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BACHELOR THESIS - COVER PAGE

MONTPELLIER BUSINESS SCHOOL
Bachelor Programme

Title

*What is the influence of entrepreneurial education on the
intention of creating a business?*

Bachelor Thesis

presented by

Laura Isabel VELEZ BOHORQUEZ

Directed by

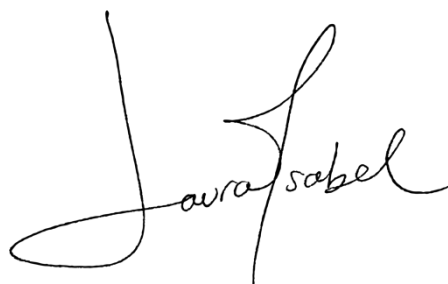
Professor Philippe GIULIANI

May 2018


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Acknowledgements

Before I begin this study, I would like to pay my special regards to all those who supported me in conducting this research, my family and friends. I wish to express my sincere appreciation to my supervisor, Professor Philippe GIULIANI who gave me support and encouragement throughout the process of this study.

I would also like to thank my first professor in entrepreneurship, Javier Rodriguez, who was the first to incubate in me the professional dream that I now possess, to become an entrepreneur.

Finally, I would like to thank my two universities, the Pontificia Universidad Javeriana for having opened up the possibility of becoming part of such a renowned institution as Montpellier Business School, which left me with an unforgettable year.

VÉLEZ BOHÓRQUEZ Laura Isabel

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1. Introduction

Entrepreneurship is acknowledged as a vital source of economic growth and a significant factor influencing the socioeconomic well-being of a society. To be an entrepreneur is to have the initiative to put a business idea into practice, that is to say, to create a company and carry out the production of the good or provision of the service, without this being a mere intention. However, research has shown that intention is a good predictor of actual behaviour and enterprise education programs raise the perception of the viability and attractiveness of an entrepreneurial career.

With the above stated, the principle aim of this study is to answer the question: What is the influence of entrepreneurial education on the intention of creating a business? This being the main study question, I hope that throughout the study other related questions can be answered. Questions such as: What are the drivers of entrepreneurial intention? Is there a cultural difference in the perception of entrepreneurship? How does a person's perceived support from their immediate circle affect their decision to become an entrepreneur? Is social pressure involved?

It is essential to define the components of entrepreneurial intention and the contextual factors that can influence it. In theoretical terms, this study will seek to support entrepreneurship as a driver of economic growth and provide recommendations for policy makers that want to use it as a development strategy. It is important to emphasize that education in entrepreneurship should motivate students to become entrepreneurs. In addition, during the study, other variables that influence the decision of becoming an entrepreneur will be defined and methods to improve the teaching of this topic will be proposed.

The quantitative questionnaire is the method employed in this study, this allows us to scan a larger number of people through questions related to the variables that will be

analysed later. With this technique we also aim to obtain a lot of feedback from the respondents to the questionnaire.

The development of this study will take place as follows: Firstly, we will analyse, through a review of the literature the different theories that will contribute to the resolution of the problem posed. The literature review will also make it possible to establish a framework defining the variables and key concepts of the domain. Later, the methodology used to answer the questions and generate academic recommendations will be presented. Next the results of the questionnaire will be presented and then interpreted to reveal the implications and recommendations, followed by a conclusion of the study.

2. Literature review and presentation of the problem

2.1 Definition and elements

Entrepreneurship is a process and activity that combines risk, creativeness, personal success and/or innovation and it requires taking responsibility in financial, moral and social aspects to set up a new profitable business idea Askun B & Yildirim N. (2011). For instance, creativity is linked with the identification of opportunities that lead to new firms, described by Teresa Amabile (1997) as the creation of novel and appropriate solutions to open-ended problems in any domain of the human activity and regarding businesses this practice can occur in creating new businesses, new products, new processes, new industries and even new ways of acquiring resources.

Likewise, this creative process occurs at different stages described by Csikszentmihalyi (1996) as preparation, incubation, illumination, evaluation and elaboration; from these stages the most important ones for the entrepreneurial activity are: on one hand, *preparation* which is connected to creative ability and on the other hand, *incubation* and *illumination* related to the actual generation of ideas.

Normally, the process of coming up with new innovative ideas is not only spontaneous, there are some drivers behind this process. As pointed out by John Lienhard (2006) big inventors of artefacts such as the airplane or the steam engine were prepared and positioned for the final necessary act of creativity in the long invention process. It is for this reason that revolutionary inventors achieved their masterpieces by becoming aware of the related and unrelated contributions of others. This fact demonstrates that nowadays entrepreneurs and managers need to prepare themselves to be creative; according to evidence shown by the author this preparation towards having creative ability and coming up with an innovative idea can be seen in three scenarios: Built with past work experience and education on this subject; Got information and knowledge from friends and family about technological trends and changes; Remained alerts and constantly searching for new opportunities in the market.

2.2 Entrepreneurial education

Moreover, the focus of this study is the first mentioned: Building knowledge with past experience and education. According to Nieman et al (2003) Education has been directly linked to successful entrepreneurship and the idea that entrepreneurs are born and not made can be discharged since one can enhance their abilities in this field through education, accumulation of important skills through past experiences and know-how. However, it is also mentioned that people without previous education on this topic can create successful businesses and learn in the process of doing so.

2.2.1 Entrepreneurship as a driver of economic growth

Entrepreneurship is regarded as an essential source of job creation, poverty reduction, innovation and societal development as well as economic competitiveness; which account for an improvement of the social and economic wellbeing of nations. Furthermore, as Askun B. et al. (2011) demonstrates, there is a strong relationship

between entrepreneurship and regional and local development. In addition, when entrepreneurship takes place there is a wider creation of economic goods since it is a mechanism to transform ideas into economic growth when exploiting innovation and under-used resources, competitive pressures might grow.

Nevertheless, it is important to mention that entrepreneurship is not always the solution to provide increased economic growth and it differs for countries in different stages of development. For example, Business creation and innovation are distinct factors of national economic growth in developed countries, since in some countries like the United States entrepreneurship plays a key role in economic growth. While in European countries and Japan the impact is less, because “the rate of economic development is based on deviations from an ‘equilibrium’ rate of business ownership”.

In addition, unemployment is seen as a huge social and global economic problem and entrepreneurship was the focus for solving the lack of employment back in the XIX century when people who had low wages or lost their jobs decided to start their own business. Since then, numerous researchers have pointed out that entrepreneurship brings employment opportunities, and both are interdependent. Schumpeter’s first dimension: The “Push Effect” establishes that entrepreneurship reduces unemployment; while the second, “Refugee or Pull” effect, in which unemployment fosters entrepreneurship, when individuals become entrepreneurs as an alternative to being employed.

Having growth in business creation is necessary for economic development; For instance, in developing countries formalizing entrepreneurial education has shown a positive effect on their economic growth (Ahmed T. et al, 2019). Especially since in these countries the main source of income for the urban labour force comes from informal employment. For instance, this is the case for African countries where between 40% to 60% of the population has this type of employment (Dias J. 2004 & Gonzales E. 2015). For this reason, in many Asian and Latin American countries as well as in Eastern and Central

Europe, governments are enhancing educational guided programs with a focus on stimulating new ventures, as mentioned by Audretsch (1991) cited by Dias J. (2004).

Entrepreneurship development has attracted the attention of academics, policy makers, technologists, and economists and the role of education in fostering entrepreneurship has recently become an important topic of discussion. Moreover, entrepreneurship education has been getting popular in engineering schools, since engineers normally need business, social and interpersonal skills as well as the technical skills, they have to be able to commercialize new technologies in an effective and profitable way.

Audretsch, D.B. et al. (2002), as cited by Askun B. & Yildirim N. (2011), explains that when describing entrepreneurship in a society, it is possible to see it from two different perspectives with an economical focus. First, the demand side being the opportunities available for starting a business; and secondly, the supply side, being the skills, resources, entrepreneurship education and knowledge creation that individuals in a society have. According to the above-mentioned, the spread of entrepreneurship is restricted when the supply of competent individuals to start businesses is lacking. For this reason, entrepreneurial education will become an increasingly important issue in the years to come as there is a great need for the entrepreneurial mindset in all the economies (Askun B. & Yildirim N., 2011).

Therefore, Entrepreneurial education can be seen as an instrument for enhancing entrepreneurial activity. Many universities are offering courses to impart the specific knowledge necessary for the effective creation and successful continuation of new businesses. However, the efforts to increase the entrepreneurial attitudes and intentions among graduates are disadvantaged because of the lack of understanding about what objectives, content, methodology and resources are needed to create successful entrepreneurs.

