



Entrepreneurial and Information Systems Universities Applied to Master Students Management

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Abstract:

Entrepreneurship, from a few years ago, is considered as a determining factor of the economic performances in the countries sending development. Its structural role and the dynamism it impels in all economies is no more established. For this reason, in this paper we proposed to use a methodology based on entrepreneurial and information systems for management master students in Ibn Zohr University Morocco. This methodology permit to facilitate to create the proper project in different disciplinary fields.

Nowadays, all agents insist on the development of entrepreneurship as well as the creation of enterprises as a catalyst for global economic growth. In this spirit, the development of the culture of business creation among students is a key factor to emerge new generations of entrepreneurs driven by entrepreneurial passion for entrepreneurship and motivated by the culture of innovation. entrepreneurship mentality.

Indeed, academic training is one of the determinants that significantly affects the spirit of entrepreneurship among students and recent graduates, and therefore on economic development in general. two questions arise, how do Ibn Zohr University master's students perceive entrepreneurship, and does academic training and entrepreneurship awareness impact the intention and desirability of entrepreneurship in his students? To answer these questions, we developed a quantitative practical study based on a survey administered and collected from the young master's students of Ibn Zohr University in Agadir. Thus, the results of this study show that the intention, desirability and feasibility of young students with respect to entrepreneurship are associated with personal, professional, cultural and contextual characteristics. And they differ between the different institutions of Ibn Zohr University.

Keywords: Entrepreneurship, Perception, Desirability, Feasibility, social Standards.

INTRODUCTION:

The setting up of small and medium-sized enterprises (SME) ((SMALL AND MEDIUM-SIZED ENTERPRISE)) became nowadays the main source of job creation. To support the entrepreneurship under all its forms became one of the main priorities of the government. The almost universal craze for the class and the development of the entrepreneurial spirit results essentially from the role which the entrepreneur plays in economic activities.

Consequently, a link is established between the new business start-up and the economic growth. The creation of new companies would thus be a way to fight against unemployment and poverty, to intensify the competition on markets and to adapt itself to the real needs of the consumers, to stimulate the quest of new markets. It could even allow citizens to bloom personally and professionally. The importance of the entrepreneurship explains the interest increasing on behalf of the researchers and the decision makers as regards the understanding, the support, and the class of this activity to support the

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economic development, [1].

This is why during the last twenty years, we increased researches on entrepreneurship and the creation of companies. However, in spite of a more and more plentiful and rigorous scientific documentation, the concept always contains several limits [2, 3, 4]. So, not only no definition of the entrepreneurship makes the unanimity within the scientific community, but the concept is often used in an indistinct way [5, 6]. For some, this confusion would be understandable, among other factors, by the various disciplines to which belong the researchers who were interested in the entrepreneurship, which approach the problem from their respective perspectives [4].

According to their disciplinary allegiances, certain researchers will try to understand who is the entrepreneur and what characterizes him, whereas others will be interested more particularly on the effects of entrepreneurship on companies and the society. It brings researchers to remind that entrepreneurship includes several imbricated levels of analysis, and that an approach of a more systematic nature is necessary to understand its scale [7].

Indeed, the entrepreneurship is an economic and social complex phenomenon which calls the appeal to a multidisciplinary approach. The new business start-up *ex nihilo* is in essence a process of change, a break with regard to a previous situation the source of which must be looked for in factors of economic, social, psychological, historic, cultural and political nature. If a better understanding of the phenomenon's questions to various disciplines, we have to admit that a big part of the empirical literature in the domain joins in an approach of economic inspiration. So, the economic analysis of the entrepreneurial process integrates more and more the social, psychological, cultural and political factors next to the specifically economic and legal determiners to explain and understand the phenomenon [8, 9].

In another sense, certain empirical studies have already shown the importance of the university education for the development of an entrepreneurial consciousness. It seems important today to continue to work at making even more successful the current university plan. In this respect, it is necessary to encourage the young students to choose an entrepreneurial career. Also, the training should direct its students to the new business start-up. Now, nobody can deny the potential role of education and the training on the decision of the individuals to become entrepreneurs.

