

# **Entrepreneurial Intentions: What Factors Impact The High School's Students? Marrakech, Morocco**

**Stiriba Latifa**  
**Private University of Marrakech**  
**Social & Solidarity Economy's Performance Management Laboratory – ENCG Agadir**

*This study seeks to highlight the explanatory factors of the High schools' students' entrepreneurial intention in Marrakech in order to identify the determinants that influence young people to become interested in entrepreneurship. A study was conducted on a random sample of 220 students from different high schools and different fields (Business, Engineering, health sciences). Information collection for the surveys was carried out by questionnaire. The information collected and processed made it possible to test the significant links between the variables of the hypotheses formulated. Thus, through the frequency, we detected the presence of entrepreneurial intention among the individuals questioned. Then, many factors influencing this students' entrepreneurial intention were tested.*

*Keywords: entrepreneurship, entrepreneurial intentions, high schools, students, Marrakesh*

## **INTRODUCTION**

Entrepreneurship is considered a key factor in innovation, economic growth and job creation, based on entrepreneurial skills such as the ability to design projects, conceptualize and project into the future, the ability to face competition, the desire to achieve goals, self-confidence and stress tolerance.

In this context, it is essential to examine the entrepreneurial intentions of individuals, particularly those of students in high schools, as these young adults are often at the forefront of new ideas and market trends. Understanding the factors that impact their entrepreneurial decisions can provide valuable insights into educational policies, entrepreneurship support initiatives, and economic development strategies.

The concept of entrepreneurial intention is crucial in the field of entrepreneurship, as it refers to a person's intention to engage in entrepreneurial activities. Often, this intention is considered the first phase in the process of starting a business, even before actual entrepreneurial action.

Several factors influence a person's entrepreneurial intentions, such as psychology, education, family, and the political and economic situation. Therefore, a person who meets all these conditions will consider starting their own business.

The objective of this article is then to explore the factors and determinants of entrepreneurial intention among students of high schools in Marrakech, based on the contributions of the theory of planned behavior of Ajzen (1991), the theory of self-efficacy of Albert Bandura (1994) and the model of the entrepreneurial event of Shapero and Sokol (1982).

First, we will discuss theoretical & conceptual review to identify the prerequisites for entrepreneurial intention among students. Then, we approach the methodology before presenting and discussing the results obtained.

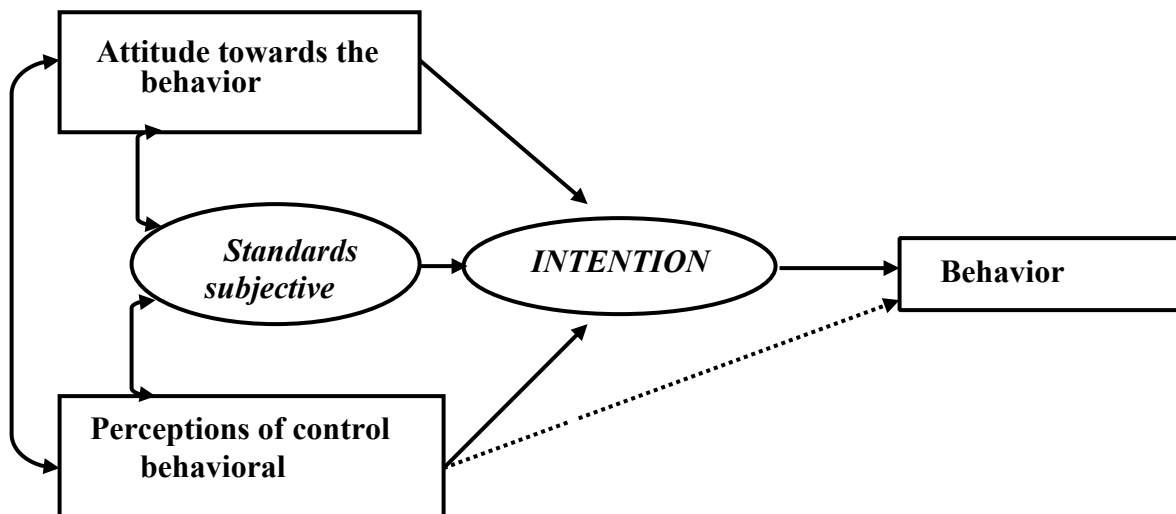
## ENTREPRENEURIAL INTENTIONS: THEORETICAL FRAMEWORK

Several studies have examined intention modeling to predict individual behavior. Social psychology researchers such as Ajzen (1991) and Bandura (1977) have developed these models. Other authors such as Krueger, Reily, and Carsrud (2000) and Tounès, Boissin, Chollet, and Emin (2009) have used these models to analyze entrepreneurial intention as a predictor of new organization creation behavior. First, we will present the main theoretical frameworks of entrepreneurial intention, followed by its modeling in a second step.

### The Theory of Planned Behavior (Ajzen 1991)

The theory of planned behavior was developed by Ajzen (1991). It belongs to the field of social psychology and represents one of the motivation theories. It is the most reliable theory for predicting entrepreneurial intentions (Autio et al., 2001; Engle et al., 2010; Kolvereid et al., 2007; Krueger et al., 2000; Mariano et al., 2011) and understanding them by taking into account not only personal factors, but also social factors (Krueger et al., 2000). Icek Ajzen (1991, p. 179 and 188) states that intentions are likely to predict behaviors through three conceptually distinct but related motivational factors. We present them in the following figure:

FIGURE 1  
MODEL OF PLANNED BEHAVIOR



Ajzen 1991, P.182

#### *Attitudes Towards Behavior*

Refer to the degree of positive or negative personal evaluation that the individual makes of being an entrepreneur. This evaluation can be carried out both internally and externally: affective, cognitive or conative. These attitudes are composed of the individual's beliefs about engaging in a behavior about the consequences of its realization. They are related to professional motivations such as the need for power, the need for achievement and the search for autonomy. In addition, they are also linked to the values attached to business creation such as creativity and the propensity to take risks.

