
| RESEARCH ARTICLE

An Exploratory Approach to the Determinants of Students' Entrepreneurial Intention in Morocco

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| ABSTRACT

Entrepreneurship is experiencing significant growth worldwide, becoming a key driver of economic development and innovation. In this context, entrepreneurial education and support are gaining increasing importance within universities, aiming to foster the entrepreneurial mindset of students and graduates to promote business creation. This research aims to identify the main components of students' entrepreneurial intention using Principal Component Analysis (PCA). An empirical study was conducted on a sample of students from the National School of Business and Management of Beni Mellal, affiliated with Sultan Moulay Slimane University, a selective admission institution. Data were collected through a questionnaire, leading to the development of an entrepreneurial intention model based primarily on Ajzen's Theory of Planned Behavior (1991) and Shapero & Sokol's Entrepreneurial Event Model (1982).

| KEYWORDS

Entrepreneurship, entrepreneurial intention, university, planned behavior

| ARTICLE INFORMATION

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1. Introduction

Over the past decade, entrepreneurship and the entrepreneurial spirit have garnered increasing attention in academic, economic, and political discussions worldwide. Their importance is now recognized not only for the success of business creation but also for the ability to survive and grow in a competitive and ever-changing environment. Entrepreneurship is seen as a vital lever for driving innovation, creating value, and addressing contemporary economic challenges. In turn, the Moroccan government attaches crucial importance to promoting entrepreneurship through policies and programmes aimed at promoting entrepreneurship and business creation.

According to Tounés & Fayolle (2006), "*neither the company nor the entrepreneur dates back to yesterday*". This reflection highlights the age and historical depth of entrepreneurial activity, while emphasising that its study and promotion as a scientific discipline and a vector of development are relatively recent. This reflects a paradigm shift where the entrepreneur is now seen as a key player in economic dynamism, capable of transforming ideas into concrete and sustainable projects. To understand the current significance of the entrepreneurial spirit, it is not enough to focus solely on the number of businesses created. Although the volume of new businesses provides valuable insights into entrepreneurial activity, it is important to consider the upstream phase of

business creation, that is, the intention to start these businesses. Entrepreneurial intention reflects the mindset, motivation, and willingness of individuals to embark on an entrepreneurial adventure. It is a prerequisite for action, laying the foundations for the eventual materialization of business projects. This phase involves understanding the factors that influence individuals to take the plunge, such as personal ambition, perceived opportunities, societal support, and access to resources. By studying entrepreneurial intentions, policymakers, educators, and support organizations can design interventions that cultivate and sustain the entrepreneurial spirit, thereby increasing the chances of successful business start-ups and promoting sustainable economic growth.

Krueger & Carsrud (1993), who were the first to apply Ajzen's (1991) Theory of Planned Behavior in the entrepreneurial context, highlighted the central role of intentions in the business creation process. According to them, an individual's behavior business creation behaviour is closely linked to the prior existence of a clear intention to start a business. The Theory of Planned Behavior postulates that intentions are shaped by three main factors: the individual's attitude toward behavior, subjective norms and perceived behavioral control. Thus, intentions emerge as a critical link between internal motivations and observable action. From both a conceptual and empirical perspective, intentions prove to be the best predictors of behavior, as they help explain not only the emergence of entrepreneurial ideas but also the steps leading to their realization. By studying these intentions, it is possible to better understand the dynamics driving the entrepreneurial process, from initial questioning to the actual development of business projects. This also provides valuable insights for designing support programs or public policies aimed at fostering entrepreneurial spirit. Krueger et al. (2000) assert that entrepreneurial intentions are the best predictor of entrepreneurial activity and the entrepreneurial spirit. These intentions provide valuable insights into the motivations driving individuals who aspire to embark on entrepreneurial ventures and serve as a key indicator for anticipating the realization of business projects. According to Verzat (2015), the entrepreneurial mindset is characterized by the ability to think and act like an entrepreneur. This involves not only the willingness to create significant changes through entrepreneurial initiatives but also the skill to identify and exploit opportunities within a given environment. This definition emphasizes the importance of cognitive agility and proactivity in the entrepreneurial journey, which begins well before an idea is turned into a tangible business. Krueger et al. (2000) also point out that intentional behaviour plays a fundamental role in explaining and modelling entrepreneurial processes. They note that *"understanding the nature of intentional behaviour helps explain why many entrepreneurs decide to start a business long before they scan for opportunities or decide exactly what type of business to start"*. This underscores the fact that intention serves as the starting point of the entrepreneurial process, shaping not only the search for opportunities but also the subsequent actions that lead to the creation of a business.

The main objective of our research is to identify the main components of entrepreneurial intention among students. To achieve this, we conducted an empirical study on a sample of students from selective-access institutions at Sultan Moulay Slimane University in Beni Mellal. Data collection was carried out through a carefully designed questionnaire that reflects the development of a comprehensive entrepreneurial intention model. This model is based primarily on the most influential frameworks for understanding entrepreneurial intention, including Ajzen's (1991) Theory of Planned Behavior and Shapero & Sokol' (1982) Entrepreneurial Event Model. These models have been pivotal in explaining how intentions are formed and how they translate into entrepreneurial action. Additionally, our approach incorporates the contextualization of Tounés' (2003) model within the Moroccan university environment. This adaptation is essential to account for the specific cultural, educational, and socio-economic factors that influence students' entrepreneurial intentions in this context. By combining these theoretical perspectives, our study aims to provide a nuanced understanding of the factors that shape entrepreneurial intention, offering valuable insights into how students perceive and approach entrepreneurship as a career path. This comprehensive framework allows for a better analysis of the determinants of entrepreneurial intention while highlighting the relevance of tailoring international models to local realities for more accurate and actionable findings.

Students' entrepreneurial intention plays a central role in entrepreneurship research, as it serves as a key indicator for anticipating the creation of future businesses and understanding the motivations that drive young people to engage in entrepreneurship. Our study aims to deepen the understanding of the factors influencing these intentions by exploring their specific determinants. By identifying these factors, educational institutions can target the necessary levers to design tailored programs and training initiatives. These efforts will aim to stimulate the entrepreneurial spirit among students, enhancing their ability to identify opportunities, develop innovative ideas, and transform them into concrete projects. Students represent a vital resource for a country's entrepreneurial development. Their potential, if encouraged and supported, can contribute to driving economic growth, fostering innovation, and creating new employment opportunities. This study also provides valuable insights for policymakers to design effective public policies and incentives to promote entrepreneurship among young people. By supporting this dynamic, it is possible to create a favorable entrepreneurial ecosystem where young talents are motivated to undertake initiatives and actively contribute to economic and social development.

This study begins with an in-depth analysis of the business creation process, highlighting its key stages and underlying dynamics. It is followed by a review of the literature focusing on the main explanatory models of entrepreneurial intention. Among these are the foundational theoretical frameworks of Shapero & Sokol (1982) and Ajzen (1991), as well as derived models such as Krueger

& Carsrud (1993), the entrepreneurial potential model by Krueger & Brazeal (1994), and the entrepreneurial intention model developed by Tounés' (2003). The study then details its methodology, including the data collection and analysis steps, ensuring scientific rigor and the relevance of the findings. Finally, the results are presented, accompanied by a discussion that contextualizes these findings by linking empirical observations with the explored theoretical frameworks. This work aims to provide a comprehensive and nuanced understanding of the determinants of entrepreneurial intention.

2. Literature review

This literature review aims to present the foundations of entrepreneurial intention through the main models of theoretical analysis. However, it is essential to begin by situating entrepreneurial intention in the process of creating a company as an act that precedes the realization of the project idea. This process, often described as a series of stages from the emergence of an idea to the implementation of a concrete project, includes complex dimensions such as opportunity identification, risk assessment, resource mobilization, and decision-making. It stands as a key step in this process, bridging the gap between a simple idea or aspiration and the concrete actions leading to business creation. It represents the individual's conscious and deliberate motivation to engage in an entrepreneurial initiative, making it a major predictive indicator of the transition to action.

Before analyzing the theoretical models that aim to decode this concept, it is crucial to understand how and why entrepreneurial intention fits into the wider framework of business creation and how it directly influences the initial stages of the process.

2.1 Business creation process

According to Tounés (2007), the business creation process is structured around four main stages, reflecting a logical and considered progression leading to the realization of an entrepreneurial project. This process highlights the various phases an individual undergoes, from the initial inclination toward entrepreneurship to the actual establishment of a business. These stages provide a better understanding of the underlying dynamics that drive the transition from an idea to a concrete project, integrating psychological, behavioral, and decision-making dimensions. They serve as a critical reference framework for analyzing the mechanisms that influence the entrepreneurial journey while offering a solid basis for developing strategies to encourage and support future entrepreneurs.