This factor of the education can influence the process of decision through several channels. To seize better this reflection, it is advisable first of all to refer to the theory of the entrepreneurial process and to that of the entrepreneurial career. Then, you should not forget the theory of the reasoned action and the strategic behavior of Ajzen [10] and the model of the entrepreneurial event of Shapero and Sokol [11] while specifying that the present research is situated upstream to the entrepreneurial process, before the commitment in a real creation. In this spirit, we shall want to answer the following question: do the students of the university IbnZohr intend to start a company one day? If yes, what type of entrepreneurial career do they envisage? How do the questioned students perceive the feasibility to create their own company? In other words, how do the students perceive the entrepreneur, the entrepreneurial professional practice and the diverse forms of entrepreneurial careers?

The answers to these questions are the object of the present communication. The second part deals with the methodology. We describe in a brief way the stages of the process of development and validation of the questionnaire used for collecting data, as well as the description of the student population having participated in the research. The third part of the paper analyzes the answers of the students on their perception of a career with regard to the entrepreneurship, worth knowing if they intend to start a company or to work on their account possibly. Their perceptions of the entrepreneur and the entrepreneurship are also analyzed in this third part of the paper.

1. LITERATURE REVUE

The objective of this section is to specify the theoretical positioning of our search in the entrepreneurial field. How do the young students of universities perceive the entrepreneurship and how to encourage them to choose an entrepreneurial career? Can training direct them to the new business start-up? To answer these questions, we shall refer successively to the theory of the entrepreneurial process, to the model of the entrepreneurial career, the theory of the reasoned action and the strategic behavior of Ajzen [10] and the model of the entrepreneurial event of Shapero and Sokol [11]. We shall show that our research is situated upstream of the entrepreneurial process, before the commitment in a real creation, when the intention to undertake emerges and develops.

2.1. Theory of the entrepreneurial process

The researchers of the entrepreneurship gave a crucial importance for the notion of the entrepreneurial process. The latter is defined as being a dynamic view of the new business start-up and a set of decisions, of actions and of orientations, which are taken according to the perceptions of the entrepreneur (or of the entrepreneurial team) concerning the purposes of the project, its own motivations, the available resources and the state of the environment. Also, Bruyat [12] proposed a processual model of the new business start-up who consists of six stages:

- The first stage is relative to the action to create which is not perceived by the individual because of an insufficiency of information bound to the education, to the personality and/or to the environment of the individual;
- The entrepreneurial process concerns then the action to create which is perceived by the individual. The latter has the sufficient information to know and understand the new business start-up, but the creation is not the object of a reflection at this stage;
- Finally, the entrepreneurial process focuses on the idea that the action is realized. Indeed, the company assures its balance of exploitation, and the creator brings the proof that his project is viable.

2.2. Theory of behavior plans of Aajzen

The theory of the strategic behavior confers for the individual the main appearance of the entrepreneurial behavior, in particular the new business start-up. For numerous authors, the creation of a company is a strategic and thus deliberate behavior [13- 17]. According to Ajzen [10], the intention is an indicator of the will to try, of a real motivation and efforts which we are ready to grant to behave in a way. The ultimate purpose of this theory is to predict the individual behavior from the intention.

It postulates that the intention is determined by the attitude of the individual, the behavioral control and the received social standards. So, the personal attitude to the behavior implies the degree of evaluation or inhalation, favorable or unfavorable, which has the individual of the behavior in question. For the social standards, the perception of the behavior is encouraged by the social network of the individual (family, friends, employer, etc.) or the perception of the social pressure. Finally, the received control makes a reference to the ease or the received difficulty realizing the behavior (Figure-1).