### *Subjective Norms*

Present the second component of the theory of planned behavior. They result from an individual's perceptions of social pressure and context regarding what people close to them, including parents, family, and friends, would think of their intention (Ajzen, 1991, p. 188). In other words, subjective norms are influenced by normative beliefs as well as the motivation to adopt behaviors that are consistent with the opinions of others.

### *The Perception of Behavioral Control*

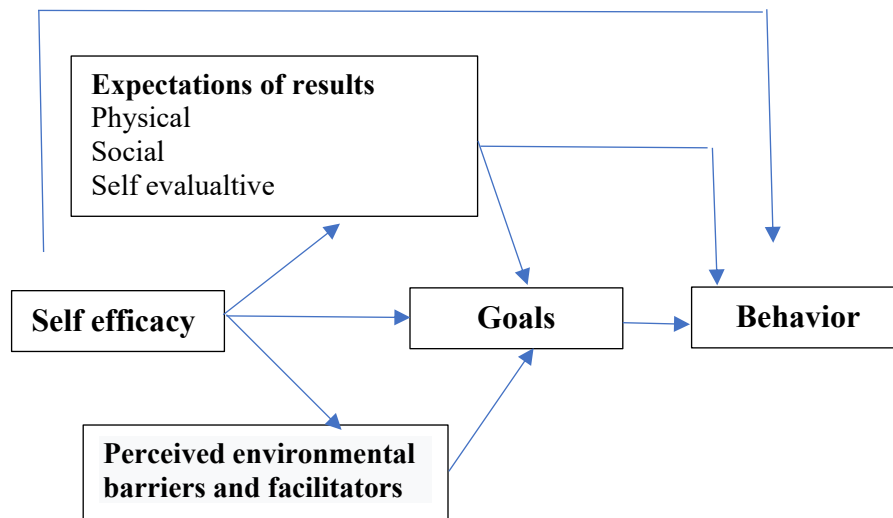
It is a variable that has been added to the theory of reasoned action (Ajzen and Fishbein, 1975). Ajzen (1991). and which gives a central place to this variable. The perception of behavioral control is combined with intention, it allows to directly predict behavior. It involves the perception of the availability of opportunities, the necessary skills, one's ability to carry out an entrepreneurial adventure and to obtain resources (capital, labor, management, etc.). Finally, the perception of behavioral control plays a role in decision-making and action in the field of business creation.

### **Self-Efficacy Theory (Albert Bandura 1994)**

Self-efficacy theory stipulates that psychological functioning and development involve constant interaction between behavior, the environment, and the individual. These factors influence each other, although their impact may vary. This concept is known as reciprocal triadic causality. According to Bandura (1994). social systems that nurture people's skills, provide them with useful resources, and allow ample room for self-direction give them more opportunities to become what they want to be." Self-efficacy can be used to understand why some individuals avoid entrepreneurship, not because of a lack of skills, but because they doubt their entrepreneurial ability. Furthermore, this theory can help identify strengths and weaknesses to foster the development of the entrepreneurial potential of individuals or communities and improve the performance of already active entrepreneurs (Chen et al., 1998; Markman et al., 2002).

Therefore, it is essential to focus on the elements that may influence the development of self-efficacy. For example, Oliveira et al. (2005) studied the impact of the social environment on entrepreneurs' self-efficacy beliefs. Similarly, Krueger and Kickul (2006) state that individuals' assessment of entrepreneurial skills depends on the resources at their disposal and the obstacles present in their environment. Thus, the environment has a significant impact on entrepreneurial self-efficacy.

**FIGURE 2  
SELF-EFFICACY MODEL**



Source: Albert Bandura, 1994

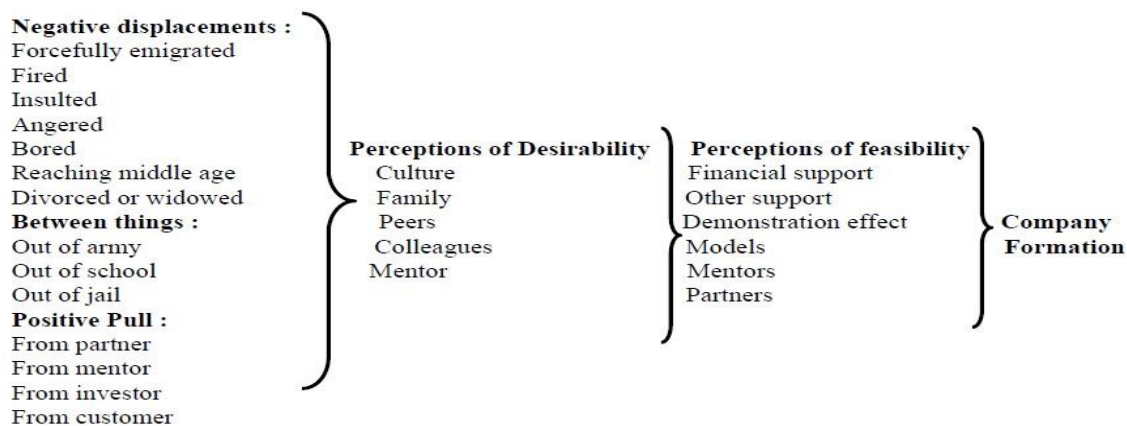
### McClelland's Theory of Needs (1987)

McClelland's Needs Theory, also known as the Three Needs Theory, namely: acquired, motivational, and learned needs theory. It is a motivational model that aims to explain how the needs for achievement, power, and affiliation influence individuals' actions. According to its classic definition, the need for achievement represents the impulse that drives a person to strive for success and perfection (McClelland, 1987; Sagie and Elizur, 1999). McClelland was the first to introduce this concept into the entrepreneurship literature, suggesting that a strong need for achievement predisposes an individual to seek entrepreneurial status to obtain greater satisfaction in terms of achievement than they could find in other types of positions (Entrialgo et al., 2000; Stewart et al., 1998; 2003).

