

The Impact of Entrepreneurship Education Program on Entrepreneurial Intention: Case of Sidi Bennour Polydisciplinary Faculty

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Abstract

This research tries to examine the impact of entrepreneurship education on student's entrepreneurial intention, by making a comparative analysis among different groups of students in Polydisciplinary Faculty of Sidi BENNOUR, Chouaib Doukkali University. The success of entrepreneurship education programs remains unanswered if it doesn't lead the student to entrepreneurship or at least to develop a profile validating entrepreneurial attitudes.

This article attempts to discuss entrepreneurship education from the perspective of practical and theoretical implications and discusses its role in the context of national economy. A set of hypotheses was formulated according to demographics, disciplines, and education levels to understand their impact on entrepreneurial intentions and attitudes. These hypotheses were tested in a quantitative survey of two different population of students participating in an academic entrepreneurship education program.

JEL classification numbers: L26.

Keywords: Entrepreneurial intention, Entrepreneurship education, Students, Entrepreneurship, Chouaib Doukkali University.

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1. Introduction

Young workers are both an opportunity and a source of pressure for an economy that is struggling to create enough jobs. High unemployment and underemployment in the informal sector are major problems in the Moroccan economy today. Entrepreneurship identified as a key factor Strengthen economic construction. (Galindo and Méndez 2014) believe that strength in entrepreneurship leads to economic development.

Universities are considered vital for starting the learning process and providing the necessary knowledge needed to improve society's entrepreneurial efforts (Cera et al. 2020). This is done with the goal of improving society's overall knowledge and understanding.

A study by (Menter et al. 2022) attempted to reframe the role of universities for the economy and society and redefined the three main missions of universities, namely university teaching, research and transmission to society.

Recognizing these challenges, Chouaib Doukkali University established the Entrepreneurship Education (PEE) program to develop young people's employability and provide them with the necessary skills to enter the workforce. This paper aims to assess the impact of Sidi Bennour's Polydisciplinary entrepreneurship education program (2022 PFE) on students' entrepreneurial intentions.

Entrepreneurship is a central topic in many countries wishing to ensure their growth and prosperity. Entrepreneurship and entrepreneurship education must be central themes for policy makers, who must consider their effect when designing economic policies, (Galindo and Méndez 2014).

2. Literature Review

2.1 Entrepreneurial intention

Entrepreneurial intention (EI) concerns all intentions of a person to run a business or engage in a start-up activity (Crant, 1996).

(Thompson, 2009) explains that entrepreneurial intention can be defined as “a belief recognized by a person who intends to start a new business and consciously plans to do so at some time in the future”.

(Cera et al. 2020) explain that the role of entrepreneurship can be highlighted in increasing effective instruments for creating economic value and can simultaneously solve various social problems.

(Krueger et al. 2020) argue that the decision to become an entrepreneur is voluntary and conscious. In their point of view, it makes sense to analyze the way this decision was made. (Fayolle and Gailly, 2015) propose to consider entrepreneurial intentions as the main and critical factor in enabling entrepreneurial behaviour, in other words, becoming an entrepreneur.

According to (Douglas and Sherpherd 2002) management teachers will add more relevance to their training if they include in their programs elements that promote the development of entrepreneurial attitudes, since these are beneficial both for self-

employment and career development.

2.2 Entrepreneurship education

Entrepreneurial personality isn't about genes or magic, it's a discipline that can be learned (Song, et al. 2021). (Jones and English, 2004) point out that while entrepreneurship can be learned, no amount of education can ensure business success for those who lack an "entrepreneurial spirit".

For (Deveci, 2021), the number of researchers dealing with entrepreneurship education from a pedagogical perspective is increasing. He points out that, there are many retrospective research publications on entrepreneurship education, which makes the general task difficult.

For (Bae et al. 2014) Entrepreneurship education refers to the imparting of entrepreneurial attitudes and skills. For (Fayolle et al. 2006) it is "any educational program or process related to entrepreneurial attitudes and skills". (Gibb, 2005) argues that entrepreneurship education is about learning for, through and about entrepreneurship. For this reason, it has been pointed out that entrepreneurship education should be considered as a learning method and learning content (Remes, 2003).