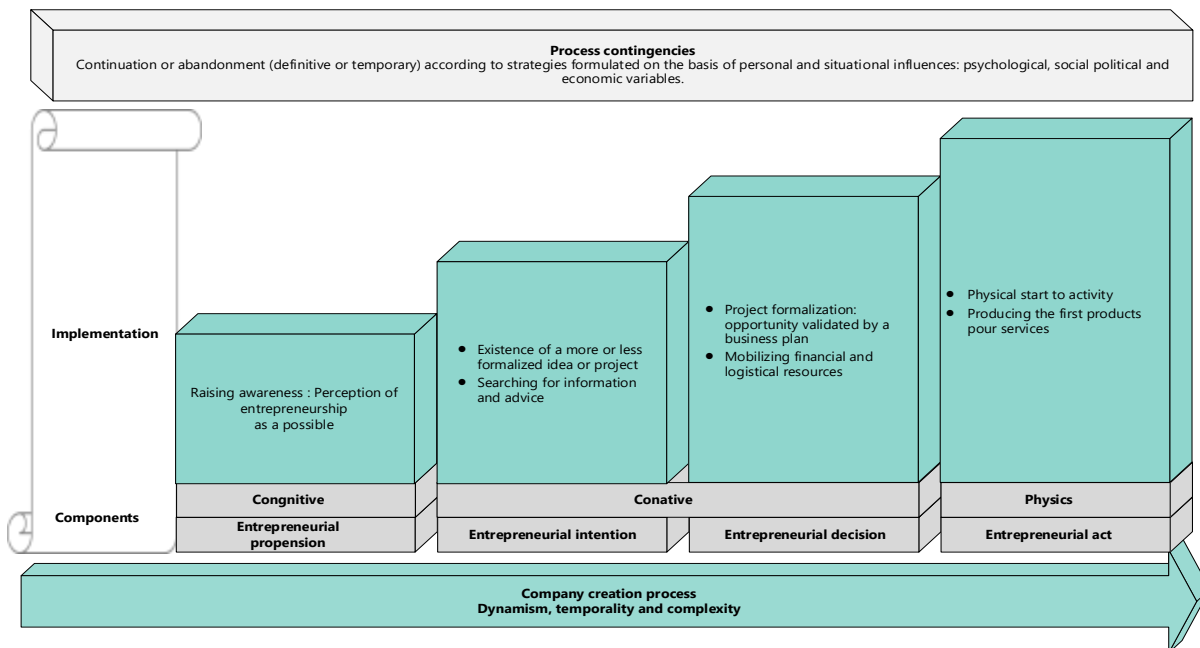


Figure 1: The Business creation process

Source: Tounés (2007)

Entrepreneurial Propensity

Entrepreneurial propensity constitutes the initial stage of the business creation process and reflects a preliminary awareness of the idea of entrepreneurship. According to Tounés (2007), this awareness is largely influenced by contextual factors such as family, close relations, education, and entrepreneurial experiences. Fayolle (2000) describes it as "an inclination, a tendency to engage in an entrepreneurial endeavor", which reflects a predisposition to consider entrepreneurship as a viable career option. This propensity

is better understood as the result of a combination of individuals' psychological traits, such as attitudes toward risk and innovative capacity, and external influences, including the socio-economic context, perceived opportunities, and the role of successful models in one's surroundings. As Learned (1992) notes, this interaction between internal and external factors increases the likelihood that an individual will attempt to set up a business. It therefore forms the foundation for initiating the entrepreneurial process.

Entrepreneurial Intention

Entrepreneurial intention is characterized by the emergence of a business idea or project, accompanied by active engagement in steps to formalize this idea. Tounés (2007) specifically mentions information-gathering efforts, which enable potential entrepreneurs to better define their ideas and give it a more tangible form. This intention is profoundly influenced by the interaction between individuals' personal characteristics, such as motivation and self-confidence, and the specifics of their external environment. Learned (1992) highlights that these interactions, whether they stem from family, educational, or professional contexts, play a critical role in the birth and consolidation of entrepreneurial intention. At this stage, aspirations begin to take shape and manifest as a deliberate commitment to entrepreneurship.

Decision to Undertake

The decision to undertake represents the logical culmination of the previous stages. It corresponds to the concrete formalization of the entrepreneurial project. Tounés (2007) defines it as the transformation of an idea or business project into a validated opportunity. This validation is achieved through a detailed business plan, incorporating financial, logistical, and production studies, along with the mobilization of necessary resources to launch the activity effectively. This stage marks a decisive turning point, where the entrepreneur moves beyond the intention phase to engage in rigorous planning. This formalization process is essential to reduce uncertainties and maximize chances of success while structuring future steps.

Act of Entrepreneurship

The entrepreneurial act represents the final stage of the process and corresponds to the effective start of entrepreneurial activity. It materializes through the production of the first goods or services, signifying the transition from conceptualization to execution. Unlike a narrow view that might reduce this stage to selecting the legal form of the business, it encompasses a broader dimension, namely the practical and operational implementation of the project. This is where the efforts accumulated in the previous stages come to fruition, and the business begins to interact with its economic and social environment. This phase involves concrete challenges, such as managing initial customers, organizing internal processes, and adapting to unforeseen circumstances. While the business creation process is often presented as a sequence of stages, it is not always linear. Unexpected opportunities, such as those arising from professional encounters or specific contexts, can lead to the creation of a business without necessarily going through all the theoretical phases. This highlights the dynamic and sometimes opportunistic nature of the entrepreneurial journey, where adaptability and the ability to seize opportunities are as critical as following planned stages.

2.2 Models of entrepreneurial intention

According to Tounés (2006), intention is defined as a will oriented toward achieving a specific goal, characterized by determination, resolution, and perseverance. This concept holds particular significance today in the field of entrepreneurship, where it is widely studied as a central lever for understanding the entrepreneurial process (Sadgui et al. 2016). Entrepreneurial intention, as a key concept, is the subject of multiple definitions depending on theoretical approaches (Moreau, 2006). Bird (1992) defines intention as "*a state of mind directing a person's attention, experience, and behaviour toward a specific object or method of behaving [...]. This principle of psychology applies to entrepreneurship and organization creation*". In other words, entrepreneurial intention plays a structuring role by guiding not only an individual's focus but also their actions, aligning their efforts with their entrepreneurial goals. In the same vein, Bruyat (1993) describes intention as a deliberate will directed toward business creation, highlighting its central role in entrepreneurs' decision-making processes. Crant (1991) reinforces this idea by defining intention as an individual's judgment regarding the likelihood of becoming the owner of their own business, reflecting both personal perception and projection. Finally, Boyer (1997) expands on the understanding of intention by describing it as "*a pro-attitude that reflects a positive tendency of the agent toward a desired state of the world*". This perspective emphasizes the favorable and proactive orientation of an individual toward a specific entrepreneurial goal, thereby reinforcing their psychological and behavioral commitment to creating a business. Thus, entrepreneurial intention is not merely a simple aspiration; it is a driving force that influences and structures individuals' paths toward entrepreneurial action.

The entrepreneurial intention stage represents a critical and decisive phase in the business creation process, as it represents the starting point of any entrepreneurial endeavor (Bird, 1992). According to Krueger & Carsrud (1993), studying future behavior related to business creation necessarily involves understanding individuals' intentions, as these intentions are the best predictors of the realization of such behavior. In this regard, Tounés (2007) describes entrepreneurial intention as a key step in deciphering the mechanisms that lead to business creation. This phase reflects the transition from reflection to action, directing efforts toward the effective realization of an entrepreneurial project.

To enrich our research and deepen the analysis of the factors influencing entrepreneurial intention among students, we have drawn on well-established theoretical frameworks. Firstly, Ajzen's (1991) Theory of Planned Behavior helps explain how attitudes, subjective norms, and perceived control influence intentions. Additionally, Shapero & Sokol's (1982) model of the Entrepreneurial Event highlights contextual and personal triggers that promote the emergence of entrepreneurial intention. These two theories have inspired several models, including that of Krueger & Carsrud (1993), which links intention to behavior, Krueger & Brazeal's (1994) model, which explores entrepreneurial potential, and Tounés' (2003) model, adapted to specific entrepreneurial contexts.