### The Entrepreneurial Event Model (Shapero and Sokol, 1982)

The model of entrepreneurial event formation, developed by Shapero and Sokol in 1982, is considered a benchmark in entrepreneurship studies, as highlighted by Begley et al. (1997). This model was revisited and validated by Krueger in 1993. Its main objective is to explain how the emergence of the entrepreneurial event occurs, seeking to understand why some individuals opt for entrepreneurship while others choose more conventional careers such as salaried employment, as Benredjem (2009) mentioned. According to Shapero and Sokol, these events can be divided into three categories: positive shifts (an inheritance or a lottery win), negative shifts (dismissal, divorce, job dissatisfaction or academic failure) and intermediate situations, which mark transitions in the lives of individuals, play a triggering role in the entrepreneurial event, for example, among students graduating from a business or engineering school (Tounès, 2003). The authors identified two other groups of variables which are: the perception of desirability and feasibility, and this model indicates that to promote the intention, it is necessary to act simultaneously on these two perceptions.

**FIGURE 3**  
**ENTREPRENEURIAL EVENT FORMATION MODEL**



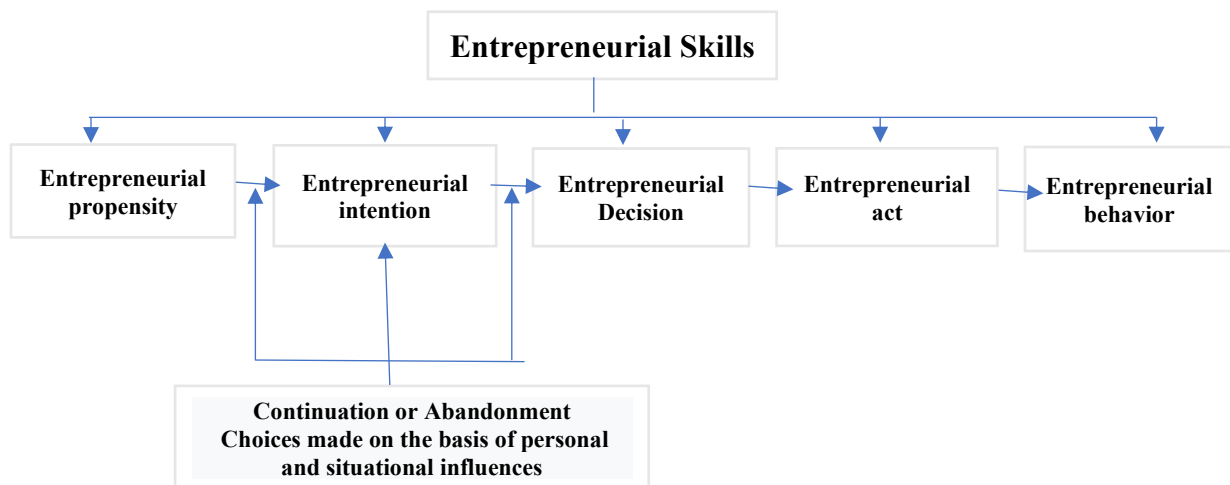
Source: Shapero and Sokol, 1982

### ENTREPRENEURIAL INTENTIONS: CONCEPTUAL FRAMEWORK

Entrepreneurial intention is the state of mind of a person who decides to undertake and create a new business or set up their own project. According to Neveu (1996) and in the field of psychological sciences, intention represents “a necessary step in the motivational path towards behavior.” The majority of researchers who have studied business creation agree that intention plays a key role in the entrepreneurial process (Fig. 1). Indeed, the entrepreneurial process involves several key stages. It begins with propensity, which represents the natural inclination to undertake, influenced by factors such as personality, psychology, and previous experiences. Then comes intention, or where a business idea is formalized with a personal

commitment to its creation. This intention can be transformed into a decision to create it, involving detailed planning and the mobilization of necessary resources. Finally, the process culminates in the act of undertaking, marking the concrete beginning of entrepreneurial activity. It is important to note that the entrepreneurial journey is not linear, with each individual following a unique path, despite the tendency for intention to precede decision and action.

**FIGURE 4**  
**THE DIFFERENT ENTREPRENEURIAL PROCESS'S PHASES**



Source: Tounés (2003)

Indeed, Krueger et al. (2000); Tounès, (2003); Kolvereid and Isaken. (2006) all agreed that business creation is an intentional process. Ajzen and Fishbein (1972) indicate that entrepreneurial intention is an intentional act or attitude towards a start-up or an existing business, aimed at starting a new activity or seeking new opportunities.

For Eagly and Chaiken (1993). intention refers to “a person’s motivation directed toward their conscious plan to exert effort to perform a behavior.” According to Kuratko et al. (2007). entrepreneurial intention refers to the development of a practical and specific plan to start a business. Katz and Gartner (1988) consider individuals’ entrepreneurial intention as an important factor in predicting entrepreneurship by applying the theory of planned behavior.

Entrepreneurial intention is linked to attitudes, specifically perceived desirability and feasibility (Gatewood et al., 1995). Desirability indicates the cultural and social factors that impact a person’s values. Previous experiences and failures in entrepreneurial projects can strengthen the perception of desirability. According to Ajzen (1991). the latter refers to a person’s more or less favorable attitude towards this choice. Feasibility is formed based on perceptions of available support factors. For example, the availability of resources or financial means, advice, entrepreneurial training, and support from a spouse. Thus, perceptions of desirability and feasibility interact. An individual may consider an action desirable but not feasible, while feasibility affects our conception of what is desirable. Therefore, the authors address these two factors separately.

