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EL PAPEL DEL AMBIENTE EMPRESARIAL EN LA FORMACIÓN DE LA INTENCIÓN EMPRENDEDORA DE LAS MUJERES UNIVERSITARIAS MARROQUÍES

THE ROLE OF THE ENVIRONMENT IN THE FORMATION OF WOMEN UNIVERSITY STUDENTS' ENTREPRENEURIAL INTENTION. THE CASE OF MOROCCO

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RESUMEN

A pesar de la rápida expansión de la investigación sobre el espíritu empresarial de las mujeres, todavía escasean los estudios que exploren la intersección o simultaneidad entre género y país en desarrollo. El ambiente empresarial es fundamental para el emprendimiento estudiantil. Investigaciones anteriores han intentado comprender el papel del entorno empresarial en la formación de la intención emprendedora de las estudiantes (WEI), aunque de manera aislada. Este estudio combina un marco multinivel, planteando hipótesis con dos dimensiones del entorno macrosocial, el apoyo universitario percibido y el apoyo institucional percibido. Además, se incluyen en el modelo la red social percibida y las normas subjetivas como constructos relevantes del entorno microsociales que pueden afectar a la intención emprender.

PALABRAS CLAVE

Intención emprendedora; mujer emprendedora; educación para el emprendimiento; género.

ABSTRACT

Despite the rapid expansion of women's entrepreneurship research there is a dearth of studies exploring the intersection or simultaneity of gender and developing country within the entrepreneurship field. Entrepreneurial environment is central to student entrepreneurship. Previous research has attempted to understand the role of entrepreneurship environment in the formation of Women students' Entrepreneurial Intention (WEI), albeit in an isolated manner. This study combines a multi-level framework. We have hypothesized two dimensions of macrosocial environment, that is, perceived university support, and perceived institutional support. In addition, perceived social network and subjective norms as the fundamental elements of the microsocial environment affecting the intention to start a business.

KEYWORDS

Entrepreneurial intention; women entrepreneurship; entrepreneurial education.

CÓDIGOS JEL: D63, I24, J16, L26, O55

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1. INTRODUCTION

The Global Entrepreneurship Monitor (GEM) states that in 2012 over 224 million women worldwide were involved in a business venture. That means that almost 56% of entrepreneurs in the world are women (GEM, 2015).

Although research on female entrepreneurship has evolved substantially over the last 30 years, the first studies in the 1980s and 1990s were primarily confined to identifying the main features of both women-owned firms and women entrepreneurs by generally contrasting female and male entrepreneurs. In particular, although research into female entrepreneurship is flourishing, a lack of studies on African countries still exists. This aspect is surprising, as female entrepreneurship does not have the same features all over the world. A country's economic and legal environment, as well as its national stereotypes, gender role ideologies, the social acceptability of women as entrepreneurs, the public support systems (including education) are all aspects that may affect the behavior of female entrepreneurs (Abatecola et al., 2012). Thus, the analysis of female entrepreneurs in 'new' countries can shed light on how belonging to certain environments may affect female entrepreneurship intentions differently.

The general stereotype is that Moroccan women are considered to occupy a lower position than men. This stereotype is reinforced by the fact that in the population as a whole, Morocco has the highest percentage of illiterate women in the Muslim world (World Bank, 2009). Women's position in society follows from women as a dominated group and men being dominant. As a result, women are viewed to be docile without any capacity or contribution to debate or commercial society. The dominated/dominating relationship trumps the fundamentals of Islam (equal rights, duties and opportunities of education). As women are considered to have a lower status in Moroccan society, men assert their power over them.

On the other hand, recent studies have noted limited and unequal access by Moroccan women to finance, markets, networks, and training (World Bank, 2007).

Our study takes a multiperspective approach to assessing the impact of entrepreneurship environment on Women Entrepreneurship Intention (WEI). Our second contribution is to extend our understanding of WEI in the context of developing countries such as Morocco because very limited

empirical research has focused on developing countries (Byabashaija & Kato, 2011; Gupta et al., 2014; Saeed et al., 2015), and to date, interest in Moroccan women entrepreneurship has been scarce.

This chapter proposes the following research question: How important is the context in which Moroccan women operate, and how does this context shape them and their future through opportunities or barriers? To answer this question, we have developed a multi-level framework that reflects the role of the macro-social environment, including both University and Institutional Support and micro-social environment, rather than studying the question in an isolated manner. This should permit a deeper and more meaningful analysis and understanding of the topic.

