



STUDENT ENTREPRENEURSHIP IN TUNISIA: GUESSS report 2021

GUESSS research network (Global University Entrepreneurial Spirit Students' Survey).



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The GUESS (Global University Entrepreneurial Spirit Students' Survey) has been established in 2003 through a cooperative relationship between the University of St. Gallen and the University of Bern (both Switzerland). The GUESSS research work focuses explicitly on numerous different variables and dimensions influencing the university students' entrepreneurial intention worldwide for example the Education impact, Family Background, Peers' encouragement, and several other factors. Globally, 54 countries had participated in the last data collection, which was conducted in 2018, almost 208.000 responses were gathered for the 2018 reports. Tunisia was involved in this research project in 2020, with 342 responses exclusively from the University of Sousse, this study investigation was coordinated by Siwar Youssef, Teaching Assistant at Corvinus University of Budapest, Dr. Ines El Aissi, and Dr. Henda El Gharbi Assistant Professors at Higher Institute of Finance and Taxation "Sousse University".



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Introduction

The business creation and entrepreneurship are playing a relevant role on developing the power of innovation, competitiveness and creativity, as it's an essential factor for the economic wealth worldwide, which is also a solution for the unemployment high levels referring to the OECD analyses, start-ups and medium firms are nowadays main employers, therefore, it's indeed for governmental institutions and NGO's to prepare young generations and motivate adults for an entrepreneurial culture, it's often seen as a way to empower youth people to choose their future jobs or positions and to support them in creating and scaling their own businesses.

Being an entrepreneur is not only an individual effort in isolation from the economic and social environments, certainly, the environmental dimensions act in a contingent manner to guide the person's behaviour toward business creation. The economic and social dimensions emerging from the social environment influences the entrepreneurial motivation and the business creation. Thus, Entrepreneurial Intention is considered as the judgment of someone on the probability to create his own business taking into consideration the social and psychological factors (Crant, 1996). For Andreas Golze and al (2009), the entrepreneurial intention reflects the desire to create a new company.

After the 2008 economic crisis, the Tunisian government developed an approach for increasing the job creation process, this strategy treated business creation and entrepreneurship as the key factors for the country's economic growth. Tunisian Politicians in cooperation with the education decision makers implemented an entrepreneurship track, they offer to the

universities students' the opportunity to present a business plan, instead of working on a simple undergraduate thesis, this approach was adopted in all Tunisian universities.

Referring to the OECD reports on entrepreneurship, Tunisian policymakers should employ all its highly qualified resources and infrastructural development initiatives, with its motivational strategies for the business creation process in order to foster the economic growth and in the different regions of the country. Based on several previous research studies, it is indeed to boost and encourage people to create wealth in terms of technological, industrial and social projects, that it is considered as an alternative for the high level of unemployment rates in Tunisia. The average rate of unemployment in 2016 was 15.6% of the working population, compared with 15.1% in 2015, despite substantial recruitment in the public sector since 2011. Unemployment is higher for women (23.2%) than for men (12.5%), and it particularly affects those with a higher education qualification (31.9%). (OECD 2012).

Within the GUESSS, most of the investigations so far have been conducted in European countries while it is seen that the entrepreneurial activities are the highest in Africa, as Tunisian researchers, we agreed that it will be interesting to contribute to this research field and try to add Tunisia to the GUESSS as a second North African country together with Morocco in the same investigation with several European countries. Thus, in this study we aim to analyse this problem by assessing the recent percentage of the entrepreneurial intention among higher education students in Tunisia referring to the initiative of performing a graduated youth entrepreneur.

1 Entrepreneurial Intention

Background

Entrepreneurship is generally considered to be a dynamic and complex process at the origin of psychological, socio-cultural political and economic factors. According to Tounès (2006), the business creation process can be broken down into four phases: propensity, intention, decision and act. Entrepreneurial intention represents the key phase and the strong moment to move on to the act of starting a business. Intent helps explain how and why an individual got started in the process of starting a business. It is therefore the best way to predict future behaviour and to understand the choice of individuals to find their own businesses (Krueger et al. 2000). To analyze the entrepreneurial intention several researchers had based their research studies on four theoretical frameworks namely the self-efficacy theory of Bandura (1977,1986), the expectation theory "Life: Valence-instrumentality-Expectation" of Vroom (1995), Ajzen's planned behaviour theory (1991) and Shapero and Sokol's entrepreneurial event formation model (1982).

According to Holt (1997) the entrepreneur is defined as someone who creates his own business taking into consideration the psychological and financial risk of the firm creation. Some other researchers describe the entrepreneur as an administrator with a competent psychological profile to satisfy these needs for success, who is ready to take the risks and determined to pursue the growth of his/her company. It should be noted that the process of business creation has been widely analyzed

through the theory of planned behaviour and the model of the formation of the entrepreneurial event. Indeed, the decision to start a new business supposes that it has been planned by a person for a certain time and therefore that it is preceded by a reasoned intention to do so.

Thus, Krueger and Carsrud (1993) were able to identify three essential factors influencing intention: the social norms, which argued that the perception of behaviour is encouraged by the social network and the social environment of the individual such as his family and friends, the perceived attractiveness of entrepreneurial behaviour is the individual's perception of their skills and resources before embarking on the entrepreneurial adventure and the Perceived self-efficacy regarding entrepreneurial behaviour.

2 Sample Demographics

In Tunisia, the Ministry of Higher Education and Scientific Research has 13 universities and 203 university establishments. According to the latest statistics for the 2020-2021 academic year, the total number of Tunisian students in the public sector stands at 234029 distributed as follows: 79539 men and 154490 women. Female students represent a significant percentage. Our survey was carried out in the Sahel region and focuses on the University of Sousse, whose number of university establishments stands at 17.

2.1 Distribution of Responses by Universities

The total number of students enrolled at the University of Sousse is 24,594, of which 154,490 are women. The sample size of this study is 342 students from different universities in the city of Sousse-Tunisia. The Data was collected by the second semester of the 2020 study year, coinciding with the Covid-19 pandemic.

Name of the Higher Education Universities	Number of Responses
Faculty of Arts and Humanities Sousse	3
Faculty of Economics and Management Sousse	2
Higher Institute of Applied Sciences and Technology Sousse	7
Higher Institute of Commercial Studies Sousse	25
Higher Institute of Finance and Taxation Sousse	115
Higher Institute of Fine Arts Sousse	1
Higher Institute of Informatics and Communication Technologies Hammam Sousse	25
Higher Institute of Management Sousse	3
Higher Institute of Transport and Logistics Sousse	17
Higher School of Agronomy of Chott Meriem Sousse	19
Higher School of Science and Technology Hammam Sousse	2
Medical School Sousse	14
National School of Engineering Sousse	65
Others	44

Table1: Distribution of Responses by Universities

The highest response rate was recorded at the following establishments: The Finance and Taxation of Sousse (34%) and the National School of Engineering (19%). Other universities have recorded very low response rates from students, this is the case for the following universities: The “Higher Institute of Fine Arts Sousse participation, the Faculty of Arts and Humanities Sousse, the Higher Institute of Management Sousse, and Higher School of Science and Technology Hammam Sousse.

2.2 Distribution of responses by level

The university of Sousse adopts the LMD system. Thus, the three principal levels of studies are: undergraduate, graduate, PHD. We find a fourth category which includes students who have followed the system other than LMD such as: Engineering and Health studies.

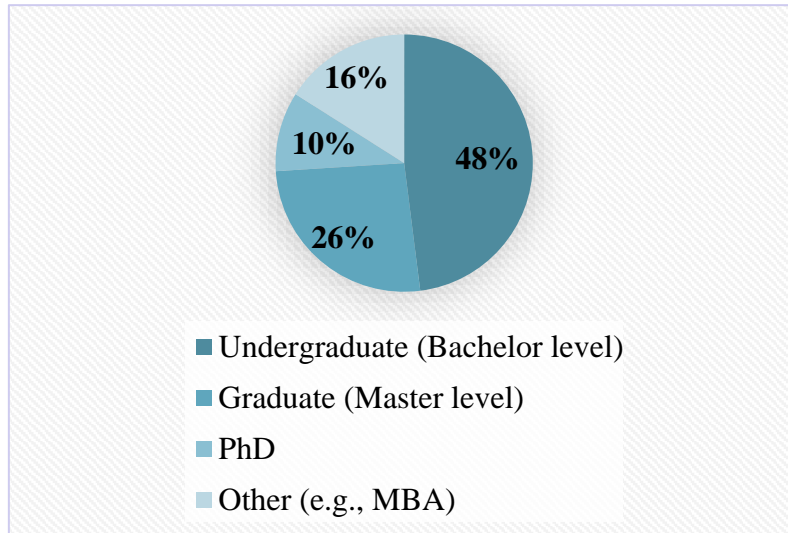


Figure1: Distribution of Responses by Level of Study

This sample respondents are belonging to the different study fields: Undergraduate (Bachelor Level, 48%), Graduate (Master level, 26%), other (MBA, 16%) and PhD (10%).

2.3 Distribution of Responses by Gender

The presence of a considerable number of women in Tunisian universities is notable.

