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Factors Influencing the Choice of Entrepreneurship Part of The University Graduates in Science and Management

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ABSTRACT

This article aims to study the entrepreneurial intention for two categories of students who differ in their disciplinary path. The objective is to understand how Moroccan students perceive the entrepreneurial processes. We based ourselves on the theory of planned behavior, where the intention to start, a business is supposed to depend on three variables (attitudes associated with the behavior, social norms and perceptions of behavioral control). The model is tested on 735 students in the process of obtaining their university degrees from management establishments and 315 students from science and technical establishments. The results generally confirm the explanatory model of the theory of planned behavior for science students, since the three variables have the impact on entrepreneurial intention and partially for management students. The study allows us to identify the types of professional expectations that most explain the attractive of students to launch in the entrepreneurial world and the competences for successful business creation. Perhaps we have "simplified" the process of building entrepreneurial intention, which is probably more complex and which certainly requires real exploration

work in continuous in the field. This article represents a guide for the organizations responsible for supporting project leaders and a vector of economic and social development, allowing the realization of added value and participating in the fight against unemployment and informal work.

Keywords: Entrepreneurial intention, attitudes associated with behavior, social norms, Perceptions of behavioral control, Morocco

INTRODUCTION

Designed as the new engine of the economy (Reynolds and al., 1994; Dejardin, 2000; UNIDO, 2003; Rasmussen & Sorheim, 2006; Obschonka and al., 2010), entrepreneurship and, more generally, business creation, is today the root of the debates in the field of management sciences, both in the practical world and in academic networks. However, we are witnessing a mobilization of academic entities, large companies, support structures and governments, in order to promote this phenomenon. For all these actors, entrepreneurship is a vector of economic and social development, enabling the achievement of added value and the improvement of national growth, and helping to combat unemployment and informal work.

Moreover, this rise in potency of the interest of the entrepreneurial and more precisely the entrepreneurial act was linked of a growth more than proportional representation of trainings devoted to the entrepreneurial. And it as much as it is about a discipline belonging to social sciences and therefore can be the object of an academical education and / or a practice. Leaving from there, we attend a diversity of programs given today to form in the entrepreneurial, which plead against the "one best way" to teach discipline. However, those actions taking are not simple as imagined, the fact that it is not a standard act. Therefore, the complicacy of its environment, the disparity of sectors of activity, the multitude of approaches and processes of creation, the main reasons which are having an impact to the high level of professionalism and accompanying the porters of projects.

Aware of these challenges, Moroccan government conjugated its efforts to reinforce entrepreneurial culture (Rhihil and al., 2019). On one hand, the government contributed to development and to strengthening of entrepreneurial culture by setting up several organisms and structures. Namely the national support program for the creation of very small and medium firms "MOUKAWALATI", the Regional Investment Center (RIC), the "unique Counter", etc. As well as several modes and means of public financings for the support of the creation of firms, such as the "Fund of support to the financing", which mobilizes important resources as part of the law of finance 2020, based on implements of guarantee (application by the banks of a preferential interest rate of 1,25 never attained, in favor of the target categories), financing, capital investment and of technical assistance, to the advantage of the project creator, to the young innovative business and self-entrepreneur, which will contribute each year to the accompaniment of 13500 additional companies. Other parts, Morocco set up mechanisms of numerous to assure growth and competitiveness of national economy, by balancing forms and types of business, to encourage the creation of innovative companies and to manage development and transfer of other companies (entrepreneurial, succession, buyout). All these

initiatives are accompanied with a transmission of entrepreneurially culture in family, scholastic, and university settings.

The improvement of this climate of business, in terms of the entrepreneurial, helped Morocco to earn 13th place in the classification of the worldwide report 2019/2020 of Global Entrepreneurship Monitor (*Global Entrepreneurship Research Association)*. The last study reveals a strong acceleration of the entrepreneurial dynamics passing from 6,7 % to 11,4 %. while the country's business creation indicator (Total Entrepreneurial Activity TEA) was 5.6%, is the weakest of the region Middle East and North Africa with that of the United Arab Emirates (5,7 %). Morocco could nevertheless ameliorate its classification in a significant way in the international ladder and heaves itself on the 24th rank on the 50 participating countries and uninterrupted to introduce rather well brought up indicators in entrepreneurial culture. In the detail, the influence of age on entrepreneurial activity tends to be very similar across the world, with the most well brought up prevalence at the 25-34 years-old young persons and on the 35-44 years-old.

These findings encouraged us to analyze the perception and attitudes of the students in relation to the creation of business and how they act on their intention? to engage into this entrepreneurial process. In purpose to contribute to orientate pedagogic programs towards the expectations of graduates, perceived as of real levers of development of an entrepreneurial mindset, the objective of this work is to highlight the determiners of the intention to undertake at the student's, aiming at comparing the importance of these determinants between the university students belonging to scientific and technical establishments and those belonging to establishments of Management.