Taking into account the above mentioned, there is a debate about whether entrepreneurial education can enhance the strengths and overcome the limitations associated with the characteristics of an individual such as openness and personal circumstances. These can be seen in the family background and also taking into account the economic and business context in which the individual seeks to make their practice. For this reason, authors have pointed out that in the last decade the education in this field is relatively new and there is not a clear vision about what should be taught. In the academic field there are contradictory conclusions about whether entrepreneurial education is effective and valuable (Ahmed T. et al, 2019).

2.3 Entrepreneurial intention

In the same way, the entrepreneurial intention (EI) can be viewed as the first step in an evolving long-term process of founding organizations and the behaviors involved can develop and change over time. The above-mentioned statement can be explained by the *lifecycle* view of entrepreneurship proposed by Lee & Wong (2004) which proposes that the decision to establish a new business can be influenced by the entrepreneurs' personal experiences, including their education, opportunities over time and environmental barriers.

To understand the overall entrepreneurship process it is necessary to look at the entrepreneurial intentions. These can be affected by certain previous attitudes, interests, values and talents; Likewise, certain special individual differences can affect the EI, such as: the need for approval, the perceived instrumentality of wealth, the degree of community, the need for personal development and finally the quest for independence. Other reasons why entrepreneurs start businesses are that they enjoy developing new technologies; others enjoy owning their own company and there are some cases where they enjoy founding new ones but dislike managing them (Lee & Wong, 2004).

To understand entrepreneurship as an intentional planned behaviour it is important to look at the above-mentioned entrepreneurial intention (EI) as an individual's conscious awareness and determination to start a new business venture. This approach is supported by research showing that evaluating the intention is a good way to predict the actual behaviour in many different contexts. Two models proposed by Ahmed T. et al (2019) to predict the entrepreneurial intention are: The entrepreneurial event model (EEM), which explains EI by means of perceived desirability, perceived feasibility and propensity to act; And the Theory of planned behaviour (TPB) which explains how perceived desirability and feasibility are influenced by factors such as education, experience, as well as the effect of the entrepreneurial environment in strengthening or weakening the propensity to act on actually taking the action to create a business (Ahmed T. et al, 2019).

2.3.1 Components

Regarding this last model, the three antecedents of the intention are: *Attitude*, *Subjective Norm* and *Perceived Behavioural Control* (PBC). Attitudes affect the perceived desirability of becoming an entrepreneur; PBC often incorporates perceptions of feasibility, and the propensity to act is represented by the intention of creating a new venture; this has to be evaluated taking the specific context into account, because regardless of how the intentions are developed, the entrepreneurial intentions depend on the environment the person finds themselves in. Consequently, investigating the effects of contextual moderators between EI and business creation is necessary for a better understanding of why this relationship is sometimes ambiguous (Ahmed T. et al. 2019).

As pointed out by Peterman and Kennedy (2003) cited by Ahmed T. et al (2019), Entrepreneurial education has been observed to have a positive effect on the entrepreneurial outcome; since enterprise education programs increase the perceived feasibility and desirability of an entrepreneurial career enhancing the capabilities for opportunity recognition. Moreover, participants from the same research performed

showed stronger entrepreneurial intentions compared to the individuals who did not take any entrepreneurship courses. As shown in Kolvereid and Moen (1997) study cited by Ahmed T. et al (2019), participants in entrepreneurship education programs and training courses are more likely to start their own business than non-participants.

In contrast, there are certain studies which showed no positive effect from entrepreneurial education. For instance, as pointed out by Mentoor and Friedrich (2007), they found that participation in entrepreneurship classes with a management course did not help in the improvement of participants' intentions to become entrepreneurs. Even the longitudinal study realized by Oosterbeek, Van Praag, and Ijsselstein (2010) with undergraduate students showed that entrepreneurship courses weakened EI.

To understand why some studies show that entrepreneurship courses fail to evoke EI for and others succeed, is important to look at the context proposed by Ahmed T. et al (2019). His analysis of entrepreneurial education takes a holistic approach, by analyzing the impact of individual entrepreneurship courses, as well as whole entrepreneurship education programs. Nonetheless, as it is mentioned by Ahmed T. et al (2019), “entrepreneurship education takes several forms, from a single course of study in a broader business or engineering degree to a full degree in entrepreneurship, or entrepreneurship education programme (EEP)”; defining EEP as the course’s content, including lecture material, guest speakers, online resources, and teaching methods among others. Some of the most noticeable goals proposed in the EEPs are from learning the introductory concepts and theory to learning the specific skills to become an entrepreneur and create a successful business (Martin, B. C et al. 2013 as cited by Ahmed T. et al. 2019).

Entrepreneurial education often offers an opportunity for students to engage in a task, both learning about the task and how to perform it and developing the confidence to perform related tasks in a successful way; for instance this is often put into practice when

conducting market analysis, pitching an idea, or even writing a whole business plan as part of the assignments in an entrepreneurship course. Also, an important skill that students learn from entrepreneurial courses according to Ahmed T. et al. (2019) is to develop stronger self-efficacy for their performance.

Moreover, according to Vaizler (2011) cited by Ahmed T. et al. (2019) entrepreneurial courses ought to trigger inspiration to become an entrepreneur by exposing the students to guest speakers or case studies designed to inspire students to contemplate the positive aspects of entrepreneurship as a life path. Similarly, role models show a good perceived control and self-efficacy to overcome obstacles and difficulties that often can be in the middle of the path of any entrepreneur, but depends on the entrepreneur's strength to overcome these difficulties and keep going with their business process seeking success.

Another advantage for students taking this course is that they often have the opportunity to interact formally or informally with their professors or peers and continue the discussion and learning through competitions, internships or business incubators. According to research carried out by Souitaris et al. (2007), such activities in EEPs do much more than inform and inspire, they also arouse emotions and change the attitude of the graduates resulting in positive attitudes towards entrepreneurship. The above-mentioned observations based on research demonstrate that formal entrepreneurial education programs offer benefits of content learning, inspiration and practice.

In addition, Shinnar R. et al. (2014) show that Entrepreneurial self-efficacy (ESE) is indispensable in understanding the factors that drive entrepreneurial intentions. ESE being defined as "an individual's confidence in his or her ability to successfully perform entrepreneurial roles and tasks" showing a positive correlation between ESE and EI. The author explains that when predicting the likelihood of an individual becoming an entrepreneur, focusing on ESE is better than focusing on personality traits alone because according to Chen C. et al. (1998) "it refers to cognitive evaluations of personal

capabilities in reference to the specific task of entrepreneurship ... [being] both individual and contextual.”

ESE consists of five aspects: marketing, innovation, management, risk-taking and financial control. As mentioned by Chen C. et al. (1998) ESE is a moderately stable belief and it requires efforts to be shaped, two important approaches towards these changes are proposed by the author. First, with a focus on people’s beliefs, entrepreneurship courses should not just train students in entrepreneurial skills and capabilities, but also strengthen their entrepreneurial self-efficacy. This is because most entrepreneurial courses focus on commonly identified management skills, but often ignore entrepreneurial skills such as innovation and risk-taking. In addition, the teaching of skills tend to be technical with little attention paid to the cognition and beliefs of the entrepreneur. Teachers in this subject should often focus on entrepreneurial attitudes and perceptions when designing the objectives of the course.

Furthermore, the discipline of entrepreneurship is still not as mature as other topics in business learning, because it requires a defined and linked multidisciplinary approach, there is no model with a common base agreed on how the entrepreneurial programs should be. Successful educational courses from around the world should provide models for other entrepreneurship education programs to follow (Askun B. et al., 2011). Raichaudhuri, A. (2005) proposes some basic characteristics an entrepreneurial program should include when creating value towards the final creation of businesses among entrepreneurship students, these are listed below:

Firstly, the *Theory-practice Balance* is one of the most important and basic prerequisites for an entrepreneurship course. This consists of combining the rigorous and traditional concepts of entrepreneurship academia while maintaining a reality-based approach in an entrepreneurial environment throughout the learning experience. The author explains that it is important to balance the abstract general knowledge with the specific situational logic

of practice, since courses of this modality usually merge the romance of the creation of new ideas with the reality of the business world. For this reason, it is important to apply the theory learnt from real-life cases in the courses (Raichaudhuri, A., 2005).

Secondly, as mentioned throughout the study the *Content* design of an entrepreneurial course has to be aligned with a wide variety of important functional skills and knowledge instead of the traditional learnings' students obtain from management programs. Entrepreneurial education must take into account the whole development process when emerging as an entrepreneur, including useful knowledge when confronting the difficulties in the life cycle of a start-up such as: Opportunity recognition, identifying and acquiring financial, human and technical resources; market entry strategies; protection of intellectual property; legal requirements of new businesses and strategic choices under resource limitations (Raichaudhuri, A., 2005).

