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The Role of Entrepreneurship Education in the Development of Female Entrepreneurial Intention among Students at Hassan II University in Casablanca, Morocco

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Abstract: This article aims to describe a new idea about female entrepreneurial intentions in Morocco, which are lower than men's. The rate of women's involvement in business in Morocco is still low (16.2%). To stimulate female entrepreneurship, the Moroccan authorities have been making remarkable efforts for years and are undertaking actions and policies that facilitate the creation of enterprises and the development of the business world. Encouraging girls' schooling and entrepreneurship education is increasingly emerging as a stimulus for women's entrepreneurship. Our research is part of this perspective, gaining momentum among education policymakers. Having dealt in our previous studies with the impact of entrepreneurship training on the development of entrepreneurial intention among students at Hassan II University in Casablanca, Morocco, and given that the rate of female students represents 56% of the total number of students, the rate of female entrepreneurship is still low. It is worth and even necessary to study the impact of this type of training on the entrepreneurial intention of female students at Hassan II University of Casablanca. To achieve this, we proceeded with a bibliographical study of the subject, and from an exploratory study that we conducted using a qualitative survey, we collected actual data, allowing us to draw scientific results. This survey used a questionnaire on Google Drive, which we tested, readjusted, and validated by three university expert teachers and administered to the female students of Hassan II University of Casablanca. We developed new research results through our survey of female students at this university and clearly showed that female entrepreneurial intention increases among students who have taken entrepreneurship courses or participated in seminars that encourage business creation and female entrepreneurship. Most of these students (60%) believe that entrepreneurship education stimulates their desire to be women entrepreneurs, while only a minority (6.83%) opts for salaried employment and function.

Keywords: female entrepreneurial intention, entrepreneurial training, female entrepreneurship, Moroccan students.

創業教育在摩洛哥卡薩布蘭卡哈桑二世大學學生女性創業意向發展中的作用

摘要：本文旨在描述一種關於摩洛哥女性創業意向低於男性的新觀點。摩洛哥婦女參與商業活動的比例仍然很低（16.2%）。為鼓勵女性創業，摩洛哥當局多年來做出了巨大努力，並正在採取行動和政策促進企業的創建和商業世界的發展。鼓勵女孩上學和創業教育越來越成為女性創業的動力。我們的研究是這一觀點的一部分，在教育決策者中獲得了動力。在我

們之前研究過創業培訓對摩洛哥卡薩布蘭卡哈桑二世大學學生創業意向發展的影響後，鑑於女學生的比例佔學生總數的 56%，女學生的比例 女性創業率仍然很低。研究此類培訓對卡薩布蘭卡哈桑二世大學女學生創業意向的影響是值得甚至必要的。為此，我們對該主題進行了文獻研究，並從我們使用定性調查進行的探索性研究中收集了實際數據，從而得出了科學結果。本次調查使用了谷歌雲端硬盤上的問卷，我們由三位大學專家教師對問卷進行了測試、調整和驗證，並將其施用於卡薩布蘭卡哈桑二世大學的女學生。我們通過對這所大學女學生的調查得出了新的研究結果，清楚地表明，在參加創業課程或參加鼓勵創業和女性創業的研討會的學生中，女性創業意向有所增加。這些學生中的大多數 (60%) 認為創業教育激發了她們成為女企業家的願望，而只有少數 (6.83%) 選擇了帶薪工作和職能。

关键词：女性創業意向、創業培訓、女性創業、摩洛哥學生。

1. Introduction

Over the last decades, most countries have paid great attention and significant interest to the various areas of entrepreneurship, both in higher education and in public policy making. The aim is to stimulate the creation of enterprises to face the different problems of society (unemployment, economic recession, etc.).

Given the importance of entrepreneurship in socio-economic development, policy makers around the world agree on the positive effect of entrepreneurship on economic growth, wealth creation, unemployment absorption, the way out of all crises and the lever for all socio-economic development. This is why countries are seeking to develop entrepreneurship education, which is increasingly emerging as a stimulus for business creation.