To see what an entrepreneurship education program should consist of, let's look at (Rémes, 2003), where he explained in his research paper that conceptualization, design, decision making, and taking responsibility for problems... are the main elements that make up the learning process of entrepreneurship.

The definition proposed by (Gibb, 2005) highlights the different perspectives for understanding entrepreneurship training, and the authors argue that entrepreneurship training includes education for entrepreneurship, education through entrepreneurship, and education about entrepreneurship.

(Remes, 2003) argues that entrepreneurship training must be viewed as a method of learning as well as a content of learning.

(McIntyre and Roche, 1999) explain that it is "the process of arming the individual with concepts and skills to identify opportunities overlooked by others and to gain insight and self-esteem when others are indecisive.

Entrepreneurship and new business activities are the potential for economic development and growth in modern societies. Quality innovation education provides an excellent opportunity to inspire new entrepreneurial spirits. Through entrepreneurship education, young people acquire organizational skills, including time management, leadership development, and interpersonal skills (Stamboulis and Barlas, 2014).

2.3 EI et EE

Entrepreneurial intent captures a mindset that draws an individual's attention to achieving a goal or something (Bird 1988).

Understanding intent helps researchers and theorists understand relevant phenomena.

These include: what triggers an opportunity analysis, where the idea for the business came from, and how that business ended up becoming a reality. Intention models can describe how entrepreneurship education shapes intentions in later business creation (Kruegger et al. 2000)

Researchers are increasingly recognizing the importance of academic entrepreneurial education because of its effectiveness in a range of potential entrepreneurial outcomes, (Cui et al. 2022) suggest that entrepreneurial education, in general, is useful and effective on student learning outcomes, including knowledge, skills, perceptions, attitudes, characteristics and psychological capital related to entrepreneurship, and even on graduate self-employment and job creation. Researchers are increasingly recognizing the importance of academic entrepreneurship education as it is effective for a range of potential entrepreneurial outcomes (Cui et al. 2022), showing that entrepreneurship education is generally useful and effective for student learning outcomes, including knowledge and skills, Concepts, attitudes and traits, psychological capital related to entrepreneurship and even graduate self-employment and job creation.

A meta-analysis of 73 studies showed a positive association between entrepreneurial education (EE) and entrepreneurial intention (EI) (Bae et al., 2014). Based on the study of (Fayolle and Gailly, 2015), (LIKEWISE, 2016) attempts to show that students' entrepreneurial intentions are positively influenced by entrepreneurship education. He argues, always with reference to the work of (Fayolle and Gailly, 2015) that students with less exposure to entrepreneurship develop greater entrepreneurial intentions after being introduced to entrepreneurship education programs.

For the purposes of this study, we considered biotechnology master's students to be a sample of students who were less exposed to entrepreneurship education than the management program student sample.

Based on the work of (Entrialgo and Iglesias, 2016), (Amofah, 2022) found that the motivation of students to become entrepreneurs is not directly affected by entrepreneurship education. To encourage students to become entrepreneurs according to the results of this work research, “universities should offer courses covering lessons in the emotional dimension and and critical thinking by strengthening psychological and social entrepreneurial skills”.

(Amofah, 2022) continues to dig into the work of (Entrialgo and Iglesias, 2016) to identify factors that can interfere with entrepreneurship education programs to improve their effectiveness, citing gender as the main factors.

(Davidsson, 1995) posits age, gender, education, indirect experiences and experiences of changing various characteristics as factors that can influence entrepreneurial intentions.

3. Research methodology

The purpose of this article is to understand the extent to which entrepreneurship education programs can stimulate entrepreneurial aspirations among UCD students.

This central question leads to 3 main research hypotheses:

H1: EE makes it possible to develop soft skills necessary for entrepreneurs, among students who benefit from the program.

H2: The impact of EE on students' EI is greater in management students than in science students.

H3: EE helps stimulate students' entrepreneurial interest.

This study employed descriptive and explanatory research designs. The aim was to be able to make understand the impact of entrepreneurship education programs on the entrepreneurial intentions of these students.

The impact of these students' sociocultural background, entrepreneurial knowledge, attitudes and skills, and future career choices. The population of this study includes 2022 students in the Department of Management of the Sidi Bennour Polydisciplinary Faculty and students in the Master of Science in Biotechnology program.