Understanding entrepreneurial intention as a preliminary step to business creation is of strategic importance. This stage must be approached with care, as it directly influences the behaviors, choices and decisions that will positively or negatively impact the creation phase. Therefore, it is essential to act on the levers that encourage strong entrepreneurial intentions aligned with realistic and sustainable goals, in order to maximize the chances of success for entrepreneurial ventures.

2.2.1 Shapero and Sokol's entrepreneurial event model (1982)

The entrepreneurial event formation model proposed by Shapero & Sokol (1982) provides an insightful and detailed framework for explaining the act of business creation by highlighting three groups of triggering factors. The first group, referred to as negative displacements, includes disruptive events or life disruptions, such as forced migration, divorce, dismissal, or job loss. Although these situations may be perceived as obstacles, they can push individuals to reassess their priorities and explore entrepreneurial opportunities as an alternative solution. The second group, positive pulls, involves favorable situations that encourage individuals to engage in entrepreneurial journey. This may include the discovery of a promising market opportunity, an inspiring encounter with potential customers, clients or investors, or a significant experience that motivates entrepreneurship. These factors act as positive drivers, drawing individuals toward entrepreneurship. The third group, between things, refers to transitional periods or pivotal life moments, such as the end of studies, leaving the military, or undergoing a professional change. These transition points create a space where individuals are more likely to consider new perspectives, including the possibility of starting a business.

Between these triggering factors and the concrete act of business creation, Shapero & Sokol identify two key variables that influence decision-making. The first is perceived desirability, which reflects how the attractiveness of entrepreneurial behavior appears to the individual. This attractiveness is often influenced by social norms, personal aspirations, and cultural environments. The second variable is perceived feasibility, which refers to the individual's perceived ability to undertake entrepreneurial action. It is based on their skills, resources, and confidence in their capacity to overcome challenges associated with business creation. This model emphasizes the importance of a balance between contextual and personal factors, emphasizing how the perception of the environment and individual capabilities shape the transition from entrepreneurial intention to action.

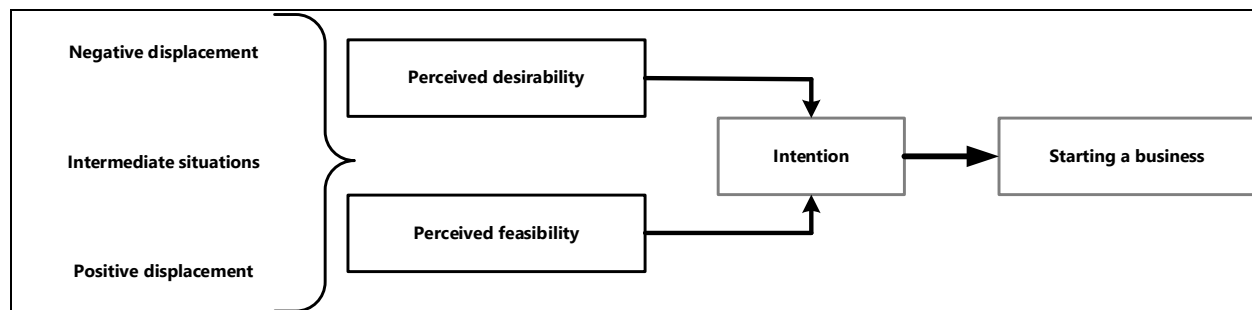


Figure 2: Shapero and Sokol's entrepreneurial event model (1982)

Source: Shapero & Sokol (1982)

The intention to start a business is built upon two fundamental pillars: perceived feasibility and perceived desirability, which interact to determine the likelihood of an individual turning their entrepreneurial project into reality. Perceived feasibility refers to the entrepreneurial skills acquired, such as technical expertise, managerial knowledge, and practical experience, as well as access to essential resources like financial capital, technical infrastructure, and qualified human resources. It reflects the individual's confidence in their ability to transform an idea into a concrete project. On the other hand, perceived desirability focuses on the social, cultural, and personal aspects that influence the attractiveness of the entrepreneurial venture. This perception is shaped by elements such as past experiences, whether successes or failures, the existence of inspiring mentors, and entrepreneurial role models in the immediate environment, such as family members or close acquaintances. Cultural norms and the societal acceptance of entrepreneurship also play a crucial role in this dimension. Thus, the greater an individual's perception of entrepreneurship as both feasible and desirable, the higher the likelihood that they will engage in the business creation process. These two perceptions act as essential drivers, strengthening the motivation and determination needed to overcome the challenges inherent in the entrepreneurial journey.

2.2.2 Ajzen's theory of planned behavior (1991)

Ajzen's (1991) model of planned behavior is widely recognized as a highly predictive model, capable of forecasting human behavior across various contexts, including entrepreneurship. This model is based on the fundamental idea that individuals' intentions are the best indicators of their future behaviors. According to Ajzen & Fishbein (1980), entrepreneurial intention reflects the desired behaviors of individuals and establishes a dynamic and continuous connection with their attitudes. These attitudes, in turn, serve as a basis for predicting intentions, which subsequently determine future behaviors.

Ajzen (1991) identifies three fundamental assumptions that, while conceptually distinct, interact to enable intentions to effectively predict individuals' behaviors. These assumptions include attitude toward the behavior, which reflects the individual's positive or negative evaluation of a specific behavior; subjective norm, which refers to the perception of social pressure to engage or not engage in a particular behavior; and perceived behavioral control, which refers to the individual's belief in their ability to perform the behavior. Together, these three dimensions provide a comprehensive understanding of how intentions influence actions. In the entrepreneurial context, this model not only helps to explain why some individuals choose to embark on entrepreneurial ventures but also better understand the factors that shape these decisions. It thus serves as a robust theoretical framework for analyzing and fostering the development of entrepreneurial intention.

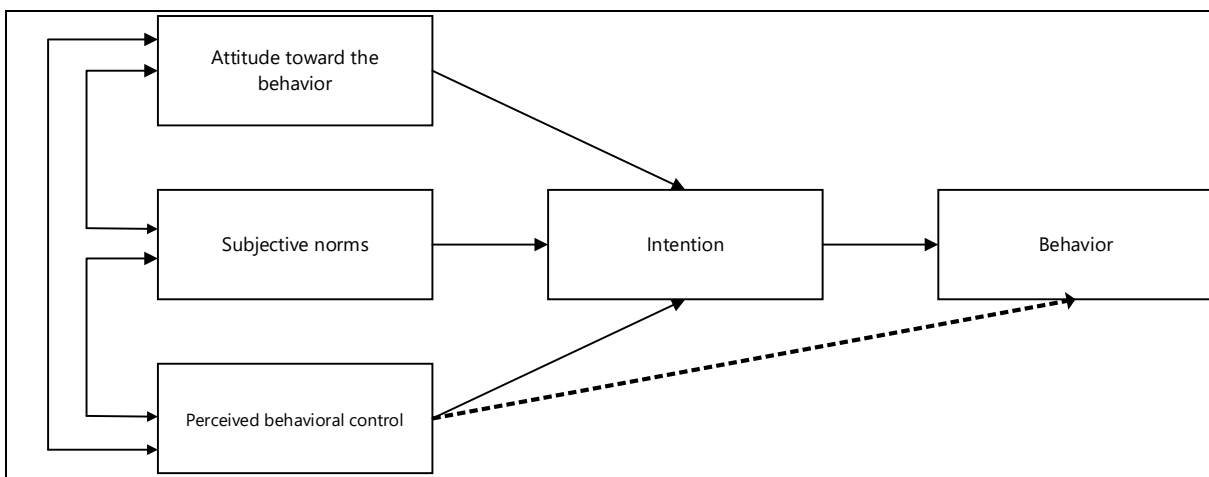


Figure 3: Ajzen's theory of planned behavior (1991)

Source: Ajzen (1991)

The first predictive element, attitude toward the behavior, plays a key role in assessing the degree to which an individual perceives the desired behavior as favorable or unfavorable. This evaluation is often based on personal beliefs, past experiences, or perceptions of the benefits and costs associated with the intended action. A positive attitude toward entrepreneurial behavior will thus strengthen the intention to engage in it. The second element, subjective norms, corresponds to the influence of social variables on the individual. It refers to the perceived social pressure, whether positive or negative, exerted by significant others such as family, friends, or mentors. For example, a family environment that values entrepreneurship will encourage an individual to adopt this behavior. These norms highlight the importance of the social environment in shaping entrepreneurial intentions. The first two elements align with the notion of desirability proposed by Shapero & Sokol (1982), which assesses the attractiveness of a behavior for the individual. The third element, perceived behavioral control, reflects the individual's perceived ability to perform the desired behavior. This control is based on the mastery of knowledge, skills, and entrepreneurial experience, as well as the availability of necessary resources. This element refers back to the feasibility outlined by Shapero & Sokol (1982), emphasizing the importance of believing in one's own capability to undertake entrepreneurial activities.