This trend of encouraging the world of entrepreneurship is increasingly aimed at women's contribution to economic and social development through the creation of their own businesses. Countries are becoming aware of the economic potential of women and their ability to develop their own businesses to contribute to the development of their countries. However, women are still less likely than men to become entrepreneurs.

In the same perspective, and given that women represent more than half of the Moroccan population (50.3%) according to the Higher Commission for Planning, Morocco is actively involved in this trend of encouraging female entrepreneurship. According to [12], women's entrepreneurial intentions are lower than men's especially in developing countries; in Morocco the rate of women's involvement in business is still low. The rate of female entrepreneurs currently reaches 16.2% of the total number of entrepreneurs in Morocco. Many efforts are being undertaken to make this rate increase from year to year.

With the entry into force in 2003 of Law 01-00 regarding the reform of higher education, Morocco has

implemented new teaching strategies and policies that are dedicated to entrepreneurship training and the stimulation of entrepreneurial intent among students. The subject of entrepreneurship education can be found in all higher education institutions under different names. The aim is twofold: (a) to stimulate entrepreneurial intentions in young people and (b) to train young people capable of overcoming the challenges of salaried employment combating and the civil service in favor of entrepreneurship and the spirit of enterprise and decision making.

The Hassan II University of Casablanca (UH2C), where the number of female students enrolled in the various institutions is slightly exceeds the number of their male counterparts (55%), is part of this dynamic and is committed to the Moroccan programs that promote entrepreneurship as a means to stimulate the national economy and reduce unemployment through business creation. This is why all the UH2C establishments have included entrepreneurship training in the students' academic courses, through students' clubs, organizing seminars and the signing of conventions with the private sector. These extracurricular activities are very effective in terms of providing female students with the necessary knowledge, skills and motivation to take part in this entrepreneurial dynamic.

The current work adopts the gender approach as a means to investigate the impact of entrepreneurship training on the development of female entrepreneurial intention among female students at UH2C. We chose this approach because female students represent more than half of the student body in UH2C (55%). The first part of our work deals with data collection based on a survey within the UH2C. Secondly, we will discuss the findings. Finally, further related research subjects will be proposed.

2. Methods

UH2C is one of the 12 public universities in Morocco. It included 120430 students during the academic year 2021–2022 spread over 18 academic institutions. Girls represent more than half of the students, i.e., 55% (UH2C activity report). To study the impact of entrepreneurship education on the development of the female entrepreneurial spirit of UH2C students, we conducted a survey among students by selecting a representative sample.

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

2.1. Designing the Questionnaire

Concerned about the reliability and non-redundancy of the data, about receiving only one answer per respondent and about the objectivity of the analysis of the results, we first asked about the necessity of the email address in the questionnaire sent to the respondents. Then we asked our questions, which answer the data that allow us to make a good analysis of the situation to draw scientific conclusions. Our questionnaire includes 23 questions grouped in 4 main axes distributed as follows:

- The first axis relates to the identity of the respondent, which includes the four questions on the social parameters that can either directly or indirectly influence the student's life, i. e. age, living environment, social class and the fourth question on an exogenous parameter concerning the existence or not of a member of her entourage who has become involved in entrepreneurship.

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

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

- Finally, the fourth axis is reserved for the respondent's prospects and future plans. This axis includes five questions that deduce whether the training acquired and the participation in seminars or clubs of the respondent stimulates her entrepreneurial intention for women or not.

2.2. Sampling

For our survey, we worked on a sample of 205 female students at Hassan II University in Casablanca. Our sample is representative of female students at UH2C according to age, social class, level of study, place of residence and type of training.