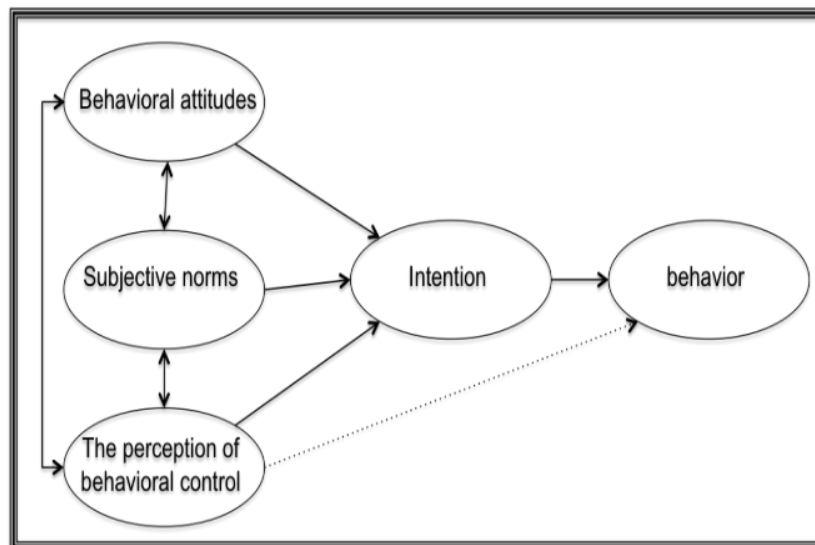


Figure 1- The theory of the strategic behavior [10]

Three factors previously quoted are finally explained by beliefs, which represent the information which we perceive of the real world. In this model, the exogenous variables, as the individual variables and the features of the personality can influence the intention only when they affect these beliefs. They have an indirect impact on the intention and the behavior through attitudes [18].

2.3 Model of an entrepreneurial event of shapero and sokol [11]

The model of Shapero and Sokol [11] aims at explaining the entrepreneurial event by the explanatory elements of the choice of the entrepreneurship rather than another professional career. The authors modelled the entrepreneurial event by listing three groups of factors and by combining 4

variables (Figure-2):

- A situation precipitating the entrepreneurial act;
- The perception of desire (indicating the social and cultural factors which influence the value system of the individual) and of feasibility of the act (building itself around the factors of support for creation, availability of advice and the financial means, the help of the spouse and the friends and the entrepreneurial trainings) stemming from the cultural, political, economic and social environment;
- A psychological arrangement (the propensity in the action).

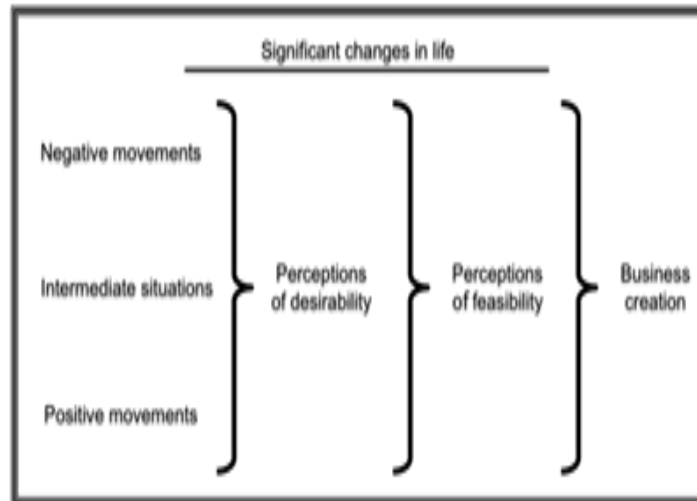


Figure 2- The training of the entrepreneurial event (Shapero and Sokol, on 1982)

Variables have to work together and interact to lead to the entrepreneurial event, which is a multidimensional phenomenon according to Shapero and Sokel [11]. As in the model of the strategic behavior [2], the exogenous influences do not affect directly the intentions or the behavior, but they operate through the personal perception of the desire and the feasibility [19].

2. METHODOLOGY

Before you begin to format your paper, first write and save the content as a separate text file. Keep your text and graphic files separate until after the text has been formatted and styled. Do not use hard tabs, and limit use of hard returns to only one return at the end of a paragraph. Do not add any kind of pagination anywhere in the paper. Do not number text heads-the template will do that for you. The present section deals with the methodology used in our work. So, we are going to present at first the mode of collection of the useful information for the research. Then, we shall present successively the questionnaire and the used method of data processing. Finally, we shall end with the main hypotheses of this research.

2.1 The mode of data collection

The collection of the information leans on the administration of a questionnaire to the students of the Master's degrees who follow higher education in various establishments of the university IbnZohr. Such a choice was especially motivated by the knowledge of the academic community and the closeness for a better collection of the information. We even handed the questionnaire to the people. The chosen sample is established by 182 Master students of five establishments of the university IbnZohr : the Faculty of legal, economic and social Science, the Faculty of Science, the national school of business and management, the national school of applied sciences and faculty of arts and human sciences.