To understand what motivates individuals to become entrepreneurs, various models of entrepreneurial intention were studied and tested on samples of university students before their integration into the labor market.

In conclusion, the models presented above in this article allow us to understand the factors that drive individuals to engage in entrepreneurship. They also help us study different entrepreneurial intentions and see how attitudes, beliefs, and experiences can influence the decision to become an entrepreneur.

## RESEARCH METHODOLOGY

To address our problem and to study the influence of different factors on entrepreneurial intentions among students of High schools, we decided to use a quantitative methodology claimed by Raymond Thietart (2014). This methodology aims to collect observable and quantifiable data and allows the results to be measured objectively using statistical, mathematical or computer methods (Creswell, 2014). According to Bryman (2012) and Campbell and Stanley (1963). the fundamental principles of this approach include objectivity, reliability and validity of the results.

Our research focused on the development and administration of a questionnaire among students from high schools in Marrakech, students spread across different establishments with different specialties ranging from Commerce, Engineering to Health:

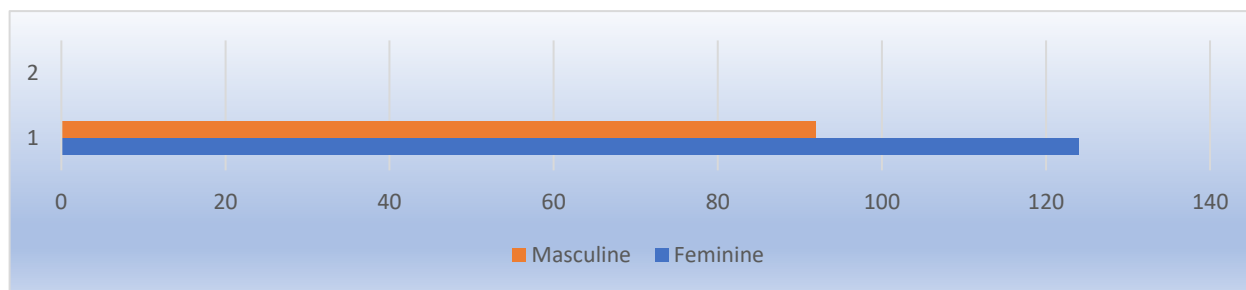
- Students of the UPM Private University of Marrakech
- Students of EMSI, Moroccan School of Engineering Sciences;
- Students of the IHPS, Institute of Advanced Paramedical Studies of the South

The questionnaire was administered through online channels to ensure broad participation. The responding sample consisted of 220 students, 62.1% of whom were in Commerce and Management, 14.6% in Health Sciences, 20.3% in Engineering, and 3% in Miscellaneous. Using the Likert scale, multiple-choice questions, and closed-ended questions to obtain precise and targeted responses, the questionnaire consists of four points. The first point includes questions aimed at collecting general and personal information (gender, age, field of study, etc.). The second aims to determine the perception of entrepreneurship and entrepreneurial training among the students surveyed. The purpose of the third point is to measure the entrepreneurial intention of the respondents and the factors that impact them. And the last point includes questions on entrepreneurial desirability and feasibility. The analysis of the collected information is processed using SPSS.23 Software.

## RESULTS & INTERPRETATIONS

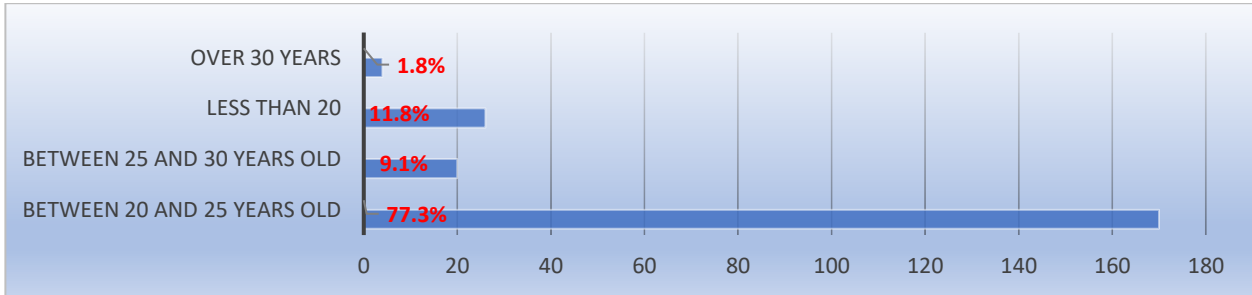
Entrepreneurial literature emphasizes that interest in entrepreneurship is primarily linked to the personal characteristics of each individual.

**FIGURE 5**  
**DISTRIBUTION OF RESPONDENTS BY GENDER**



According to this Graph, our sample of 220 students consists of 124 girls (56.4%) and 92 boys (43.6%). It is observed that women are expected to have the intention to undertake more than men.

**FIGURE 6  
DISTRIBUTION OF RESPONDENTS BY AGE**



According to this distribution, the age group with the highest response frequency is that of twenty to twenty-five years, which represents a percentage of 77.03% of the sample size. With 11.8% being under twenty years old, 9.1% being between twenty-five and thirty years old and the rest (1.8%) being over thirty years old.