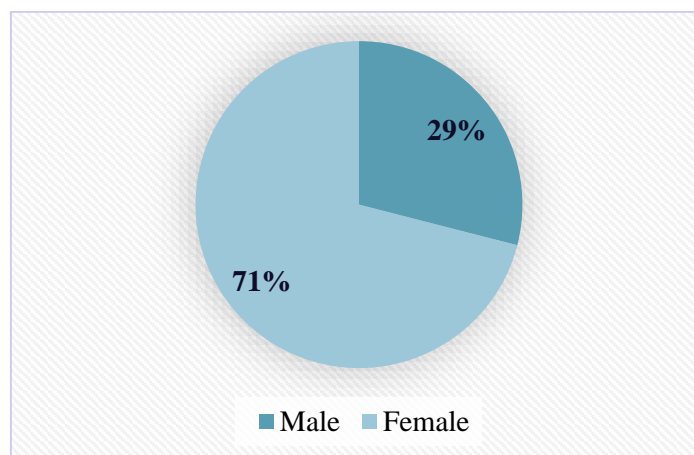


Figure 2: Distribution of Responses by Gender

For the gender Distribution, this sample consisted of 71% female respondent with only 29% Male respondents.

2.4 Distribution of Responses by field of Study

Sousse University provides a wide range of academic programs. The distribution of responders by field of study is shown in the table below.

Arts / Humanities (e.g., cultural studies, history, linguistics, philosophy, religion)	2%
Business / Management	15%
Computer sciences / IT	11%
Economics	15%
Engineering (incl. architecture)	22%
Human medicine / health sciences	5%
Law	0,30%
Mathematics	0,30%
Natural sciences	1%
Science of art (e.g., art, design, dramatics, music)	1%
Social sciences (e.g., psychology, politics, education)	1%
Other	26%
No answer	0%

Table 2 Distribution of responses by field

Regarding the field of study followed by the students questioned, 0.30 % are students in law, 15 % economics, and business management, then 0.30% are mathematics students and 1% Natural sciences, and 22% are students in Engineering and Architecture. Arts students and Human Sciences represented 2% and those in Health sciences 5% of the total. Finally, the students in other social sciences represented 1% of respondents, while 26% of people respondents indicated a different type of study.



3 Tunisian student's career path

Entrepreneurs are related to the social culture and the tradition of the context in which they act (Granovetter, 1985). They act referring to the local ethics, values and attitudes, and the social and economic regulation that is in their specific region. This context should support and encourage the entrepreneurs to produce, create and innovate (Drakopoulou Dodd & Anderson, 2007). The local synergies and linkage can participate in the success or failure of local firms (Castells & Hall, 1994). The requirement and collaborative social relationships at a regional level can lead to the identification of several entrepreneurial opportunities within clusters.

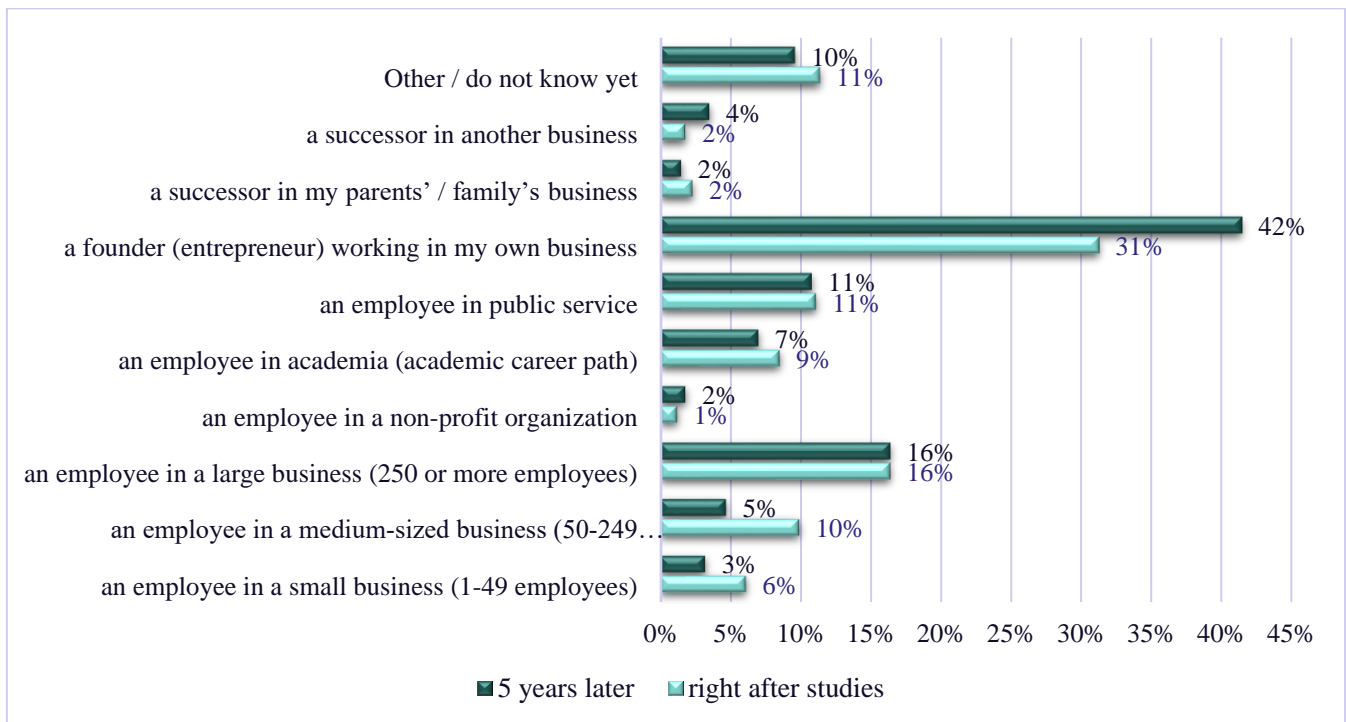


Figure 3: Career Path after studies and 5 years Later

For the second question of the survey, participants were asked about their career aspirations after graduation. Several attributes were included as follow for the responses to this question (Employee, Founder, Successor or Other) illustrates the difference of the students' work intentions in the future. A high percentage of students preferred to be a founder (entrepreneur) (31%) right after studies and (42%) 5 years later, the second high percentage of the students' choices goes to the attribute "being an employee in a large business" right after studies and same for 5 years later with (16%). Being an employee in public service was preferred by (11%). Based on these responses we can suggest that students preferred to be founders of their own businesses some others aim to gain experience as employees in large business companies or in public service.

3.1 Career Path after studies and 5 years Later by gender

Men and women follow different career models (Mainiero & Sullivan, 2005). Men's careers are linear while that of women is sinusoidal due to their strong relationship to other spheres. Thus, women are present in several spheres: in the family, professional and other associations (Lemaire et al, 2012). In choosing their professional career, men tend to choose according to their goals and ambitions, while women take into consideration the needs of their children, spouses, parents, friends, and even those of their colleagues or their clients to build their career path.

