المجلة الإلكترونية الشاملة متعددة التخصصات
العدد العشرون شهر(1) 2020

An Exploratory Study of the Entrepreneurial Orientations and Motivations among the Masters Level Students at Jeddah University

[1]Majed Shafi
Master of Entrepreneurship Innovation and Creativity

[2]Dr. Maqsood Hussain junaidi
Department of Supply & Finance
College of Business, University of Jeddah

[1]majed.shafi@yahoo.com

Abstract

This research aims at identifying the entrepreneurial orientations and motivations among master level students of University of Jeddah through determining the intellectual framework for entrepreneurship, its importance, and the characteristics of the entrepreneur, estimating the possibility of the master level students of University of Jeddah for entrepreneurial projects after graduation, estimating the master level students of University of Jeddah readiness to establish these projects immediately after graduation, and determining differences between student responses on entrepreneurial orientations and motivations to determine the main axes of the research question and develop hypotheses. In addition, it relies on rational thinking and inductive approach to extrapolate research topics and review studies, theoretical research, publications, and regulations issued by the relevant authorities. Researcher used Covariance Matrix and Alpha coefficient in measuring the stability of the questionnaire (Alpha).Questionnaire questions were answered and processed using a 5-point Likert scale and some measurements of dispersion and central tendency. The research is based on the exploratory approach, and a questionnaire to explore the level of entrepreneurial orientations and motivations of University of Jeddah master level students, the sample of the research consisted of (100) master level students at University of Jeddah in the second semester 2019.

Keywords: Exploratory Study, Entrepreneurial Orientations, Motivations, Master, Jeddah.

1. Introduction

Youth is a power that can contribute to the economic development of Saudi Arabia. At this period, most of the youth are currently in the process of completing their studies and preparing themselves for the job sector. Most of the vacancies in the public and private sectors require the candidates to have an appropriate level of education as one of the criteria to be fulfilled. There is evidence in the literature that entrepreneurship education has helped university students develop positive attitudes toward entrepreneurship and increased their positive perception of business viability (Bae et al., 2014).

Saudi Arabia has been interested in entrepreneurship through the Kingdom vision of 2030 to achieve the following objectives; spread the culture of entrepreneurship, increasing the contribution of SMEs to GDP and create more jobs through small and medium enterprises (Media Center for the Vision of Saudi Arabia 2030, 2016a). These objectives promote entrepreneurship and innovators, particularly innovations that provide effective solutions to existing problems of society. According to Chen, Chang & Mahmood (2009), many universities and higher education institutions in Malaysia have started to introduce courses related to entrepreneurship or major in entrepreneurship, for instance, Multimedia University (MMU) has launched a program known as Bachelor of Multimedia (Media Innovation and Entrepreneurship) with Entrepreneurship as a core course. As for United States, entrepreneurship reached 99.7% of total companies. Half of the workforce is employed in the private sector. Small businesses generate 80-90% of new jobs annually. Contribute more than (50%) of (GDP). Accounting for 97% of US exports. And that its role is increasing in two important areas: job creation (65%) in small businesses. And in the field of creativity (55%) of the creations (392) different industry. And 95% of total creations. Entrepreneurship in the rest of the world is increasing. (Daft, 2010).

For entrepreneurship in Saudi society, the entrepreneurial economy is characterized by a decentralized industry structure where smaller firms and individuals can play a greater role in economic growth. Flexibility, initiative and knowledge are key factors in production that give weight to growth in the leading economy. The entrepreneurship sector has also proved to be a contribution to the development of the Kingdom of Saudi Arabia, especially small and medium enterprises, where the contribution of individuals plays an essential role in the service of Saudi society.

Therefore, Saudi Arabia ranked 13th in the world and the first in Middle East's leading provider of business facilitation (Ease of Doing Business), according to Dong Business magazine report (Al-Sharqiya Chamber, 2012).

The percentage of entrepreneurs in the Saudi market varies according to the level of education (post-secondary, university, post-graduate). The level of university education is one of the obstacles to entrepreneurship. The availability of entrepreneurship is no longer the accumulation of factors of production of technology, information and material resources sufficient in itself to generate real economic growth, but the development of human resources for the formation of individuals They have the ability to create, innovate, exploit opportunities and take risks, as well this sector suffers from the need for establishment of a special system for the research and development of entrepreneurship adopted by the State to contribute effectively to supporting the small and medium-sized business entities in the Saudi market and the limited support available to support and develop the skills of entrepreneurs, especially in the pre-business phase Planning and guidance skills), weak and limited specialized and technical skills for entrepreneurs, lack of technical assistance provided Especially in the fields of providing work skills, and low efforts directed at helping entrepreneurs plan production and connect it to the needs of the market. (Al-Sharqiya Chamber, 2012). Prosocial motivated entrepreneurs create value in their communities by establishing new venturing activities that help others and alleviate the suffering of people who face challenging circumstances (Moroz et al., 2018).

In view of what has been presented in advance, most countries in the world demand that their universities participate in a more difficult task that will play a more direct and important role in the development of their economic communities, especially through the process of organizing and managing projects and creating enabling environments to strengthen the role of the initiative.

Therefore, Saudi universities, including University of Jeddah, are required to be more capable of developing entrepreneurship and project management for their students to contribute directly to economic development.

Motivation has been found to play a key role in internationalization and international entrepreneurship (Dimitratos, 2016), However entrepreneurship education has not received the importance it deserves at the higher education and university education in the Arab world, where (Zidane, 2012) conducted the lack of interest of Arab universities in general and Saudi universities in particular in educating young people about the culture of entrepreneurship, noting that only 9% of the higher education institutions in Saudi Arabia initiated the teaching of the courses of Entrepreneurship Science in their colleges, while at a developing country such as India exceeded the proportion (50%) of institutions of higher education.

Many local and international reports have pointed to the increase in unemployment rates among Saudi youth, where government and private institutions are unable to meet the needs of young people looking for work in light of the increase in the number of residents and the number of graduates of universities and educational institutions. (Arab Organization for Education, Culture and Science, 2014). The overall rate of unemployment in Saudi society amounted to about (71.7%) of the total labor force. (Authority of Statistics report for the year 2014). Therefore, it is important to highlight the importance of leadership in the business world, and to educate students about their benefits and their role in supporting economic and social development in society (Dabai, 2012).