**TABLE 1  
DISTRIBUTION OF RESPONDENTS ACCORDING TO THE COURSE OF STUDY AND THE CHOICE OF WORK SECTOR**

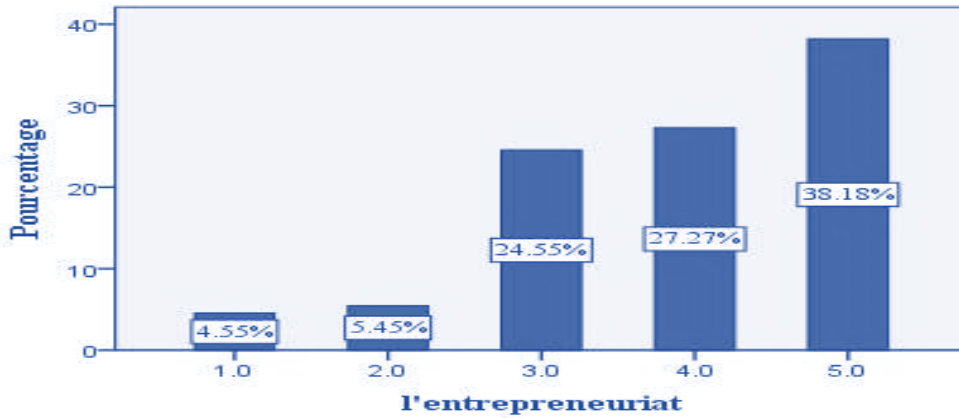
	Civil service	Any	Personal project	Private sector	TOTAL
<b>Engineering</b>	6	6	18	0	30
<b>Business &amp; Management</b>	46	46	48	12	152
<b>Health Sciences</b>	8	2	6	0	16
<b>Miscellaneous</b>	6	4	8	4	22
<b>TOTAL</b>	66	58	80	16	220

This cross-tabulation shows the distribution of students according to their specialty and their choice of sector of activity. The majority of which come from the business and management sector (152 students) who tend more towards the civil service (30.26%), personal projects (31.58%), and 30.26% are relatively open to any sector, with a minority preferring the private sector (7.89%). Engineers (30) and health students (16), also have a preference for personal projects (60% and 37.5% respectively), but with a certain preference for the civil service, and a minority for the private sector.

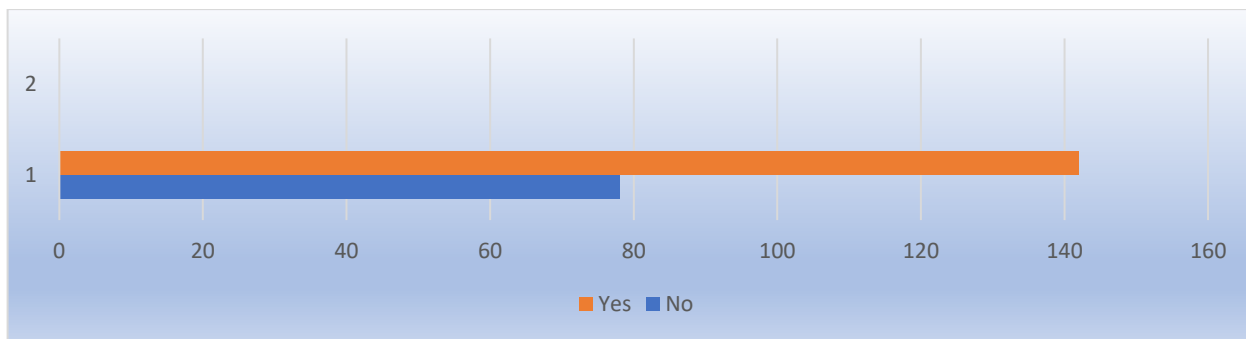
Personal projects emerge as the preferred work sector, indicating a strong entrepreneurial intention among students, while the private sector remains the least attractive.

To determine students' perceptions of entrepreneurship, we used a Likert scale of 1 to 5, where 1 represents a negative perception and 5 is a very positive one. The graph above presents the results, which show an increasing trend, with the majority of respondents giving a high rating. Specifically, 65.45% of students (ratings 4 and 5 combined) have a very favorable perception of entrepreneurship. On the other hand, students with low ratings (1 and 2) are rare, representing only 10%, which indicates a low proportion of people with a negative opinion. Based on this distribution, it appears that entrepreneurship is largely perceived positively.

**FIGURE 7**  
**THE STUDENTS' INTEREST IN ENTREPRENEURSHIP**

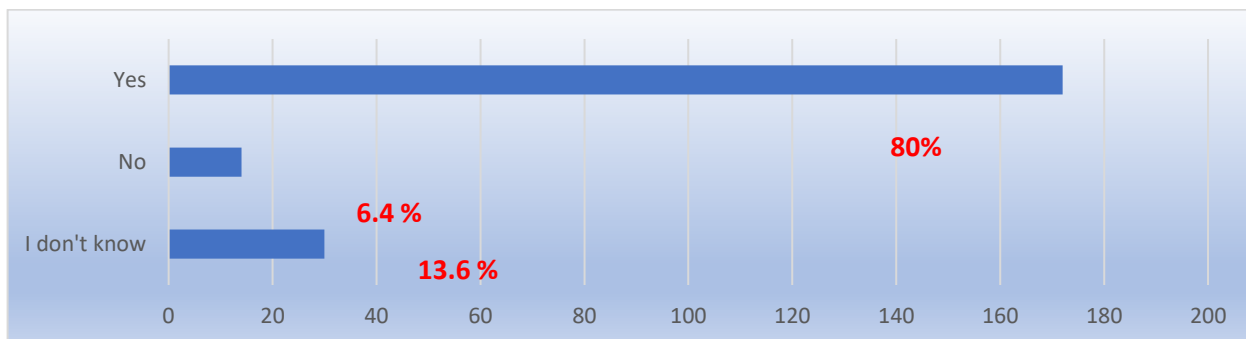


**FIGURE 8**  
**PERSONS IN THE ENTOURAGE WHO CARRIES OUT AN ENTREPRENEURIAL ACTIVITY**



Having someone in your entourage who is engaged in entrepreneurial activity can be a factor that influences individuals' intention to become entrepreneurs. We can see from the table above that 35.5% of the students in our sample stated that they do not know any entrepreneurs in their entourage. While 64.5% of the sample have someone engaged in entrepreneurial activity, who may be a family member or a friend.