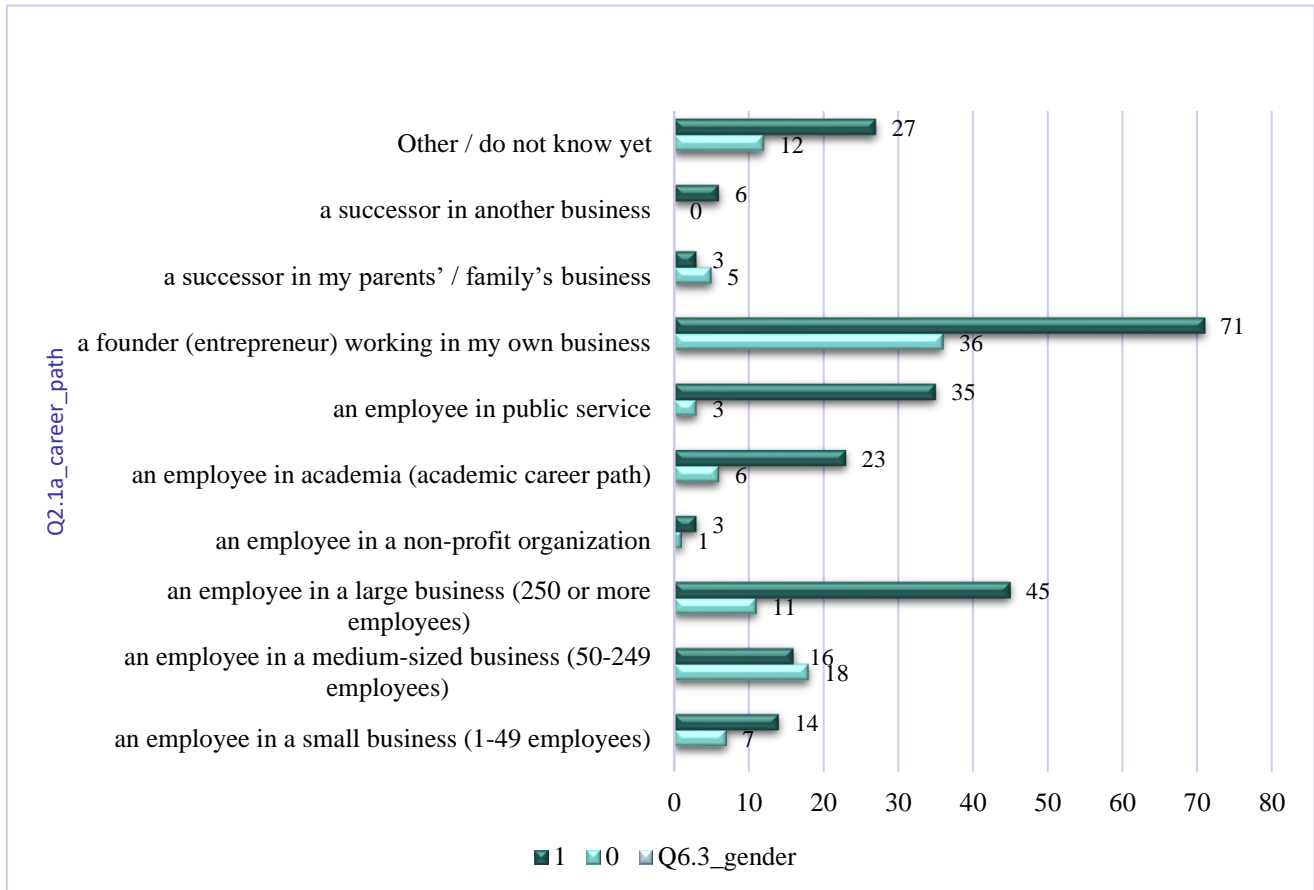


Figure 4: Career Path after studies by gender

The intention to be a founder working in own business is much higher for men than women, we find that more than 35% of male respondents have an intention to be founders working in their own business, however less than 30% of female respondents have the same intention. The results show that under 20% of men have an intention to be an employee in a medium-sized business (50-249 employees), however women have an intention to be an employee in a large business (250 or more employees).

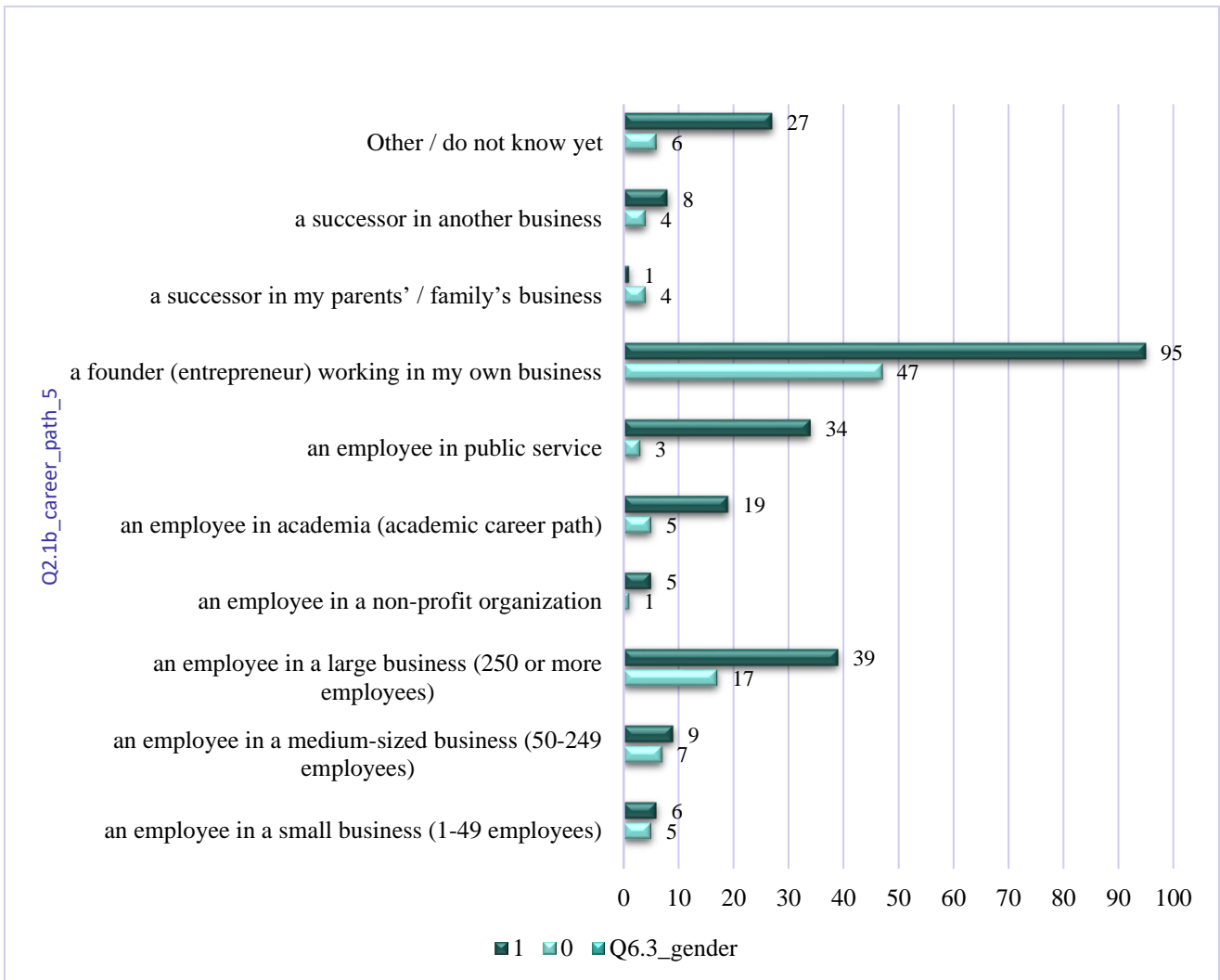


Figure 5: Career Path 5 years after studies by gender

For the career path choice 5 years after studies, we find that more than 40% of students have the intention to be a founder (entrepreneur) working in their own business after 5 years. This intention is much higher in boys than in girls, we find that more than 45% of boys have an intention to be a founder after 5 years, however less than 40% of girls have an intention to be a founder after 5 years. The results show that under 20% of boys and girls have an intention to be an employee in a large business (250 or more employees) after 5 years.

3.2 Career path by study level

The results show that more than 40% of students in the undergraduate (bachelor level) and more than 30% of graduate students have an intention to be a founder (entrepreneur) working in their own business.

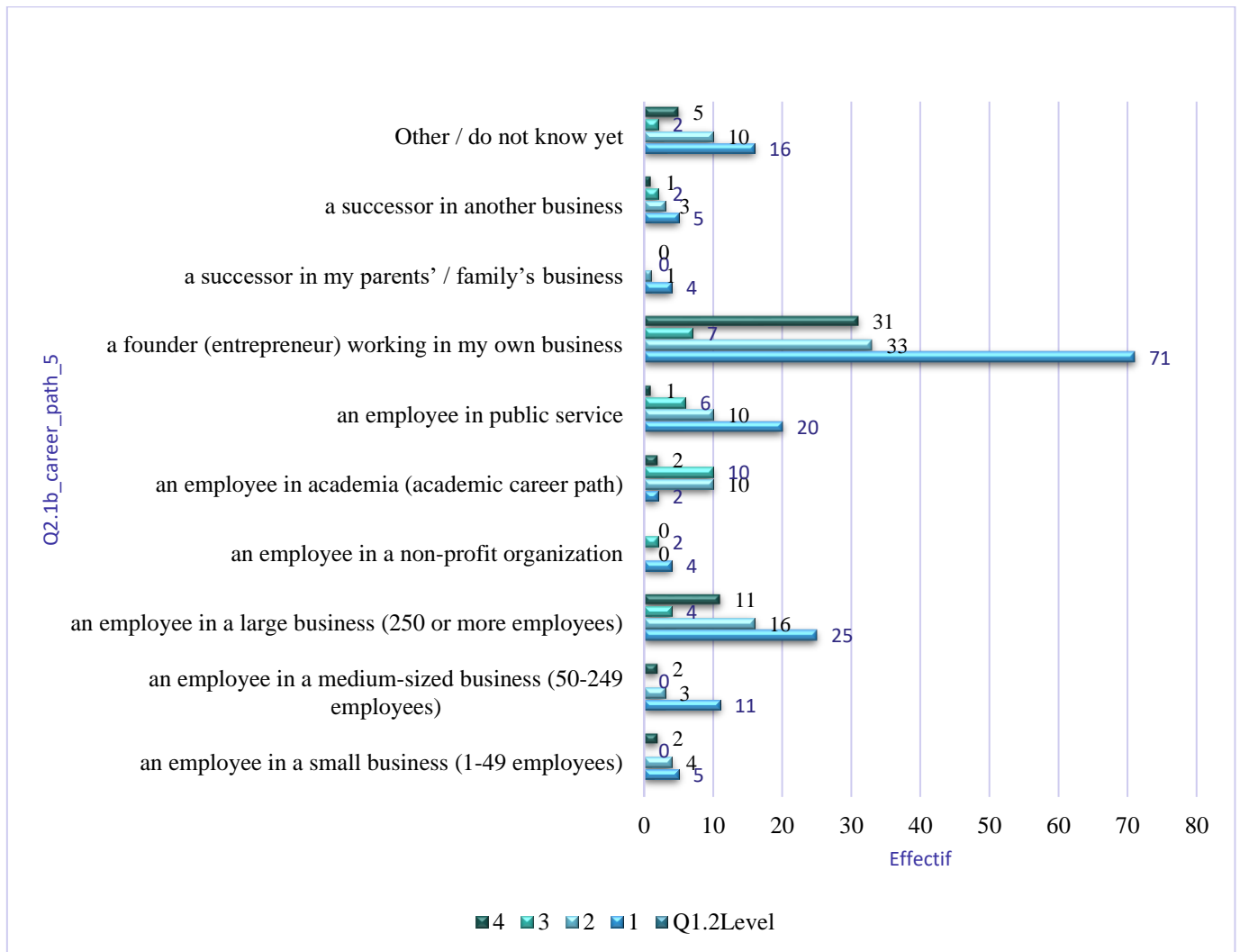


Figure 6 Career path by study level

3.3 Career path by study field

For this dimension, the results show that most students in Engineering, Computer sciences / IT, Business / Management and economics have an intention to be a founder (entrepreneur) working in their own business, this result is confirmed by the entrepreneurial intention score which is very high for Business/Management, Computer sciences, engineering and economics as shown in the graphic below. However, it should be noted that the data concerning the Arts are to be taken with caution, considering the particularly small size of the sample of this category. (Check table 7 Appendix)