Thus, the research problem is related to the thinking prevalent among the university master level students in the search for safety in the public sector and the fear of the completion of projects of their own. The research focuses on exploring the entrepreneurial orientations and motivations of University of Jeddah master level students; therefore, the present research seeks to answer the following main question: **What are the entrepreneurial orientations and motivations among master level students of University of Jeddah?**

This research deals with a new topic that focuses on the development of entrepreneurship. First, it is a response to the vision of the Kingdom of 2030 to develop entrepreneurship among the university master level students in the light of 2030 vision and motivate master level students to entrepreneurship and give them the ability to create new projects or obtain creative jobs that will lead them to entrepreneurship, which will reduce unemployment and enrich the institutions they will work on. Second, this research provides:

(1) the opportunity for responsible for the development of teaching performance of university staff to train them teaching Entrepreneurship, to help them deposit modern methods to help keep pace with requirements of new economy, (2) Saudi-based tools that benefit Saudi researchers and enrich the Saudi scientific environment. Finally, it demonstrates the level of the entrepreneurial orientations and motivations of University of Jeddah master level students, which is very important to help students to innovate in the organization and management of their future projects, thus standing on the level of these competencies to help them to identify the strengths and shortcomings in this aspect.

The study is based on the exploratory approach which to explore data and information which can be collected to crystallize the theoretical framework. The researcher will prepare a questionnaire to explore the level of entrepreneurial orientations and motivations of master level students at University of Jeddah. The tool will be described in the field part of the research; to achieve the research objectives and results. The research population: master level students at the University of Jeddah. The research sample: The sample of the research consisted of 97 master level students at University of Jeddah in the second semester 1440/1441 AH. The details of the samples of the study sample will be presented in the section on the field study procedures. The researcher will rely on the data sources provided by the University of Jeddah through the electronic library, which contains books and academic articles, the researcher used sources as (Mandumah, Science direct, Springer, Edu search, Proquest).

2. Literature review

Regni (2010) aimed to highlight the importance of entrepreneurship in the business world and ways of preparing students in the classroom environment using simulation methods such as construction methods. Creating students using simulations allows them to explore the most successful entrepreneurial opportunities in the business world and identifies problem-solving techniques that may face new entrepreneurial opportunities by taking advantage of the success stories of experienced, professional and successful entrepreneurs, and mixing between the theory and practice and continuing education. Boyles (2012) aimed to identify some of the abilities, skills and knowledge associated with entrepreneurship among university students to meet the challenges of the twentieth century.

The descriptive approach used the analysis of the literature related to the subject of the study, and found that the most important skills and knowledge related to entrepreneurship are basic literacy Science and technology, literacy, information and communication management, creativity and innovation skills, curiosity and desire for adventure, logic, thinking, flexibility and adaptability, initiative, self-direction, productivity, accountability Responsibility, cooperation and teamwork, global awareness, and social and cultural skills.

Dabic, et al. (2012) aimed to detect the sexual differences between the students in their attitudes towards entrepreneurship and the needs of education for leadership. The descriptive approach was used and a questionnaire was applied to a sample of 3620 students from universities More than 10 countries, and found differences between students and students in favor of students in the leading education, students are less willing to start their lives in private companies, and there are significant differences between the sexes in the feasibility despite the feeling of support from their families, and less self-confidence and feel Concerned about entrepreneurship. Gibb (2012) aimed to build the strategic framework of the university entrepreneurship in order to develop this leadership. The analytical descriptive approach was used through analyzing literature and drawing lessons learned from a number of universities to achieve strategic synergy between existing activities at the university. To develop a strategy for the university to activate and develop entrepreneurship. The themes included: message, governance and strategy, transfer of knowledge and involvement of stakeholders, and education for leadership. Each axis was divided into a number of sub-axes.

Castiglione et al. (2013) explore the entrepreneurship orientation of university students. The future planning of the sample appears to be oriented to self-employment rather than entrepreneurship or employed work. Students have indicated the changing society, lack of business-knowledge, social support, and family time as equally important as the difficulties of entrepreneurship as a career. Students with a family entrepreneurship background were more oriented to create their own business and they give more importance to the fact that entrepreneurship career has a negative impact on family time. The strongest motivations for respondents in starting their own business were economic independence and self-government. Zhang (2013) aimed to identify the psychological characteristics of entrepreneurs in China's universities. The descriptive approach was applied.

A questionnaire was applied to a sample of 829 students. The psychological characteristics included five aspects: the ability of projects, beliefs, Entrepreneurship awareness and entrepreneurial motivation have led to increased student awareness of entrepreneurship, while others are of the same level. There are significant differences in belief in the initiative, awareness and motivation of both sexes. However, students' awareness of projects is not enough to succeed in business, it is necessary to have professional future for students, with the effort to improve the last four factors.

Ali (2015) aimed at determining a survey of the adult population of occupied Palestine. The survey found that 9.5% of the population surveyed in the Occupied Palestinian Territory (OPT) of young people in the age group (18-34 years) had their own projects. It found that only 1% of the youth in this age group had successful projects. The results of the study showed a negative correlation between household income and the establishment of entrepreneurial projects, and that sex has an impact in the direction of leadership number the males also appeared to be four times the number of females. In addition, there was a positive correlation between the level of education and entrepreneurship. Çolakoğlu and Gözükara (2016) aimed at comparing personality traits based on the attitudes of university students toward entrepreneurship. This study was conducted in a foundation university in Turkey. The study data was collected using questionnaires. According to the study results, students with entrepreneurial intention are more innovative, have higher need for achievement and greater internal locus of control than those who do not have such intention.

Ferreira et al. (2017) compare motivations for entrepreneurship, business planning, and risk management between two groups of university students: those who already had a business (experienced entrepreneurs) and those intending to start one (potential entrepreneurs). 424 undergraduate and graduate students participated in the survey study. Descriptive and inferential analyses were conducted to compare the groups. The results indicate that the entrepreneurial motivations of potential student entrepreneurs are higher than those of experienced student entrepreneurs. In the process of creating the business, it was shown that both groups of students are cautious about managing business risks, but the group of potential student entrepreneurs appeared more concerned with the business plan than the experienced group.

Bergmann (2018) aimed at analyzing the relationship between university characteristics and such climate perceptions of 8009 students at public universities in Germany. We find university entrepreneurship measures to have a positive effect on students' climate perceptions, which also depend on students' background and gender. In addition, we find evidence for different peer effects, depending on students' affinity for entrepreneurship. For the general student population, including entrepreneurship content in their normal studies seems to be required to initiate a social process of sense making. Overall, the study is important for establishing a more favorable and inspiring climate for becoming an entrepreneur at higher education institutions.