Hence, the main contribution of the chapter is to provide a better understanding of the role of the environment in WEI in Morocco. The findings will help university managers and policy-makers to understand the effectiveness of current practices and initiatives, particularly in developing economies such as Morocco because in Morocco there is a strong and genuine desire on the governmental level to promote entrepreneurship as well as in the education sector to incorporate it into the education system (UNESCO, 2013).

2. LITERATURE REVIEW AND HYPOTHESES

2.1. *THE INFLUENCE OF THE SOCIAL ENVIRONMENT.*

Social cognitive theory (Bandura, 2001) suggests that the social environment around individuals plays an important role in shaping their cognition and, ultimately, behavior (De Carolis & Saporito, 2006). As Fayolle, Basso, and Bouchard (2010) point out, it is important to consider the interplay between different levels of social influence in explaining entrepreneurial orientation. The social influence on entrepreneurial intentions is exerted at both the macro and micro-levels (Morris & Schindehutte, 2005).

In Morocco, gender disparities still remain. The majority of Moroccan entrepreneurs are men (Table 1). This inequality can be explained by different variables (Le Marois, 1985): skills, motivation, advice and access to resources, as well as difficulties encountered in the obtaining of a bank loan (Bousetta, 2011).

In the GEM report (2016) it is stated that the environment context in Morocco is not sufficient for encouraging women into entrepreneurship activities (Table 2). Hence, 'new' research directions from the context in which Moroccan women operate need to be studied more deeply.

Table 1. Morocco Total Entrepreneurial Activity. 2016

TEA (%)	5.60
Male TEA (% of adult male population)	6.70
Female TEA (% of adult female population)	4.50
Female/Male TEA ratio	0.67

Source: GEM (2016)

Table 2. Entrepreneurial support in Morocco (2016).

Macro-social level	Support factor	Score
Government policies: support and relevance	Institutional	4.2
Government policies: taxes and bureaucracy	Institutional	4.1
Government entrepreneurship programs	Institutional	3.7
Entrepreneurial education at school stage	University	1.9
Entrepreneurial education at post school stage	University	4.0
Cultural and social norms	University	4.1

1=highly insufficient, 9=highly sufficient

Source: GEM 2016/17 Global Report

In the entrepreneurship literature, the use of the term environment is varied and used by practitioners and researchers in reference to entrepreneurship policy portfolios (Wessner, 2004), regional clusters of entrepreneurs and specialized resources (Kenney & Von Burg, 1999), to innovation ecosystems (Nambisan & Baron, 2013; Zahra & Nambisan, 2011), and even national systems of entrepreneurship (Acs, Autio, & Szerb, 2014).

The impact of university support has been recognized as one of the crucial factors in developing positive perceptions of competence for start-up firms (Hartshorn & Hannon, 2005; Zhao, Seibert, & Hills, 2005), the development of favorable attitudes toward self-employment (Krueger & Brazeal, 1994), and related entrepreneurship preferences and intentions (Chen, Greene, & Crick, 1998). Despite the increasing interest in academic entrepreneurship and new venture creation by students, very little empirical research has identified the support factors that can foster entrepreneurship among university students (Walter, Auer, & Ritter, 2006). Kraaijenbrink, Groen, and Bos (2010) suggested that although universities can support entrepreneurship in many objectively measured ways, in order to understand

the effect of such measures it was crucial to gauge the extent to which they could have an impact on students.

When looking at some of the institutional support factors affecting entrepreneurial development, researchers have focused on economic stability (McMillan & Woodruff, 2002), capital availability (de Bettignies & Brander, 2007), reduced personal income taxes (Gentry & Hubbard, 2000), and the policies, regulations, and programs that the country has undertaken to support entrepreneurship (Turker & Selcuk, 2009).

Finally, although university and institutional support can increase Entrepreneurial Intention (EI), they are not the only influences affecting it. Therefore, it is important to understand the process that underlies the emergence of EI. Some scholars have also focused on individual factors as the potential determinants of EI. These factors include: demographic characteristics, the status of parents and grandparents, role models, entrepreneurial self-efficacy, locus of control, self-realization, independence, recognition, entrepreneurial experience, personality traits, and subjective norms.

These multilevel factors may interact with each other to synergize WEI, but most researchers have treated them independently rather than considering the effects of their potential interrelations and interdependency. However, social science research expects a more holistic view in order to explain phenomena by taking into account the interconnections of various factors. Following the argument of Ireland and Webb (2007) that a single perspective in behavioral studies offers an incomplete account of phenomena, research has emphasized that although individual-level factors have some impact on EI, it may be better to consider the impact of some contextual factors as well (Turker & Selcuk, 2009). In addition, our study goes beyond the dominant perspective (Ajzen, 1991; Wu & Wu, 2008) and argues that environment will have a direct effect on EI.