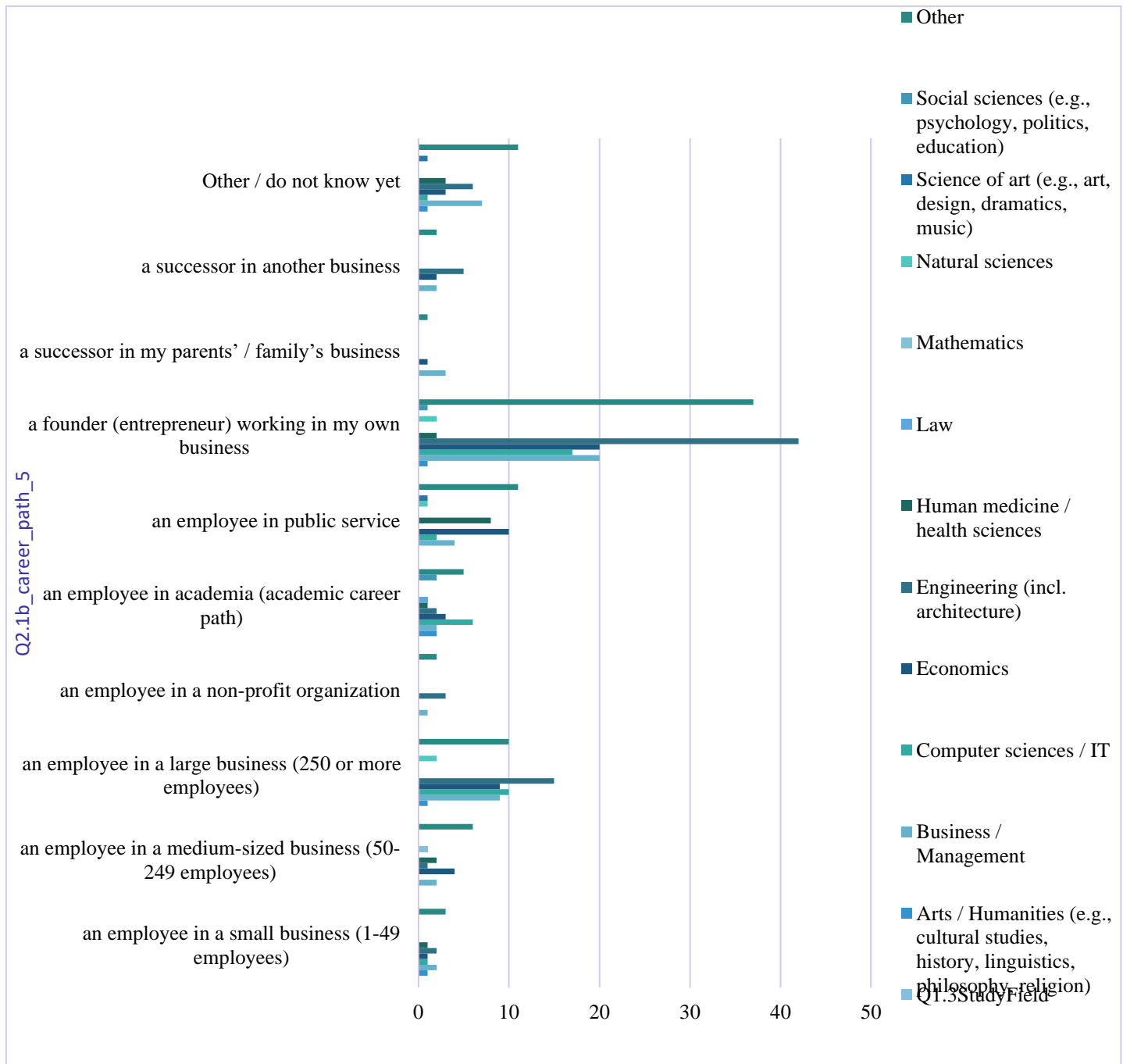


Figure 7 Career path by study field

4 Factors influencing the Entrepreneurial Intentions of Tunisian students

The variables influencing entrepreneurial intention are numerous, and we have chosen a number that are best understood by young university students' intention towards the decision to become an entrepreneur.

4.1 Entrepreneurial Intention Score

The entrepreneurial intention score among Tunisian students was measured considering the professional alternative: wage employment / entrepreneurship. This measure is widely used by researchers and has been recommended by (Ajzen and Fishbein, 1980). Indeed, for most young people, starting a business corresponds to the creation of a self-employed activity when it comes to getting out of unemployment. The intention to become an entrepreneur depends on several factors, the GUESSS survey was based on the factors of the entourage mainly the university and family context. Also, the factors associated with the personal characteristics of the students (subjective norm, locus of control, and entrepreneurial self-efficacy). The average score of the entrepreneurial intention of the Tunisian student is 27 (Appendix table 1). The student's test shows that the entrepreneurial intention of women is much lower than that of men (Appendix, table 2).

4.2 University Environment and Entrepreneurial Intention

more and more universities are seeking to become an engine of economic development by introducing entrepreneurship courses and by making available to student's centres offering complementary services such as coaching,

mentoring, incubators and financing. Indeed, many researchers argue that entrepreneurial skills can be taught (Stevenson and Jarillo, 1990; Krueger and Brazeal 1994). In Tunisia, developing the entrepreneurial spirit among young people is a priority for politicians to fight unemployment, which mainly affects graduates. This is how programs have been developed in higher education to install an entrepreneurial culture and encourage future graduates to opt for a business plan. Each Tunisian university establishment offers the entrepreneurial culture module for any specialty. In addition, personal development courses have been introduced to build self-confidence and work more on the profile of a student entrepreneur. Entrepreneurship clubs were also created by the students' competitions were organized to reward the best business plan and the best entrepreneurial ideas. Besides, Tunisian higher education institutions offer support activities for start-ups, for example through a dense and well-developed network of business incubators located in universities and external entrepreneurship support structures (OECD, 2012). Recently, the Tunisian Ministry of Higher Education officially launched in November 2019, the National Status of Student Entrepreneur (SNEE). This status is granted to student entrepreneurs who have an idea for a project or plan to create a business during their academic career or after graduation. This program is implemented in universities from the 2019-2020 academic year. The quality of teaching in entrepreneurship and the university spin-off of companies are now considered as criteria for ranking the best universities (Béchar and Grégories, 2005).

The Pearson correlation coefficients show that entrepreneurial intention increases with the favourable university environment and learning program. In fact, the atmosphere at the university can inspire students to develop ideas for new businesses. It can encourage them to engage in entrepreneurial activities by boosting their understanding of the attitudes, values, and motivations of entrepreneurs or by increasing their understanding of the actions someone must take to start a business. University environment should improve student practical management skills to start a business. Moreover, it should build up their ability to develop networks and to identify an opportunity.

The appreciation of the university environment and learning program are slightly higher for boys

than for girls but these differences are not statistically significant.

Attending at least one entrepreneurship course as compulsory part of my studies was the most relevant answer among the respondents' choices (42%). As same for the attribute (I have attended at least one entrepreneurship course as elective with 35%), these results show that the Tunisian students are interested on entrepreneurship courses not only the compulsory one, however, only 12% preferred the answer I chose to study at this university mainly because of its strong entrepreneurial reputation, thus we can suggest that the respondents choice of the universities is not depending mainly on its entrepreneurship reputation, there might be several other dimensions influencing their choice.