Fichter and Tiemann (2018) suggest that a growing number of universities are embracing the notion that sustainability should and can be integrated into the university support system for entrepreneurship, or that sustainability activities should be implemented and promoted with entrepreneurial spirit. This finding relates positively to the demands by policy makers that sustainable entrepreneurship should be addressed in (higher) education, to prepare the mind-set of future "green entrepreneurs". However, there are hardly any insights concerning how an appropriate university system should be designed and which factors influence the emergence and implementation of university support systems for sustainable entrepreneurship. The study addressed this research gap by means of a qualitative multi-case study approach. The results indicated that the four areas of potential influence derived from theory and the literature (environmental context, institutional framework, key persons and external interaction) are actually relevant. The case studies support the assumption that the role of key persons as initiators, promoters or networkers is of outstanding importance.

Olokundun et al. (2018) present data on the extent to which experiential teaching methods in entrepreneurship adopted by Nigerian universities stimulate students' entrepreneurial interest and business startups. Data have been gathered following a descriptive cross-sectional quantitative survey conducted among university students (N = 600) of four selected institutions in Nigeria offering a degree program in entrepreneurship. Hierarchical Multiple Regression Analysis was used in confirming the hypothesis proposed in the study using the Statistical Package for Social Sciences (SPSS) version 22.

The findings from the analysis showed that the adoption of experiential practical activities considered as best practices in entrepreneurship teaching in Nigerian universities can stimulate students' interest and drive for engaging in business start-up activities even as undergraduates. The field data set is made extensively available to allow for critical investigation.

The literature review have shown that there is a global interest in the development of entrepreneurship among university students, as well as the importance of the role of the university in this development, with different objectives and environment of these studies. It is clear from reading and analyzing literature review the scarcity of Arab educational studies that dealt with skills and entrepreneurship competencies, and there is no direct study dealt with the subject of the current research, this research will benefit from the literature review in the formulation of the theoretical framework, and in the formation of research literature in terms of concepts and methodology. Building and drafting research tools, and benefit from the results of these studies in the interpretation of this research results, as well as in the development of recommendations and proposals according to the nature of the study.

3. Methodology

The researcher will focus his field study on the master's students at the Faculty of Business at the University of Jeddah. The sample of the study will be a Stratified random sample (1) of the master's students in various disciplines, using the list of questionnaires as a means of data collection, which will be formulated to suit the purpose of the study and its questions. The data will be processed and analyzed using statistical methods from the total ready statistical programs using the Statistical package for social science, and the 5% significance level, corresponding to the 95% confidence level, was used to interpret the tests performed, using some statistical methods of central tendency measurements, dispersion measurements, percentages and chi-square test.

3.1. Sample of the study

In this part of the study, the researcher reviews the research community, its sample, the method of data collection and the method used in the statistical processing of the primary data. The study society consists of the master students of the Faculty of Business at University of Jeddah in all aspects of the different disciplines in order to complement the directions and motivations of entrepreneurship among the master's students at the College of Business in Jeddah and as a complement to the requirements of graduation from the Masters in Creativity and Entrepreneurship.

The sample of the study is a group that was selected in a simple random way from the study population. (100) questionnaires were distributed to the master students at the Business University in Jeddah, Omdurman city, to identify the point of view of this category as the direct entity that has the motives for the Entrepreneurship business. Out of the total of (100) individual, the number of questionnaires received and analyzed was (97) i.e. the total response rate is (97%) of the number of questionnaires distributed. This sample is relatively large in statistical terms, leading to acceptance of the results of the study and dissemination to the original community according to the questionnaires classification table below:

Table 1: Questionnaires classification table

Number of distributed questionnaires	-	(100)	100%
Number of Excluded and repeated Questionnaires	(2)		2%
Number of questionnaires that do not meet the data.	(1)		1%
Number of analyzable questionnaires		(97)	97%

Source: Researcher from field study data

3.2. Tools and means of data collection

The researcher relied on obtaining the preliminary data for the study on the master students at the Faculty of Business at the University of Jeddah. A questionnaire consisting of 3 questions covering the basic aspects and aspects of the socio-economic characteristics of the participants was circulated. Each question paragraph was assigned a five-point rating (strongly agree), (agree), (neutral), (disagree) (Strongly Disagree), On the Point Likert scale.

Some of the previous studies that relied on the questionnaire have been referred to in all the data that are somewhat similar to the objectives of this study, taking into account the differences between these studies and the current study both in terms of quantity and quality of information and who will answer the questionnaire To add and modify what the researcher considers appropriate for the study population and its sample.

The questionnaire (1) was presented to some of the specialists in the field of business and Entrepreneurs in Saudi Arabia, a group of participants and specialists in their fields to get their judgment, where they made their observations on the paragraphs of the questionnaire. These observations were studied and taken into consideration to produce the questionnaire in its final form.

Annex (1) contains the distributed questionnaire form and accompanying letter. 97% of the distributed forms were collected after being sorted and confirmed for their analysis. The stability of the questionnaire was measured using the Covariance Matrix. The differences and stability of the tool means that the data collection tools measures the aspects that meant to be measured by the tools and the stability of the tool (questionnaire) used to give the same results or close results if the measurement process is repeated on the same sample in similar conditions or on a similar sample. An Alpha coefficient was used to test the validity of the responses to the questionnaire paragraphs as this parameter measures the internal stability of the questionnaire and its ability to give consistent results to the respondent's answers towards the questionnaire paragraphs. The value of Alpha coefficient varied frpm (0 - 100) and be statistically acceptable if it exceeds 60% (Sekaran 2003) then the tool stability will be considered as good and we can generalize the results.

The reliability and accuracy of the questionnaire (86.7%) was confirmed by Alpha, where stability was found, and that the weighted mean values are close to the selected sample responses, and the suitability of dispersion and centralization measures when conducting statistical characterization, the Alpha analysis reliability scale measurement, and conducting the stability measurement samples. The researcher used the questionnaire paper as a means of collecting the necessary data for the sample of the study. Some previous studies have been used to test and formulate the questionnaire items so as to serve the purpose of the research and to reach the results that express the reality.