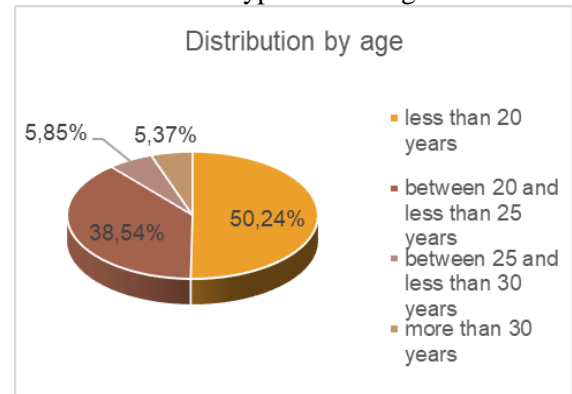


Fig. 1 Distribution of the workforce by age (Developed by the authors)

All age groups of female students are represented in our sample. The participation rate is justified in terms of the age range of the students. 88.78% of the target population is under 25 years of age and only 5.37% is over 30 years of age. This is logical given that most students are rarely over 30 years of age.

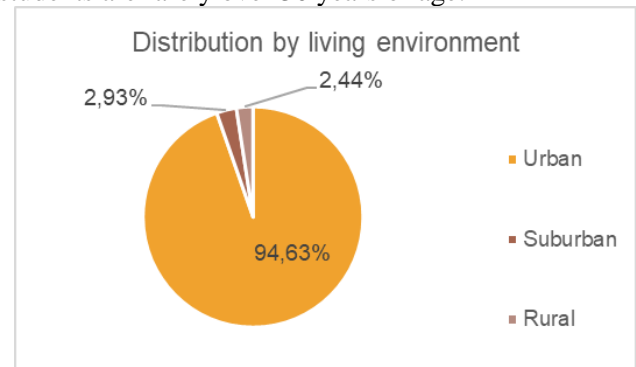


Fig. 2 Distribution of the workforce by living environment (Developed by the authors)

Most female students lived in urban areas 94.63%. Only 2.44% live in rural areas. Even with different rates, all living environments are represented in our sample.

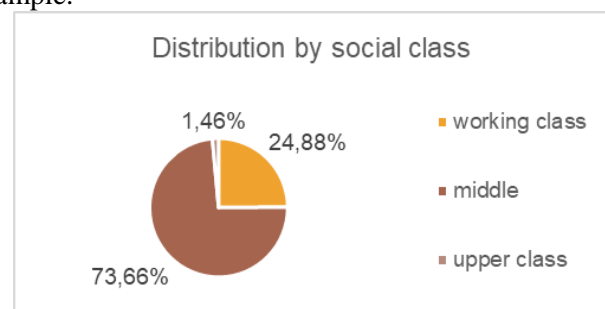


Fig. 3 Distribution of the workforce by social class (Developed by the authors)

All three social classes are represented in our sample, with a preponderance of the middle class representing 73.66% and the working class

representing 24.88% and a low rate of the upper class. This is logical given that the upper class generally goes to public schools.

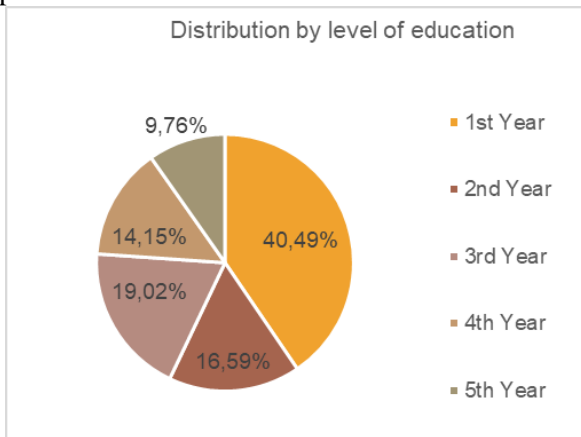


Fig. 4 Distribution of the workforce by level of education (Developed by the authors)

All levels of study are represented in our sample, with a participation rate of 40.49% for first year students. The participation rates for the other levels are representative, as the higher the level of study, the lower the number of female students.