Our study leaned on the theory of behavior planned according to Ajzen (1985, 1991 and 2005), which defines intention as an indicator of well and a set of efforts of which they are ready to provide to take action or else a motivation which draws away ″effect of action″, and to validate the model, we led an empirical study which rests on an inquiry of 1050 futures graduates, 735 students from management establishments and 315 students from science and technical establishments, under the Hassan II University of Casablanca (Morocco). The data processing was carried out using SPSS Statistical Package for Social Sciences (IBM SPSS Statistics for Windows, Version 26.0. Armonk, NY: IBM Corp, released 2019) data analysis software, by promoting, first we develop the principal component analysis, then secondly an analysis of multiple linear regression, in order to establish an explanatory model of entrepreneurial intention.

To make this work, will therefore have to answer following research problems: What are perceptible variables by graduates Moroccans as influencing entrepreneurial intention and encourage them to want to create their business? Do these variables depend on their scientifically vis managerial university studies?

CONCEPTUAL FRAMEWORK FOR THE MODELING OF ENTREPRENEURIAL INTENTION

Academic research in the field of entrepreneurship is making great strides, especially in Anglo-Saxon countries. Many studies have been interested in explaining the entrepreneurial phenomenon, through the identification of the predictors of the act of entrepreneurship or

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through the explanation of the processual approaches of the entrepreneurial phenomenon (identification of opportunity, organizational emergence, vision entrepreneurial, entrepreneurial project, etc.). In this regard and given its mediating character between exogenous variables and the act of creation, the intentional phase of the entrepreneurial process deserves more attention. Indeed, studying intention from an entrepreneurial perspective seems a good research strategy.

Thus, several works have tried to model entrepreneurial action with the aim of understanding the positive intention of some people driven by the entrepreneurial adventure, while others prefer ″more secure″ careers such as salaried or civil servant (The model of Krueger and Casrud, 1993).

State of the Art

In drawing up this state of the art, we note that in order to delimit the notion of entrepreneurial intention, it is imperative to consider this field of research as a subject in its own right since it brings together several thematic purviews.

According to Krueger and Casrud (1993), the act of entrepreneurship is the result of four variables stemming from the economic, social and cultural environment: displacements, perceptions of the desirability and feasibility of the act and the propensity to action. This work was carried out to support the results advanced by Shapero and Sokol (1982). Indeed, the pioneering model predicted by these last two authors constitutes a real transformation of the entrepreneurial event. This model reinforces the crucial place of the social system and cultural values in the formation of the entrepreneurial event. So, the social and cultural factors that enter into the formation of entrepreneurial events are most felt through the formation of individual value systems. More specifically, in a social system that places a high value on the formation of new ventures; more individuals will choose that path. More diffusely, a social system that places a high value on innovation, risk-taking, and independence is more likely to produce entrepreneurial events than a system with contrasting values. According to Shapero and Sokol (1982), the entrepreneurial event results from four categories of factors. First of all, an explanatory context of the entrepreneurial act referring to negative displacements, intermediate situations and positive displacements. Then, the factors of perceptions of desirability and feasibility of the entrepreneurial act. Finally, the formation of the intention to be undertaken.

By negative displacements, the document alludes to dismissal, forced emigration, job dissatisfaction or a failure in studies which will push the individual to take the act of entrepreneurship as an alternative. In this case, the entrepreneurial event can be explained by a forced change of context. On the other hand, obtaining an inheritance, winning the lottery, etc. are considered to be favorable factors or even a positive stimulus. Intermediate "between things" situations are events that lead to changes in the life course of individuals. They are the basis for triggering the entrepreneurial event. For example, among students who graduate from a business or engineering school where the attitude towards starting a business is based on their values and professional characteristics and their visions of entrepreneurship (Tounès, 2003).

Other researchers have focused on the behavior and engagement of the individual in the entrepreneurial process (Learned, 1992). This author worked on the model of organizational training, he tried to prove the birth of entrepreneurial action thanks to the dimensions such that the propensity to create, plan to create the individual and the information structure who shows the role of the environment in supporting the entrepreneurial act. This work has shown the correlation between the environment and the decision to create, if the environment is favorable, the individual can take action.

On the other hand, entrepreneurial behavior such as becoming your own boss or starting your own business is often intentional and predicted by intention. Organizational emergence begins in the mind of the entrepreneur (Learned, 1992; Bruyat, 1993) without being fully aware of it. Behavior is linked to the individual himself but cannot be separated from the environment in which he lives.

Along the same lines and with an intention specific to the institutional framework, Kostova (1997) explained entrepreneurial intention on the basis of the institutional profile governed by three dimensions: the regulatory dimension in terms of laws, regulations and public policies, cognitive dimension relating to knowledge shared between people in the same company and the normative dimension based on the degree of conformity and admiration of entrepreneurs in the proximate environment.