The questionnaire consists of two parts. The first part deals with the demographic characteristics of the sample members such as the school stage, the type of specialization in the master's degree, and the work or job. The second part consists of two axes. Each axis includes a set of questions through which the orientations and motives of entrepreneurial activities are measured as follows: (1) Degree and level of awareness and orientation towards entrepreneurship and entrepreneurship projects and (2) motives for entrepreneurship and entrepreneurship business. The sample was asked to answer the above questionnaire according to the Likert Scale and the scale scores were given from (5) to (1) (5-1) respectively, with 5 indicating the highest agree degrees and 1 being disagree. Where the researcher relied on the treatment of data on non-empirical statistical tests (Nonparametric Method), which is consistent with the nature of this study where there is no confirmation of the theoretical distribution of the original population from which the sample was chosen and this type of tests applied when there are a few assumptions and accordingly, the tests used in the analysis of the data were as follows.

Use of the Chi-Square Goodness of Fit test to compare sample responses to determine whether there are statistically significant differences between participants' attitudes or non-significant differences and to achieve that the following has been considered:

1. Determine relative weights on the questionnaire questions as follows:

Table 2: Relative weights of responses to questionnaire questions

Answer	Relative weight
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

Prepared by the researcher from the field study

The Excel spreadsheet program was used to empty data from the questionnaires, prepare the data file, then the data validity was reviewed and checked against questionnaires, and then the statistical analysis (SPSS) version (11) was used to transfer and analyze data from the Excel program.

2. The weighted average of each of the statements was calculated by the following equation:

$$\text{Weighted average} = \frac{\text{sum of the multiplication score} \times \text{corresponding repetition}}{\text{Number (repetition)}}$$

3. A range of the weighted average values of the answers to the questionnaire questions was used rather than the absolute values of the relative weights identified in the questionnaire so that the average range does not deviate from the values of each weight given to compare the participants' views on the research sample as follows:

Table 3: Table of weighted average range of responses

Average Range	Grades
1 ——————1.5	The answer is closer to strongly disagree
1.5 ——————2.5	The answer is closer to agree
2.5 ——————3.5	The answer is closer to neutral
3.5 ——————4.5	The answer is closer to agree
4.5 ——————5	The answer is closer to strongly agree

Prepared by the researcher from the field study data

The weighted average was calculated from the following equation (1): -

$$\text{Weighted average} = \frac{\sum_{R=1}^{N} K\,O\,R.}{N}$$

Whereas:

K: The number of sample answers on each statement.

O: the weight given to each answer.

N: Sample size.

The (Chi for independence) was tested to test the Chi square goodness of conciliation and to the null hypothesis (H0) test that built that the set of observations was tested according to a particular probability distribution or theory against the alternative hypothesis H1 which means that the set of views is not Consistent with this distribution and Chi-square equation will be as follows:

Chi 2 = (xn-ab/abn.) 2

Where k represents the number of views where that:

- (n = 1): Represents infinite frequencies
- SN: Represents repetitive scenes
- X: Represents expected frequency

By applying this to the research hypotheses, H0 represents the null hypothesis, namely, the impossibility of generalizing the results to the sample members of master students from the faculty of business at the University of Jeddah. H1 represents the alternative hypothesis, which is the possibility of generalizing the results to the sample of business students at the University of Jeddah. The level of statistical significance can be measured by statistical significance and the model is compared to the 0.05 significance level with a confidence level of 0.95. If the level of significance is less than 0, 05, this means that there is a statistical significance of the model and thus accept the alternative hypotheses H1. If the level of significance is more than 0, 05, this means that there is no statistical significance of the model and therefore acceptance of null hypothesis H0.

3.3. Analyzing data and presenting the results of the study

This part of the study analyzes the field study conducted by the researcher and from which he obtained the preliminary data that serve the purposes of the study through the questionnaire, the questionnaire was designed to include two types of data:

a. General data: It includes the general or personal data of the sample members. This data reflects the quality of the randomly selected sample members to represent the study population. These data include gender, school stage, and field of work (business man).

b. Study data: this data is related to measuring the orientation and motivations of entrepreneurship.

The researcher randomly selected the sample by focusing on the master's students at the faculty of Business at the University of Jeddah in the fields of Entrepreneurship, Business Administration (Marketing, Finance), and Management Information Systems. The researcher collected the questionnaires forms and reviewed them to ensure that they correspond to the number distributed. As the Number of analyzable questionnaires obtained by the researcher were (97) of the total number distributed which represent (97%).

This section of the study contains a presentation of the results of the study and the required discussion in accordance with the objective of the study and its question.

Table 4: Distribution of study sample by specialties

Specialization	**Number**	**Ratio**
Entrepreneurship	21	%22
Business Management	65	%67
administrative information system	11	%11
Total	97	%100

Prepared by the researcher from the field study data

Table 4 shows that business administration is ranked first in the sample by 67%. This is because the specialization of business administration includes and covers all types of economic activities such as marketing, finance, etc. Followed by the specialization of entrepreneurship which scored 22%, where the student specialized in this field have distinguished and creative capabilities compared to students in the other disciplines, and the information systems ranked last by 11%. Table 5 shows the characteristics of the sample members studied.

Table 5: Demographic characteristics of the study sample

Characteristics	Variable	Repetition	The ratio
Gender	1. Male	97	%100
	2. Female	0	%0
Stage Level (Study)	1. Ph.D.	0	%0
	2. Master	98	%100
	3. High Diploma	0	%0
	4. Bachelor's degree	0	0
	5. Secondary	0	%0
Employment	1. The owner of a project	11	%11
	2. Businessman	6	%6
	3. Project Manager	25	%26
	4. Employee	41	%42
	5. Student	14	%15

Prepared by the researcher from the field study data

Table 5 shows the following:

1. Most of the sample members are males with a percentage of 100%, mostly youth. This indicates that the majority prefer free work, which is characterized by creativity and entrepreneurship. It also indicates the spirit of the studied risk and achieves economic ambitions.
2. With regard to the level of the stage and the study, it is noted that most of the sample members are those with an excellent university qualification and that they are in a position to be able to adapt to the needs of the market and raise individual competence and ability to manage money better.
3. In the field of work, it was found that nearly half of the sample i.e. a ratio of 42% are employees of the government and private sector, followed by 25% of the sample are managers of entrepreneurial projects, while the rest of the sample i.e. 14% are students because they believe that entrepreneurship achieves independence and feeling Self-worth, and these ratios are sufficient indication that the vast majority of respondents are familiar with and understand the concept of entrepreneurship in business. While 17% of the sample are owners of production and p entrepreneurial projects or businessmen in various disciplines.