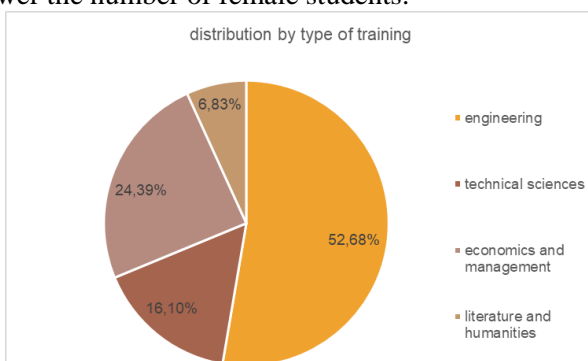


Fig. 5 Distribution of the workforce by type of training (Developed by the authors)

With different participation rates, all types of training are represented in our sample with a preponderance of engineering training.

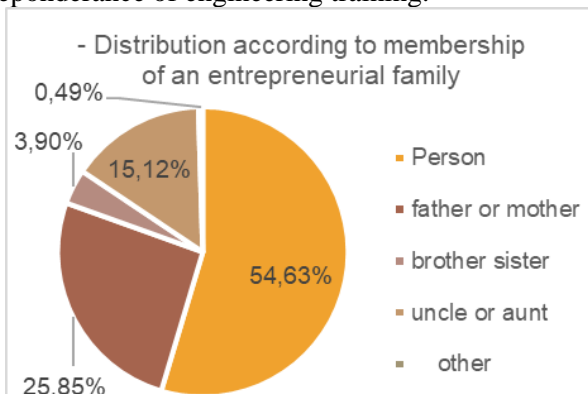


Fig. 6 Distribution according to membership in an entrepreneurial family (Developed by the authors)

This distribution shows that more than half of the target population has no one in his family as an entrepreneur. The other half has someone in the entrepreneurial family and 1/4 of this population have an

entrepreneurial father or mother.

2.3. Survey Conducting

Our survey targeted female students at UH2C. The choice of female students is based on the fact that the rate of female students exceeds that of males and represents more than 55% of the total number of students at UH2C, in addition to which several studies have shown that female entrepreneurship is becoming more and more important in the business world. These elements show the interest in researching the relationship between entrepreneurship education and the development of female entrepreneurial intentions among UH2C students.

After determining the identity axis, we targeted other complementary information on the respondents in relation to entrepreneurship education. The aim is to identify the elements that can stimulate the intention of female entrepreneurship and even the degree of commitment of female students to entrepreneurship. Finally, we sought to determine whether the female student had an entrepreneurial intention. We first sought to gather the following data:

- Whether the respondent had ever heard of entrepreneurship and would know what women's enterprise and entrepreneurship means.
- Whether the respondent's institution organizes seminars on entrepreneurship or business creation.
- Whether the respondent, before obtaining her bachelor's degree, had taken courses, activities, or seminars on entrepreneurship.
- Whether the respondent has taken courses in entrepreneurship or business creation, participated in business creation activities, or attended seminars on entrepreneurship at her current institution.
- Whether the respondent had had entrepreneurship training outside the institution. The framework of the training, the organizing body and its purpose should be specified and finally to know if she has an idea of what entrepreneurial intention means and more specifically female entrepreneurial intention.

Based on these data and in correlation with the above-mentioned parameters relating to the identity of the respondent, we finally sought to determine whether training, either directly from the courses and modules taught to the students, or indirectly from additional training via seminars, clubs, etc., has any effect on female entrepreneurial intention among the students. This is developed in our next point.

3. Results and Discussion

3.1. Analysis

After a thorough bibliographical study [2-22] that we have already detailed in our previous work [1], we opted to conduct a survey that allowed us to collect the data we needed to address our problem. The results obtained from our survey can be summarized as

follows.