Finally, the sample arises from an auto-administered questionnaire, that is distributed during class to the students, by a professor. Indeed, the investigation was realized during the period of September to November, 2015.

1.1 The questionnaire

The questionnaire consists of several items inspired by the literature revue and the empirical works. Every group of items handles a specific dimension. Scales of Likert were used to measure the perceptions and the beliefs of the students as well as their intention to create a company. It was asked

to the respondents to indicate to what extent they agree with the declarations proposed.

At the beginning of the questionnaire, we ask for some information about the profile of the respondent (age, sex, current establishment, environment, domain of study, level of study). To measure the intention of the students, we ask the following question: "do you Intend to create your own company?".

We ask then to the people to express the beliefs which incite them or prevent them from creating a company. Then, we ask for information successively on the notion of attitude towards entrepreneurship, training, skills and work and entrepreneurial experiences. At the end of the questionnaire, we ask questions about contextual and cultural factors.

1.2 The data analysis

Our questionnaire aims at clarifying the opinions of the respondents at the level of their entrepreneurial perceptions and at the level of their intentions to create their own companies. From this perspective of research, we chose to administer closed questions. However, we judged that the use of the scale of Likert is the most relevant way which is going to allow us to encircle the opinions of the questioned.

Besides, we insisted on the students that this questionnaire is not a test. And that there are no good or bad answers. We underlined on the fact that an answer is good as far as it reflects what the respondent really thinks. After the phases of purge of data (validity and reliability), the data analysis was made on the basis of the method ANOVA by using the software SPSS.20.

1.3 The hypotheses of the questionnaire

After a review of the literature, we considered necessary to propose and to test the following hypotheses:

- H1: the entrepreneurial intention will positively be influenced by the age of the student.
- H2: the entrepreneurial intention will positively be correlated with regard to the sector of training of the student.
- H3: the entrepreneurial intention of the student will be correlated to the level of the studies in Master's degrees.
- H4: The entrepreneurial intention will positively be influenced by the various types of trainings in the entrepreneurship.
- H5: the existence of entrepreneurs in the close circle of acquaintances will have a significant positive effect on the intention of the student.
- H6: the raising awareness of the creation of the company will have a significant influence on the intention to begin of the student.
- H7: the perception of desire to leave business there will be influenced by the existence of parents entrepreneurs of the student.
- H8: the perception of desire to leave business there will increase more with the raising awareness of the student to the entrepreneurship.
- H9: the perception of desire to leave business there will be perfectly influenced by the failures of the student in entrepreneurial adventures.
- H10: the perception of desirability to create a company will positively be influenced by the previous experiences of the student.
- H11: the availability of the financial resources will have a direct influence on the perception of feasibility to create a company.
- H12: the perception of feasibility at the student will be perfectly influenced by The existence of entrepreneur (s) in the close circle of acquaintances.
- H13: the perception of feasibility at the student is perfectly influenced by the existence of administrative ease.
- H14: the perception of feasibility at the student is positively influenced by the existence of bodies of advice in the entrepreneurship.
- H15: the previous experience of the student will have a significant impact on the perception of feasibility.
- H16: les received social standards have a significant positive effect on the intention of the student with regard to the creation of a company.

2. RESULTS AND DISCUSSIONS

In this section, we shall try to emphasize all the results observed during our study. So, the entire

presented data were obtained thanks to the use of the software SPSS.20. According to the entrepreneurial literature, the interest for the entrepreneurship is bound first of all to the personal characteristics of the individual. So, the sample is established by 182 students among whom 127 students (69,8 %) and 55 students (30,2 %). With 51,6 % are younger than 24-year-old and 14,3 % are older than 28 years old. Then, the level of study is widely dominated by the students of the second year of the Master's degree (91,2 %).

Besides, the sample distributed by university establishment indicates that 47,3% of the students pursue a training (formation) of management and economy among which 47,3% did not express an entrepreneurial intention, then, 31,9 % are students of the Faculty of Science among whom 36,9 % have no intention to create their own company and only 8,2 % of the faculty of arts and the human sciences.