This indicates that the majority of the sample included in the study are young people who may be able and willing to deal with modern technological means in entrepreneurship.

In order to test the stability of the tool (questionnaire) used to give the same results or close results. If the measurement was repeated in similar conditions on the same sample or on a similar sample, an alpha coefficient was used to test the stability of the responses to the questionnaire paragraphs as this coefficient measures the extent of the internal stability of the questionnaire and its ability to provide consistent results of the answers of the respondents to the paragraphs of the questionnaire, and the value of alpha coefficient varies between (0-100) and it will be statistically acceptable if exceeded 60% then the stability of the tool will be good and we can generalize the results.

The results of the alpha test for the paragraphs of the research axes were evaluated separately and for all the paragraphs together. The value of alpha in all paragraphs was 82%. This percentage is acceptable and therefore the reliability of the measuring tool can be relied upon and the results of the study are generalizable, and the value of alpha coefficient of the responses to the questionnaire paragraphs for each part separately in relation to every hypothesis were less than or equal to the minimum acceptable level of the stability factor (60%). This means that the degree of credibility in the responses is therefore possible to generalize the results to the study population.

In order to test the stability of the tool used (questionnaire) to give the same results or close results, if the measurement was repeated in similar conditions on the same sample or on a similar sample, an alpha coefficient was used to test the stability of the responses to the questionnaire paragraphs. The extent of the internal stability of the questionnaire and its ability to provide consistent results of the responses to the paragraphs of the questionnaire, and the value of alpha coefficient varies between (0-100) and be statistically acceptable if exceeded 60% then the stability of the tool will be good, and we can generalize the results.

The results of the alpha test for the paragraphs of the research axes were evaluated separately and for all the paragraphs together.

The value of alpha in all paragraphs was 82%. This percentage is acceptable and therefore the reliability of the measuring instrument can be relied upon and the results of the study are generalizable and the value of the Alpha coefficient for the responses on the paragraphs of each part separately regarding every hypotheses of the study were less than or equal to the minimum acceptable for the stability factor (60%), this means that the degree of credibility in the responses is therefore possible to generalize the results to the study population. Now, we present the relative distribution of respondents' responses to research axes.

The study axes were tested by finding the balanced arithmetical means (the strength of the answer) and the standard deviations of each paragraph of the questionnaire according to the study axes, which included a number of paragraphs related to the subject of the study. All of these paragraphs are laid questions according to the scale of (Likert quintuple). Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, and to find the weighted arithmetic means a weight was given for each answer as follows:

- Number (5) to respondents' answers (Strongly agree)
- Number (4) to respondents' answers (Agree)
- Number (3) to respondent’s answers (Neutral)
- Number (2) to respondents' answers (Disagree)
- Number (1) to respondents' answers (Strongly disagree)

In addition, the standard deviations of all the items of the questionnaire were calculated to determine the degree of homogeneity between the respondent’s answers. It does not indicate that all the respondents agree on the paragraphs of the axis, but there are opinions contrary to that, therefore the differences between the answers of the respondents can be calculated if the differences are significant that will indicates the acceptance of the hypotheses, therefore the calculated value of the Chi square can be compared to the answers of the respondents on the axis sections with the tabular value of Chi square. If the calculated value of Chi square is less than the tabular value that will indicate that there is no significant difference, but if the calculated value is greater than the tabular value, the differences are significant.

Table 6: Relative frequency distribution of the respondents in the first axis paragraphs

Paragraphs					
	Strongly agree	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
1. Entrepreneur need a high level of dedication.	65	25	4	2	1
	%68	%25	%4	%2	%1
2. Entrepreneurship is a free work of creativity.	56	34	3	2	2
	%58	%35	%3	%2	%2
3. The entrepreneur needs a high degree of commitment to successful work.	74	15	6	1	1
	%76	%16	%6	%1	%1
4. Entrepreneur is characterized by studied risk-taking ability	86	4	4	2	1
	%89	%4	%4	%2	%1
5. Entrepreneurs need independence in work	41	38	6	8	4
	%43	%39	%6	%8	%4
6. The entrepreneur is motivated to satisfy his need for achievement.	65	20	7	3	2
	%67	%21	%7	%3	%2
7-Entrepreneur requires self-reliance	61	18	4	9	5
	%63	%19	%4	%9	%5
8. Entrepreneur have the ability to adapt to changing market needs.	62	12	20	2	1
	%64	%12	%21	%2	%1
9. Entrepreneurship avoids routine procedures at work.	60	24	4	6	3
	%62	%25	%4	%6	%3
10. Entrepreneurship helps to open new markets for commodities and products.	75	11	6	3	2
	%78	%11	%6	%3	%2
11 - Ambition increases the standard of economic life.	62	20	11	2	2
	%64	%21	%11	%2	%2
12 - Competition between people leads to increased individual efficiency.	45	35	9	5	3
	%47	%36	%9	%5	%3
13. Entrepreneurship depends on market experience and knowledge.	50	29	7	3	8
	%52	%30	%7	%3	%8
14 - Entrepreneurs are seeking to choose the right people to work.	55	27	11	2	2
	%57	%28	%11	%2	%2
15. Entrepreneurship aims at investing young people's energy and potential	54	30	7	3	3
	%56	%31	%7	%3	%3

Prepared by the researcher from the field study data

Table 7: Motives for Entrepreneurship and entrepreneurial projects

Paragraphs					
	Strongly agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
1. I think that entrepreneurship develops the spirit of innovation among young people.	48	30	7	6	6
	%50	%31	%7	%6	%6
2 - I think that free work is the best way to solve the problem of unemployment.	46	38	6	4	3
	%48	%39	%6	%4	%3
3 - I believe that entrepreneurship leads to a better social status for young people than government work.	69	23	3	2	0
	%71	%24	%3	%2	%0
4. I feel I have experience to start my own project.	54	36	4	2	1
	%56	%37	%4	%2	%1
5 - I have a passion and interest in studying the experiences of other entrepreneurs.	58	32	3	2	2
	%60	%33	%3	%2	%2
6 - I think that entrepreneurship helps to take responsibility and enhance self-confidence.	61	30	4	1	1
	%63	%31	%4	%1	%1
7 – I prefer to do the projects needed by the market.	38	31	8	14	6
	%39	%32	%8	%15	%6
8. I believe that entrepreneurship achieves independence and a sense of self-worth.	66	21	7	1	2
	%68	%22	%7	%1	%2
9 - I prefer to do my own project.	50	33	8	4	2
	%52	%34	%8	%4	%2
10 - I feel that I am able to manage my money well	60	25	6	5	1
	%62	%26	%6	%5	%1
11 - I have the desire to train on the topics of entrepreneurship during my study.	56	29	8	2	2
	%58	%30	%8	%2	%2
12. I think entrepreneurship leads to better living standards.	48	32	7	6	4
	%50	%33	%7	%6	%4
13. I fear that the project will not achieve the expected economic return.	66	24	2	3	2
	%68	%25	%2	%3	%2
14. I am afraid to take responsibility for any work on my own.	53	29	8	4	3
	%55	%30	%8	%4	%3
15. I prefer government work because it is more stable.	47	24	8	10	8
	%49	%25	%8	%10	%8