The more favorable the attitude and subjective norms toward a behavior, and the greater the individual's perception of control over that behavior, the stronger their intention to adopt it will be (Ajzen, 1991). This dynamic combination of the three elements provides a robust framework for understanding the psychological mechanisms underlying entrepreneurial intention and designing targeted interventions to foster its development.

2.2.3 Models based on Shapero and Sokol's model (1982) and Ajzen's theory of planned behavior (1991)

2.2.3.1 The Krueger and Carsrud's (1993) model

As the first to apply Ajzen's (1991) Theory of Planned Behavior to the explanation of entrepreneurial intention, while drawing inspiration from Shapero & Sokol's (1982) model, Krueger & Carsrud (1993) developed an innovative framework. Contrary to the

notion that attitudes directly predict behaviors, their model emphasizes that intentions serve as the main predictor of behaviors, while intentions themselves are influenced by attitudes. This model highlights that entrepreneurial intention is shaped by several interrelated factors, each playing a decisive role in forming an individual's willingness to undertake entrepreneurial activities. By focusing research on the analysis of intentions, Krueger & Carsrud provide a fresh perspective on understanding entrepreneurial behaviors, focusing on the psychological and social mechanisms underlying them. This conceptual framework provides a robust foundation for exploring and predicting the transition from intention to entrepreneurial action.

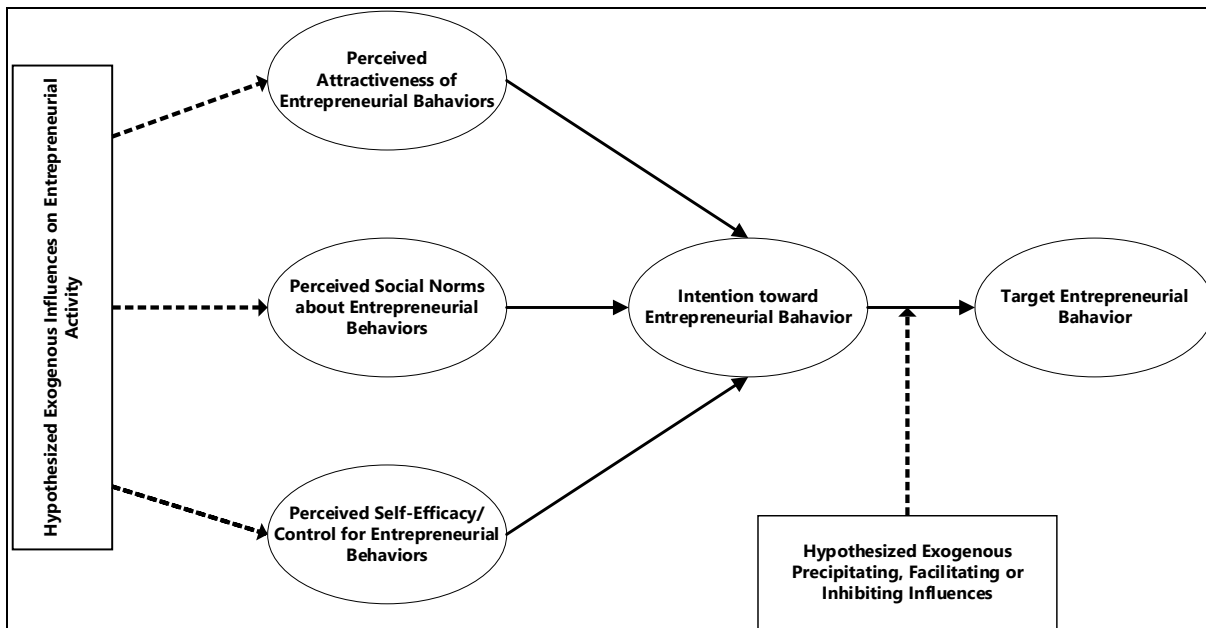


Figure 4: Intention toward entrepreneurial behavior: The theory of planned behavior (simplified version)

Source: Krueger & Carsrud (1993)

- **Perceived attractiveness of entrepreneurial behaviors:** This element refers to how desirable or undesirable entrepreneurship is perceived in adopting such behavior. It involves evaluating the probability of achieving desired outcomes through entrepreneurial actions. The more the anticipated benefits of entrepreneurship, such as financial independence, social recognition, or personal fulfilment, are perceived as significant, the more attractive entrepreneurial behavior becomes. Consequently, perceived attractiveness directly influences the motivation and willingness to act on entrepreneurial intentions.

- **Perceived social norms about entrepreneurial behaviors:** This dimension highlights the influence of social norms and the expectations of close connections on entrepreneurial intentions. It examines the extent to which family, friends, and other influential figures support or discourage entrepreneurial projects. If the individual's environment encourages entrepreneurial spirit or provides successful entrepreneurial role models, they are more likely and inclined to follow this path. On the other hand, a setting where entrepreneurship is viewed negatively or misunderstood may hinder entrepreneurial intentions. This underscores the importance of external and social influences in shaping intentions.

- **Perceived self-efficacy/control for entrepreneurial behaviors:** Perceived self-efficacy refers to an individual's belief in their ability to succeed in entrepreneurial tasks. This concept measures how capable the individual feels about carrying out entrepreneurial actions based on their skills, knowledge, and past experiences. The stronger the individual's confidence in their ability to execute the required actions to start a business, the more likely they are to engage in entrepreneurial behavior. This factor of perceived feasibility is crucial, as it directly impacts the individual's confidence and determination to act.

Exogenous factors also play a vital role by indirectly influencing entrepreneurial intentions. They include external elements such as personality traits, acquired skills, resource availability, economic conditions, or public policies supporting entrepreneurship. These exogenous factors often shape an individual's attitudes, which in turn influence their entrepreneurial intentions. For example, favorable economic conditions or sufficient resources can strengthen positive attitudes toward entrepreneurship, while external constraints like economic crises or lack of funding may make entrepreneurial behavior less attractive or feasible. Understanding how these factors impact attitudes is essential to predicting entrepreneurial intentions.

2.2.3.2 Kruger and Brazeal's entrepreneurial potential model (1994)

The Entrepreneurial Potential Model by Krueger & Brazeal (1994) highlights three fundamental constructs, drawing on the concepts developed by Shapero: perceived desirability, perceived feasibility, and propensity to act. These interconnected dimensions play a critical role in the emergence of entrepreneurial intentions and their transformation into concrete actions. The model also emphasizes the importance of contextual and individual factors that influence these dimensions while underscoring the need to create a supportive environment to maximize entrepreneurial potential.

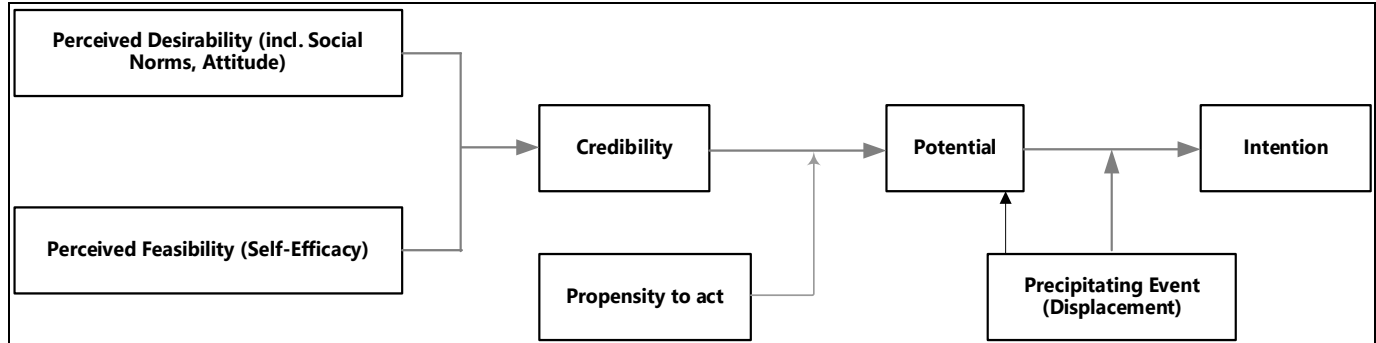


Figure 5: Krueger and Brazeal's (1994) model of entrepreneurial potential

Source: Krueger & Brazeal (1994)