Thirdly and lastly, specific entrepreneurial skills must be taught such as the ones involved in the negotiation process, the capabilities of well-developed leadership, creative and innovative thinking and ambiguity tolerance. In addition, it is also important for students to be faced with the vanguard of changes the environment could experience, including new technological developments, and the ability to determine emerging opportunities in the market as part of the main factors of the entrepreneurial strategy (Raichaudhuri, A., 2005).

3. Research methodology

3.1 Research Introduction – Data collection

This research was conducted as a formal study, and followed a non-experimental cross-sectional causal research statistical design. The data collection was made following a quantitative method through surveys in a field setting a restrictive element selection criterion.

The population where the study took place was composed of the students from Montpellier Business School (MBS), mostly from the third-year students from the Bachelor of International business administration. For the recruitment of the respondents an exponential non-discriminative snowball sampling method was used, being a non-probability (no random) method which involves primary data sources nominating other potential data sources, creating a chain referral recruit (Dudovskiy J. 2019).

Since MBS is an international school, where classes are given In French and in English, the survey was designed in these two languages. Due to the fact that there are two groups of third-year students from the Bachelor of International business administration; one group taught in French and the international students which normally are taught in English.

An in-depth structured questionnaire designed in the platform SurveyMonkey.com was sent to the identified sample from the population which attempted to extract the necessary data to provide a causal relationship between an individual having previous entrepreneurial education and their intention on becoming an entrepreneur.

Some of the respondents, being students from MBS, had received previous education on entrepreneurship, while some had not. For those who have taken entrepreneurship

courses before, according to the content of the courses related to entrepreneurship at MBS; these met the conditions of entrepreneurship courses described earlier, which aim to enhance or create entrepreneurial intention among students. So the survey should reveal a difference in attitudes towards entrepreneurship between those who have taken entrepreneurship courses and those who have not.

3.2 Instrument design

The data from the literature review and the information for this document were obtained through a literature search. The database selected for the secondary source information was Science Direct provided by Montpellier Business School as one of its most complete data sources. The value of each source and its content were evaluated in terms of purpose, scope, authority and format. Moreover, the following predominant professional journals were reviewed:

- The International Journal of Management Education
- Entrepreneurship theory and practice (Baylor university)
- Journal of Business Venturing

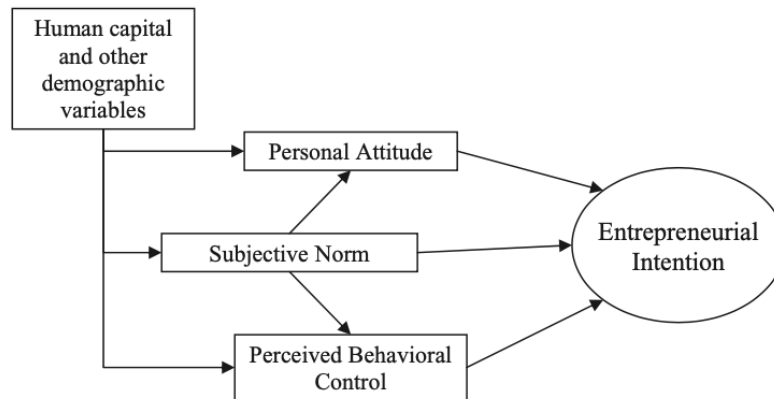
An assumption was made for selecting these academic journals, articles extracted from the above sources had been validated by peer review. In addition, these reviews would cover the important research methodology techniques, which include: sampling recommendations; measurement instruments which enclose: content, criterion related and construct validity; and the measurement scales which include instrument validity and reliability.

Specifically, it is intended to compare the results with those obtained by Ahmed T. et al. (2019) published in The *International Journal of Management Education* in their study entitled: Entrepreneurship education programmes: How learning, inspiration and

resources affect intentions for new venture creation in a developing economy. The mentioned academic research will serve as a guide for this study.

Existing measuring instruments were combined and expanded or reduced as required for this study. But no new measures were introduced. The instruments used allowed to measure the following features related to Entrepreneurial intention:

- Attitude towards entrepreneurship (personal attitude, PA) refers to the degree to which the individual holds a positive or negative personal valuation of being an entrepreneur. It includes affective (I like it, is attractive to me), but also evaluative considerations (related to the advantages of becoming an entrepreneur) (Liñán; Chen, 2009).
- Subjective Norm (SN) measures the perceived social pressure to carry out or not entrepreneurial behaviors. Particularly, it would refer to the perception that “reference people” would approve the decision to become or not an entrepreneur (Liñán; Chen, 2009).
- Perceived Behavioral control (PBC) is defined as the perception of the difficulties that are involved when becoming an entrepreneur. It is therefore a concept related to self-efficacy (SE), and perceived feasibility. The three concepts refer to the sense of the capacity to fulfill the firm-creation behaviors. PBC would include not only the feeling of being able but also the perception about the control over the behavior.
- Entrepreneurial Intention (EI): As mentioned before, EI indicates the effort that an individual will make to carry out an entrepreneurial behavior. According to the Entrepreneurial Intention model proposed by Liñán and Chen (2009), as shown in the image below, it is expected that when an individual has certain human capital and other demographic circumstances modifying the level of entrepreneurial knowledge would cause distinct and important effects on the motivational intention.



The primary objective of any measuring instrument in the academic field will be the elimination of any measurement errors. According to Dias J. (2004) these are the difficulties associated with the reliability or validity of the procedures used to measure the variables. Every method of measurement for collecting data must gather three essential criteria: Validity, Reliability and Objectivity.

Validity refers to the degree to which an instrument reflects a specific content domain of what is being measured. According to Dias J. (2004) the question that must be answered is, “does the test measure what the researcher actually wishes to measure?”. In other words, validity refers to the establishment of evidence that the measurement is actually measuring the intended construct.

Moreover, a measuring instrument may be reliable, but not necessarily valid. It is therefore a requirement that the measuring instrument must prove to be reliable and valid. If this is not the case, the results of the research should not be taken seriously. Furthermore, the approaches for establishing construct validity include: content validity, the substantive component of construct validity, the structural component of construct validity and external validity (Sampieri H. 2014).

Finally, according to Sampieri H. (2014) Objectivity is the degree to which the instrument is or is not permeable to the influence of the biases and tendencies of the researchers who manage, qualify and interpret it. Objectivity is reinforced by standardization in the application of the instrument (same instructions and conditions for all participants) and in the evaluation of results. Validity, reliability and objectivity should not be treated separately. Without one of the three, the instrument is not useful for carrying out the study.

3.3 Measurement

Firstly, students were asked if they have had any education in entrepreneurship, since it is important to know the past knowledge of the students in this field. The rest of the questions seek to define the selected variables: Attitude towards entrepreneurship (Personal attitude, PA); Subjective Norm (SN); Perceived Behavioral Control (PCB) and finally the one that encloses all of them but has special variables to measure it: Entrepreneurial Intention (EI).

All the variables were measured using multi-item scales developed and tested in earlier research by different groups of researchers. The items were listed by variables in the way of affirmations with the statement: "Indicate your level of agreement with the following sentences" (except for the Subjective Norm (SN), which is related to the level of approval from the "reference people" about the decision to become or not an entrepreneur). The variables were measured on point scale from 1 (strongly disagree) to 5 (strongly agree). The questions were distributed as follows:

- **Attitude towards entrepreneurship (Personal attitude, PA):**
 - Being an Entrepreneur will give me independence
 - Being an entrepreneur is going to help me to know better my abilities
 - A career as entrepreneur is attractive for me

- Being an entrepreneur implies more advantages than disadvantages to me

- **Subjective Norm (SN):** If you decide to create a firm, would people in your close environment approve of that decision?
 - Family
 - Friends
 - Colleagues

- **Perceived Behavioral Control (PCB):**
 - I know how to develop an entrepreneurial project
 - If I tried to start a firm, I would have a high probability of succeeding

- **Entrepreneurial Intention (EI):**
 - I am ready to do anything to be an entrepreneur
 - My professional goal is to become an entrepreneur
 - I will make every effort to start and run my own firm

To illustrate to the reader of this study the design of the survey, both English and French versions are at the end in the appendices.