Prepared by the researcher from the field study data

The first hypothesis of the research axis provides for (degree and level of awareness and orientation towards entrepreneurship and entrepreneurial projects). To find out the trends of the respondents' opinions in the sample of the study towards the extent to which this hypothesis was achieved, the weighted arithmetic mean (the strength of the answer) and the standard deviations of the answers of the respondents were calculated on each paragraph of the first axes.

Table 8: The weighted arithmetic means and the standard deviations of the first axis paragraphs

Paragraphs	**Arithmetic mean**	**Standard deviation**	**The medium is closer to**	
			Weight	**Grade**
1. The entrepreneur needs a high level of dedication	4,02	1,14	4	Agree
2. Entrepreneurship is a free work of creativity	4,33	0,97	4	Agree
3. The entrepreneur needs a high degree of commitment to successful work.	4,75	0,60	5	Agree
4. I feel I have experience to start my own project.	4.64	0.58	5	Strongly agree
5. Entrepreneur need independence in work	4.64	0.58	5	Strongly agree
6. The entrepreneur is motivated to satisfy his need for achievement.	4.69	0.59	5	Strongly agree
Entrepreneurship requires self-reliance	3.56	1.25	4	Agree
8. Entrepreneur have the ability to adapt to changing market needs.	4.49	0.76	4	Agree
9. Entrepreneurship avoids routine procedures at work.	4.28	0.96	4	Agree
10 - I feel that I am able to manage my money well.	4.39	0.98	4	Agree
11 - Ambition increases the standard of economic life.	4.39	0.39	4	Agree
12 - Competition between people leads to increased individual efficiency.	4.13	1.16	4	Agree
13. Entrepreneurship depends on market experience and knowledge	4.64	0.58	5	Strongly agree
14 - Entrepreneurs are seeking to choose the right people to work.	4.23	0.95	4	Agree
15. Entrepreneurship aims at investing young people’s energy and potential	3.66	1.15	4	Agree

Prepared by the researcher from the field study data

It is clear from Table 8 that the arithmetic mean of the answers of the respondents on the first axis paragraphs ranged between (4.75-3.56). These means are all close to weight (4), 5 which means that the majority in the sample of the study agree that the level of awareness and orientation towards entrepreneurship and entrepreneurial projects affect their success.

The standard deviation values of the responses on the two axis paragraphs varied between (0.58-1.25) and such values indicate the homogeneity of respondents' answers to these paragraphs, i.e. they were highly agreed upon.

The results in Table 8 do not mean that all respondents are agreed upon, as there are different views. It is possible to show that there are statistical differences between the numbers of respondents who strongly agree, agree, neutral and disagree with previous results. Through the application of Chi square for the significance of differences between the answers to each of the paragraphs of the first hypothesis where the results of the test as follows:

The calculated value of the Chi-square for the significance of differences between the responses of the different respondents on the paragraphs of the axes were (143.210-222.762). These values are greater than the value of Chi-square extracted from the table below the significance level (5%) and the degrees of freedom (4) which is (9,488) and depending on what have been mentioned in table 9, this result indicates that there were statistically significant differences at the level of 5% significance among the respondents' answers to these paragraphs and for the favor of respondents who agreed on the degree of awareness and orientation towards entrepreneurship and entrepreneurial projects.

The second hypothesis of the study states that the motives for entrepreneurship and entrepreneurial business. To find out the trends of the respondents' opinions in the sample of the study towards the extent to which this hypothesis was achieved, the weighted arithmetic means (the strength of the answer) and the standard deviations of the answers of the respondents were calculated on each phrase of the paragraphs of the hypotheses.

Table 9: Results of the Chi square test for the first axis paragraphs

Paragraphs	Calculated value of Chi square	Degrees of freedom	Tabular value of Chi square
1. The entrepreneur needs a high level of dedication	143,297	4	9,488
2. Entrepreneurship is a free work of creativity	174,000	4	9,488
3. The entrepreneur needs a high degree of commitment to successful work.	244,081	4	9,488
4. I feel I have experience to start my own project.	222.762	4	9.488
5. Entrepreneur need independence in work	222.762	4	9.488
6. The entrepreneur is motivated to satisfy his need for achievement.	220.415	4	9.488
Entrepreneurship requires self-reliance	142.735	4	9.488
8. Entrepreneur have the ability to adapt to changing market needs.	200.175	4	9.488
9. Entrepreneurship avoids routine procedures at work.	185.132	4	9.488
10 - I feel that I am able to manage my money well.	186.000	4	9.488
11 - Ambition increases the standard of economic life.	253.210	4	9.488
12 - Competition between people leads to increased individual efficiency.	144.057	4	9.488
13. Entrepreneurship depends on market experience and knowledge	222.523	4	9.488
14 - Entrepreneurs are seeking to choose the right people to work	186.254	4	9.488
15. Entrepreneurship aims at investing young people’s energy and potential	143.210	4	9,488

Prepared by the researcher from the field study data

Table 10: The weighted arithmetic means and standard deviations of the second axis paragraphs