3.1 Data collection tools

A questionnaire was set and then distributed to designated groups of scholars to assess the impact of entrepreneurship training on them.

The questionnaire was structured around the following axes:

- Entrepreneurial attitudes
- Entrepreneurial Project
- Entrepreneurial capacity
- Communication and softs skills

The data was analyzed in the light of:

- Demographic factors
- Specialty studied

3.2 Intervention as a research method

Intervention research methods are part of a triple perspective: describe, explain and transfigure the object of research to know it better (Savall, 1978).

They are grounded on the idea that it is only possible to understand the functioning of an organization "by entering it, by intervening in it and, consequently, by modifying it" (Moison, 2010).

In intervention research, the organization constitutes a field of scientific observation within which in-depth investigations are carried out. The objective of the experimenter- intervenor is to produce results that are integrated into a strong interaction with the actors in the field. (Krieff and Zardet, 2013).

With this in mind, the results of this study are collected from students who have followed an entrepreneurship education program for 4 months, organized and led by the two authors of this paper.

The students received training on the different stages of the Business Plan, soft skills, entrepreneurial spirit, ideation, design thinking, serious game, etc.

The questionnaire was administered to the students at the end of the program.

3.3 Judgmental sampling

According to (Taherdoost, 2016) “Purposeful or judgmental sampling is a strategy in which particular settings persons or events are selected deliberately in order to provide important information that cannot be obtained from other choices It is where the researcher includes cases or participants in the sample because they believe that they warrant inclusion”.

According to the Canada national statistical office an expert who knows the population freely decides which units of the population should be chosen. sampling here is done considering previous ideas about the composition and behavior of the population. In other words, the expert voluntarily selects what he considers to be a representative sample.

4. Result

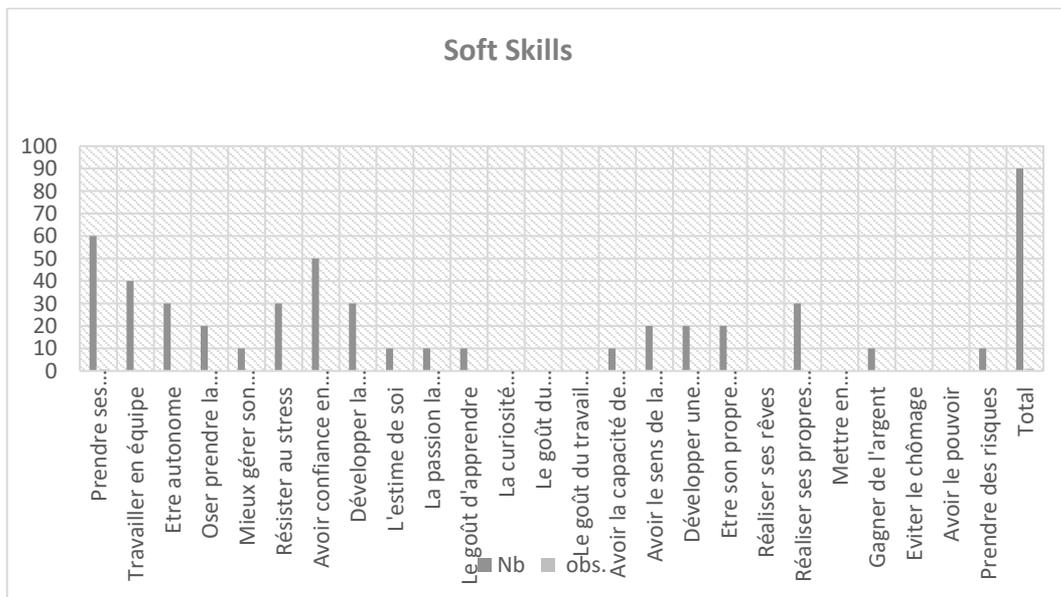


Figure 1: The Entrepreneurship Education Program enables you to acquire the following skills

Taking responsibility (67%), self-confidence (54%), teamwork (40%), being open to speaking up (20%), being creative (33%), realizing your ideas 30%). Respondents indicated that after the program, they acquired certain skills that were considered important for fostering entrepreneurship and building an entrepreneurial profile.