3.4 Data processing

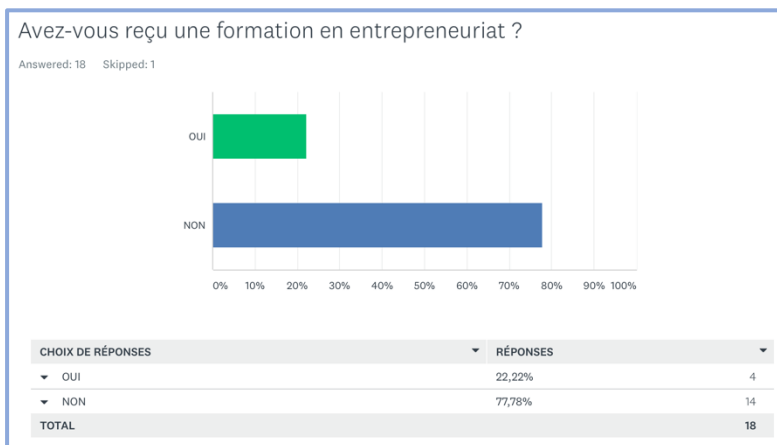
The coding of the survey responses was done by the platform SurveyMonkey, which shows the survey responses in the form of a frequency table and the histogram display was used to represent the responses of the survey.

4. Results and Analysis

4.1 Presentation of results

Between the surveys made in French and English, the total number of responses was 54 (19 made in French and 35 made in English). The average completion rate of the survey was 100%.

4.1.1 French speaking respondents



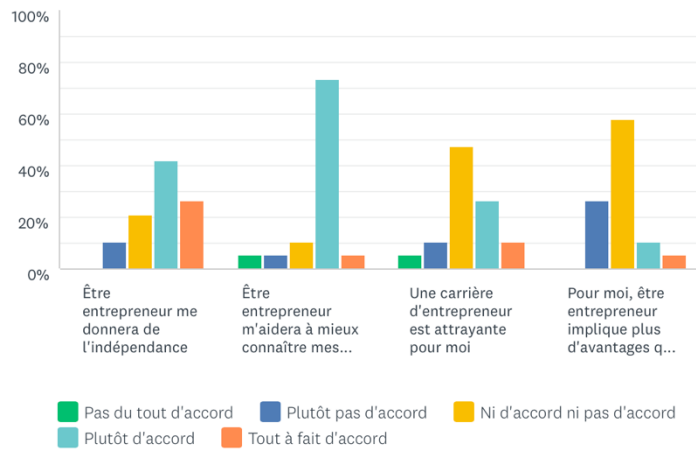
For the French speaking respondents, the results were: 77.78% of the respondents have not had previous education on entrepreneurship and 22.22% have. This could be possible since during the Bachelor at MBS students do

not have to take mandatory courses related to entrepreneurship. For the 22.22% of the respondents, they could have possibly been interested in entrepreneurship and that is why they have chosen courses related to it. There are also many exchange students in the bachelor, so it is possible that they have previously taken courses on this topic at their home universities.

For the second question, students were asked about their attitude towards entrepreneurship (Personal attitude, PA): for this reason, using the point scale from 1 (strongly disagree) to 5 (strongly agree), The results were the following:

Attitude à l'égard de l'esprit d'entreprise

Answered: 19 Skipped: 0

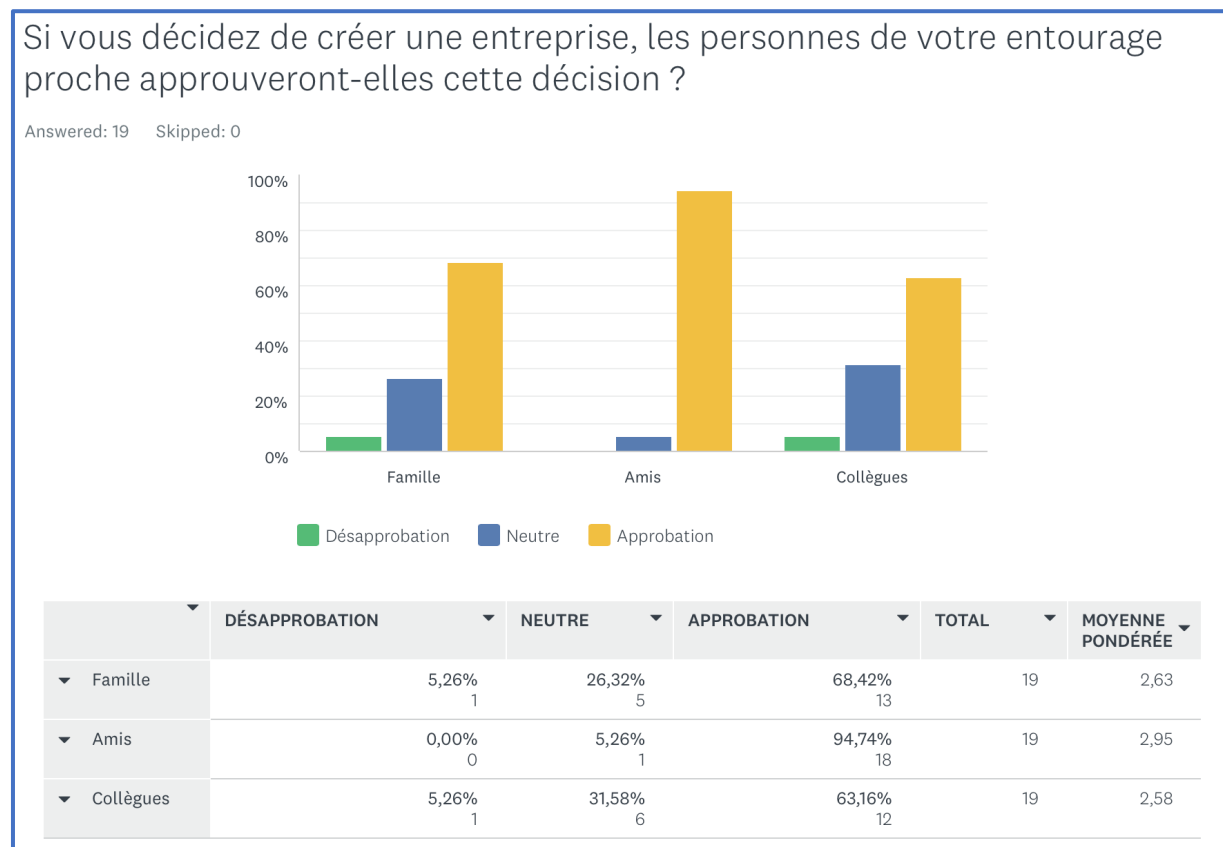


	PAS DU TOUT D'ACCORD	PLUTÔT PAS D'ACCORD	NI D'ACCORD NI PAS D'ACCORD	PLUTÔT D'ACCORD	TOUT À FAIT D'ACCORD	TOTAL	MOYENNE PONDÉRÉE
▼ Être entrepreneur me donnera de l'indépendance	0,00% 0	10,53% 2	21,05% 4	42,11% 8	26,32% 5	19	3,84
▼ Être entrepreneur m'aidera à mieux connaître mes capacités	5,26% 1	5,26% 1	10,53% 2	73,68% 14	5,26% 1	19	3,68
▼ Une carrière d'entrepreneur est attrayante pour moi	5,26% 1	10,53% 2	47,37% 9	26,32% 5	10,53% 2	19	3,26
▼ Pour moi, être entrepreneur implique plus d'avantages que d'inconvénients	0,00% 0	26,32% 5	57,89% 11	10,53% 2	5,26% 1	19	2,95

The answers show that for the first affirmation of: “Being an Entrepreneur will give me independence”, 42.11% of the sample agree with this affirmation and 26.32% strongly agree with it. This means that students think that by becoming an entrepreneur one can become more independent. Secondly, for the affirmation “Being an entrepreneur is going to help me to know better my abilities” 73,68% of the sample agree with this affirmation.

For the third affirmation “A career as entrepreneur is attractive for me” almost half of the sample (47.37%) showed a neutral position about it, and 26.32% agreed with it. Finally, with the last affirmation: “Being an entrepreneur implies more advantages than disadvantages to me” more than the half of the sample (57.89%) showed a neutral position about it, and 26.32% of respondents disagreed.

For the variable Subjective Norm (SN) the respondents were asked if they decided to create a firm, would people in their close environment approve of that decision? Between: family, friends and colleagues. Results are shown below:



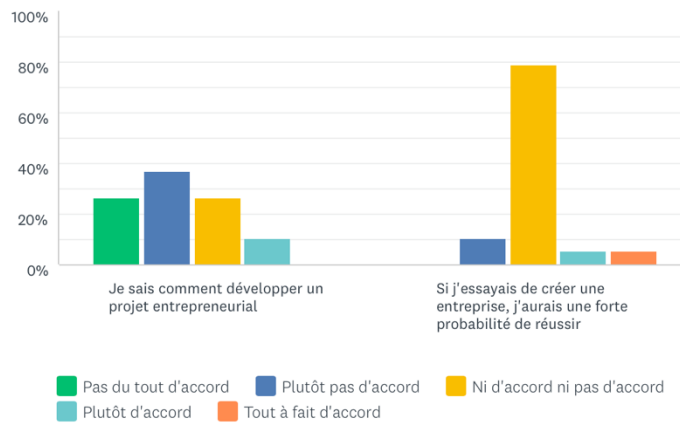
For the approval from the family, 68.42% of the sample think that their family would approve their decision to become an entrepreneur, and 26.32% think that their families

would be neutral about the decision. In the case of the opinion from friends 94.74% of the sample think that friends will approve the decision. Finally, 63.16% of the sample think that their colleagues would approve the decision. These results show in general that: the respondents felt that the family would be neutral with regard to the decision to become an entrepreneur; friends would strongly approve of this decision and colleagues would be in a position between neutral and approval.