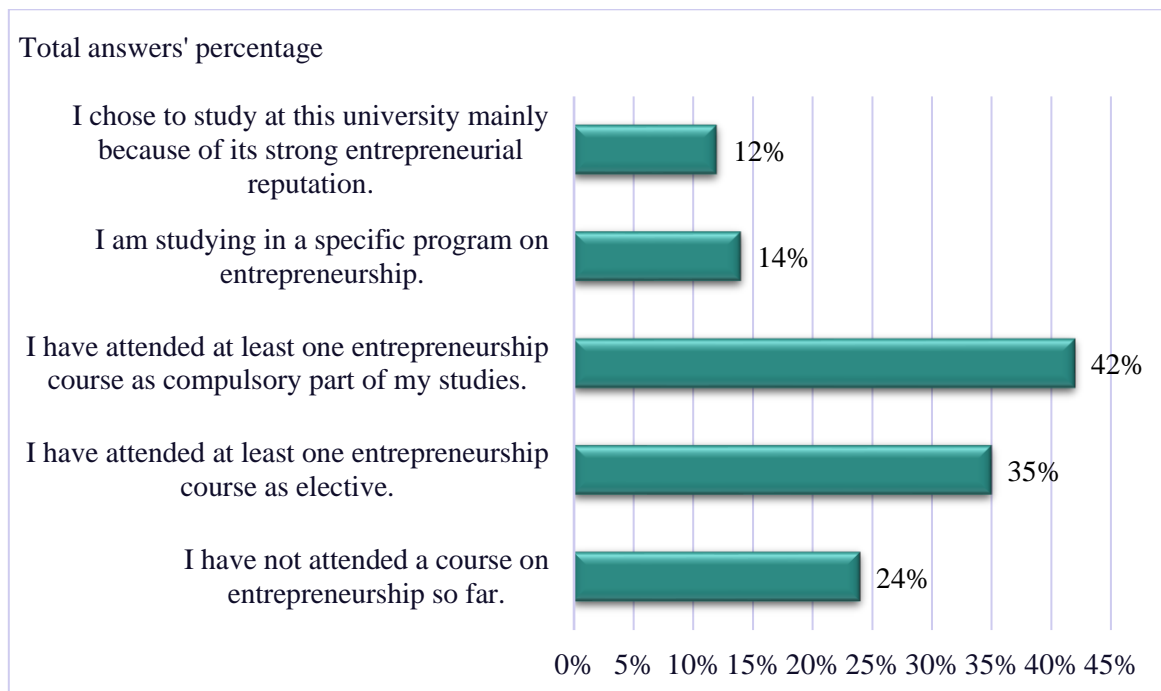


Figure 8 Entrepreneurship courses attendance



4.3 Close environment Encouragement

In (2001) Ball tried to explain the phenomenon of the strength of the groups such as the widened family that she can engender advantages within developing countries, however in developed countries the spirit of the group can damage the growth perspectives of the individual because social obligations to be shared between the members of the family, region or the group may reduce the individual incentives to invest, to create and to accumulate of the wealth.

Therefore, guiding students on how to manage social problems and manage their business especially during difficult situations is a key factor in developing entrepreneurial behaviour. Current pedagogical approaches on entrepreneurship education are that students need to be educated on how to be resilient in times of crisis and manage issues (Oosterbeek & al, 2010). Thus, education can provide general skills and knowledge and it can improve entrepreneurial judgment which increases the understanding of the business creation process.

The close environment motivation attracts the agreement of a high percentage of respondents. regardless of gender, 62% of the respondents affirmed that their family, friends, and colleagues will encourage them in case they aim to create their own business.

The entrepreneurial intention is higher when the student has his father as an entrepreneur than of the student with his mother as an entrepreneur or having neither his father nor his mother as an entrepreneur (Appendix, table 5). Moreover, the entrepreneurial intention is higher when the mother or the father or either both are majority owners of the business (Appendix, table 6).

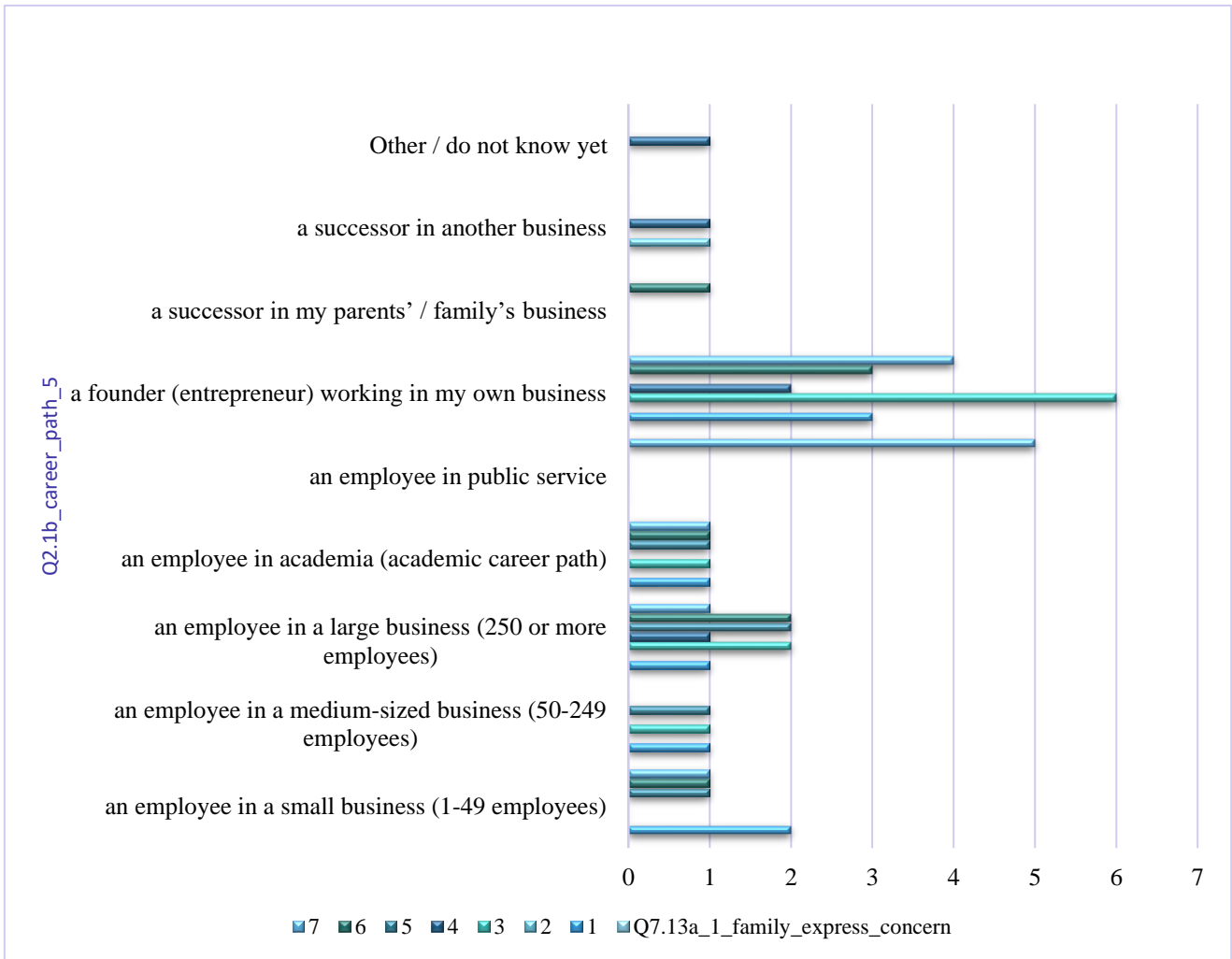


Figure 9 Entrepreneurial Intention and Family concern

This figure shows that more than 60% of students who they are agree with the attribute « When I have a problem at work, members of my family express concern » have an intention to become a founder working in his own business.