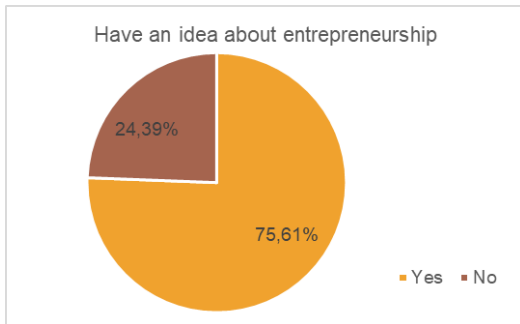


Fig. 7 Have you an idea about entrepreneurship? (Developed by the authors)

The notion of entrepreneurship is common among UH2C girl students. About 76% already have an idea about entrepreneurship. 90% of them agree on the same definition of entrepreneurship as "the action of undertaking and developing a project."

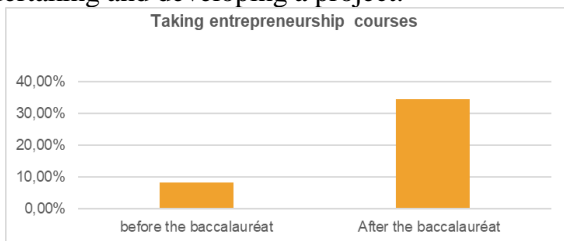


Fig. 8 Taking entrepreneurship courses (Developed by the authors)

The percentage of female students who have taken entrepreneurship courses before graduating from high school is only 8.29%. This means that there is a low rate of mentoring of girls in the field of entrepreneurship at the middle and high school level. However, this percentage increases after the Baccalaureate and is close to 35% of female students. This shows the interest of some UH2C universities in the field of women's entrepreneurship.

This trend is not specific to female students, but is general among all UH2C students.

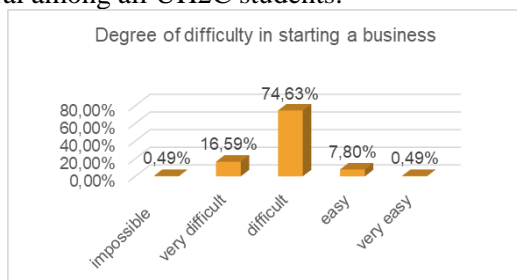


Fig. 9 Degree of difficulty in starting a business (Developed by the authors)

Most female students felt that starting a business was difficult or very difficult. About 75% of the respondents said that starting a business is difficult and 16.59% stated that it is very difficult to start business. Only 7.80% said that it was easy to start a business and 0.49% found it very easy even to be an entrepreneur. Of the students who said that starting a business was easy, 50% had an economic background and 38% had an engineering background. The rest have a scientific

and technical background.

Despite the judgment of most respondents that it is difficult to start a business, 52% of the respondents stated that they want to become women entrepreneurs in the future and 32% plan to become company directors. This shows that about 84% have a strong entrepreneurial intention. Only 16% of the girl students answered that it is unlikely that they will start a business and opt to be civil servants or employees.

These middle-class students, most whom had an entrepreneurial parent or family member, denied that their institution organized entrepreneurship or business creation seminars and stated that they had never taken entrepreneurship courses or participated in entrepreneurship activities or seminars either before or after graduating. Nevertheless, 37.5 of them believed that entrepreneurial education probably encourages entrepreneurship.

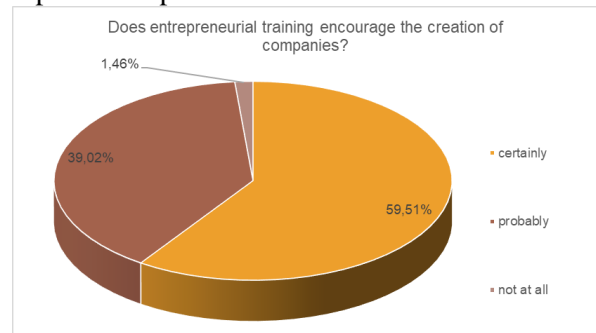


Fig. 10 Does entrepreneurial training encourage the creation of companies? (Developed by the authors)

About 60% of the respondents believe that entrepreneurship education probably encourages business creation and 39% say that there is probably a relationship between entrepreneurship education and business creation. Only 1.45% of the respondents did not observe a relationship between education and entrepreneurship.