This last question leads to the following, where the variable to be measured is: Perceived Behavioral Control (PCB). The first affirmation was “I know how to develop an entrepreneurial project”, where the 36.84% disagreed; this could be due to the fact that most of the sample (77.78%) claimed that they had not received prior education in entrepreneurship. The second statement: “If I tried to start a firm, I would have a high probability of succeeding” showed that most of the respondents (78.95%) were neutral about it, which makes it hard to draw any conclusions regarding confidence in their entrepreneurial abilities.

Indiquez votre degré d'accord avec les phrases suivantes

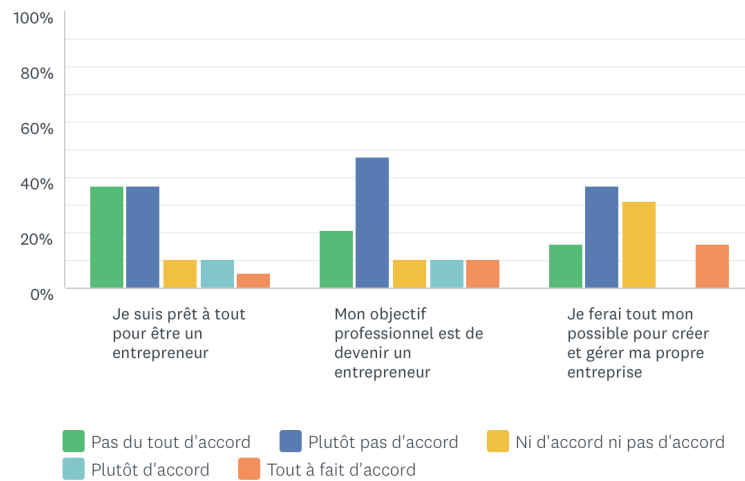
Answered: 19 Skipped: 0



	PAS DU TOUT D'ACCORD	PLUTÔT PAS D'ACCORD	NI D'ACCORD NI PAS D'ACCORD	PLUTÔT D'ACCORD	TOUT À FAIT D'ACCORD	TOTAL	MOYENNE PONDÉRÉE
Je sais comment développer un projet entrepreneurial	26,32% 5	36,84% 7	26,32% 5	10,53% 2	0,00% 0	19	2,21
Si j'essayais de créer une entreprise, j'aurais une forte probabilité de réussir	0,00% 0	10,53% 2	78,95% 15	5,26% 1	5,26% 1	19	3,05

Le dernier : Indiquez votre degré d'accord avec les phrases suivantes

Answered: 19 Skipped: 0



	PAS DU TOUT D'ACCORD	PLUTÔT PAS D'ACCORD	NI D'ACCORD NI PAS D'ACCORD	PLUTÔT D'ACCORD	TOUT À FAIT D'ACCORD	TOTAL	MOYENNE PONDÉRÉE
Je suis prêt à tout pour être un entrepreneur	36,84% 7	36,84% 7	10,53% 2	10,53% 2	5,26% 1	19	2,11
Mon objectif professionnel est de devenir un entrepreneur	21,05% 4	47,37% 9	10,53% 2	10,53% 2	10,53% 2	19	2,42
Je ferai tout mon possible pour créer et gérer ma propre entreprise	15,79% 3	36,84% 7	31,58% 6	0,00% 0	15,79% 3	19	2,63

Finally, the last questions answered by the respondents are to measure their entrepreneurial Intention, by asking them to show their level of agreement with different affirmations, the results are shown in the graph above. The first affirmation was: "I am ready to do anything to be an entrepreneur", the result showed that 73.68% of the sample disagreed with this affirmation. In addition to those results it is possible to see with the second affirmation: "My professional goal is to become an entrepreneur" that the results are similar, 43.37% of the sample disagrees with this affirmation.

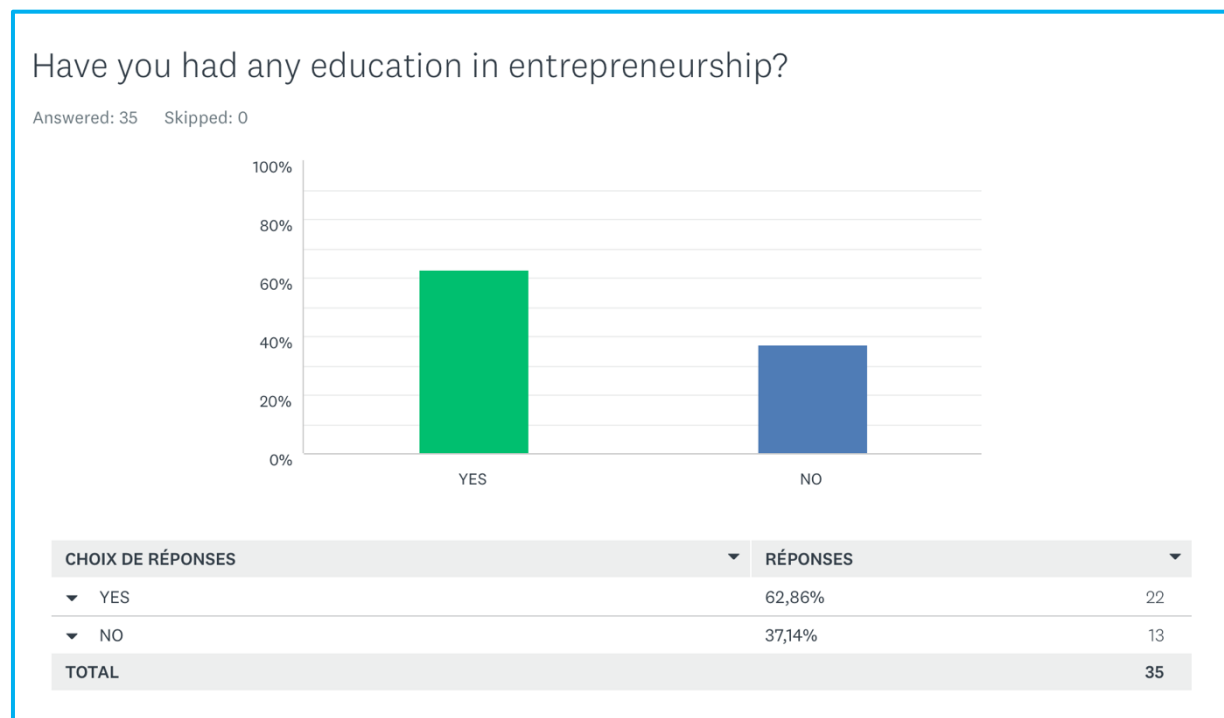
Finally, supporting the past results, with the last affirmation: “I will make every effort to start and run my own firm” showed that the 68.42% of the French respondents are situated between disagreeing and being neutral about this affirmation which means that in general the French people are not considering at all to become entrepreneurs, this result could be explained by the fact that 77.78% of the respondents have not had previous education on entrepreneurship. The fact that the sample have not had education in this field means that they are not aware of the advantages and disadvantages about entrepreneurship, normally these are discussed in entrepreneurship courses and these courses tend to enhance the behaviors and intentions to become an entrepreneur.

On the other hand, another reason why the French speakers do not consider a career as an entrepreneur, is probably because of the context that entrepreneurs have to face when they want to start in this field. As it was mentioned by Zoë H. (2014) France is losing its startups and their entrepreneurs are finding more success in the U.S. and Britain. The author argues that entrepreneurship is finding a hostile environment in France today despite the fact that the country has plenty of innovative spirit. Government regulations and bureaucracy are a problem for entrepreneurs everywhere, but France's are apparently more onerous than most.

Moreover, more than being just an issue of bureaucracy, there is also a cultural context involved. As mentioned by Guillaume Santacruz, an aspiring French entrepreneur (Alderman L. 2014) in Britain or in the United States, it is not considered bad if you have failed but in France there is a big fear for failure, he says: “If you fail, it is like the ultimate shame”. These previous reasons show why the majority of the sample does not consider entrepreneurship as a career path, since the context and conditions are unfavourable in France.