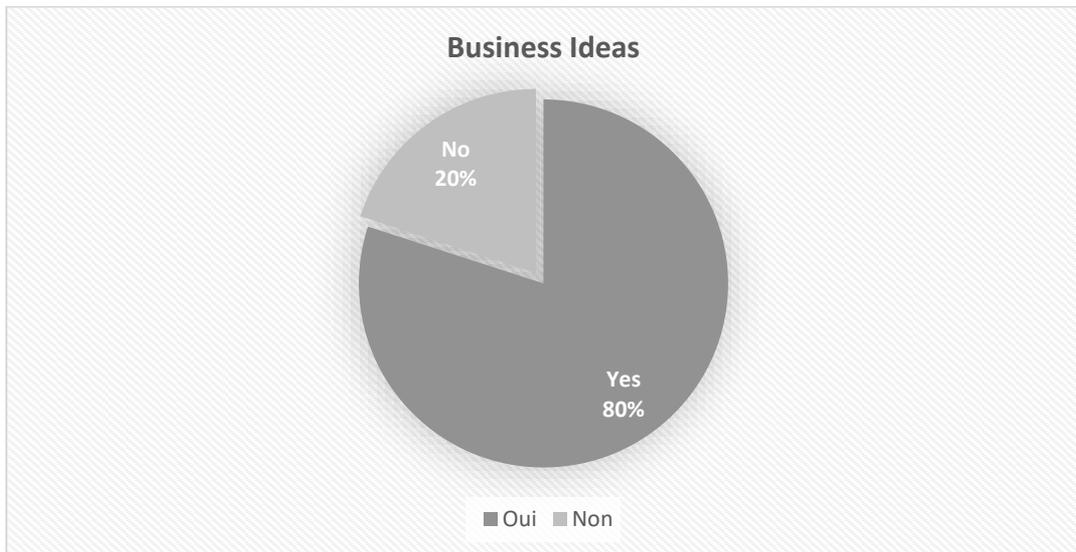


Figure 2: The Entrepreneurship Education Program enables you to develop an entrepreneurial idea

80% of respondents say they were able to find an entrepreneurial idea thanks to this program.

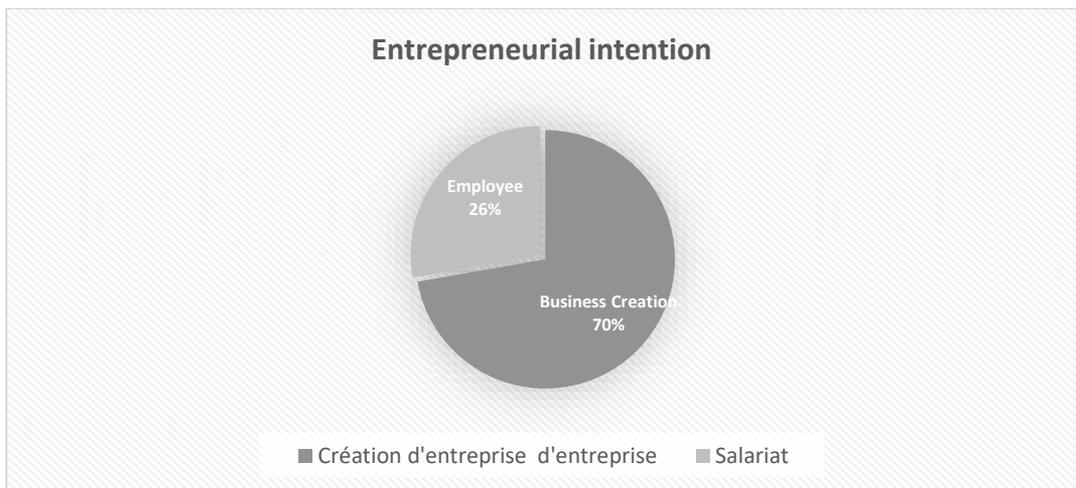


Figure 3: At the end of this entrepreneurship education program, how do you see your professional career?

70% of respondents say they want to start their own business, 26% say they want to work in the private sector, 4% in the public service.