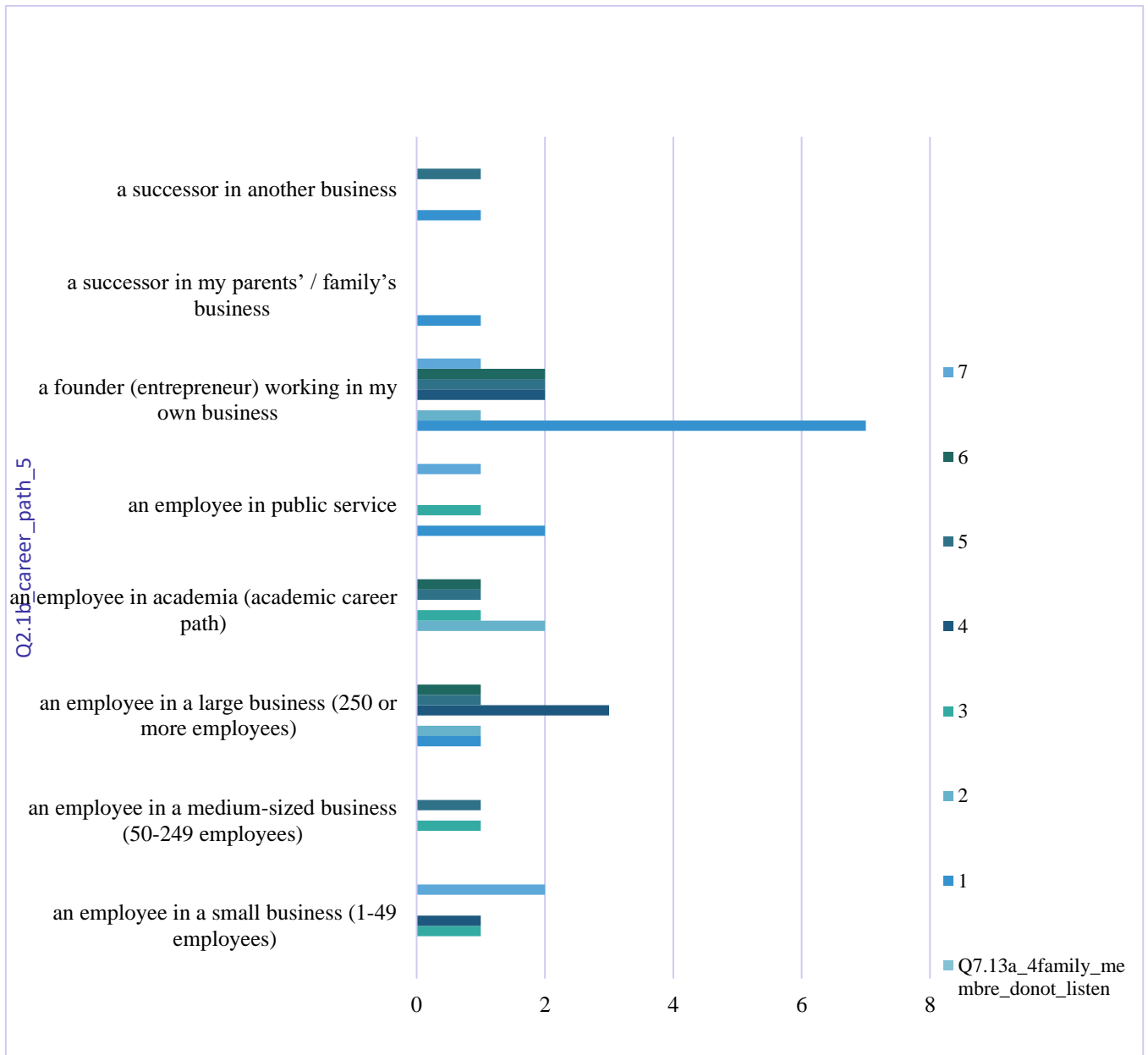


Figure 10 Entrepreneurial Intention and family audience

This figure shows that more than 60% of students who they are strongly disagree with the attribute « When I talk with them about my business, family members do not really listen», have an intention to become a founder working in his own business

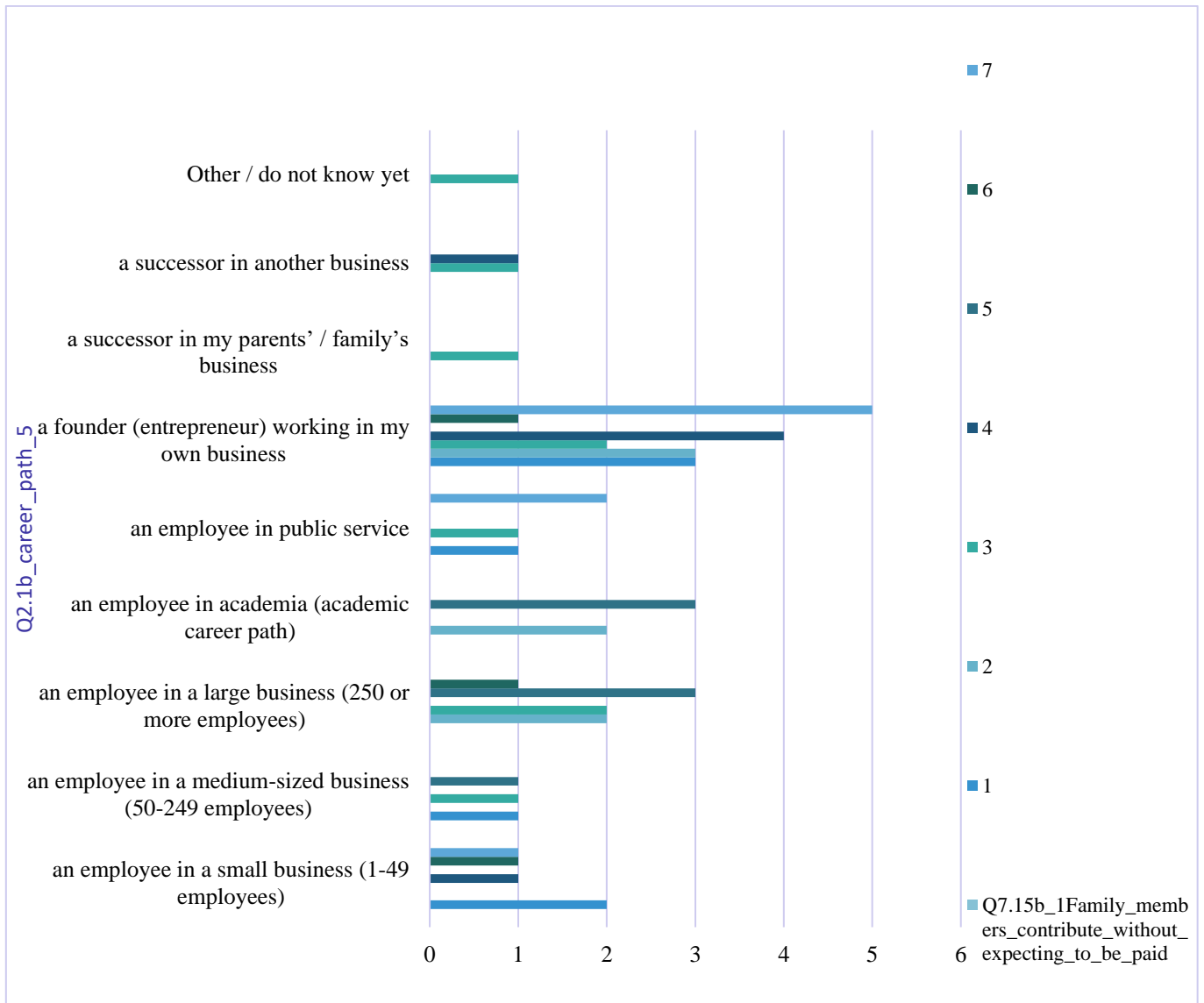


Figure 11 Entrepreneurial Intention and family free support

More than 60% of students who are agree with these attribute “Family members often contribute to my business without expecting to be paid” have intention to be a founder working in their own business.

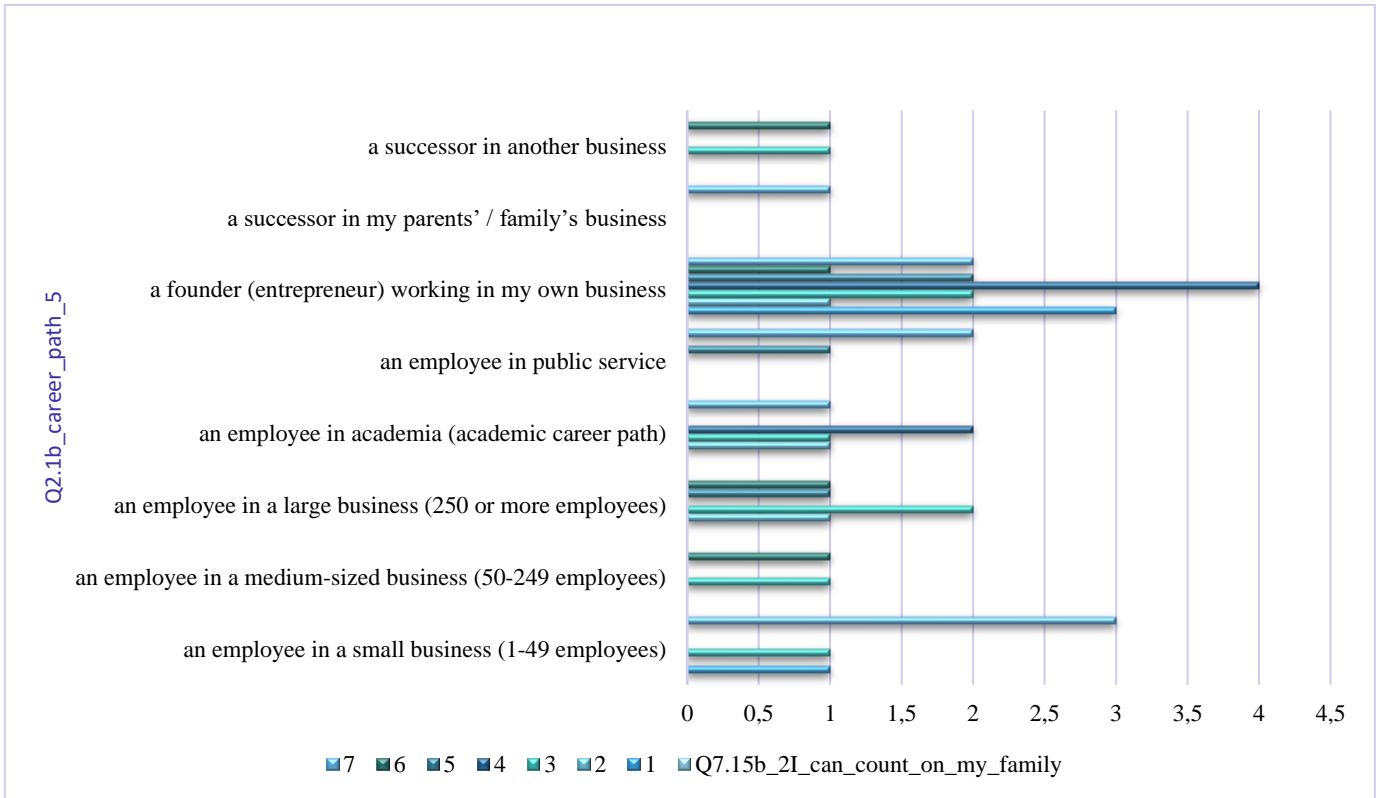


Figure 12 Entrepreneurial Intention and family support

More than 50% of students who are strongly agree, and 50% who are agree, with this attribute “I can count on my family members to fill in for me and/or my employees if needed” have an intention to be a founder.