To explain entrepreneurial intention, Krueger & Brazeal (1994) base their model on three essential factors:

- **Perceived venture desirability:** This factor encompasses the two main components of the Theory of Planned Behavior: attitude toward the act and subjective norms. The attitude reflects an individual's personal evaluation of the desirability of starting a business, which depends on the perceived benefits and personal outcomes of pursuing such an endeavor. Subjective norms, on the other hand, represent the perceived social pressure or encouragement from influential people in one's life, such as family, friends, and existing entrepreneurs, regarding the decision to launch a venture. These two dimensions combine to influence how attractive or appealing the entrepreneurial path is to an individual.
- **Perceived venture feasibility/Self-efficacy:** This refers to an individual's confidence in their ability to successfully execute the desired behavior, in this case, starting a business. Self-efficacy is a key predictor of success, as it directly impacts one's belief in their ability to overcome challenges and achieve goals. According to Krueger & Brazeal (1994), communities facing economic disadvantages often suffer from reduced self-efficacy due to systemic barriers, such as the lack of contingency plans, miscalculations of capital needs, or limited access to resources. These obstacles lower perceived feasibility and highlight the critical role of supportive ecosystems in fostering entrepreneurial potential.
- **Propensity to act:** This factor is characterized as an individual's personal willingness or inclination to take action based on their decisions. It reflects the voluntary and deliberate nature of intentions, which are strongest when a high propensity to act is present. As Krueger et al. (2000) assert "*it is hard to envision well-formed intentions without some propensity to act*". This readiness to act bridges the gap between intention and behavior, making it a pivotal component in turning entrepreneurial intentions into reality.

This framework not only highlights the psychological and social underpinnings of entrepreneurial intention but also emphasizes the interplay of individual traits and external influences in shaping the likelihood of entrepreneurial action.

2.2.3.3 Tounés' entrepreneurial intention model (2003)

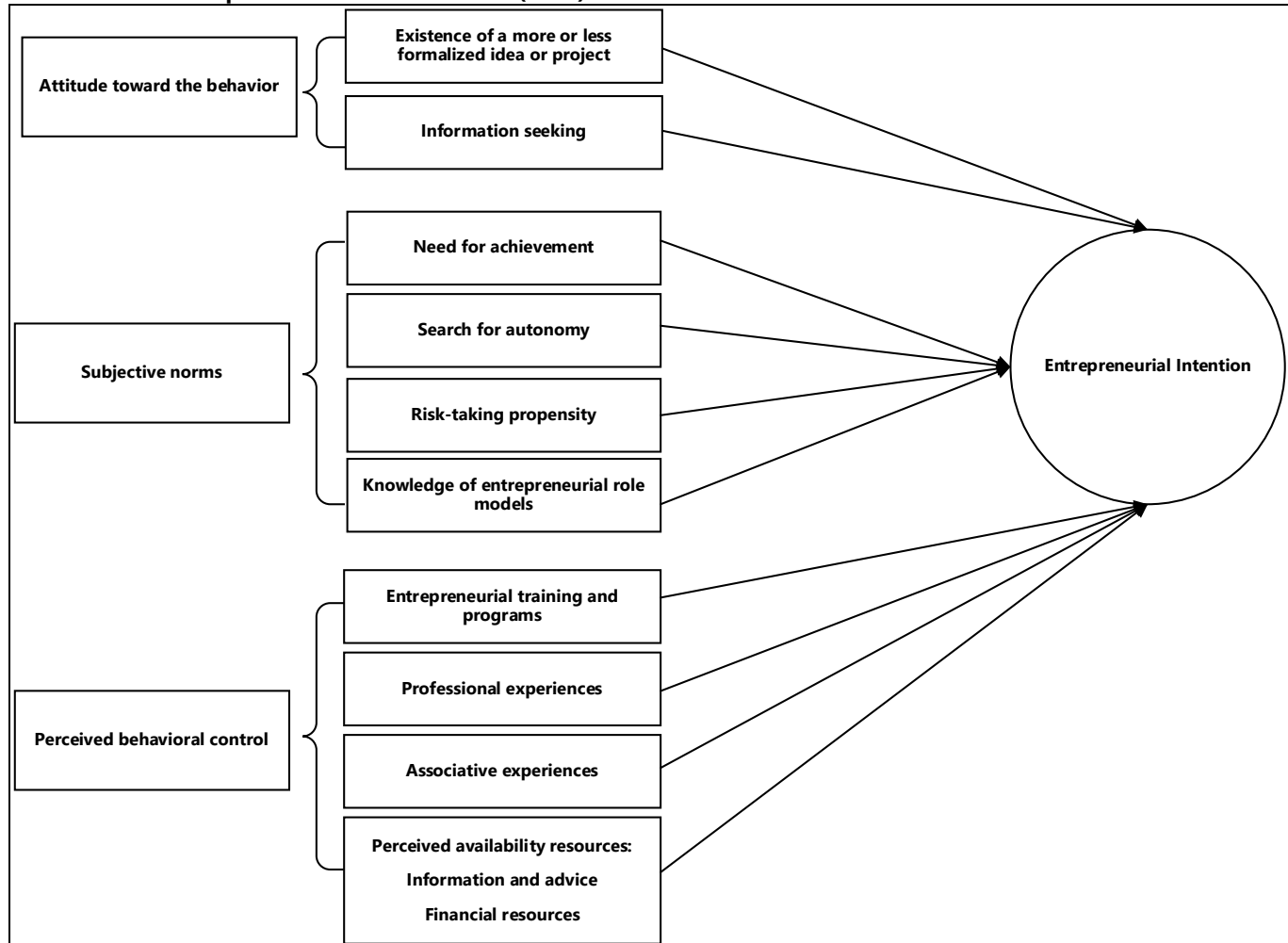


Figure 6: Tounés' entrepreneurial intention model (2003)

Source: Tounés (2003)

The entrepreneurial intention model for students developed by Tounés (2003) is based on the Entrepreneurial Event Model by Shapero & Sokol (1982) and Ajzen's (1991) Theory of Planned Behavior. This model offers a nuanced and contextualized explanation of students' entrepreneurial intentions by identifying three key components (Tounés, 2007):

- **Attitudes toward the behavior:** This component reflects the presence of a business idea or project, whether still vague or already structured, and the initiative to seek information to bring it to fruition. It highlights the importance of personal interest and the perceived attractiveness of entrepreneurial behavior. Among students, these attitudes can vary depending on their exposure to real entrepreneurial cases or case studies, as well as their perception of economic opportunities.

- **Subjective norms:** These refer to the social and cultural influences that guide students toward entrepreneurship. These norms include intrinsic motivations such as the pursuit of autonomy, the need for personal achievement, the desire to lead, or the willingness to take risks. They are also influenced by the presence of entrepreneurs in their immediate circle (family, friends, or mentors), who act as role models to emulate. Subjective norms serve as a catalyst by creating a supportive social environment or reinforcing social pressure to adopt entrepreneurial behavior.

- **Perceived behavioral control:** This dimension relates to the confidence students have in their ability to undertake entrepreneurial activities. It depends on the skills acquired through entrepreneurship education, practical experiences, such as internships or involvement in associations, and their awareness of available resources, whether financial, advisory, or supportive networks. A positive perception of behavioral control enhances perceived feasibility and motivates students to seriously consider entrepreneurship as a realistic and accessible option.

This model highlights the complex interplay between students' personal characteristics, their social and educational environment, and the resources they have access to in explaining their entrepreneurial intentions. It also underscores the importance of

awareness and training programs, which can influence these three components to encourage a higher proportion of students to engage in entrepreneurship.

3. Methodology and data

3.1 Data collection

The study we conducted is based on a sample of 345 students from Sultan Moulay Slimane University in Beni Mellal, with the aim of exploring the main components of their entrepreneurial intention. This research seeks to understand the motivations, influences, and perceptions that shape students' intention to engage in entrepreneurial activities.

To guide our analysis, we adopted the model proposed by Tounés (2003), which identifies three key variables related to entrepreneurial intention: attitudes toward the behavior, subjective norms, and perceived behavioral control. This model is firmly rooted in social psychology as applied to entrepreneurship, focusing on how entrepreneurial training and programs influence individuals' intention to act in the field. The choice of this model is justified by its dual theoretical foundation: it draws from the Entrepreneurial Event Model by Shapero & Sokol (1982) and Ajzen's (1991) theory of Planned Behavior. These theoretical frameworks have been widely validated in the field of entrepreneurial intention. As highlighted by Krueger et al. (2000), models based on the Theory of Planned Behavior have proven particularly effective in analyzing entrepreneurial intentions.