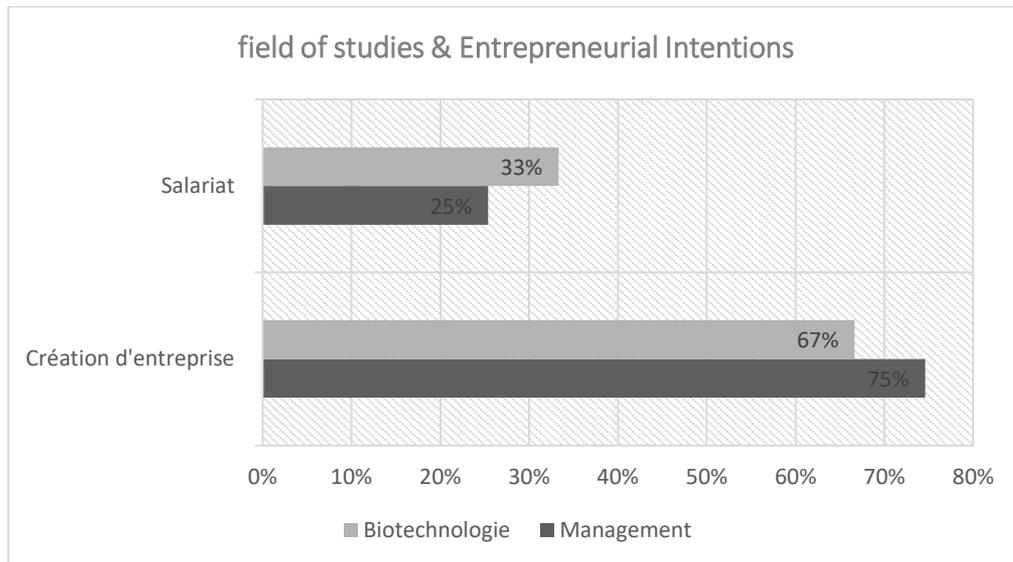


Figure 3: Field of study and entrepreneurial intentions

We note in this bivariate analysis that students from both courses prefer business creation, with a slight increase (8%) compared to students of management sciences.

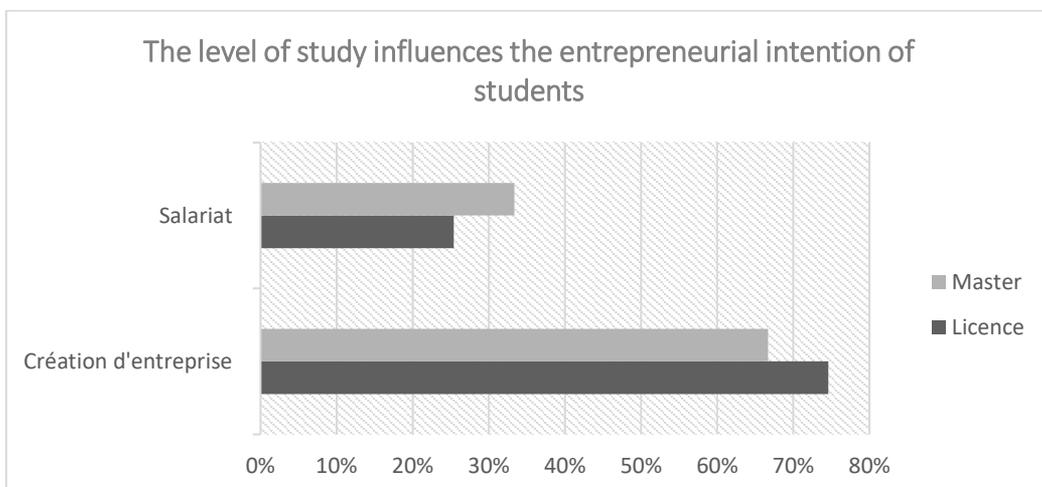


Figure 4: The level of study influences the entrepreneurial intention of students

We notice in this bivariate analysis, that the students of the two cycles prefer the creation of a company, with a slight (8%) increase compared to the students of the master cycle.