Other research has highlighted the impact of national culture on all these models leading to entrepreneurial intention. Moreover, the Dutch veteran Psychologist Hofstede (1980) had clearly highlighted how the national culture leads people in other countries to think and act differently. The author conceptualized the emergence of an organization according to five cultural dimensions, the degree of hierarchical distance (distance to power), an individualism or a collectivism, a masculinity or a femininity and also a strong or a weak control of the uncertainty and finally by a long - or short - term orientation (Confucian index).

Ajzen's Planned Behavior Theory

In recent years, the concept of intention has been the subject of several research studies to identify and understand the psychological factors that make it possible to predict social behavior. This work has helped to validate the application of different psychosocial theories, such as the theory of reasoned action (Ajzen & Fishbein, 1980), the theory of interpersonal behaviors (Triandis, 1980), cognitive social theory (Bandura, 1982).), and the theory of planned behavior (Ajzen, 1985, 1991 & 2005).

Our study is articulated around the theory of the planned behavior of Ajzen (1985, 1991 & 2005), resulting from social psychology. It gives the intention of the individual the central place in the genesis of behavior. This choice was propelled by the fact that this theory predicts behavior not only from intentions, but also from the ability to control the process leading to its actual realization (ie perceived control). And this is the point that is lacking in the work covered above, whose predictive character of models is the subject of criticism, since we would agree to say that, when it takes place, the entrepreneurial act was preceded by an intention, but the intention does not automatically give rise to the act.

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The theory of planned behavior states that human behavior, to be effective, must first be decided and planned. According to this theory, people make reasoned decisions, and their behavior is the result of their intention to make them. The stronger the intention, the more effort the individual will make to adopt this behavior and the more he engages in this behavior. In other words, intentions can predict behavior on three variables (Figure 1): attitude, social norm, and perceived control.

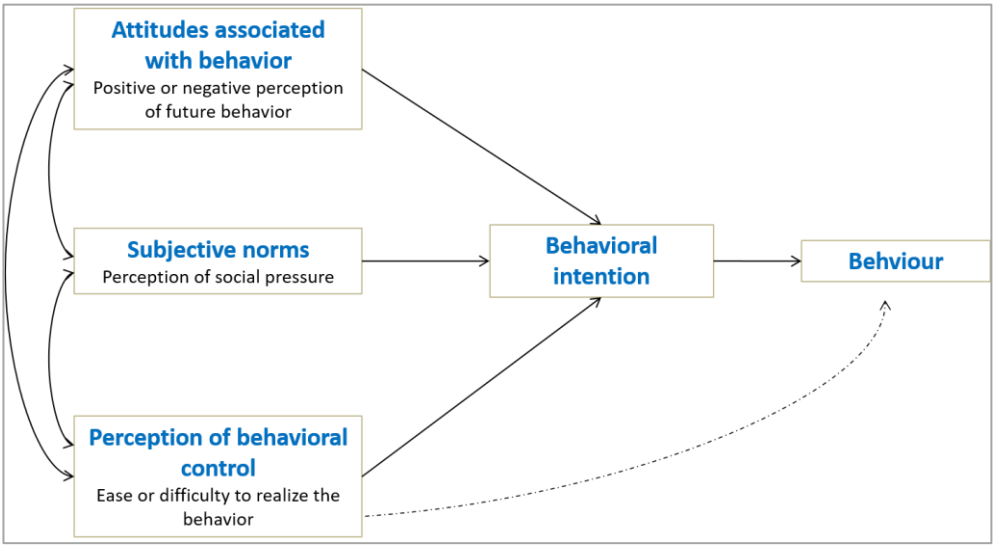


Figure 1. Planned behavior theory (Ajzen,1991)

The first variable, relating to attitude towards behavior, measures the degree of attractiveness of the behavior with which the creation of a business is a desired behavior for the individual. This attitude is highly dependent on the likely results of the behavior in question.

The second variable, representing subjective norms, reflects the motivation of the individual to conform to normative beliefs and meet the expectations of society (family and friends). This social context framed by these standards refers to perceived social pressure that stimulates or not, the behavior observed. These two variables contribute to the attractiveness of behavior and they are similar to the notion of desirability induced by Shapero and Sokol (1982). According to this model, the intention to create a business is all the stronger when the creation of a business is perceived as a desirable action.

The third variable refers to perceived behavioral control; it measures an individual's beliefs in having the skills required to perform a given action. It relates to the presence and influence of factors that can facilitate, or on the contrary hinder, the performance of the behavior. It measures the perception of the availability of resources, opportunities, anticipated obstacles and necessary knowledge. This perception is similar to the concept of feasibility in the aforementioned model of Shapero and Sokol (1982).