Tounés' (2003) model aims to clarify how entrepreneurship programs and training, as well as personal and situational variables, impact students' entrepreneurial intention. In our study, we applied this model to a population of students enrolled in selective admission institutions. To this end, our questionnaire is organized around three main themes corresponding to the model's variables (Table 1): attitudes toward the behavior, subjective norms, and perceived behavioral control. This structure allows us to capture the key dimensions influencing entrepreneurial intention among students while considering their educational and social environment.

Table1: Categories of variables included in questionnaire

| Theoretical variables | Questionnaire sub-variables |
|-------------------------------|--|
| Attitudes toward the behavior | - Existence of a more or less formalized idea or project. - Information seeking. |
| Subjective norms | - The need for achievement, autonomy, and propensity for risk-taking. - The knowledge of entrepreneurial role models. |
| Perceived behavioral control | - Entrepreneurship training and programs. - Professional experiences. - Perception of resource availability. |

We present the demographic characteristics of our sample based on the following variables: the respondents' gender, age, and educational level. These variables provide a foundational understanding of the composition of our study population, allowing us to identify potential patterns or trends within the data. By analyzing these demographic factors, we aim to ensure that our findings are representative and offer insights into the diversity of perspectives within the sample group. Gender distribution highlights the balance or disparity between male and female respondents, while age brackets reveal the generational diversity. Additionally, examining educational levels sheds light on the academic background of participants, offering context for interpreting their entrepreneurial intentions and behaviors.

3.2 Sample characteristics

Table2: the respondents' gender

| | Frequency | Percentage | Valid percentage | Cumulative Percentage |
|---------------|------------------|-------------------|-------------------------|------------------------------|
| Female | 241 | 69,9 | 69,9 | 69,9 |
| Male | 104 | 30,1 | 30,1 | 100,0 |
| Total | 345 | 100,0 | 100,0 | - |

Our study surveyed a total of 345 students, comprising 241 females (70%) and 104 males (30%), as shown in Table 2. This gender distribution highlights a significant predominance of female participants in our sample, which could reflect broader trends in the composition of the student population or specific interest levels in the subject of entrepreneurship. Understanding this balance is essential for interpreting the results of the study and exploring potential gender-related differences in entrepreneurial intentions and behaviors. This demographic insight provides a solid foundation for further analysis and contextualization of the findings.

Table 3: the respondents' age

| N | Missing | Mean | Median | Standard deviation | Minimum | Maximum |
|-----|---------|-------|--------|--------------------|---------|---------|
| 345 | 0 | 19,65 | 19,00 | 1,552 | 17 | 26 |

The students surveyed in this study were relatively young, with an average age of 19 years. The age range spanned from 17 to 26 years, reflecting a youthful population typical of university settings. Notably, the majority of students clustered closely around the average age, as evidenced by a low standard deviation of 1.5, indicating minimal variability in the age distribution. This homogeneity highlights a fairly consistent age group within the sample.

Table 4: the respondents' education level

| | Frequency | Percentage | Valid percentage | Cumulative Percentage |
|--------------------|-----------|------------|------------------|-----------------------|
| First year | 137 | 39,7 | 39,7 | 39,7 |
| Second year | 95 | 27,5 | 27,5 | 67,2 |
| Third year | 113 | 32,8 | 32,8 | 100,0 |
| Total | 345 | 100,0 | 100,0 | - |

The survey sample consisted of 345 respondents distributed across three academic levels, corresponding to the years of study after the baccalaureate, that is, at the university. Among them, 137 were first-year students, representing the largest group (39.7%), followed by 113 third-year students (32.8%), who are nearing graduation and face the choice between employment and entrepreneurship. Second-year students accounted for 95 respondents (27.5%). This distribution highlights a balanced representation of participants at different stages of their academic journey, ensuring diverse perspectives on entrepreneurial intentions and behaviors.

3.3 Data processing method

The main objective of our research is to determine the main components of entrepreneurial intention among students. To this end, an empirical study was conducted with 345 students from the National School of Business and Management (ENCG) under Sultan Moulay Slimane University in Beni Mellal. Data collection was carried out using a questionnaire designed to reflect the development of an entrepreneurial intention model based on two major theoretical frameworks, namely, Ajzen's (1991) Theory of Planned Behavior and Shapero & Sokol's (1982) Entrepreneurial Event Model. This model also contextualizes elements from Tounés' (2003) contribution while providing a deeper understanding of the factors influencing the entrepreneurial intentions of Moroccan students.

4. Results

To validate the scales of our questionnaire and analyze the relationships between its items, we opted for Principal Component Analysis (PCA). This method allowed us to identify the main dimensions underlying the data and to ensure the reliability of the constructs being measured.

The results of the analysis were grouped into four main axes, representing the primary predictors of entrepreneurial intention among students. These axes provide a comprehensive framework for understanding the factors influencing students' intentions to pursue entrepreneurship, reinforcing the relevance of the theoretical model used in this study.

4.1. Attitudes toward the behavior

The variable "attitudes toward the behavior" is divided into two main sub-variables: "the existence of a more or less formalized idea or project" and "the information seeking". These two dimensions play a crucial role in shaping students' entrepreneurial intentions. After several iterations in the analysis, nine items were retained out of the 15 initially proposed, reflecting a significant refinement of the measurement. These items (Table 5) explain a total variance of 58.33% after varimax rotation, while the KMO index stands at 0.80, indicating satisfactory sample adequacy and strong consistency among the items associated with this variable.

The first component, related to "the information seeking" sub-variable, is defined by six items. These items highlight the importance of students' efforts to gather strategic information to bring their project ideas to life. The information sought covers several key aspects, including market characteristics, profiles of potential clients, administrative procedures for business creation, products, financing opportunities, and competitive analysis. These findings emphasize students' interest in precise and varied data, which are essential for structuring their entrepreneurial approach.

The second component reflects the sub-variable "the existence of a more or less formalized idea or project". It illustrates the importance of the context in which project ideas emerge. These ideas can originate from professional experiences, such as internships or jobs within an organization, or through support programs dedicated to business creation. These results underscore the key role of entrepreneurial training and support mechanisms in stimulating ideas and encouraging students to consider

entrepreneurial pathways. Thus, the interaction between ideas and available resources becomes a fundamental lever for strengthening entrepreneurial intentions.

Table 5: components of attitude toward the behavior

| Codes | Variables | Component 1 | Component 2 |
|--------------|--|-------------|-------------|
| LIFOR_MARKET | The market | 0,813 | |
| LIFOR_CUST | The clients | 0,810 | |
| LIFOR_PROCED | Creation procedures | 0,736 | |
| LIFOR_PROD | The product | 0,718 | |
| LIFOR_FINANC | The financing | 0,682 | |
| LIFOR_COMPET | The competition | 0,645 | |
| IDEA_JOB | A job in a company | | 0,831 |
| IDEA_INTERN | An internship at a company | | 0,800 |
| IDEA_SUPP | Support and assistance programs for business start-ups | | 0,735 |

4.2. Subjective norms

Subjective norms are measured through two main dimensions:

- The need for achievement, autonomy, and propensity for risk-taking.
- The knowledge of entrepreneurial role models.

Using Principal Component Analysis (PCA) for data extraction, the items used to evaluate subjective norms account for a total variance of 52.80%. The KMO test produced a satisfactory value of 0.736, indicating that the selected items form a coherent set capable of effectively measuring the subjective norms variable (Appendix 2).

For this variable, three distinct components were identified:

- Component 1: Need for achievement and autonomy.
- Component 2: Distant entrepreneurial role models, including friends, distant family members, and other acquaintances.
- Component 3: Close entrepreneurial role models, including siblings, parents, and the presence of a supportive family environment for business creation.

The first component, related to the need for achievement and autonomy, is defined by six variables: autonomy, taking responsibility, earning money, holding power, fulfilling dreams, and risk-taking. These variables highlight the intrinsic motivational factors driving students to consider entrepreneurial careers. They underscore how personal ambitions and the willingness to take on challenges significantly contribute to entrepreneurial intention.

The second component relates to the existence of distant entrepreneurial role models. It includes individuals such as friends, colleagues, distant family members, and other acquaintances who have succeeded in entrepreneurship. These distant role models serve as inspiration by demonstrating that entrepreneurship is accessible and rewarding, even for those without direct familial connections to the business world.