**FIGURE 9**  
**DISTRIBUTION OF STUDENTS ACCORDING TO ENTREPRENEURIAL INTENTION**



Regarding entrepreneurial intentions, this table reveals that of the 220 students surveyed, the majority, 80%, have this intention of becoming an entrepreneur. A minority, 6.4%, do not have this intention, while 13.6% remain unsure.

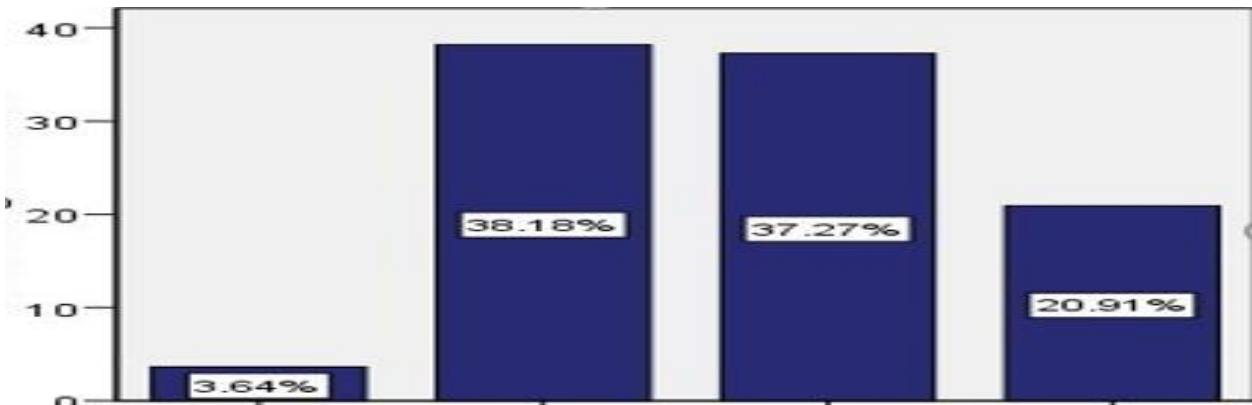
Then, to better understand the students' intention, we asked the following two questions: "If you intend to take a step to entrepreneurship, in what form will it be?" and "What is the intensity of this?"

**TABLE 2**  
**DISTRIBUTION OF INTENTION ACCORDING TO FORM**

	Start a business	Exercise a liberal profession	Resumption of a family business
I don't know	14	12	4
Yes	104	44	28
No	8	4	2
<b>Total</b>	<b>126</b>	<b>60</b>	<b>34</b>

The cross-tabulation of entrepreneurial intentions and forms of entrepreneurship shows that the majority of students with a positive intention (59.1%) prefer to start their own business, 25% want to practice a liberal profession, while 15.9% of students consider taking over a family business. Overall, starting a business is the most attractive form of entrepreneurship for students.

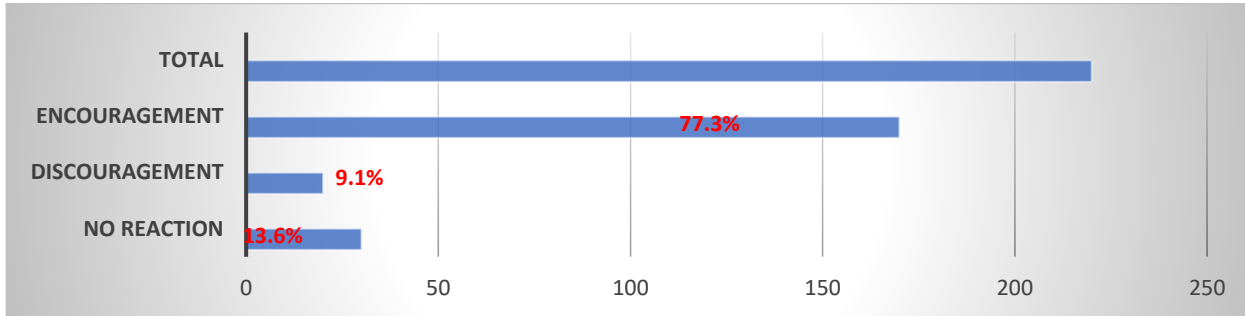
**FIGURE 10**  
**THE INTENSITY OF THE STUDENTS' INTENTION TO START A BUSINESS**



The majority of students surveyed have a strong (38.18%) or medium (37.27%) intention to start a business, 20.91% have a very strong intention. On the other hand, only 3.64% have a weak intention.

Another factor that can influence entrepreneurial intentions among students is family support. The graph below shows the responses to the following question: "How might your family react to your decision to start a business?"

**FIGURE 11**  
**FAMILY REACTION TO THE DECISION TO START A BUSINESS**



77.3% of students are encouraged by their families and only 9.1% who do not find any encouragement, the rest (13.6%) their families have no reaction. These results indicate a favorable climate for entrepreneurship which encourages students to embark on this adventure.