4.1.2 English speaking respondents

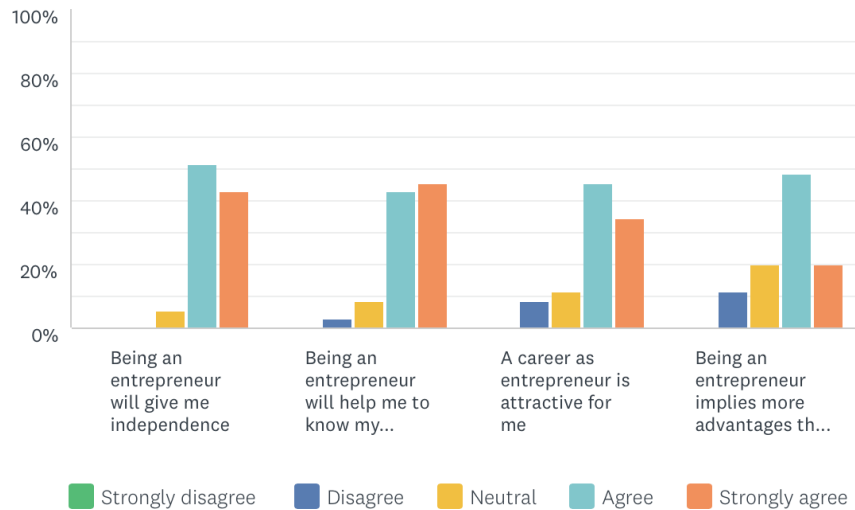
For the English-speaking sample, there was a total of 35 respondents, all of them answered the survey 100% and the results that are shown in the picture below were as follows: For the question “Have you had any education in entrepreneurship?” 62.86% of the sample answered yes and 37.14% answered no. These results show that most of the sample have had previous education in this field, which indicates a positive aspect for the study.



Secondly, the sample had to show their level of agreement with several affirmations. For the first variable to measure: Attitude towards entrepreneurship (Personal attitude, PA) the results to the affirmations are shown below.

Attitude towards entrepreneurship

Answered: 35 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	MOYENNE PONDÉRÉE
Being an entrepreneur will give me independence	0,00% 0	0,00% 0	5,71% 2	51,43% 18	42,86% 15	35	4,37
Being an entrepreneur will help me to know my abilities better	0,00% 0	2,86% 1	8,57% 3	42,86% 15	45,71% 16	35	4,31
A career as entrepreneur is attractive for me	0,00% 0	8,57% 3	11,43% 4	45,71% 16	34,29% 12	35	4,06
Being an entrepreneur implies more advantages than disadvantages to me	0,00% 0	11,43% 4	20,00% 7	48,57% 17	20,00% 7	35	3,77

The first affirmation was: “Being an Entrepreneur will give me independence”, the 51.43% of the respondents agreed with this statement and 42.86% stated that they totally agreed. For this reason, 94.29% of the sample think that being an entrepreneur

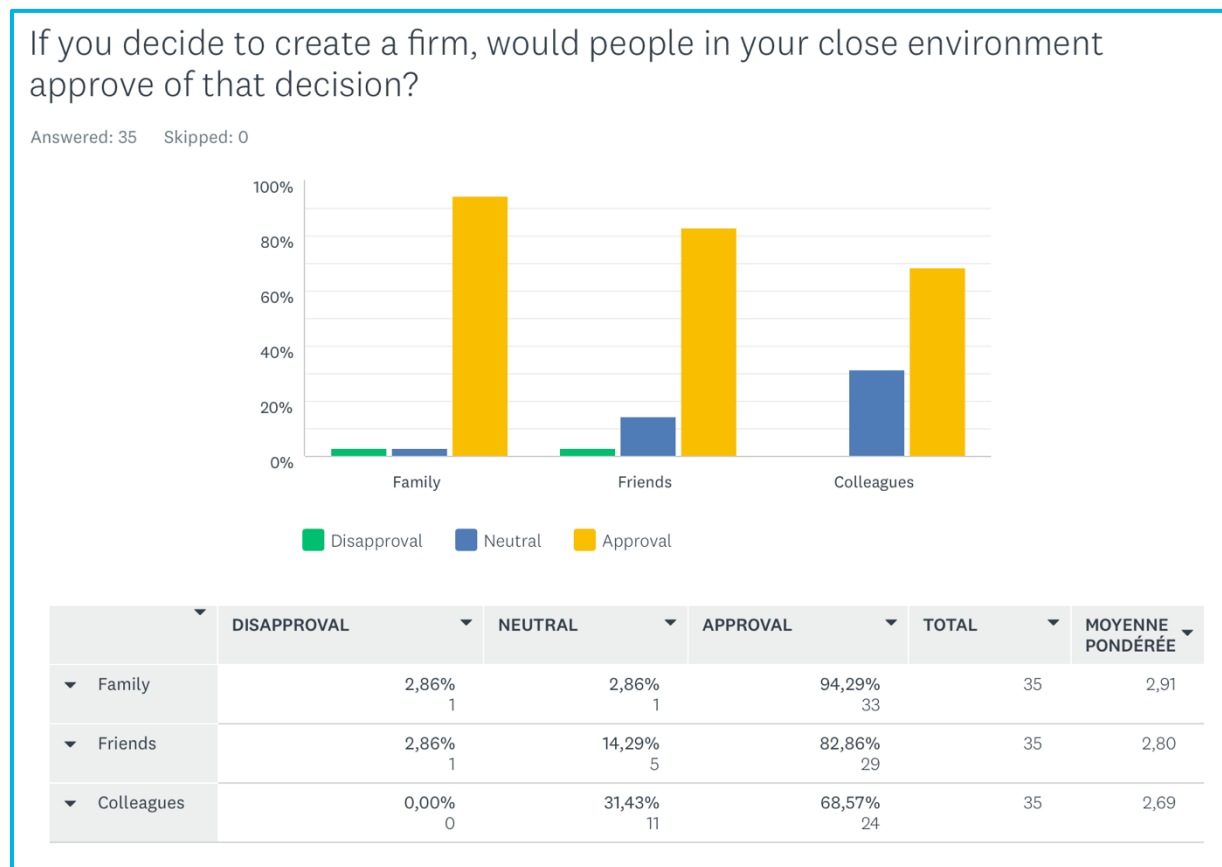
would give them a sense of independence, as this is one of the greatest advantages of being an entrepreneur and should be strongly highlighted in entrepreneurship courses.

The second statement: “Being an entrepreneur is going to help me know better my abilities” seeks to determine what is the position towards entrepreneurship and how it is perceived among respondents. The results were positive since 88.57% of the sample agree with this statement; which means that the respondents think that one of the advantages of becoming an entrepreneur is having a greater awareness and knowledge of one's skills and strengths.

The third statement: “A career as entrepreneur is attractive for me” the results are positive as well, since 45.71% of the sample agreed with the statement and 34.29% strongly agreed with it, which leads us to think that the reason why they regard entrepreneurship as an attractive career is because they have received previous education in entrepreneurship; it means that their intention to become an entrepreneur has been enhanced previously and they see it as an attractive option because of all the advantages it can entail.

Finally, the last statement to measure the variable mentioned above is: “Being an entrepreneur implies more advantages than disadvantages to me”. The results showed that 68.57% of the sample agreed with this statement. However, 31.43% of the sample were between disagreement and neutral; this part of the sample may be aware that sometimes, and especially at the beginning of the entrepreneurial process, there can be several factors that hinder the success of a venture and there can be risks involved. Nevertheless, most of the sample is aware that even if there are risks, if the right strategies are implemented and the best management efforts are made, the venture can bring many advantages to whoever is ready to take the risk.