Research Hypothesis

We formulated the hypotheses based on the dictates of the theory planned behavior of Ajzen (1991), which predicts intends to undertake from the attraction for the creation, social norm

and control perceived behavioral, used in numerous studies (Schlaegel & Koenig, 2014, Sahut et al., 2015), while adapting them to the context of our study.

- H1: The three variables above have significance on entrepreneurship intention among students, whatever the nature of the received university education (Scientifics establishments vs establishments of management).
- H21: The attraction for the creation depends on the beliefs of the professional success.
- H22: The more positive the social norm towards entrepreneurship, the stronger the perceived intention.
- H23: The ability to undertake depends on the skills acquired.

Thus, we adopt a hypothetico-deductive approach whose objective is the design of an explanatory model of entrepreneurial intention. We seek by these hypotheses not only to validate the model, by confirming the positive correlation (H1) between the intention to create a business and:

- The attitude of the individual towards this creation, which represents the degree of evaluation, favorable or unfavorable, that a student has of this creation;
- The student's social environment, measured by the degree to which his relevant social circle approves or disapproves of the fact that he is setting up his business;
- Entrepreneurial capacity, measuring the degree to which the student expects to carry out the actions necessary to perform a task.

But all the more so, in determining the relative contribution of each of the variables (components or underlying beliefs) to the explanation of the intention, by evaluating the relative weights of the different beliefs according to a multidimensional approach:

- The attraction to create is even stronger than the student believes to achieve certain results, such as autonomy, money-saving, improving the quality of life, ... etc. (H21).
- The impact of social norms in the student's stronger when there is the presence of an entrepreneur member, which has views to the student, such as family, friends, teachers, etc.(H22).
- The entrepreneurial capacity perceived by the student depends on the professional qualities on his academic career, which determine the intensity of perceived control about a number of elements, such as control of the external environment and its constraints, the project pilotage, etc. (H23).

METHODOLOGY RESEARCH AND EMPIRICAL STUDY

We realize a quantitative survey through the development of a questionnaire in which attitudes, norms and perceptions are translated into multi – item scales, in order to be able to explain the entrepreneurial intention of Moroccan students. Pursuing their higher education, either in management establishments, or in science and technology establishments, under the Hassan II University of Casablanca.

Within the framework of this study, we mean by entrepreneurial training any teaching of skills, knowledge, feasibility and profitability, accompaniment and support whose aim is to develop entrepreneurial perceptions, attitudes and skills.

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Sampling and Data Collection

The study was based on a quantitative survey of 7% of the total number of students ongoing of obtaining their university degrees (Baccalaureate +3 and baccalaureate +5). The population targeted by the study is made up of 735 students belonging to the different fields of 7 science and technical establishments and of 315 interviewed belonging to the different fields of 4 establishments in management, all attached to the Hassan II University of Casablanca.

Knowing that, the science and technical establishments are attached to the University Hassan II of Casablanca, totaling around 4500 future laureates, including 38% baccalaureate +5 : The Faculty of Sciences of Ain chock - Casablanca (FSAC), The Faculty of Sciences Ben M'Sik - Casablanca (FSB), The Faculty of Sciences and Techniques - Mohammedia (FSTM), National Higher School of Electricity and Mechanics - Casablanca (ENSEM), National Higher School of Arts and Trades - Casablanca (ENSAM), Higher School of Technology - Casablanca (EST), Higher Normal School of Technical Education (ENEST) - Mohammedia;

Whereas the establishments in management, are attached to the Hassan II University of Casablanca, bringing together around 10500 future laureates, including 20% baccalaureate +5: The Faculty of Legal, Economic and Social Sciences of Ain chock - Casablanca (FSJESAC), The Faculty of Legal, Economic and Social Sciences of Ain Sebâa - Casablanca (FSJESAS), Faculty of Legal, Economic and Social Sciences - Mohammedia (FSJESM), National School of Commerce and Management - Casablanca (ENCGC).

The survey questionnaire was validated after testing it with a group of students. Its administration was done online, 881 usable questionnaires were submitted by the students, only 84% respond to the questionnaire. The sample of management establishments is made up of 68% female and 32% male and the sample of science establishments is made up of 42% female and 58% male.

The items of the questionnaire were formulated according to the variables useful for understanding the phenomenon studied, in this case, entrepreneurial intention among "future graduates". For this, we have structured the questionnaire in three axes, for the three variables explained in the Ajzen theory, and each variable was declined in underlying beliefs. Thus, the questionnaire includes:

- Variables on the attitude towards the creation of a company in accordance with the recommendations of Ajzen (1991). Eleven professional expectations were identified and the degree of positive or negative assessment of a person with respect to the establishment of business was measured.
- Variables around the social norm. The latter is defined both as the degree of approval or disapproval perceived by the student from those whose opinion is important to him and also as the importance he attaches to these opinions.
- Perceived behavioral control variables, which measure the ease or difficulty that the potential creator perceives to achieve the behavior. We operationalized the measurement of beliefs underlying the notion of personal effectiveness through ten skills to perform a task (Gist, 1987).