In contrast to most respondents, the latter (1.45% of respondents) came from entrepreneurial families. They denied that their institutions organized seminars on entrepreneurship or business creation and stated that they had never taken entrepreneurial courses or participated in entrepreneurial activities or seminars either before or after obtaining their baccalaureate. However, they plan to become entrepreneurs even if they think that starting a business is very difficult and depends on material means.

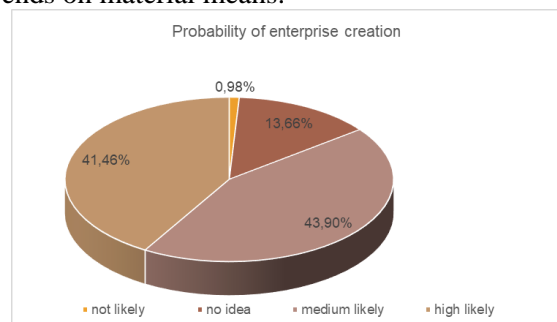


Fig. 11 Probability of enterprise creation (Developed by the authors)

The absolute majority of the respondents (more than 85%) have an intention to create their own businesses even if with different probability. 43.93% have a high probability of starting their own business, while 41.46% have a medium probability of starting their own business and only 1.98% opt to work as a civil servant or employee. The remaining 13.66% do not yet have an idea about their future.

The students who have not yet decided whether to start their own business or to become employees come from a working or middle class family and 58% of them have no one in their family who is an entrepreneur. They declared that setting up business was difficult or even very difficult for the majority. About 72% of these students were among those who had not taken entrepreneurship courses at their institutions, and all of them had never taken such courses or attended seminars outside their institutions.

The level of education has no impact on this attitude of the students, as all levels are represented in this group of respondents. However, 50% of them are from an engineering background and 28% from an economic background.

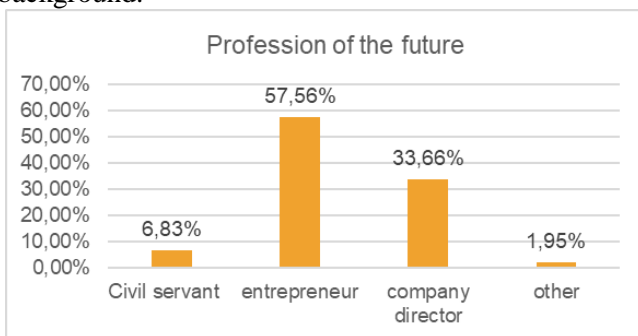


Fig. 12 Profession of the future (Developed by the authors)

The entrepreneurial intention among UH2C students, more than 91% of them, is compelling as 57.56% of the respondents intend to create their own company and 33.66% plan to become company directors. While a small percentage of the female students, 6.83%, prefer to work as civil servants or employees.

Even with their choice of employment, these students affirm that entrepreneurial training encourages the creation of enterprises. Nevertheless, they agree on the difficulty of setting up business. They were among the students who had not taken entrepreneurship courses or attended any business-related activities or seminars before graduating. Only 16% had attended seminars and participated in business development activities at their institutions. Not all the students surveyed had taken entrepreneurship courses before graduation and over 66% had not taken such courses after graduation.