For the next variable: Subjective Norm (SN), the survey asked: “If you decide to create a firm, would people in your close environment approve of that decision?” inside the close environment, family, friends and colleagues were considered and the results are shown in the graph below:

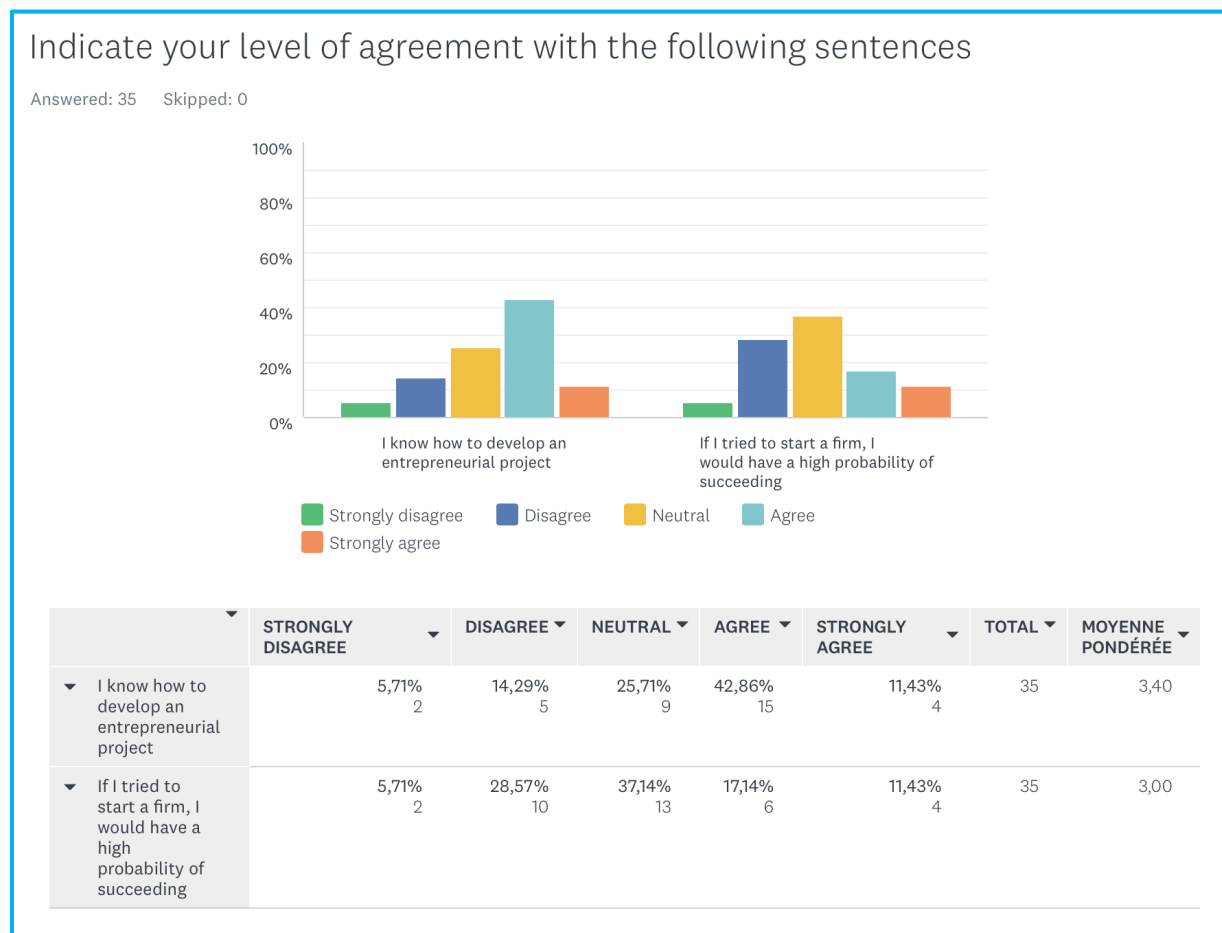


First of all, the family group was the first considered among the closest environment groups, 94.29% of respondents show that their families would approve of the decision to become entrepreneurs. Secondly, 82.86% of the respondents think that their friends would approve the decision of becoming entrepreneurs, and 14.29% think that friends would be neutral about this decision. Finally, as far as colleagues are concerned, 68.57% think that they would approve this decision and 31.43% think that they would be

neutral. The findings show that in general the respondents feel more support from their family and friends, who would be their closest people, and for their colleagues the respondents generally feel that they would be more neutral about this decision.

The third variable to evaluate is: Perceived Behavioral Control (PCB), it was measured with two affirmations for which the respondents had to show their level of agreement.

The results are as follows:



The first affirmation: “I know how to develop an entrepreneurial project” is used to measure how respondents feel about their abilities and knowledge to be ready to create

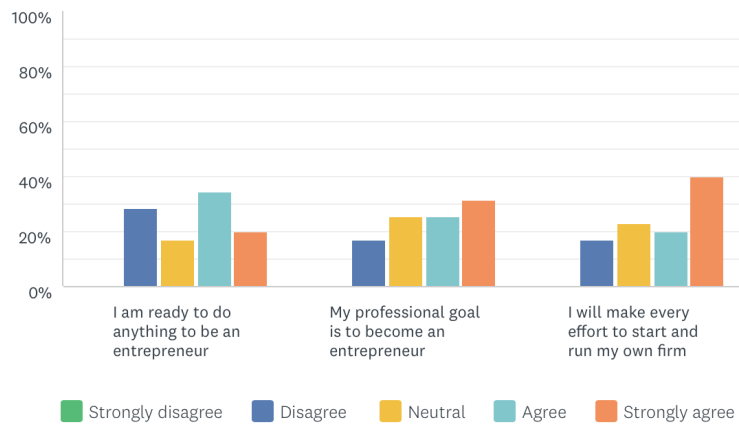
their own venture. For this statement, 42.86% of the sample agreed with the statement which means that they have acquired the tools and skills needed to develop a successful venture. However, 25.71% of the sample are neutral about this statement, which could mean that they actually could have received the knowledge about how to develop an entrepreneurial project but they would not know how to use it.

The second affirmation which measures the previously mentioned variable is: “If I tried to start a firm, I would have a high probability of succeeding”. The results show that participants mainly responded negatively and neutrally when thinking if they would succeed if they started a business, with 28.57% disagreeing with the statement and 37.14% being neutral. These results show that the sample knows that there are great advantages to starting a business if it is successful, but one of the disadvantages is that there is also a probability of failure. 28.57% of the sample think they would have a great chance of success, and have more of an entrepreneur's attitude: such as the willingness to take risks and maintaining a positive attitude.

Finally, one of the most important variables for this study is: Entrepreneurial Intention (EI). This variable gathers all the previous ones and demonstrates if the sample would really be interested in entrepreneurship and sees it as a career goal. For the measurement of this variable, three statements were presented to the respondents and they showed their level of agreement, the results are shown below:

Last one: Indicate your level of agreement with the following sentences

Answered: 35 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	MOYENNE PONDÉRÉE
I am ready to do anything to be an entrepreneur	0,00% 0	28,57% 10	17,14% 6	34,29% 12	20,00% 7	35	3,46
My professional goal is to become an entrepreneur	0,00% 0	17,14% 6	25,71% 9	25,71% 9	31,43% 11	35	3,71
I will make every effort to start and run my own firm	0,00% 0	17,14% 6	22,86% 8	20,00% 7	40,00% 14	35	3,83

The first affirmation to evaluate the mentioned variable is “I am ready to do anything to be an entrepreneur”. The results did not show a concentration of the data, instead they are very spread out and it is difficult to see exactly if the sample is ready to do anything to become an entrepreneur or not. However, 34.29% agree and 20% strongly agree, showing that a total of 54.29% of the sample are positive and in agreement with the aforementioned statement. However, a total of 45.71% of the sample is between disagreeing and being neutral.

The results for the agreement about the statement: “My professional goal is to become an entrepreneur” shows a positive outcome for the research as 57.14% of the sample agrees with this statement; which means that more than half of the sample considers entrepreneurship as their professional objective. This is positive knowing that most of the sample have received courses in the field of entrepreneurship. However, 17.14% of the sample states that entrepreneurship is not part of their professional plans and 25.71% are neutral.

Finally, the last statement is: “I will make every effort to start and run my own firm”. For this last section the results were positive, as 60% of the sample agree that they will make any effort to have their own company. This shows us that a large part of the sample have strong intentions to become entrepreneurs.

5. Theoretical and managerial implications

5.1 Theoretical implications

This study investigated the influence of entrepreneurial education on the intention of creating a business. After analyzing the results obtained from the surveys in both English and French it is possible to confirm the theories previously discussed in the literature review. It can be concluded that entrepreneurial education is an important tool in fostering entrepreneurial activity. Moreover, entrepreneurial education positively affects attitudes towards subjective norm, perceived behavioral controls, and entrepreneurial intention.

We can also say that the decision to become an entrepreneur and establish a new business is influenced by the past experiences of the person concerned, including his or her educational experiences; the opportunities that present themselves over time and

the barriers in their environment. Specifically, it was possible to observe that the influence of the environment plays an important role when it comes to entrepreneurship.

When measuring through the surveys, it was possible to demonstrate that the difference between the French and the rest of the sample that carried out the survey in English, lies in their perspective on becoming an entrepreneur. When analyzing secondary sources, evidence showed that the French consider entrepreneurship to be a high risk activity with a strong probability of failure and many regulations involved, that they prefer to avoid. In this specific case, the results can be contrasted with those obtained in Mentoor and Friedrich's research (2007) where they concluded that participation in entrepreneurship classes with a management course did not help in the improvement of participants intentions to become entrepreneurs, precisely because of the contextual conditions that influence individuals.