We opted for a 5-position Likert scale to measure the variables of the model which would reproduce a valid interpretation of the entrepreneurial intention of the students, based on a hypothetico-deductive approach.

Elements of Entrepreneurial Intention Measurement

Following the work of Ajzen (1985, 1991 & 2005), the intention was measured taking into account the professional alternative: salaried or civil servant / entrepreneurship. Three items were established:

(1)	Probability that the student will create a business	– from "very improbable" to "very probable"
(2)	Probability that the student will pursue a career as an employee	– from "very improbable" to "very probable
(3)	If the student should choose between create a business and being an employee, which choice will he prefer?	– from "being an employee" to "create a business"

Prior to the administration of the questionnaire, it was considered useful to clarify to the students that the concept of "business creation" should be taken in its broad sense as any creation of a structure regardless of its legal status (business, cooperative, association, ... etc.).

Measurement and Analysis of The Explanatory Variables of Entrepreneurial Intention

The objective of this step is to determine the explanatory factors of the variables and their significance on the intention to create a business. This is to examine the means and the standard deviations of the issues and eliminate those that produce extreme averages, and zero or near-zero variances.

The approach consists in the generation a set of items supposed to measure a theoretical construct, as well as in the purification of the selected list from a first empirical study. In order to achieve this, we chose questions with internal consistency, by validating the measurement scales in terms of reliability. The latter is assessed by Cronbach's coefficient (α), the higher this coefficient, the more the items represent the same phenomenon. Nunnally (1978) recommends an alpha (α) greater than 0.5 to decide on the reliability of the measurements.

A factorial of the principal component analysis was carried out to favor the items retained after the reliability test. This involves extracting the principal components, by rotating to maximize variance (varimax) in the original space of the variables.

Thus, 22 items were developed to describe the various characteristics of entrepreneurial intention, of which 10 items state the attitudes associated with behavior, 2 items measure subjective or social norms and 10 items measure perceptions of behavioral control.

After applying the principal component analysis (PCA) method, the items that are not consistent with the scale were removed to end up with 16 items for students belonging to

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management establishments (Table. 1) and 19 items for those belonging to science establishments (Table. 2).

Elements reliability analysis allowed us to keep only the items with a Cronbach's alpha> 0.5 and to remove the others with a too low correlation (<0.5). The items initially listed in the questionnaire, having disappeared at the end of the PCA:

- *The underlying expectations attractiveness*, four items were removed: take up challenges (0.366), belonging to a recognized social environment (0.244), having an interesting job situation (0.210) and take risks (0.142).
- *The skills underlying the perceived ability to create a business*, two items were removed: the ability to manage people (0.211) and the fit between your student background and business creation (0.188).

Table 1: PCA on the explanatory factors of entrepreneurial intention in students' part of management establishments

Extraction: ACP Kaiser-Meyer-Olkin- Measure of Sampling Adequacy with rotation Varimax Bartlett's test of sphericity <0.001	*ACP 1* Attitude towards behavior	*ACP 2* Social norm or subjective	*ACP 3* Entrepreneurial capacity
Be your own boss	0.985		
Have power	0.890		
Earn money	0.889		
Have a career perspective	0.867		
Have a good quality of extra-professional life	0.784		
Be autonomous at work	0.688		
Have an entrepreneur in the family		0.678	
Influence of family environment on your decision to create a business (family, friends, teachers, others)		0.723	
Experience			0.833
Innovative ideas			0.790
Mastering the administrative constraints of creation			0.786
Ability to carry out the feasibility study			0.656
Startup capital / Searching for financial support			0.645
knowledge of the market			0.632
Control of financial risks			0.632
Planning of the creation project			0.622
Eigenvalue	*2.33*	*1.83*	*2.45*
% of explained variance	*78.56%*	*56.66%*	*62.11%*
Cronbach's alpha	*0.62*	*0.66*	*0.73*

As to *perceived social norm*, the interviewees had to specify for four groups of people in their social environment (family, friends, teachers, others), the opinion that each group would have concerned their commitment to a business creation. The scale ranging from "very unfavorable" to "very favorable" was proposed. Averaging the scores for four groups, we found that Cronbach's (α) = 0.723.

The items initially listed in the questionnaire, which disappeared at the end of the PCA:

- *The underlying expectations attractiveness*, two items were removed: take up challenges (0.148) and take risks (0.142).
- *The skills underlying the perceived ability to create a business*, the item that was removed is the men's manager capacity (0.217).