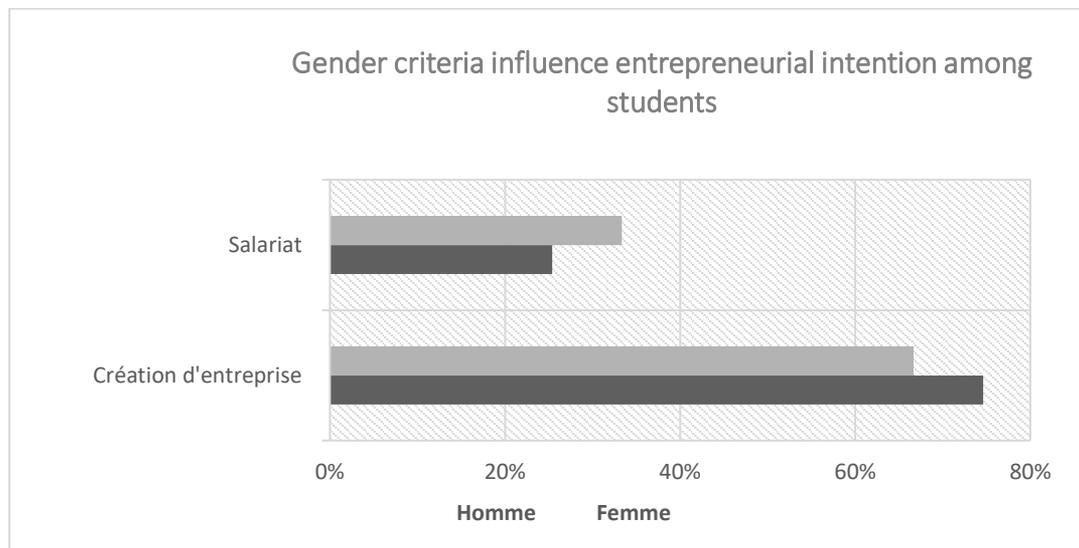


Figure 5: Gender criteria influence entrepreneurial intention among students

5. Discussion

More than 70% of respondents say they intend to start a business. This goes hand in hand with students from management program as with students in biotechnology program. We therefore find that the PEE has made it possible to develop entrepreneurial intentions in two groups of students from different programs, with a slight increase for management students (7%). We invalidate the hypothesis (H2) which considers that the PEE has more impact on the entrepreneurial intention of students in management than students in sciences.

67% of respondents think that the PEE has allowed them to develop their sense of responsibility, 56% self-confidence 40% teamwork and 33% say they are able to develop their autonomy and their creativity. We therefore see that the PEE allows students to develop not only the know-how necessary for business management, but also the soft skills necessary for leadership and the development of an entrepreneur profile. We therefore confirm the hypothesis (H1) according to which the PEE makes it possible to develop the soft skills essential for an entrepreneur, among the students who have benefited from the program.

70% of respondents say they want to start their own business, 26% say they want to work in the private sector, 4% in the public service. This represents a high rate, compared to the hesitancy shown by students at the start of the program. We can affirm that the entrepreneurship education program, with all the activities it included (competition, business game, soft skills workshop, entrepreneurial tools) has made it possible to develop entrepreneurial intention in students who have followed the program. We therefore confirm the hypothesis (H3) according to which EE helps stimulate students' entrepreneurial interest.

6. Conclusion

Assessing the impact of an entrepreneurship education program is not easy, given the main objective of this study, which is to improve the impact of this training program on careers and future of polydisciplinary faculty of Sidi Bennour students and this to face the problems of employability. We wish to specify that our objective is not to generalize these results, but we wish to improve the performance of the PEE intended for these students.

The results presented in this paper are still relatively interesting due to the major constraint of time, which lead us to show results for only two groups (90 students) of 3000 students. However, general research is still underway to measure the impact of the entrepreneurship education program on the learner's profile, career, particularly in the long term as the program approaches its 13th year. Finally, our research was able to identify positive effects on learners' intentions and entrepreneurial profiles, regardless of their area of expertise and level of education. The main conclusions of this study are achieved by examining the effect of entrepreneurship education programs on willingness to engage in something. This positive impact strengthens investments in education, materials and personnel by universities. This effect encourages actors who want to build entrepreneurial education at the specialization and promotion stages.

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