In contrast, the results obtained from the surveys carried out in English showed that after having received entrepreneurship classes, the attitude towards entrepreneurship is positive since a large part of those surveyed demonstrate that they have an understanding of the benefits of becoming an entrepreneur. They stated that it would give them more independence and that it would help them to know better their skills. Moreover, the attitude is positive in the sense that the majority of the sample considers a career as an entrepreneur attractive and believe that it would give them more advantages than disadvantages in general.

In conclusion, enterprise education programs increase the perceived feasibility and desirability of an entrepreneurial career enhancing the capabilities for opportunity recognition.

5.2 Managerial implications

Thanks to the results obtained after the completion of this study, it is expected that an academic contribution will be made. These results are intended to provide future input

on the content and methodology of entrepreneurship classes, whether it be for those who give workshops in this field or for teachers who wish to improve long-term results in terms of their students' motivation to become entrepreneurs.

First of all, it should be noted that part of the results obtained are aimed at teachers in the field of entrepreneurship who teach in France. They should emphasize in their sessions that although entrepreneurship is a risky career path that has a chance of failure, if it is done with all the motivation and management skills necessary, it is possible that in the future the venture will succeed the entrepreneur will experience advantages that they would not have experienced had they worked for a company as an employee.

For the above-mentioned reasons, teachers in this field are recommended to be able to enhance the great advantages and benefits of becoming an entrepreneur. This can be achieved through the inclusion of testimonials and dynamic teaching methods where students can learn and be encouraged by the experiences of entrepreneurs. It can also be supported with the inclusion of dynamic practices that make students practice the skills learned in class in a real business with an innovative idea. The school can also motivate these students with investment funds for entrepreneurs with seed capital to develop their ideas. This suggests that entrepreneurship programmes can inspire students by increasing their perceptions on the possibility of becoming an entrepreneur.

It is also possible to establish a suggestion for entrepreneurship courses, as motivational activities can have a great influence on the entrepreneurial intention such as business visits to start ups and classes given by external speakers, entrepreneurs and teachers. Field visits, internships and work placements might enhance attitudes towards becoming an entrepreneur by placing students with active entrepreneurs so they can observe, and experience to some extent what it is like to be an entrepreneur. These activities have the ability to develop the students' self-confidence in their ability to

become entrepreneurs, this translates into self-efficacy towards entrepreneurship (Ahmed T. 2019).

Furthermore, a recommendation for developing countries' governments is to implement programs that encourage innovation through entrepreneurship. This can be a strategy where governments propose investment funds for ventures to enhance economic growth. In addition, governments can propose workshops and conferences to guide those who have started businesses, and to encourage others to also become entrepreneurs. Educating and accompanying people on the entrepreneurial process. Generating incentives and assistance for entrepreneurs gives way to new forms of job creation and therefore poverty reduction, development and social improvement, as well as an opportunity to generate greater economic growth and competitiveness.

Finally, it is recommended for future studies in this field to carry out measurements to connect entrepreneurial intention with behavior over time to see if those who are educated in entrepreneurship decide to start their own business or if they prefer to enter the workforce instead. For this purpose, it is recommended to carry out a study with a longitudinal design where the collection of information is carried out at different points in time in order to make inferences about the evolution of those who received entrepreneurial education and if they decided to start a business, analyze its causes and effects. Moreover, it might still be possible to develop a more sensitive measure of concurrent entrepreneurial behaviour, for example, through interviews with emerging entrepreneurs.

6. Conclusion

In conclusion, entrepreneurship education programs have a positive effect on the entrepreneurial attitudes and intentions of those who take courses in this field, but conceptual barriers in the environment can hinder their decision to become entrepreneurs. Moreover, entrepreneurial behaviour is related to the formation of the intention, but when there are constraints in the context such as regulations and laws that obstruct entrepreneurs and when culturally there is a high fear of failure, as in the case of France, intentions cannot be directly translated into entrepreneurial behaviour.

This suggests that, while entrepreneurship education provides opportunities for students to obtain entrepreneurial knowledge and skills towards the development of their business competencies; These programs do not necessarily have a direct impact on entrepreneurial behaviour, so it is therefore recommended to generate a longitudinal study in the process of those who receive entrepreneurial courses to get to know if these courses can lead to a more entrepreneurial society.

Finally, it is essential to warn those who want to teach about entrepreneurship that it is important to take into account the factors that may hinder entrepreneurship. In structuring these programs, it is necessary to take into account the country-specific contextual barriers and opportunities. Also, it is worth making the entrepreneurship classes dynamic with the participation of real entrepreneurs, activities such as simulating a business venture and business visits to start-ups. In addition, it is recommended for courses in this area to enhance entrepreneurial skills such as creativity, determination, resilience and self-efficacy; and to teach how to overcome difficulties and obstacles that may be encountered.

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7.3 Appendices

7.3.1 Surveys in French

Entrepreneurship (Français)

1. Avez-vous reçu une formation en entrepreneuriat ?

OUI

NON

2. Attitude à l'égard de l'esprit d'entreprise

	Pas du tout d'accord	Plutôt pas d'accord	Ni d'accord ni pas d'accord	Plutôt d'accord	Tout à fait d'accord
Être entrepreneur me donnera de l'indépendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être entrepreneur m'aidera à mieux connaître mes capacités	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Une carrière d'entrepreneur est attrayante pour moi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pour moi, être entrepreneur implique plus d'avantages que d'inconvénients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Si vous décidez de créer une entreprise, les personnes de votre entourage proche approuveront-elles cette décision ?

	Désapprobation	Neutre	Approbation
Famille	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collègues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Indiquez votre degré d'accord avec les phrases suivantes

	Pas du tout d'accord	Plutôt pas d'accord	Ni d'accord ni pas d'accord	Plutôt d'accord	Tout à fait d'accord
Je sais comment développer un projet entrepreneurial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Si j'essayais de créer une entreprise, j'aurais une forte probabilité de réussir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Le dernier : Indiquez votre degré d'accord avec les phrases suivantes

	Pas du tout d'accord	Plutôt pas d'accord	Ni d'accord ni pas d'accord	Plutôt d'accord	Tout à fait d'accord
Je suis prêt à tout pour être un entrepreneur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mon objectif professionnel est de devenir un entrepreneur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je ferai tout mon possible pour créer et gérer ma propre entreprise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Terminé

Optimisé par



[Créer un sondage](#) en quelques clics !

7.3.2 Surveys in English

Entrepreneurship

1. Have you had any education in entrepreneurship?

YES

NO

2. Attitude towards entrepreneurship

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Being an entrepreneur will give me independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being an entrepreneur will help me to know my abilities better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A career as entrepreneur is attractive for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being an entrepreneur implies more advantages than disadvantages to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. If you decide to create a firm, would people in your close environment approve of that decision?

	Disapproval	Neutral	Approval
Family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Indicate your level of agreement with the following sentences

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I know how to develop an entrepreneurial project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I tried to start a firm, I would have a high probability of succeeding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Last one: Indicate your level of agreement with the following sentences

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I am ready to do anything to be an entrepreneur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional goal is to become an entrepreneur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will make every effort to start and run my own firm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Terminé

Montpellier Business School Bachelor Programme	Bachelor Thesis
Autor : Last Name : VELEZ BOHORQUEZ Name : Laura Isabel Date: 03/ 03/ 2020	
WHAT IS THE INFLUENCE OF ENTREPRENEURIAL EDUCATION ON THE INTENTION OF CREATING A BUSINESS?	
Abstract <p>A society where its members are educated in entrepreneurship and therefore show an entrepreneurial attitude and behaviour is likely to generate innovation, development and competitiveness. The purpose of this study is to investigate the connection between entrepreneurial education and Entrepreneurial Intention (EI) in order to predict an individual's decision to start his or her own business. Using a non-experimental, cross-sectional causal analysis, this study analysed the incidence of entrepreneurial education in the intention of creating a business and measured these results against a similar study conducted in 2019. Entrepreneurship education programs play an important role in determining entrepreneurial intentions and attitudes. However, the country-specific context has a big influence on one's intention to become an entrepreneur. This study definitely answers the exposed question showing a positive correlation between both variables. Further studies should analyse the longitudinal evolution of individuals who receive entrepreneurial education in order to know whether they decide to become entrepreneurs or not.</p>	
Key words <p style="text-align: center;">Entrepreneurial education - Entrepreneurial intention - Socioeconomic growth - Business creation - Personal Attitude - Subjective Norm – Perceived Behavioural Control</p>	