The third component focuses on the existence of close entrepreneurial role models, such as brothers and sisters and parents, as well as the broader influence of a supportive family environment. This component highlights the importance of family encouragement, access to shared knowledge, and exposure to entrepreneurial activities within the household. Proximity to entrepreneurial figures boosts confidence and provides practical insights for overcoming challenges related to entrepreneurship.

Table 6: Subjective norms components

| Codes | Variables | Component 1 | Component 2 | Component 3 |
|-------------------|-------------------------------|-------------|-------------|-------------|
| CRE_AUTON | To be autonomous | 0,758 | | |
| CRE_RESP | Taking responsibility | 0,747 | | |
| CRE_MON | Earning money | 0,733 | | |
| CRE_POWER | Holding power | 0,714 | | |
| CRE_DREA | Fulfilling dreams | 0,708 | | |
| CRE_RISK | Risk-taking | 0,661 | | |
| ENTRMOD_OTHERS | Other | | 0,747 | |
| ENTRMOD_COLL | Friends/Colleagues | | 0,638 | |
| ENTRMOD_FAMIL | Distant family members | | 0,530 | |
| ENTRMOD_BRO | Brothers and sisters | | | 0,779 |
| ENTRMOD_PARENTS | Parents | | | 0,741 |
| ENTRMOD_ENVIRFAVO | Supportive family environment | | | 0,470 |

4.3. Perceived behavioral control

Using Principal Component Analysis (PCA), the items selected to evaluate perceived behavioral control explained a total variance of 58.73%, with a KMO index of 0.744, attesting the coherence and suitability of these items for measuring this variable (Appendix 3). After several iterations, three main components were identified: cultural obstacles, administrative and contextual obstacles, and entrepreneurship training and programs.

The first component, related to cultural obstacles, highlights the role of entrepreneurial and financial culture in shaping perceptions of behavioral control. It also includes support and advice from experts, as well as guidance from the students' immediate environment, such as family and friends. These factors play a key role in boosting students' confidence in their ability to undertake entrepreneurial ventures. A solid entrepreneurial culture, enhanced by a thorough understanding of financial and organizational aspects, serves as a fundamental foundation for overcoming perceived obstacles.

The second component, concerning administrative and contextual obstacles, reflects external constraints faced by students. These obstacles include complex administrative procedures associated with starting a business, limited access to relevant market information, and the adverse effects of crises, such as the COVID-19 pandemic or economic downturns. These contextual factors can hinder entrepreneurial ambitions by amplifying perceptions of difficulty and uncertainty.

Finally, the third component, related to entrepreneurship training and programs, highlights the positive impact of entrepreneurial education on perceptions of behavioral control. Participation in entrepreneurial courses, training programs, or entrepreneurial support initiatives significantly enhances students' perceived ability to overcome challenges and obstacles. These programs provide not only practical skills but also a stimulating and motivating environment that encourages students to seriously consider starting a business.

Table 7: components of perceived behavioral control

| Codes | Variables | Component 1 | Component 2 | Component 3 |
|-----------------|--|-------------|-------------|-------------|
| OBST_ENTRECOLT | Entrepreneurial culture | 0,809 | | |
| OBST_FINCOLT | Financial culture | 0,772 | | |
| OBST_EXPSUPP | Expert support and advice | 0,621 | | |
| OBST_SUPPAROUD | Support from those around you | 0,568 | | |
| OBST_ADMINISTR | Administrative constraints of the creation | | 0,836 | |
| OBST_COVID | The COVID context | | 0,793 | |
| OBST_INFORMA | Market information (products, needs, competitors) | | 0,556 | |
| COURS_INTENTION | Did this course inspire you to set up your own business? | | | 0,787 |
| COURS_ENTREP | Have you ever taken an entrepreneurship course? | | | 0,771 |

4.4. Entrepreneurial intention

Entrepreneurial intention reflects a student's desire to start their own business, either immediately after graduation or during their academic journey as a student entrepreneur. It serves as a key indicator to assess the attractiveness of entrepreneurship as a career choice and is the target variable in many studies.

In this context, entrepreneurial intention was measured using a single component that differentiates between two groups of students: those who plan to become entrepreneurs in the near or distant future (positive sign) and those who prefer to work as employees or civil servants (negative sign). This distinction highlights individual preferences influenced by various factors such as personal motivations, perceived opportunities, or the socio-economic environment.

From a methodological perspective, the items selected to measure this variable demonstrated their statistical robustness. They explained a total variance of 53.3%, reflecting a significant ability to capture the diversity of entrepreneurial intentions. In addition, the KMO index of 0.62 (Appendix 4) indicates a moderate but acceptable adequacy for this analysis, reinforcing the relevance of the selected items. These results underscore that the measurement instruments used are well-suited to evaluate students' propensity to engage in an entrepreneurial career, while paving the way for deeper analyses on the factors that either promote or hinder this intention.

Table 8: components of entrepreneurial intention

| Codes | Variables | Component 1 |
|----------------|---|--------------------|
| INTEN_ENTREPR | Create a business | 0,744 |
| INTEN_EMPLO | Being an employee | -0,733 |
| INTEN2_ENTREPR | Are you planning to set up your own business? | 0,712 |

5. Discussion of results

Entrepreneurial intention, as defined by Ajzen’s (1991) theory of planned behavior and further developed by Tounés (2003), is based on three fundamental dimensions that influence an individual's propensity to develop entrepreneurial skills: attitudes toward the behavior, subjective norms, and perceived behavioral control. In our study, we adopted this conceptual approach to identify the key determinants of entrepreneurial intention among the students in our sample.

The principal component analysis conducted on the 345 responses collected via the questionnaire empirically validated the theoretical model’s foundations. The results show that all selected variables explain a significant variance, each exceeding 50%, confirming the robustness of the measurement tools used:

- Attitudes toward the behavior: total variance explained of 58.33%.
- Subjective norms: variance explained of 52.80%.
- Perceived behavioral control: variance explained of 58.73%.

5.1. Attitudes Toward the Behavior

Our findings indicate that students' entrepreneurial attitudes are mainly shaped by two key components. The first is information-seeking, which involves gathering strategic data on the market, customer expectations, administrative procedures, financing, and competition. This proactive approach reflects students' desire to reduce uncertainty in entrepreneurship and improve their ability to structure a viable project. The second component relates to the existence of a more or less formalized idea or project, which is strongly influenced by work experience, whether through employment or internships, and access to business creation support programs. These results confirm that the academic and professional environment plays a decisive role in shaping entrepreneurial intentions, a finding consistent with the work of Shapero & Sokol (1982), Ajzen (1991), and Krueger & Carsrud (1993).

5.2. Subjective Norms

The analysis of subjective norms highlights three essential dimensions:

- The need for achievement and autonomy, which is a key motivation for students considering entrepreneurship. It encompasses factors such as the aspiration for independence, taking responsibility, holding of decision-making power, and the pursuit of personal success. Our results show that these factors are perceived as strong drivers, with each item scoring above 70%.
- The existence of a distant entrepreneurial role model, including friends, extended family members, and other acquaintances who have succeeded in entrepreneurship. These role models serve as sources of inspiration, demonstrating the feasibility of entrepreneurship even without direct family entrepreneurial heritage.
- The existence of a close entrepreneurial role model, such as parents and siblings, which has a more direct influence on entrepreneurial intention. A family environment supportive of business creation strengthens students' confidence in their ability to undertake entrepreneurial ventures.

An interesting aspect emerging from this analysis is the position of risk-taking, which comes last among the motivations. This finding reflects a certain reluctance among students to embrace the uncertainties of entrepreneurship, underscoring the need for training programs focused on risk management and entrepreneurial resilience.

5.3. Perceived Behavioral Control

The study of perceived behavioral control reveals three major components that influence the perceived feasibility of an entrepreneurial project:

- Cultural obstacles, including the level of entrepreneurial and financial culture, support from experts, and encouragement from one’s social network. Access to cognitive resources and mentorship appears to play a crucial role in shaping students’ entrepreneurial abilities.
- Administrative and contextual obstacles, which encompass the complexity of administrative procedures, economic uncertainty, and the consequences of crises such as the COVID-19 pandemic. These external obstacles are perceived as major hindrances to entrepreneurship and require more tailored institutional support.

- The existence of entrepreneurial training and programs, which proves to be a key driver in strengthening perceived control and entrepreneurial intention. Our findings confirm that participating in an entrepreneurship course or program not only improves the perception of a project's feasibility but also increases motivation to start a business.

These observations align with the research of Krueger & Carsrud (1993) and Tounés (2003), which emphasize the importance of self-efficacy and perceived mastery in the entrepreneurial decision-making process.