2.2. MODEL AND THE CONTEXT OF THE RESEARCH.

Entrepreneurship is the process of venture creation and EI is crucial in this process. According to Ajzen (1991), intention captures the degree to which people show their motivation and willingness to execute the desired behavior. Intention has been shown to be the best predictor of planned behavior (Bagozzi, Baumgartner, & Yi, 1989), particularly when that behavior is rare, hard to observe, or involves unpredictable time lags (Bird, 1988; Krueger & Brazeal, 1994).

Previous research has proposed several conceptual models for understanding EI, including the Entrepreneurial Event Model (Shapero & Sokol, 1982); the Intentional Basic Model (Krueger & Carsrud, 1993); the Entrepreneurial Potential Model (Krueger & Brazeal, 1994); and the Davidsson Model (Davidsson, 1995).

The phenomenon of women entrepreneurship is observed in many economies; the intensity of it may be higher or lower, depending on the country analyzed. The source of this phenomenon comprises to a large extent discrimination against women in the labour market resulting in difficulties in finding employment (high unemployment) and limited access to some occupations (gender-related occupational segregation), including the access to managerial positions (glass ceiling). Difficulties with finding any paid work or a job offering decent earnings, as well as the lack of chances for promotion and obtaining a managerial position push women to entrepreneurship.

Despite notable progress, Morocco lags behind in women's social indicators. Statistical data show that context exerts a significant impact on the varied level of entrepreneurship in particular countries (Stephan, Uhlaner, & Stride, 2015). According to Global Entrepreneurship Monitor (GEM) data in 2015, Morocco has the lowest Total Entrepreneurial Activity (TEA) among factor-MENA countries like Libia, Israel, Iran, Tunisia and Egypt.

Compared to MENA countries, Morocco has one of the highest percentages of all women who work for pay, the lowest female literacy, and yet ironically there are more women students than men (World Bank, 2009). Taken together, these data present an enigma: a high percentage of women who work for pay, a high percentage of illiterate women, and a high percentage of female university students. This makes Morocco an intriguing scenario in which to investigate the entrepreneurial pursuits of Muslim women.

In our conceptual framework, WEI represents a female university student's intent to start a new business. In order to understand how this intention is formed, we have followed Kraaijenbrink, Groen, and Bos (2010), measuring macro-social level through two constructs: Perceived University Support (PUS), and Perceived Institutional Support (PIS). Our focus on the role of universities in promoting women entrepreneurship is grounded in resource-based perspective (Penrose, 1959; Wernerfelt, 1984) which has been increasingly used to examine why some universities enhance the entrepreneurial activities among their students more than others (Rasmussen & Borch, 2010; Walter, Parboteeah, & Walter, 2013).

At the micro-social level -which derives from links with family, friends, or acquaintances (Uphoff, 2000)- we use two factors that differentiate women on the basis of how they discover, evaluate, and exploit entrepreneurial opportunities: social network support (Henderson & Robertson, 2010; Turket & Selcuk, 2009), and subjective norms (Liñán, Urbano & Guerrero, 2011).

Our proposed research framework is presented in Figure 1.