Table 2: PCA on the explanatory factors of entrepreneurial intention among students' part of science institutions

Extraction: ACP Kaiser-Meyer-Olkin- Measure of Sampling Adequacy with rotation Varimax Bartlett's test of sphericity <0.001	*Factor 1* Attitude towards behavior	*Factor 2* Social norm or subjective	*Factor 3* Entrepreneurial capacity
Be your own boss	0.784		
Have power	0.810		
Earn money	0.721		
Have a career perspective	0.729		
Have a good quality of extra-professional life	0.756		
Be autonomous in your work	0.712		
Belong to a recognized social environment	0.630		
Have an interesting job situation	0.712		
Have an entrepreneur in the family		0.714	
Influence of family environment on your decision to create a business (family, friends, teachers, others)		0.811	
Experience			0.633
Innovative ideas			0.811
Mastering the administrative constraints of creation			0.811
Ability to carry out the feasibility study			0.678
Startup capital / Searching for financial support			0.787
knowledge of the market			0.79
Control of financial risks			0.716
Planning of the creation project			0.115
Adequacy between the student background and business creation			0.619
Control of financial risks			0.716
Eigenvalue	*1.88*	*1.9*	*2.58*
% of explained variance	*66.12%*	*62.16%*	*50.22%*
Cronbach's alpha	*0.58*	*0.78*	*0.63*

Regarding the variable relating to *the perceived social norm*: By respecting the same protocol used during the study of the explanatory factors of entrepreneurial intention among students belonging to management establishments, the PCAs carried out on the influence of four groups and the analysis of Cronbach's alphas allowed us to remove the "other persons" group from the analysis. Thus, the average of the scores obtained for the other three groups present (α) of Cronbach = 0.811.

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VALIDATION OF THE EXPLANATORY MODEL OF ENTREPRENEURIAL INTENTION

The objective of this step is to study the quality of the causal relationships between the explained variables and the explanatory variables formulated in the research hypothesis. To this end, we realized a multiple linear regression with the three variables. The examination of the validity of the relationships is based on the appreciation of the practical significance by R^2 value, which corresponds to the part of the variance of the variable explained by the explanatory variables.

The approach consists in validating, in the first place, the hypothesis H1 by making a regression of the entrepreneurial intention on the attraction for creation, the entrepreneurial capacity and the perceived social norm. Secondly, we tested hypotheses H21, H22 and H23 by simultaneously regressing attractiveness, perceived capacity and social norm on the underlying beliefs identified during PCA.

Explanation of Entrepreneurial Intention According to H1

For students from management establishment, the multiple regression analysis shows that the regression model explains the intention to start a business well, since more than 50% of the variance is explained (Table. 3). Attitude towards behavior or attraction and entrepreneurial capacity are the two determining variables of the creative intention, as their coefficients are positive and significant.

The insignificant impact of variable 2 implies that social norms do not stimulate entrepreneurial intention. Indeed, management students do not perceive their social environment as a source of incentive to create their business.

Table 3: Results of intention multiple regression for students belonging to the management establishments

Variables	Beta (t)	R2 adjusted	Report F_{exp}	p-value
Attractiveness	0.676	55.98%	98	<0.001
Social norm	-0.124			
Entrepreneurial capacity	0.486			

Thus, it can be said that the hypothesis (H1) is partially validated in the control population: The higher the attraction for the creation of a company and the perceived entrepreneurial capacity, the greater the intention of the student to create a business.

For students belonging to science establishment, the regression model explains entrepreneurial intention with more than 60% of the variance explained (Table. 4). For this type of university background, the three variables, namely attractiveness, social norm and entrepreneurial capacity, are determinants of the creative intention. Thus, for students with scientific and technical background, the entrepreneurial intention is all the stronger as the degree of incentive to undertake perceived from the social environment is greater.

Table 4: Attention Regression Results for Students in Science establishment

Variables	Beta (t)	R2 adjusted	Report F_{exp}	p-value
Attractiveness	0.418	67.00%	68	<0.001
Social norm	0.274			
Entrepreneurial capacity	0.134			

Hypothesis (H1) is fully validated: The stronger the attraction for creation of a business, the social environment and the perceived entrepreneurial capacity, the greater the intention of the student to create a business.

It is concluded that the degree of impact of the first variable (attractiveness) is greater regardless of the nature of the study (scientific or management). Indeed, entrepreneurial intention increases by improving the attitudes associated with student's behavior (Ilouga et al., 2014). In this aspect, several arguments can be made. The enthusiasm of future graduates for innovation and all the attitudes that can motivate them to get involved, their ability to identify, evaluate and able to develop opportunities and their abilities to identify new markets and extensive needs, based on the result from lifestyles or emerging technologies. This enthusiasm is often stimulated by actions undertaken by universities wishing to present the elements of business creation as an attractive career choice.

