creation



Source : our survey

More than 60% believe that entrepreneurship education probably encourages business creation and 37% say that there is probably a relationship between entrepreneurship education and business creation.

Probability of business creation



Source : our survey

The absolute majority of the respondents have an intention to create their own businesses even if with a different probability. 45% have a high probability of starting their own business

while 40% have a medium probability of starting their own business and only 2% have no probability of starting a business. The rest have no idea yet.

III.2- Research perspectives

After studying the impact of entrepreneurship education on the development of entrepreneurial intention among students at Hassan II University in Casablanca, Morocco, several avenues of research are open:

- First, it is necessary to dissect, for each institution, the subjects taught as well as the modules and the different para-academic activities related to this type of teaching, in order to identify the programs and trainings that will best lead to the encouragement of business creation.

- We know that in Morocco the rate of women's involvement in the business world is still low compared to that of men, while the number of female students is almost at the same level as that of male students, which shows the interest of conducting a research that will aim at the impact of entrepreneurship education on the development of the entrepreneurial spirit among female students. This study could give us a vision on the future of women's involvement in the field of entrepreneurship.

- In the same vein, and given the importance of this type of education on students, it is in the interest of studying the impact of entrepreneurship education before the baccalaureate on the development of the entrepreneurial spirit in students. In this context, it will be interesting to see the subjects taught and the pedagogies followed in this type of education to better identify the problem and propose, if necessary, other alternatives to the teaching method and programs.

- After starting the research with students, it is necessary to know how the university professors, given their role and experiences in the field, perceive the relationship between teaching entrepreneurship and the development of the entrepreneurial spirit? and what are the best methods and programs proposed by the teachers to achieve better results in students.

- In the near future, it is necessary to conduct a study after 3 or 4 years on the same sample to measure the degree of operationalization of this entrepreneurial intention. This will ensure the relationship between entrepreneurial intention and the realization of the personal project.

Conclusions

The results of our survey of students at Hassan II University in Casablanca clearly show that the development of entrepreneurial intention increases among students who have taken entrepreneurship courses or participated in seminars related to entrepreneurship. Indeed, a minority of these students still opt for being employed in the private sector or in the public one; however, the majority express their strong desire to be entrepreneurs.

Given the policy followed by Moroccan universities, the percentage of students who have taken entrepreneurship courses after graduation is higher than that of students before Baccalaureate. This increase is due to the teaching of entrepreneurship courses to students as well as their participation in seminars and activities related to entrepreneurship and business

creation. Moreover, it has been observed that the students who have taken entrepreneurship courses before the baccalaureate are the most active students in the activities and the events related to entrepreneurship in the tertiary level. This shows that 84.55% of the students think it is likely (very likely and moderately likely) to start their own businesses while only 2.04% of the students do not think of starting their own businesses. This evolutionary trend in the intention to start a business among students is the consequence of the effect of education on the development of entrepreneurial intention. Indeed, 97.67% of students believe that entrepreneurship education encourages business creation. Hence the proportional relationship between entrepreneurship education and business creation.

This is why we recommend the diversification of entrepreneurship modules and the reinforcement of this type of education in academic institutions and to program it in the studies before the Baccalaureate. Similarly, we believe that the establishment of clubs in relation to the business world in primary, secondary and qualifying schools will be an additional incentive to root, from an early age the desire for entrepreneurship and leadership in our children. In addition, a strong collaboration between students and pupils of different school levels within the framework of partnership between educational institutions that allows the mutual exploitation of means and equipment by the taught exalts this spirit of enterprise creation.

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