5.4. Propensity to Act

In addition to the three traditional factors, we introduced a fourth determinant of entrepreneurial intention: the propensity to act. This dimension reflects students' willingness to translate their voluntary decisions into concrete actions. Our results show that many students perceive entrepreneurship as an attractive alternative to salaried employment, primarily due to the need for autonomy. This finding highlights their desire to escape the constraints of traditional employment and achieve greater freedom in managing their careers.

This drive for independence is a key characteristic of entrepreneurs, as noted by (Mushtaq, 2010), which distinguishes entrepreneurial CEOs from professional executives or senior managers. Unlike traditional managers, entrepreneurs are generally willing to sacrifice the stability of salaried employment to pursue their vision, reflecting their deep commitment to their entrepreneurial projects.

6. Conclusion

The aim of our research was to determine the main components of entrepreneurial intention among students. We adopted Tounés' (2003) model, as it is based on and inspired by (Shapero & Sokol, 1982) model and Ajzen's (1991) theory of planned behavior, both considered foundational frameworks for entrepreneurial intention. To achieve this objective, we developed a questionnaire administered to students at the National School of Business and Management of Beni Mellal, a selective institution, to identify the main factors influencing entrepreneurial intention.

The results of our study align with Tounés' model, with some differences, particularly in the context of Moroccan universities and the national entrepreneurial ecosystem. This confirms that students' entrepreneurial intention is based on a set of multidimensional factors, including personal attitudes, social influences, the perception of opportunities and constraints, and the ability to take action. These findings highlight the importance of strengthening entrepreneurship education and supporting students in their entrepreneurial journey by providing them with the necessary tools and resources to overcome perceived barriers and obstacles. The integration of the propensity to act as an additional determinant also opens new perspectives for analyzing the transition from intention to entrepreneurial action. Future studies could further explore this dimension by examining the mechanisms that facilitate the realization of students' entrepreneurial projects.

7. Study Limitations and Future Research

7.1 Study Limitations

Despite the valuable insights provided by this research, several limitations need to be highlighted. Firstly, the study focuses on a single academic institution, the National School of Business and Management of Beni Mellal. This may limit the generalizability of the findings to other universities or academic institutions, which may present different pedagogical, socio-economic, and cultural contexts. Secondly, the methodology relies on self-reported data collected through a questionnaire administered to students. While this approach is effective in capturing perceptions and intentions, it presents certain methodological limitations. Participants' responses may be influenced by social desirability bias, promoting them to provide answers they perceive as favorable rather than those that accurately reflect their true opinions. Consequently, the subjectivity of respondents may affect their interpretation of the questions, leading to variations in comprehension and accuracy of the responses provided. Finally, although our research model is based on well-established theoretical frameworks, such as Ajzen's (1991) theory of planned behavior and Shapero & Sokol's (1982) Entrepreneurial Event Model, it does not explicitly account for certain external factors that may influence entrepreneurial intention. These include contextual elements such as the economic environment, government policies on entrepreneurship, as well as local cultural norms and values. However, these external variables can play a decisive role in a student's decision to embark on an entrepreneurial venture.

These limitations highlight the need for further research to deepen and refine our results. Future studies could expand the scope of analysis by including a more diverse sample encompassing multiple institutions and regions to better understand contextual variations in entrepreneurial intention. Additionally, integrating qualitative methods, such as interviews or case studies, could provide deeper insights into external influences and the individual dynamics shaping students' entrepreneurial decisions.

7.2 Future Research

Several avenues for future research can be explored to deepen the understanding of entrepreneurial intention among students. First, expanding the scope of analysis by including a more diverse sample, covering multiple universities and regions, would allow for a comparative analysis of the influences of educational, socio-economic, and cultural contexts on students' entrepreneurial intentions. Broadening the sample would also strengthen the generalizability of the results and offer a more comprehensive view of entrepreneurial dynamics in higher education. Secondly, integrating qualitative research methods, such as in-depth interviews or case studies, could provide richer insights into the factors influencing entrepreneurial intention. This would help better understand motivations, perceptions, and external influences that may not always be captured by quantitative surveys. Additionally, integrating external contextual factors, such as economic conditions, government policies, and cultural influences, into the analysis would allow for studying the interaction between these variables and individual determinants, thus obtaining a more complete view of the entrepreneurial decision-making. Finally, longitudinal studies following students over a given period would be valuable in assessing how entrepreneurial intention evolves and translates into entrepreneurial actions. This would help to better understand the transition from intention to implementation and identify the most effective support mechanisms to assist these young entrepreneurs.

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List of Appendices

Appendix 1: PCA of attitudes associated with behavior

| This idea was born out of: | Initials | Extraction |
|---|-----------------|-------------------|
| IDEA_SUPP [support and assistance programs for business start-ups] | 1,000 | 0,563 |
| IDEA_INTERN [An internship at a company] | 1,000 | 0,649 |
| IDEA_JOB [a job in a company] | 1,000 | 0,693 |
| Looking for information on how to turn your idea into reality? | | |
| LIFOR_PROD [The Product] | 1,000 | 0,516 |
| LIFOR_CUST [The Customers] | 1,000 | 0,658 |
| LIFOR_MARKET [Themarket] | 1,000 | 0,663 |
| LIFOR_COMPET [The Competition] | 1,000 | 0,435 |
| LIFOR_FINANC [Financing] | 1,000 | 0,513 |
| LIFOR_PROCEED [Creation procedures] | 1,000 | 0,560 |
| KMO/Bartlett | 0,80 | 0,000 |
| Components/Total variance explained (%) | 2 | 58,33 |

Annex2: Table of subjective norms

| Setting up a business allows you to | Initials | Extraction |
|---|-----------------|-------------------|
| CRE_DREA [Making dreams come true] | 1,000 | 0,525 |
| CRE_RESP [Taking responsibility] | 1,000 | 0,579 |
| CRE_MON [Earning money] | 1,000 | 0,541 |
| CRE_AUTON [To be autonomous] | 1,000 | 0,602 |
| CRE_POWER [Having the power] | 1,000 | 0,516 |
| CRE_RISK [risks Taking] | 1,000 | 0,517 |
| Entrepreneurial models: what relationships bind you? | | |
| ENTRMOD_PARENTS[Parents] | 1,000 | 0,583 |
| ENTRMOD_BRO [Brothers and sisters] | 1,000 | 0,621 |
| ENTRMOD_FAMIL [Other family members] | 1,000 | 0,370 |
| ENTRMOD_COLL[Friends/Colleagues] | 1,000 | 0,454 |
| ENTRMOD_OTHERS[Others] | 1,000 | 0,592 |
| ENTRMOD_ENVIRFAVOis your family environment favorable to starting a business? | 1,000 | 0,436 |
| KMO/Bartlett | 0,736 | 0,000 |
| Components /Total variance explained (%) | 3 | 52,80 |

Annex 3: Table of perceived behavioral control

| Entrepreneurship training and programs | Initials | Extraction |
|--|-----------------|-------------------|
| COURS_ENTREPHave you ever taken an entrepreneurship course? | 1,000 | 0,626 |
| COURS_INTENTIONdid this course inspires you to set up your own business? | 1,000 | 0,638 |
| The factors that prevent you from starting your own business are: | | |
| OBST_FINCULT [Financial culture] | 1,000 | 0,638 |
| OBST_ENTRECULT [Entrepreneurial culture] | 1,000 | 0,660 |
| OBST_SUPPAROUD [Support from those around you] | 1,000 | 0,351 |
| OBST_EXPSUPP [Expert support and advice] | 1,000 | 0,464 |
| OBST_INFORMA [Market information (products, needs, competitors)] | 1,000 | 0,548 |
| OBST_ADMINISTR [Administrative constraints of the creation] | 1,000 | 0,710 |
| OBST_COVID [The current COVID crisis in context] | 1,000 | 0,652 |
| KMO/Bartlett | 0,744 | 0,000 |
| Components /Total variance explained (%) | 3 | 58,73 |

Annex 4: Extraction quality of entrepreneurial intention items

| | Initials | Extraction |
|--|-----------------|-------------------|
| INTEN_ENTREPR if you could choose between setting up your own business and being an employee? [Setting up a company] | 1,000 | 0,554 |
| INTEN_EMPLO if you could choose between setting up your own business and being an employee? [Being an employee] | 1,000 | 0,537 |
| INTEN2_ENTREPR [Do you plan to start your own business?] | 1,000 | 0,507 |
| KMO/Bartlett | 0,62 | 0,000 |
| Components /Total variance explained (%) | 1 | 53,3 |