The results show that the difference in the weight of the second and the third variables (social norm and entrepreneurial capacity) is governed by the nature of the study of the students interviewed (Shah & Soomro, 2017). Students from the scientific studies are more reliant on the presence of an entrepreneurial culture that highlights their characteristics stimulating their desire to undertake. These results confirm several studies which have shown that young people from entrepreneurial families constitute a public already aware of the entrepreneurial career, and rather voluntary. Many family businesses show a spirit of entrepreneurship which passed on from generation to generation and spreads widely among the family, which then plays the role of an incubator of the entrepreneurial culture Shapero and Sokol (1982). Indeed, several longitudinal studies (Tounes, 2003) and the sociocultural context have a strong, but not decisive on the intention to undertake. Unlike science students, management students rely more on their entrepreneurial capacity to develop this creative intention. This result argues that the educational background, the entrepreneurial experiences (internships, odd jobs, associative life, extracurricular activities, etc.) and the accessibility to resources (financial, information and advice) stimulate the intention of young management graduates to create their own businesses. This shows how the nature of education and training can have an impact on entrepreneurial intention. Therefore, it is necessary to design training modules to develop entrepreneurial, managerial, and technical skills for future graduates.

Explanation of the Attractiveness, Social Norm, And Perceived Entrepreneurial Capacity for Business Creation (H21, H22 And H23)

H21 Test:

For students' part of management establishments, principal component analysis of the belief's underling attractiveness (with a variance of 78.56%) revealed six variables. The variables related to: 1) the career prospect; 2) the decision-making power to be a leader; 3) the

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development of autonomy; 4) the financial reason to earn a lot of money; 5) the power and; 6) to benefits related to the quality of extra-professional life.

After the regression analysis of these six variables of attractiveness (Table. 5), it was noted for management students that the desire for career development, achievement and power are the determining factors of attractiveness for business creation. Financial motivation also positively impacts this attraction, but to a lesser degree. On the other hand, these students do not pay attention to the quality of extra-professional life as a motivation of the business creation.

Table 5: Regression results of the creation attractiveness for students of management establishments

Intention to undertake				
	Beta (t)	R2 adjusted	Report F_{exp}	p-value
–Have a career perspective	0.386	31.08%	44.34	<0.001
–Be your own boss	0.256			
–Be autonomous in your work	0.235			
–Have power	0.230			
–Earn a lot of money	0.107			<0.050
–Have a good quality of extra-professional life	-0.176			<0.100

For scientific students and with a variance of 66.12%, the principal component analysis of the belief's underling attractiveness allowed us to highlight eight variables structured around four categories, the first relating to autonomy, the second category relating to personal fulfilment, a third relating to the extra-professional lifestyle characterizing membership of a recognized social environment and the last category relating to financial security in terms of earning and power attainment.

Table 6: Regression results of the creation attractiveness for students of science establishments

Intention to undertake				
	Beta (t)	R2 adjusted	Report F_{exp}	p-value
–Be your own boss	0, 434	42.38%	37.84	<0.001
–Be autonomous in your work	0, 412			
–Have an interesting professional situation	0, 267			
–Have a career perspective	0, 231			
–Belong to a recognized social environment	0, 124			
–Have a good quality of extra-professional life	0, 106			
–Earn a lot of money	0, 056			<0.05
–Have power	ns *			

* Not significant.

The regression analysis of these eight variables of attractiveness (Table. 6), showed that scientific students share the same perception as management students concerning the first explanatory factors of the attraction for creation, namely the desire for autonomy and achievement. Nevertheless, these students are more motivated by improving their social

environment and the quality of their extra-professional life than by obtaining power, which is an insignificant factor compared to their management counterparts.

H22 Test:

As the impact of the social norm is not significant for management students (H1 test), we analyzed this variable only for scientific students

by performing a regression of this norm on the different members that could have an influence on the creation decision (Table. 7).

Table 7: Regression results of the social norm for students of science establishments

Intention to undertake				
Influenced family environment	Beta (t)	R2 adjusted	Report F_{exp}	p-value
–Family	0, 318	48.18%	57.14	<0.001
–Friends	0, 124			
–Teachers	0, 108			

The analysis highlighted the important role of the family in anchoring this entrepreneurial culture responsible for stimulating entrepreneurships in young graduates and accentuating their individualism, their degree of risk-taking, their need for self-realization. This result coincides with several studies which stipulate the determining role of the immediate or distant entourage in the willingness to undertake (Tounés, 2006; Krueger & Casrud, 1993; Berglann et al., 2011). In fact, according to these studies, the relational network of the young graduate, be it family, professional or social relationships, enables him to obtain the necessary information, possibly the financial and administrative assistance necessary to achieve his project in a timely manner and under suitable conditions.

H23 Test:

With a total variance of 62.11%, the principal component analysis of entrepreneurial capacity revealed the impact of eight variables divided into four categories among management students. The first category relating to the presence of innovative ideas, the second category is the control of the creation project (the realization of the feasibility study necessary for the viability of the creation project, the market knowledge, the planning and the control of administrative and financial constraints), the third category relating to the capacity to seek funding and the last category relating to the accumulated experience enabling the student to have this self-confidence.