As regards the entrepreneurial intention, 14,3 % of people asked do not intend to create a company against 45 %. In our sample, the people are more tempted than the women by the new business start-up among which 39,4 % of them answered favorable, contrary to the students where less than 27,3 % answered yes. To seize better the entrepreneurial intention of the students, we lifted that 66,5 % prefer an entrepreneurial career against only 33,5 % expressed their choice to be salaried.

According to the results, it is necessary to underline that the family is the first environment in which the values of the possible entrepreneur are passed on (transmitted). In this respect, the interviewed students confirmed that they have parents or people entrepreneurs of their family (40,6 % among which 14,8 % of the parents (relatives), 9,3 % of the brothers and the sisters, 16,5 % of members of the family). Besides, it was necessary to focus on the desirability which represents the degree of attraction which a person feels to the creation of a company. In our study, we lift that 45,1 % of the students are attractive for a project of new business start-up, 14,3 % are very attractive and 30,8 % have a low degree of attractiveness.

To seize better the feasibility, it is generally seized in reference to the degree with which a student thinks of having the capacity to create a company. So, the sample shows that 56,6 % of the students are capable of creating their own company among which 10,4 % showed a big capacity for an entrepreneurial career. As regards the education of the entrepreneurship, the students of the sample mainly confirmed who did a training course in entrepreneurship (70,9 %) among which 44 % underlined that it is about a compulsory training.

The followed type of training was essentially assured in the form of theoretical courses in entrepreneurship and creation of companies. So, 83,1 % of the students of the sample confirmed that this training is insufficient in their university program. According to the results, it is convenient to specify that 95,1 % of the students of the sample possess at present no company. Therefore, the wage-earner will not be any more a favorite choice of the questioned (33 %) against 67 % for the entrepreneurship.

Differences also exist between the students who were made sensitive or not in the creation, by means of specific teachings. So, 51,1 % of the students are not any more made sensitive in the new business start-up, 31,9 % are little made sensitive against only 1,6 % declared perfectly made sensitive in an approach of creation. Also, it is necessary to observe that the majority of the questioned students have never possessed a company in the past (91,2 %). However, the students already having a company specify that 6,6 % of them failed in an entrepreneurial career. Finally, 47,8 % of the students confirmed their fear of the failure to dash into a project of creation. However, the empirical analysis is completed by the use the notion of reliability.

It is a question of determining the internal coherence which informs us, through the alpha of Cronbach, about the degree of correlation of every item of a scale with at least another item of this one. So, these items measure exactly and only constructed analyzed and share thereby, a common notion. The coefficient of the alpha estimates the variance of the total score of the common factors appropriate to the items of the tested scale [20, 21].

As such, iterations of maximization of reliability are kept on indicators to keep that items contributing to a satisfactory level of reliability of coherence indicators while being careful that the excessive elimination of indicators impoverishes the meaning and the predictive power of the constructed. We ended in indications of alpha of Cronbach of reliability who were situated between 0,53 and 0,88 (Table-1).

Table 1-The reliability of the scale of measure

<i>The statistics of reliability</i>			<i>Them Item statistics Total</i>	
<i>Variable</i>	<i>Cronbach's Alpha</i>	<i>Nbre of Items</i>	<i>Items</i>	<i>Cronbach's Alpha if Item Deleted</i>
Intention	0,598	06	Age of the student	0,817
			Level of study	0,623
			Filière de formation	0,892
			Sector of training	0,509
			Circle of acquaintances of the student	0,715
			Raising awareness to the creation	0,867
Desirability	0,591	04	Family entourage	0,417
			Risk of failure	0,261
			previous Experiences	0,626
			Raising awareness to the creation	0,103
Feasibility	0,582	05	Family Circle of acquaintances	0,260
			previous Experiences	0,847
			Administrative Formalities	0,423
			Bodies of advice	0,000
			Obtaining of credit	0,011
Social Standards	0,573	01	Opinion of close people	0,565

Before proceeding to our empirical analyses, we wished to verify the internal validity of our classification of the indicators of the entrepreneurial perceptions by means of the alpha of Cronbach. We obtain one alpha of 0,598 for the intention, 0,591 for the perception of desirability, 0,582 for the perception of feasibility and 0,573 for the received social standards. Because of the exploratory frame, we can consider these values as acceptable. In a second phase, to determine if there is well a significant difference of sensibility between items with regard to (compared with) four types of entrepreneurial perceptions identified, we realized an analysis ANOVA.