Paragraphs	**Arithmetic mean**	**Standard deviation**		
			Weight	**Grade**
1. I think that entrepreneurship develops the spirit of innovation among young people.	4,63	0,57	5	Strongly agree
2. I think that free work is the best way to solve the problem of unemployment.	4,64	0,58	5	Strongly agree
3. I believe that entrepreneurship leads to a better social status for young people than government work.	4,59	0,59	5	Strongly agree
4. I feel I have experience to start my own project.	4.64	0.58	5	Strongly agree
5. I have a passion and interest in studying the experiences of other entrepreneurs.	4.08	0.58	4	Agree
6. I think that entrepreneurship helps to take responsibility and enhance self-confidence	4.39	0.39	4	Agree
7. I prefer to do the projects needed by the market.	4.08	1.01	4	Agree
8. I believe that entrepreneurship achieves independence and a sense of self-worth.	4.23	0.95	4	Agree
9. I prefer to do my own project.	4.32	0.97	4	Agree
10. I feel that I am able to manage my money well	4.44	0.75	4	Agree
11. I have a desire to train on the topics of entrepreneurship during my study	4.22	0.92	4	Agree
12. I think entrepreneurship leads to a better standard of living.	4.12	1.15	4	Agree
13. I fear that the project will not achieve the expected economic return.	4.8	1.12	5	Strongly agree
14. I am afraid to take responsibility for any work on my own.	4.23	0.95	4	Agree
15. I prefer government work because it is more stable	4.33	0,97	4	Agree

Prepared by the researcher from the field study data

Table 10 shows that the arithmetic means of the answers of the respondents on the second hypotheses ranged between (4, 64-4, 08). These means are all close to weight (4), (5) and that indicates a majority of the study sample agrees on the motives of entrepreneurship and entrepreneurial business. The standard deviation values of the responses on the paragraphs of axis (1.15-0.39) ranged from the large homogeneity of the respondents' answers to these paragraphs, i.e., they were highly agreed upon.

The results in Table 10 do not mean that all respondents are agreed upon, as there are different views. It can be shown that there are statistically significant statistical differences between the numbers of respondents who strongly agree, agree, neutral and disagree with the previous results through the application of Chi square test for the differences significance between the answers to each of the paragraphs of the second hypothesis where the results of the test as follows:

The calculated value of the Chi-square for the significance of differences between the responses of the different respondents on the paragraphs of the second axis (231.892). These values are greater than the value of Chi-square extracted from the table below the significance level (5%) and the degrees of freedom (4) which is (9,488) and depending on what have been mentioned in table (26/3/4), this result indicates that there were statistically significant differences at the level of 5% significance among the respondents' answers to this paragraph and for the favor of respondents who agreed on the existence of motives for entrepreneurship and entrepreneurial business.

From this we conclude that the hypothesis of the first axis, which states (on the degree and level of awareness and orientation towards entrepreneurship and entrepreneurial projects) 0 and the second axis, which states that there are (motives towards entrepreneurship and entrepreneurial business) have been achieved.

Table 11: Chi square test for the difference's significance between the answers to each of the paragraphs

Paragraphs	Calculated value of Chi square	Degrees of freedom	Tabular value of Chi square
1. I think that entrepreneurship develops the spirit of innovation among young people.	231,892	4	9,488
2. I think that free work is the best way to solve the problem of unemployment.	250,811	4	9,488
3. I believe that entrepreneurship leads to a better social status for young people than government work.	274,324	4	9,488
4. I feel I have experience to start my own project.	221.110	4	9.488
5. I have a passion and interest in studying the experiences of other entrepreneurs.	198.000	4	9.488
6-I think that entrepreneurship helps to take responsibility and enhance self-confidence	242.520	4	9.488
7. I prefer to do the projects needed by the market.	144.057	4	9.488
8. I believe that entrepreneurship achieves independence and a sense of self-worth.	186.254	4	9.488
9. I prefer to do my own project	199.259	4	9.488
10. I feel that I am able to manage my money well	204.325	4	9.488
11. I have a desire to train on the topics of entrepreneurship during my study	200.852	4	9.488
12. I think entrepreneurship leads to a better standard of living.	159.952	4	9.488
13. I fear that the project will not achieve the expected economic return.	232.521	4	9.488
14. I am afraid to take responsibility for any work on my own.	165.859	4	9.488
15. I prefer government work because it is more stable	225,486	4	9,488

Prepared by the researcher from the field study data

4. Conclusion

Leading project of large scales are characterized by the rapidity of achieving project with their motto standing with single and advanced individual path. The entrepreneurial project is innovative and provides innovative idea of high destination and high risk. Entrepreneurship project are factor in stabilizing the social and economic environment with the job opportunities as well as channeling saving towards portable opportunities. Entrepreneurial projects develop from a single idea in an industry with appropriate growth and financing and accompany the successful implementation of project, while representing the company's leadership for business growth from home and abroad. The growth of the economy is based on the innovative capacity, the creation of entrepreneurial projects and the continuous expansion of investment opportunities thus enhancing competitiveness and achieving sustainable value. The increase importance of entrepreneurship in economic development has encouraged the encouragement of individual initiative for their role in providing employment opportunities.

Enhancing the role of universities in entrepreneurship based on the knowledge economy, it is an advanced research and development base, and environment to encourage innovation and support professional development and continuous improvement. Provide administrative, technical and advisory support programs through seminars, and scientific conferences, evaluation studies for investment opportunities and feasibility to projects. The existence of basic educational with the technical intention the provision of a base qualified human resources capable of implementing innovative ideas. Provide financial administrative, technical and concessional support to encourage the adaptation of new feasible idea and to transform them into productive entries. Supporting local chambers of industry and an adapting patent in order for innovation to be part of culture of society.

References

- Abdul Hadi, E & Salman, S. M., (2011), Role of Entrepreneurship in Economic Development. **Second International Forum on Outstanding Performance of Organizations and Governments**, University of Ouargla.
- Abdul Hamid, A. Alothmany, N. & Maghbool, S. (2014). Entrepreneurship and Unemployment in The Kingdom of Saudi Arabia **Working Paper Submitted to the Saudi Economy Conference**: challenge and Opportunities.
- Abdul Wadood, A. R., (2011), **Survey Studies for Small and Medium Enterprises for Ramah Governorate**, Mugama University.
- Ahnov, M., & Yusupov, N. (2017). Risk attitudes and entrepreneurial motivations: Evidence from transition economies. ***Economics Letters***, (160), 7- 11.
- Akmaliah, Z. P., & Hisyamuddin, H. (2009). Choice of self-employment intentions among secondary school students. ***The Journal of International Social Research***, 2(9), 540–549.
- Ali, Samir Abdulla (2015). "**Raising Entrepreneurship among Youth in the Occupied Palestinian State**: An Effective Option to Combat Unemployment". Strategic Perspectives. Available at: http://strategicvisions.ecssr.com/ECSSR/ECSSR_DOCDATA_PRO_EN/Resources/PDF/Rua_Strategia/Rua-Issue-09/rua09_78.pdf
- Almeida, G. O. (2013). Values, attitudes, and entrepreneurial intention: a study with Brazilian and Cape Verdean university students. **Ph. D. Dissertation**. In Escola Brasileira de Administra¸cão Pública ede Empresas. Centro de Formac¸ão Acadêmica e Pesquisa.
- Almukhlafi, A. T., (2014). **The Reality of Education for Entrepreneurship and Saudi Government Universities**: An Analytical Study, King Saud University.
- Al-Shammari, Ahmed Abdul Rahman and Al-Mabarek, Wafaa Nasser. (2011), **Entrepreneurship**, (I6), Riyadh.
- Arab Organization for Education, Culture and Science (ALECSO) (2014). **Preparing the Arab youth for the labor market - a strategy to include entrepreneurship and skills of the 21th century in the Arab education sector**. ALECSO, Tunisia.