In order to study the impact of these underlying professional qualities on the entrepreneurial capacity perceived by young management graduates, the results of the regression analysis (Table. 8) show that the perception of being able to create a business is strongly linked to the feeling of overflowing with innovative ideas, that of being able to carry out a feasibility study and project planning, to believe in market knowledge, and the ability to seek financing, in a lesser degree, the feeling of control of the financial and administrative risks of the creation, as well as having some experience allowing them to ensure this creation.

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Table 8: Regression results of perceived entrepreneurial capacity for students of management establishments

Intention to undertake				
	Beta (t)	R2 adjusted	Report F_{exp}	p-value
−Innovative ideas	0,322	41.11%	61	<0.001
−Ability to carry out the feasibility study	0,302			
−Knowledge market	0,286			
−Planning of the creation project	0,264			
−Capital start / Seek financing	0,204			
−Control of financial risks	0,104			<0.05
−Mastering the administrative constraints of creation	0,086			
−Experience	0,043			

Regarding the graduates of scientific studies, the principal components analysis gave rise, with a total explained variance of 50.22%, to the same categories of variables as that realized for the management students. Evaluating the impact of each of these variables on the perceived entrepreneurial ability of science students, through a regression analysis (Table. 9), revealed the difference in the weight of these variables.

Table 9: Results of the regression of entrepreneurial capacity perceived among students belonging to science establishments

Intention to undertake				
	Beta (t)	R2 adjusted	Report F_{exp}	p-value
−Innovative ideas	0, 387	28.61%	56.78	<0.001
−Planning of creation project	0, 106			
−Ability to carry out the feasibility study	0, 101			
−Capital start / Seek financing	0, 092			
− Mastering the administrative constraints of creation	0, 012			
−Control of financial risks	-0, 127			
−Experience	-0, 167			
−Adequacy between the student curriculum and business creation	ns *			-

*Not significant.

Apart from believing in the ability to have innovative ideas, unlike management students, science students do not believe that they have the qualifications required for business creation in terms of planning and the feasibility for the creation of project, search for funding and mastery of administrative and financial risks. This result is due according to their perception to the lack of experience and the inadequacy of their university background with the skills required for the creation of a business.

CONCLUSION

First and foremost, the results of the study show the students are interested in the idea of entrepreneurship, whatever the nature of their university, scientific or management background. Indeed, 71% of the management and 60% of the scientist's interviewees are attracted by the creation of their business.

Then, in order to understand the perception that these students have of the factors that stimulate their entrepreneurial intention, we tried to predict the model of entrepreneurial intention among scientific and management students, based on a hypothetico-deductive approach in which three groups of variables were retained: Variables related to attitudes toward behavior, social norms and perceptions of behavioral control.

The results of management and scientific students show the importance of attractiveness as an explanatory variable of entrepreneurial intention. It is therefore important to frame this attraction by reinforcing the teaching provided in Moroccan universities and specially to specify the nature of the program to be taught. Since enthusiasm alone is not enough to succeed, and that students who are most attracted to business creation are those who want to acquire autonomy, career prospects and to a lesser degree financial security. The problem of the coaching process for young graduates lies in the fact that to encourage these young people to undertake, "we do it wrong", because while waiting for the few young people who are already motivated and have projects, by offering them support.

On the one hand, drawing student's intention to entrepreneurships must come first. On the other hand, discovery or project pedagogies are necessary to inform and put students in situation, especially that 80% of interviewees in management and 68% in science think that one of the missions of their establishments is to train and to accompany students in the creation of their potential companies.

This is confirmed by the results of the survey of science students who perceive that they have very little entrepreneurial capacity allowing them to go beyond this attraction and to concretize their motivation. They merely believe in their innovative ideas and in their capacity to develop them according to the technical teachings they have previously acquired. Conversely, management students perceive the received programs as sufficient to acquire professional skills of business creation. However, students from both streams do not perceive that they have enough experience to lead this creative project. Hence the importance of stressing that it is not enough to develop only entrepreneurial managerial, managerial technique and sector skills, but it is very important to integrate the personal dimension, the individual follow-up and the permanent measurement of the commitment. All this requires support time and long-term action to gradually assert commitment or renunciation. Hence the importance of combining an incubation offer with training, this action constitutes a real key factor of success and encouragement for project leaders.

Finally, we acknowledge that there are some limitations in our research, in particular, the hypotheses of the model, which require more thought to model entrepreneurial intention. In particular, some works that suggest that the action is inseparable from the actor, better still, the intention presupposes the action, and not the opposite. Perhaps we have "simplified" the

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process of building entrepreneurial intention, which is probably more complex. Indeed, our basis of the study is the theory of planned behavior which directly links behavior to intention, which may not be the case in business creation and who has not yet been tested empirically and which certainly requires real exploration work in continuous in the field. The study of this link can thus constitute another perspective of research.

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