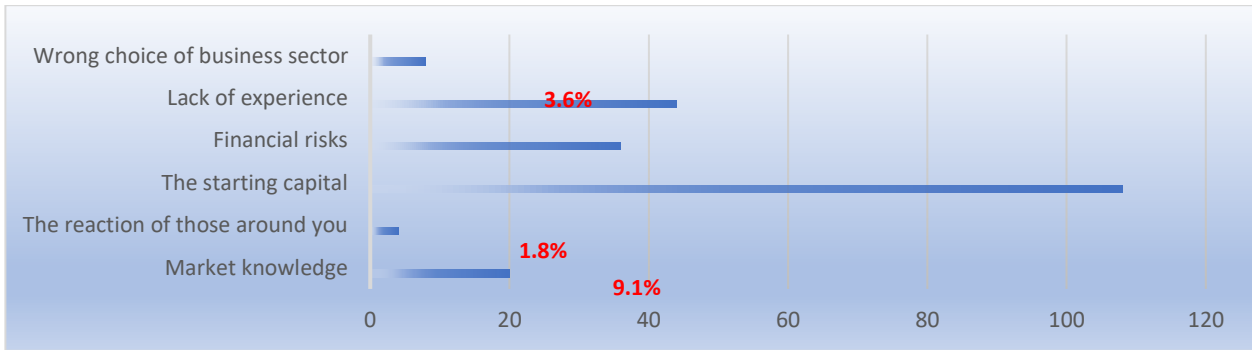
**FIGURE 12**  
**FACTORS INFLUENCING ENTREPRENEURIAL INTENTION**



The graph of the factors influencing entrepreneurial intention shows that the desire for independence and market opportunities are the most frequently cited factors, representing 31.8% and 28.2% of responses respectively. This indicates that students are motivated by the perception of good economic prospects. Family encouragement is also significant with 18.2%, highlighting the importance of family support in the decision to embark on entrepreneurship. 12.7% of students have a passion for innovation, while the factors of fear of failure and others are the least cited with 4.5% each. These results reveal that the main factors influencing entrepreneurial intentions among students of the high schools are independence, market opportunities and family support.

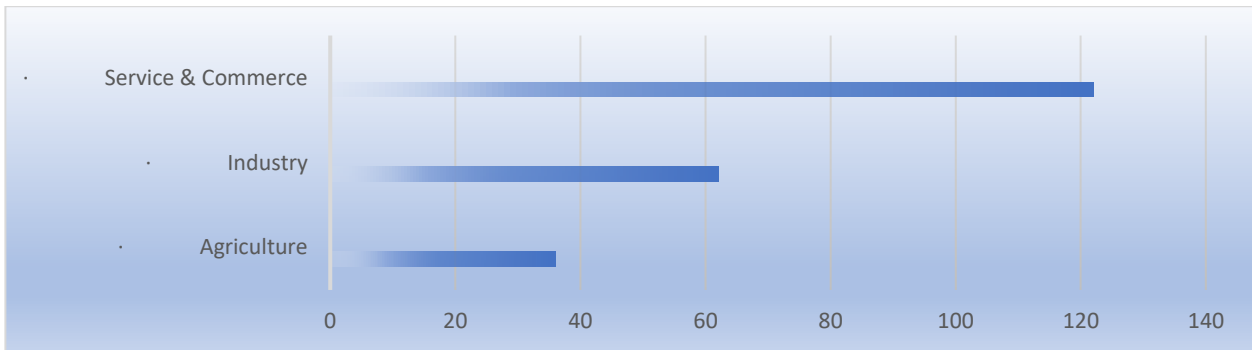
The factors that impact the decision to become an entrepreneur among students of the high schools do not go without mentioning the obstacles to entrepreneurship for these young students at the end of their studies or after graduation.

**FIGURE 13  
OBSTACLES TO ENTREPRENEURSHIP**



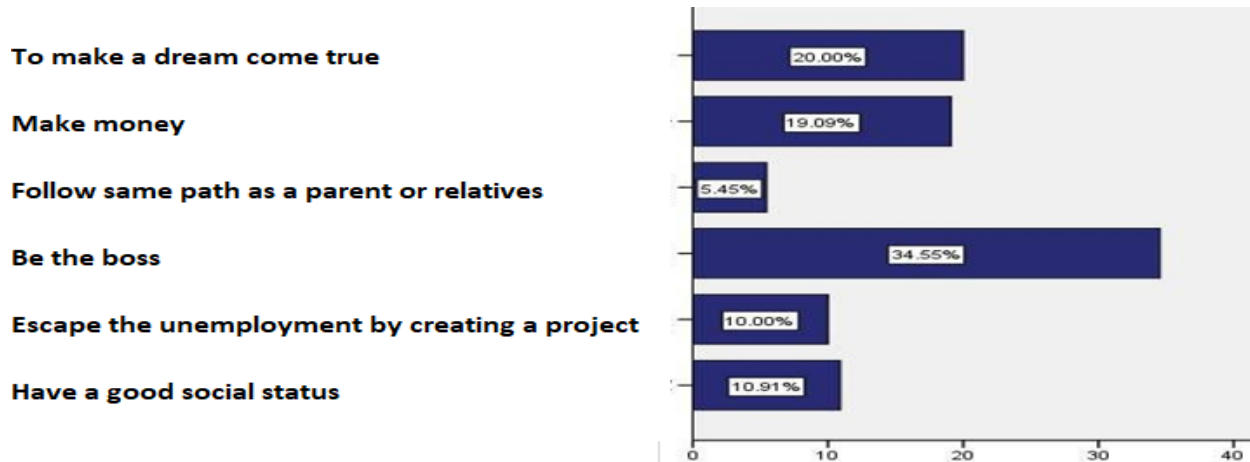
According to this graph below, we note that most of the high schools' students, including 49.1% of respondents, choose the start-up capital as an obstacle to entrepreneurship. In comparison, 36.4% think that to carry out a project, it is important to have experience and that financial risks are significant obstacles to entrepreneurship (20% and 16.4% combined). And the rest (14.5%) is distributed between knowledge of the market (9.1%), the reaction of those around them (1.8%) and the wrong choice of sector of activity (3.6%).