In the first place, as regards the entrepreneurial intention, this one is significantly explained by the age-related variables of the student, the level of study, the sector of chosen training, the training to the entrepreneurship, the circle of acquaintances close to the student and the raising awareness to the entrepreneurship (alpha of cronbach upper to 0,5). Secondly, it seems that the perception of desirability to create a company is correlated to the previous experience of the student contrary to the criteria of the family circle of acquaintances, the fear of the entrepreneurial failure and the raising awareness of the students to the new business start-up who have no connection with the desirability. Thirdly, the perception of the feasibility is only influenced by the previous experiments of the student. Finally, the social standards are significantly explained by the opinions of the people close to the student.

In the reading of the results, a first report is imperative: the entrepreneurial intention is guided by several personal, relational and cultural variables. According to the literature, we confirmed first of all that the old students are more incited to adopt an entrepreneurial career (verified H1). Furthermore, the level of study seems to have an importance to explain the level of intention, that is, the intention to begin tends to increase in the fur as the student moves forward in his university program (verified H2). In the same sense, the variable of the sector of training increases the probability at the student to create his own company (validated H3). Then, our study lifted that the training in the entrepreneurship strengthens the intentions of the students in a sense favorable to the new business start-up (validated H4). Indeed, the student having a parent or close entrepreneur modifies the probability to dash into an entrepreneurial process (verified H5). Finally, it is obvious that the intention of career is incited at the student's made sensitive in a training in the entrepreneurship (verified H6).

Then, the results of the desirability confirm only our hypothesis according to which the entrepreneurial activity of a student is a function of the work experience. In other words, a student having already worked in a company is more attracted by the creation than another one (H9 verified against H7, H8 and H10 are disabled persons).

As regards the perception of feasibility, we notice that the previous experience of the student will have a significant impact on the perception of feasibility to create a company. Finally, the received social standards are significantly influenced by the opinions of the people close to the student. Such a result is probably explained by the fact that the Moroccan context is characterized by a collectivist culture and a very important intervention of the family in the professional decision of the students. Thus, this variable should have clearly contributed to explain the entrepreneurial intention of the students (verified H16).

CONCLUSION

Our study had for objective to determine and to explain the various perceptions of the students of the university IbnZohr towards the entrepreneurship. To lead this analysis, the perceptions of the students towards the entrepreneurship are arrested from a hypothético-deductive approach within whom four groups of variables are stopped knowing the intention to undertake, the perception of desire, the perception of feasibility and the received social standards.

To clarify better these entrepreneurial perceptions, we chose students' sample of Master's degrees of various establishments of the university IbnZohr following trainings or varied programs. According to the results of the study, the intention to create a company is associated with the training in the entrepreneurship, in the age, at the level of study, in the sector of training, in the raising awareness to the entrepreneurship and to the circle of acquaintances of the student.

Then, the descriptive analysis of the attraction of the students for the new business start-up and their confidence in their capacity to bring to a successful conclusion a process of creation of activity shows so clearly that the previous experience of the students modifies their attraction and their confidence in their capacity. We have more, according to the literature on the subject, noticed that the social standards are influenced by the opinions of the people close to students of the sample.

We are however aware of certain limits of this study. On the theoretical plan, our work rests on models which allow to focus on the upstream of the process and the entrepreneurial career. From these models, it is very difficult to operationalize measures and to remove an information from it allowing to predict the creation. On the methodological plan, our collection of data, led with the students of Master's degrees of the university IbnZohr did not allow us to establish(constitute) a representative sample of all the students. The generalization of our results is thus delicate.

There are thus repercussions possible for this research Do the intention, the perceptions and the entrepreneurial faiths of the students evolve further to a raising awareness or further to a training in entrepreneurship? What are the factors which could influence the trajectory of intention, including the professional identity of the students during their training? Do these factors influence the trajectory by the modification of the intention and the entrepreneurial identity at the given moments?

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