Female and male respondents shown a similar percentage of agreement on the attributes to the question number 5, then we can argue that the close environment will encourage female and male potential entrepreneurs similarly.

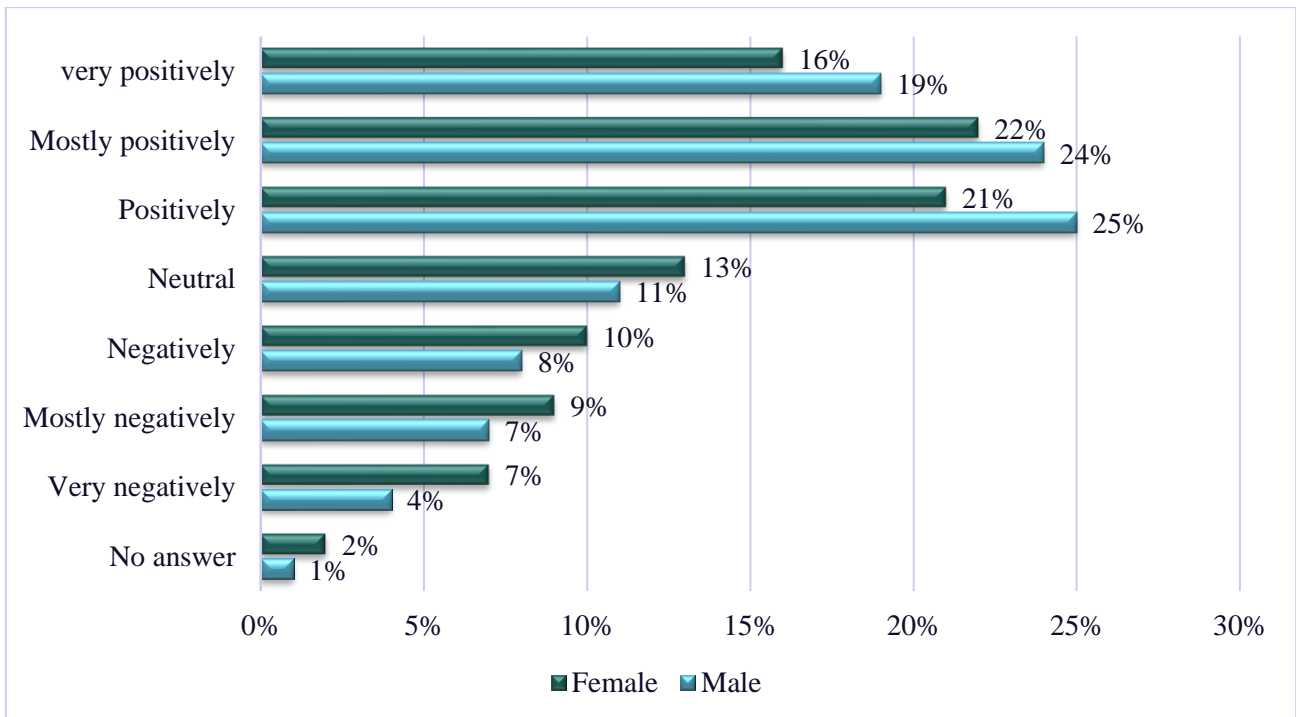


Figure 13 Students' agreement with Family encouragement by Gender

5 Personnel factors and entrepreneurial intention

5.1 Subjective norm

The subjective norm refers to the social pressure perceived by the individual for the behavior he wishes to achieve (Ajzen, 1991). In the entrepreneurial field, the subjective standard depends on the encouragement expected by the individual from his relatives in relation to the idea of starting a business. Kolvereid (1996) adds that this subjective norm will have a considerable effect if the individual gives importance to the opinions and opinions put forward by those close to him: study colleagues, friends, and family. (Appendix, Table 4)

5.2 Locus of control

Locus control or the perception of behavioural control: Perceptions of behavioural control are expressed in perceptions of these own entrepreneurial skills and perceptions of the resources and opportunities offered in their environment. Indeed, according to Bird (1992), the intention implies verifying the feasibility of the project which requires skills and knowledge in the entrepreneurial field. The higher the level of entrepreneurial skills in the student, the more his perception of behavioural control is positive for embarking on the entrepreneurial process (Krueger and Carsrud, 1993).

Besides the assessment of his aptitudes, the student generally tries to evaluate the threats and the opportunities related to the creation of a business. Thus, the entrepreneurial intention will be even lower if the student perceives that the barriers to starting a business are difficult to overcome and that there are difficulties in accessing advice and financing information. Table 3 (Appendix) shows that the entrepreneurial intention increases with the locus of control

5.3 Self-efficacy

Perceived entrepreneurial self-efficacy, that is to say, is the perception that an individual has of the action he wishes to take. "Is not interested in the person's abilities, but in judgments about what the person can do with the skills he or she possesses" (Bandura, 1986, p. 391). In general, perceived self-efficacy influences the choice of activities in which a person will engage. Thus, perceived self-efficacy has a positive impact on entrepreneurial intention (Boissin et al., 2007; Kickul et al., 2008). Table 3 (Appendix) shows that the entrepreneurial intention increases with the self-efficacy

Students were asked if they have already established their own business during their university studies. 92% of the respondents skipped to answer this question, only 8% agreed with it.

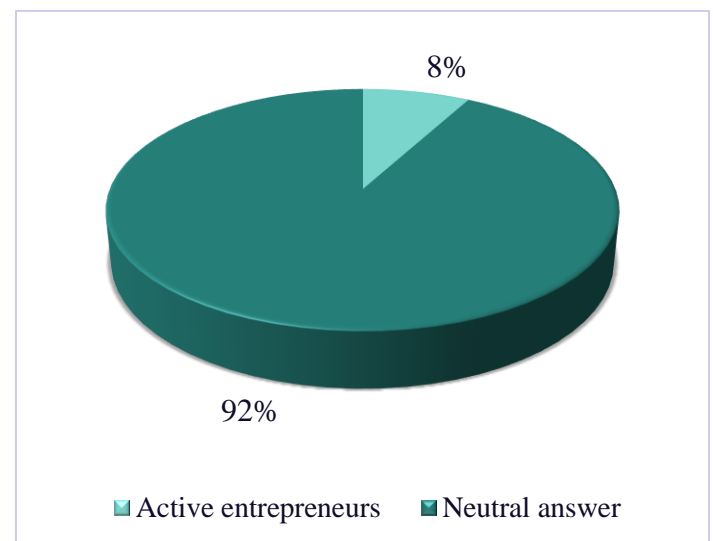


Figure 14 Students' Business ownership while studying

The periods of the respondents' business creation are illustrated as follow in this graphic.

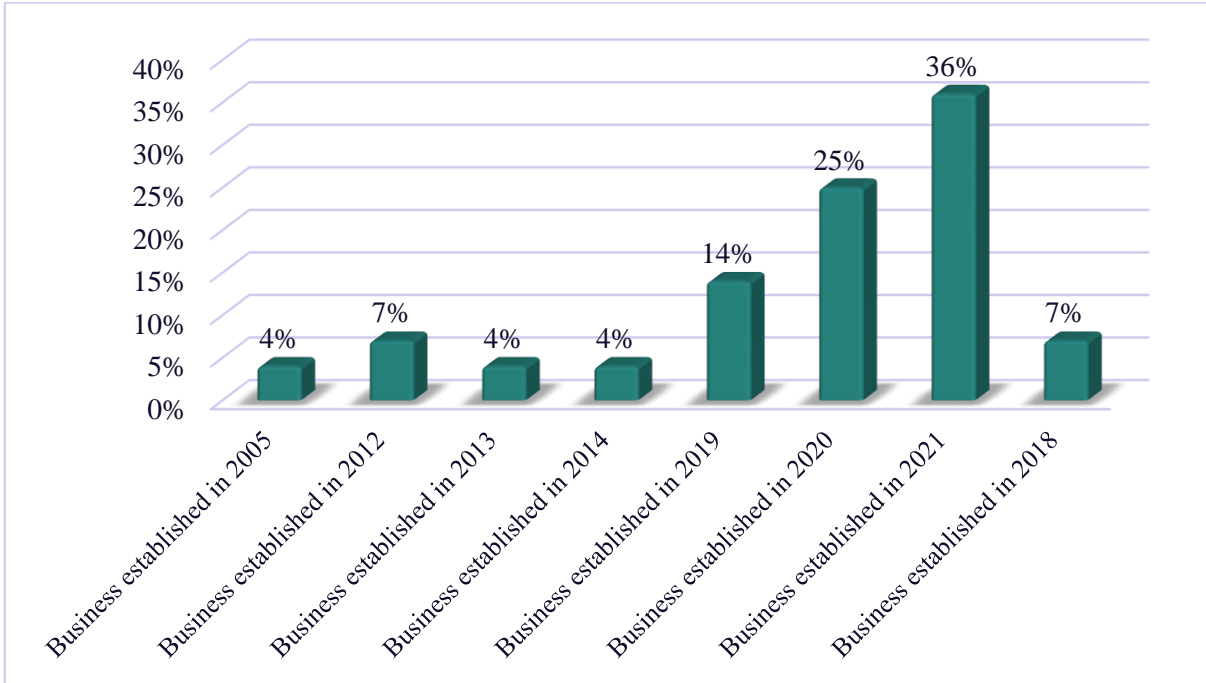


Figure 15 Surdents Businesses' life cycle

As an extension for the previous questions, the students were asked if they want their business to become their main occupation after graduation. Their answers' scores are presented in this chart.