**FIGURE 14  
DISTRIBUTION BY SECTOR OF ACTIVITY**



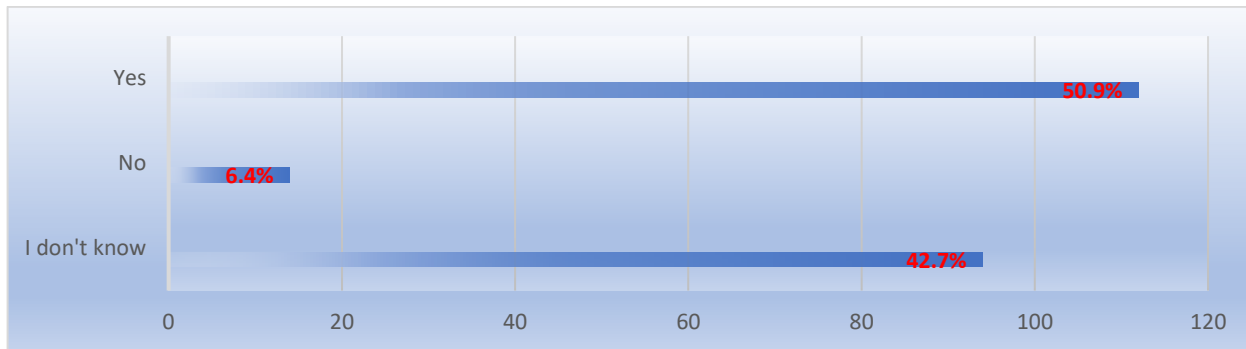
These results explain the choice of the sector of activity that the majority of respondents intend to undertake, of which 55.5% chose the service sector. The choice of this sector is due to the fact that it does not require significant start-up capital, nor a large number of employees to manage, or even fewer barriers to entry. On the other hand, respondents prefer the other two sectors of activity (agriculture and industry) less because of the very significant need for funds.

**FIGURE 15  
ENTREPRENEURIAL MOTIVATIONS**



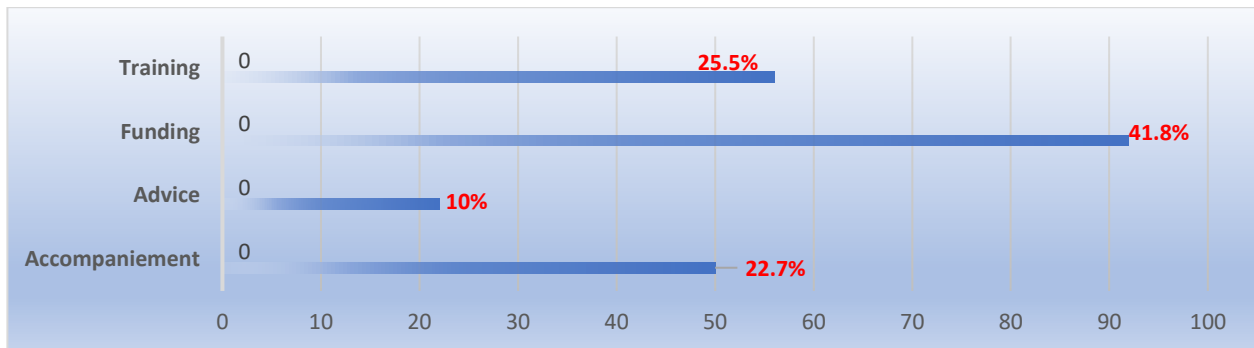
The graph below shows the motivations of students from High schools to become entrepreneurs. 34.5% of respondents want to be an entrepreneur and be independent (be their own boss). This desire for independence is followed by the aspiration to earn more money (19.1%) and achieve a dream (20%). On the other hand, students (5.5%) see entrepreneurship as a way to imitate their parents or people around them. 10% to escape unemployment by creating their own job and have a good social status (10.9%).

**FIGURE 16  
BUSINESS CREATION SUPPORT SYSTEMS**



We note from the results of this graph that almost half of the students surveyed, i.e. 50.9%, have already sought information on the systems and programs to help with the creation, financing and support of businesses, whether they be state programs or those from banks or other organizations.

**FIGURE 17**  
**EXPECTATIONS REGARDING SUPPORT PROGRAMS**



The students' main expectations regarding business start-up support programs are financing (41.8% of responses), followed by training (25.5%) and support (22.7%), while advice comes last (10%). These results indicate that the students in our sample intend to start a business with concerns regarding the lack of financing, training and support.

## CONCLUSION

In this study, we attempted to find some answers to our question: to know the factors impacting entrepreneurial intentions among the high schools' students in Marrakech. Indeed, our study was based on a hypothetico-deductive model that includes three groups of variables from Ajzen's (1991) and Shapero and Sokol (1982) models. In our sample, students are predominantly female compared to its equivalent, i.e. 56.4% of the total number. This means that the gender factor plays an essential role in the decision to undertake individuals. The environment or the surroundings in which the student lives also represents a factor and a limit at the same time impacting the entrepreneurial intention even if it exists. Most students have a strong intention to become an entrepreneur and a very positive perception of entrepreneurship, indicating a favorable climate that will strengthen their decision. This strong propensity is motivated by several factors, including the desire for independence, market opportunities and family support. According to the results, intention may be equally motivated by autonomy, financial gains and personal achievement, while economic and social concerns play a secondary role.

These students, the subject of our sample, have a preference for starting a business as a form of entrepreneurship, then exercising a liberal profession which comes in 2nd preference for this youth and the takeover of a family business for those who have family businesses is not excluded from their choices either.

In our context, we note that most students surveyed (55.5%) say they want to start their business in the service sector, which does not require significant start-up capital and has fewer barriers to entry. This explains why they chose start-up capital as the most important obstacle to entrepreneurship, with a percentage of 49.1% of responses.

Finally, the results of this study show that students from high schools and from different specialties are motivated by the idea of entrepreneurship with different motivations, but which are mainly focused on independence and the desire for innovation. To realize entrepreneurial intentions, educational initiatives & programs and support policies must promote entrepreneurial skills, improve access to market opportunities, and strengthen family and institutional support. Implementing this holistic approach could not only foster a new generation of entrepreneurs, but also promote economic development and job creation within society.

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