3.2. Research Perspective

Following on from our study that focused on the

impact of entrepreneurship education on the development of entrepreneurial intention among all students at UH2C [1], and given that girls make up more than half of its students, we studied the impact of this type of education on the development of female entrepreneurial intention among female students at Hassan II University in Casablanca, Morocco. Both studies showed that entrepreneurship education stimulates creative entrepreneurship and leadership among male and female students. These results call for several lines of research to be opened:

- According to our study, the branch of education is a parameter that influences the intention of female students, and students in general, to start or not to start their own businesses. This influence varies according to whether the branch of study is scientific, economic, or technical. Hence, the need to first dissect and evaluate, for each group of branches of education or even for each institution, the subjects that are related to the field of entrepreneurship that are taught, as well as the modules and the various extracurricular activities related to this type of education, to identify the programs and training that will best lead to the encouragement of entrepreneurship.

- In the same vein, we have shown the importance of entrepreneurship education on the intention of students and female students to escape from wage employment and the civil service in favor of entrepreneurship and leadership. We have also shown that this type of education after the baccalaureate is important compared to the level before the baccalaureate, which makes it worthwhile to study and evaluate the relationship of entrepreneurship education before the baccalaureate with the development of the entrepreneurial spirit in students. In this context, it will be interesting to analyze the subjects taught and the pedagogies followed in this type of education to better understand the problem and to propose, if necessary, other alternatives to the teaching method and the programs.

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

- In the near future, a study after 3 or 4 years on the same sample, will be of particular importance as it will measure the degree of operationalization of this entrepreneurial intention in reality. This will ensure the relationship between entrepreneurial intentions among the students and the realization of the personal project of the laureates.

4. Conclusion

The efforts made by the Moroccan authorities in the area of girls' education have led to satisfactory results

since the rate of girls' enrollment in higher education in the UH2C has exceeded that of boys. Nevertheless, the rate of engagement of women in the business world in Morocco is still low compared with that of men.

To increase the rate of entrepreneurship among female and male students, Moroccan universities have introduced and developed entrepreneurship education in the student curriculum. This is why the percentage of female students who have taken entrepreneurship courses after the baccalaureate is higher than the percentage of female students who have taken it before the baccalaureate. This increase is due to the teaching of entrepreneurship courses to female students and their participation in seminars and activities related to entrepreneurship and business creation. This stimulates female students' entrepreneurial intentions and encourages them to think about starting their own businesses or becoming company directors now.

The results of our survey of female students at Hassan II University in Casablanca clearly show that the development of female entrepreneurial intention has increased among students who have taken entrepreneurship courses or participated in seminars related to entrepreneurship and encourages business creation and entrepreneurship. A minority of these female students opts for wage employment and the civil service; however, the majority feels that entrepreneurship education stimulates their desire to be entrepreneurs. The novelty of our study is the gender approach that we used as a means to investigate the impact of entrepreneurship training on the development of female entrepreneurial intention among female students at UH2C. We chose this approach because female students represent more than half of the student body in UH2C (55%).

Our study shows that about 86% of the girl students think it is likely (very likely and moderately likely) to start their own businesses. Similarly, 58% of the girl students want to become entrepreneurs and 34% want to become company directors. This shows that about 92% of the girl students have a strong female entrepreneurial intention.

This changing trend of entrepreneurial intention among female students is the result of entrepreneurship education. Indeed, 59.51% of the girl students felt that entrepreneurship education had a definite impact on the development of female entrepreneurial intention, and 39% of the girl students felt that entrepreneurship education had a probable effect on the development of female entrepreneurial intention. This shows that entrepreneurship education stimulates the development of female entrepreneurial intentions and encourages business start-ups, hence the proportional relationship between entrepreneurship education and enterprise creation.

Therefore, we recommend encouraging the involvement of girls in business by raising awareness of girls' schooling, diversifying entrepreneurship

modules and strengthening entrepreneurship education in academic institutions and programming it into studies before the baccalaureate. Similarly, the establishment of business clubs in primary, secondary and qualifying schools will only be an additional stimulus for rooting the desire for entrepreneurship and leadership in our offspring from a young age. Additionally, a strong collaboration between girl students and girl pupils of different school levels within the framework of partnerships between educational institutions, which allows for the mutual exploitation of means and equipment by those being taught, exalts this spirit of entrepreneurship.

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