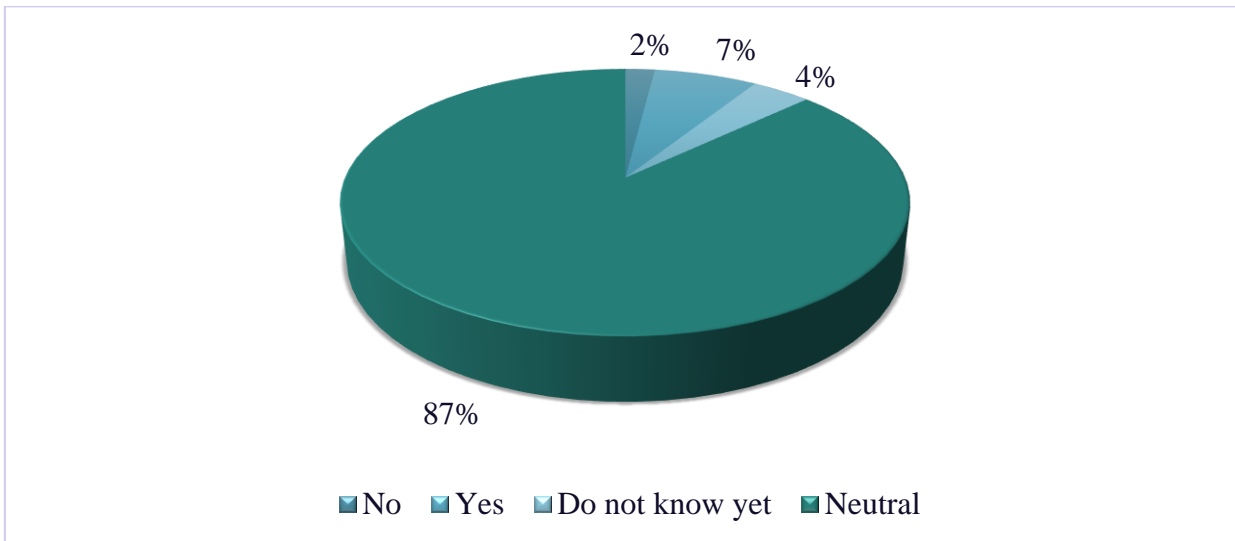


Figure 16 Business occupation after graduation

Conclusion

This report analyzes the entrepreneurial intention among Tunisian universities students taking into account several factors specific to the personal characteristics of the entrepreneur and to external factors concerning the environment in which he operates, namely family and university. The questionnaire elaborated by GUESSS was based mainly on psychological and sociological instruments to understand the entrepreneurial intention of students in different countries. Taking a gender perspective, the results also found that gender has a significant effect on the entrepreneurial intention of students, indeed, male students have a stronger entrepreneurial intention than women. Most of the authors such as Zao et al. (2005); Wilson et al., (2009) confirm the idea that men have a significantly higher entrepreneurial intention than women. This disparity is observed in both developing and developed countries (Mueller, 2004). In addition, the workwomen in developing countries have a lower entrepreneurial intention than those in developed countries. The results have been refuted since, in countries in economic

transition, entrepreneurial motivations are rising. Thus, it has been shown that the economic transition suddenly accelerates the desire to be an entrepreneur (Manev and Manolova, 2010). Take the case of Egypt where the two researchers Leclair and Collot (2013) were able to confirm that during the transition period the degree of engaging in entrepreneurial activities increases for women and men.

In Tunisia, recent research has been carried out to try to compare entrepreneurial intention between male and female students. According to El Gharbi, El Aissi, (2018), the diploma is not enough to explain entrepreneurial intention, but rather the individual characteristics which are the determining factors of the choice of the creation of a business among students. Thus, the authors made it possible to highlight the role of the dimension of emotional intelligence, namely "social aptitude and communication" and "leadership" in explaining the strong involvement of men in entrepreneurial activities compared to women.

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Appendix

	Statistiques descriptives				
	N	Minimum	Maximum	Moyenne	Ecart type
Entrepreneurial_intention	159	6,00	42,00	27,3585	10,35282
N valide (liste)	159				

Table 1 Entrepreneurial intention score

	Statistiques de groupe				
	Q6.3_gender	N	Moyenne	Ecart type	Moyenne erreur standard
Entrepreneurial_intention	1	127	26,7087	10,47151	,92920
	0	32	29,9375	9,59145	1,69555

Table 2 Entrepreneurial intention score by gender

		Corrélations		
		Entrepreneurial_intention	Self_efficacy	Locus_control
Entrepreneurial_intention	Corrélation de Pearson	1	,692**	,542**
	Sig. (bilatérale)		,000	,000
	N	159	149	153
Self_efficacy	Corrélation de Pearson	,692**	1	,592**
	Sig. (bilatérale)	,000		,000
	N	149	155	152
Locus_control	Corrélation de Pearson	,542**	,592**	1
	Sig. (bilatérale)	,000	,000	
	N	153	152	162

** . La corrélation est significative au niveau 0.01 (bilatéral).

Table 3 Correlation between entrepreneurial intention, self-efficacy and locus of control

Statistiques de groupe					
	Q6.3_gender	N	Moyenne	Ecart type	Moyenne erreur standard
University_environment	1	212	11,0000	5,46857	,37558
	0	89	11,2135	4,90007	,51941
	Q6.3_gender	N	Moyenne	Ecart type	Moyenne erreur standard
Program_Learning	1	208	20,2067	8,62199	,59783
	0	85	20,3176	7,08488	,76846
	Q6.3_gender	N	Moyenne	Ecart type	Moyenne erreur standard
subjective_norm	1	17	39,3529	12,40938	3,00972
	0	19	32,3684	12,70263	2,91418

Table 4 University environment, Program learning and subjective norm by gender

Descriptives : Parents self-employed								
Entreprenrial_intention								
	N	Moyenne	Ecart type	Erreur standard	Intervalle de confiance à 95 % pour la moyenne		Minimum	Maximum
					Borne inférieure	Borne supérieure		
No	101	26,6931	10,74313	1,06898	24,5722	28,8139	6,00	42,00
Yes, father	34	29,8529	7,45952	1,27930	27,2502	32,4557	13,00	42,00
Yes, mother	12	27,5833	10,79106	3,11511	20,7270	34,4396	6,00	41,00
Yes, both	12	25,6667	13,43221	3,87754	17,1322	34,2011	6,00	42,00
Total	159	27,3585	10,35282	,82103	25,7369	28,9801	6,00	42,00

Table 5 Entrepreneurial intention by parents self-employed

Descriptives Majority owners of a business								
Entrepreneurial_intention	N	Moyenn e	Ecart type	Erreur standard	Intervalle de confiance à 95 % pour la moyenne		Minimu m	Maximu m
					Borne inférieure	Borne supérieure		
					No	128			26,6250	10,8830 6	,96194	24,7215	28,5285	6,00	42,00
Yes, father	20	29,9500	6,43571	1,43907	26,9380	32,9620	21,00	42,00
Yes, mother	10	30,8000	8,97899	2,83941	24,3768	37,2232	16,00	42,00
Yes, both	1	35,0000	.	.	.	.	35,00	35,00
Total	159	27,3585	10,3528 2	,82103	25,7369	28,9801	6,00	42,00

Table 6 Entrepreneurial intention and Majority owners of a business

Descriptives								
Entrepreneurial_intention	N	Moyenne	Ecart type	Erreur standard	Intervalle de confiance à 95 % pour la moyenne		Minimum	Maximum
					Borne inférieure	Borne supérieure		
					Arts / Humanities (e.g., cultural studies, history, linguistics, philosophy, religion)	1		
Business / Management	24	30,2500	9,54736	1,94885	26,2185	34,2815	12,00	42,00
Computer sciences / IT	20	29,7000	10,82444	2,42042	24,6340	34,7660	9,00	42,00
Economics	20	27,7500	8,24541	1,84373	23,8910	31,6090	13,00	39,00
Engineering (incl. architecture)	36	29,1389	8,74448	1,45741	26,1802	32,0976	6,00	42,00
Human medicine / health sciences	15	23,4000	10,19664	2,63276	17,7533	29,0467	6,00	39,00
Law	1	6,0000	.	.	.	.	6,00	6,00
Mathematics	1	6,0000	.	.	.	.	6,00	6,00
Natural sciences	1	40,0000	.	.	.	.	40,00	40,00
Social sciences (e.g., psychology, politics, education)	3	21,6667	18,44813	10,65103	-24,1610	67,4944	6,00	42,00
Other	36	24,7778	11,16656	1,86109	20,9996	28,5560	6,00	42,00
Total	158	27,3354	10,38164	,82592	25,7041	28,9668	6,00	42,00

Table 7 Entrepreneurial intention by study fields