- Bae, T. J., Qian, S., Miao, C., & Fiet, J. O. (2014). The relationship between entrepreneurship education and entrepreneurial intentions: A meta-analytic review. ***Entrepreneurship Theory and Practice***, 38(2), 217–254.
- Barba-S. V., & Atienza-S. C. (2012). Entrepreneurial behavior: Impact of motivation factors on decision to create a new venture. ***Investigations Europeans de Direction y Economy de la Empress***, 18, 132–138.
- Baron, R. A., & Ensley, M. D. (2006). Opportunity recognition as the detection of meaningful patterns: Evidence from comparisons of novice and experienced entrepreneurs. ***Management Science journal***, 52(9), 1331–1344.
- Bergmann, H., Geissler, M., Hundt, C., & Grave, B (2018). The climate for entrepreneurship at higher education institutions. ***Research Policy***, 47(1), 700- 716.
- Boyles, T (2012). 21th century knowledge, skills, and abilities and entrepreneurship competencies: A model for undergraduate entrepreneurship education. ***Journal of entrepreneurship education***, 15, 14- 55.
- Brinckmann, J., Grichnik, D., & Kapsa, D. (2010). Should entrepreneurs plan or just storm the castle? A meta-analysis on contextual factors impacting the business planning–performance relationship in small Firms. ***Journal of Business venturing,*** 25, 24–40.
- Castiglione, C., Licciardello, O., Rampullo, A., & Campione, C (2013). Liquid modernity and entrepreneurship orientation in university students. ***Social and Behavioral Sciences***, 84, 1250- 1254.
- Cheng M.Y, Chan W.S & Mahmood. A. (2009). The effectiveness of entrepreneurship education in Malaysia. Education and training, 51(1), 555-566.
- Colakoglu, N., & Gozukara, A (2016). A comparison study on personality traits based on the attitudes of university students toward entrepreneurship. ***Social and Behavioral Sciences***, 229, 133- 140.
- Daft. R. (2010). "**New era of management**", 9th, southwestern, Cengage Learning. Australia.
- Dabic, M., Daim, T., Bayraktaroglu, E., Novak, I. & Basie, M. (2012). Exploring gender differences in attitudes of university students towards entrepreneurship an international survey. ***International journal of gender and entrepreneurship***, 4(3), 316- 336.

- Dimitratos, P., et al. (2016). The motivation of international entrepreneurship: The case of Chinese transnational entrepreneurs. ***International Business Review***, (25), 1103- 1113.
- Ferreira, A. D., Loiola, E., & Gondim, S. M (2017). Motivations, business planning, and risk management: entrepreneurship among university students. ***RAI Revista de Administração e Inovação***, 14(1), 140- 150.
- Fichter, K., & Tiemann, I (2018). Factors influencing university support for sustainable entrepreneurship: Insights from explorative case studies. ***Journal of Cleaner Production***, 175(1), 512- 524.
- Frese, M., Rousseau, D. M., & Wiklund, J. (2014). **The emergence of evidence-based entrepreneurship**. ET&P, 209–216.
- Frese, M. (2009). Success and failure of microbusiness owners in Africa: ***Psychological approach***. Westport, CT: Quorum/Greenwood.
- Gibb, A (2012). Exploring the synergistic potential in entrepreneurial university development towards the building of a strategic framework. ***Annals of innovation and entrepreneurship***, 1- 21.
- Gomaa, Abdullah. (2014). Entrepreneurship and its Developmental Role, ***Riyadh Newspaper***, Issue 16738.
- Hooks, M. D. (2010). **A comparison of novice and experienced entrepreneurs' attitudes toward achievement in business, business leadership, innovation in business, perceived personal control**, and perceived self-esteem and how that relates to life satisfaction. Dowling College.
- Ismail, O. A., (2010), Characteristics of Entrepreneurship in Industrial Organizations and their Impact on Technical Innovation: Case Study on the General Company for the Manufacture of Household. ***Journal of Administrative and Economic Sciences***, 12(4).
- Kautonen, T., & Palmroos, J. (2010). The impact of a necessity-based start-up on subsequent entrepreneurial satisfaction. ***International Entrepreneur Management***, 6, 285–300.
- Kibler, E., et al. (2018). Can prosaically motivation harm entrepreneurs' subjective wellbeing? ***Journal of Business Venturing***, (22), 1- 17.
- Kingdom of Saudi Arabia (2014). Department of Statistics and Information for 2014.

- Lima, E., Nassif, V. M. J., Lopes, R. M. A., & Silva, D. (2014). [**Higher Education in Entrepreneurship and Student Entrepreneuria**l Intentions – GUESS Brazil Study Report 2013-2014. APOE Group – Study Group on Small Business Administration and Entrepreneurship], PPGA-UNINOVE. Caderno de pesquisa, n. 2014-03.São Paulo: Grupo APOE., http://www.guesssurvey.org/PDF/2013/cp-2014-03-relatorio-estudo-guesss-brasil-2013-2014.pdf.
- Llussa, F. T. J., & Branco, R. (2009). "**Entrepreneurship**: concept and management". Available at: http://www.ead .fea. usp.br/semead/12semead /resultado/trabalho sPDF/42S.pdf
- Moroz, P.W., Branzei, O., Parker, S.C., Gamble, E.N., (2018). Imprinting with purpose: prosocial opportunities and B Corp certification. ***Journal of Business Venturing***. (33), 117–129.