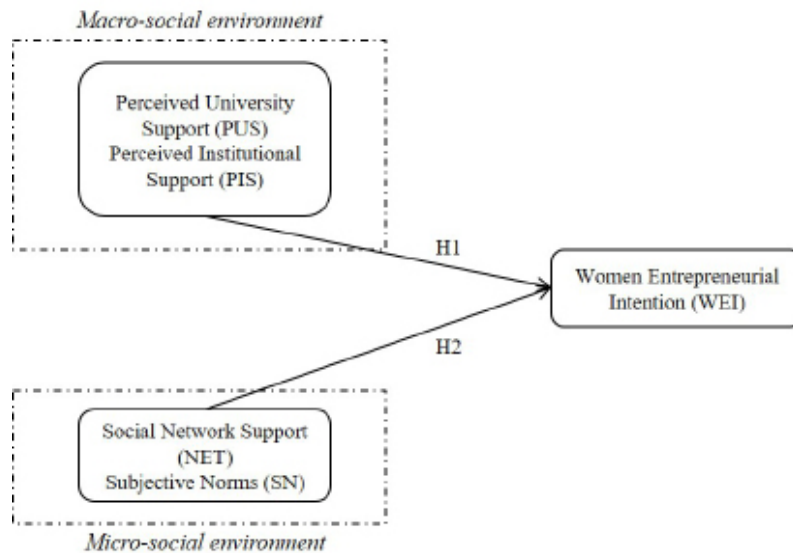


Figure 1. Research model auto

2.3. THE MACRO-SOCIAL ENVIRONMENT

2.3.1. PERCEIVED UNIVERSITY SUPPORT.

Entrepreneurial universities are valued because of their economic output (such as patents, licenses, and start-up firms) and technology transfer mechanisms (Tijssen, 2006). It is important for universities to position themselves as hubs of entrepreneurship by nurturing an entrepreneurial environment and providing substantial contributions to the economy and society (Gnyawali & Fogel, 1994). The development of entrepreneurial universities is a widespread phenomenon that has attracted policy-makers' attention. However, despite the increasing interest in academic entrepreneurship and new-venture creation by students, little empirical research has identified how the context shapes entrepreneurial intention among women university students (Walter, Auer, & Ritter, 2006).

Extant literature has demonstrated significant relationships between education and entrepreneurship (Henry, Hill, & Leitch, 2005), and a significant amount of scholarship has seen universities as seedbeds for entrepreneurship-specific human capital (Becker, 1964; Ucbasaran, Westhead, & Wright, 2008). Entrepreneurial universities can play an important role in identifying and developing students' entrepreneurial traits and the ability to start their own (Tijssen & Mahon, 2006). Some findings suggest that EI can be enacted directly through university support (Chen, Greene, & Crick, 1998; Krueger & Brazeal, 1994; Hartshorn & Hannon, 2005; Zhao, Seibert, & Hills, 2005).

Previous research has suggested that certain university support policies and practices can foster entrepreneurial activities among students, for example, technology transfer offices and faculty consultants (Mian, 1996); university incubators and physical resources (Mian, 1997); and university venture funds (Lerner, 2005). It is clear that an effective entrepreneurial support provided by universities is an efficient way of obtaining the necessary knowledge about entrepreneurship and motivating young people to seek an entrepreneurial career (Henderson & Robertson, 2000).

Kraaijenbrink, Groen, & Bos (2010) suggested that although universities can support entrepreneurship in many objectively measured ways, in order to understand the effect of such measures it was crucial to gauge the extent to which they could have an impact on students. This can be achieved by measuring students' perceptions of the university support that they receive.

Thus, it can be inferred that support provided by universities can play an important role in EI among their women students. We propose:

H1a: Perceived University Support (PUS) positively influences Women's Entrepreneurial Intention.

2.3.2. PERCEIVED INSTITUTIONAL SUPPORT

Entrepreneurs do not exist in isolation, and many social, cultural, economic, and political factors may affect their entrepreneurial behavior. A country's public institutional structures establish the rules of the game for organizations and determine which specific skills and knowledge result in the maximum payoff (North, 2005). Public institutions create laws, regulations, and policies regarding government assistance for the promotion of entrepreneurship (Ingram & Silverman, 2002). Bosma, Wennekers, and Amoros (2011) found a correlation between a country's gross domestic product per capita and the level and type of entrepreneurial activity in the country. Studies suggest that individuals' EI is a reflection of the institutional structure and the economic and political stability of their country.

This means that productive entrepreneurship would be at a low level where the incentives supporting it are weak (Baumol, 1993). Some of these incentives include access to capital and markets and the availability of information (Basu, 1998). Studies on students have also revealed that the lack of funds is a major barrier to entrepreneurship (Henderson & Robertson, 2000; Li, 2007; Robertson et al., 2003). If individuals perceive that the institutional environment is supportive, they will be more confident in their ability to become entrepreneurs and thus their entrepreneurial self-efficacy will increase (Luthje & Franke, 2003; Schwarz et al., 2009; Turker & Selcuk, 2009).

However, Morocco presents multiple and important cultural differences compared to European countries. For example, Morocco is a Muslim coun-

try, and although it is a both African and Islamic traditions shape gender relations. As in most Islamic countries which have been colonies of a Western country, such as France, a dual legal system was established. First, there is a Civil and Commercial legal system largely modeled after secular Western legal systems. Secondly there is family law, which remained a separate entity based on religious law, in the case of Morocco the Malik code of law.

Moroccan women generally also prefer to finance their projects through personal savings or family support, and the use of bank credit is still very limited and an exception. (Bousetta, 2011).

In this context, and considering de remain gender gap, we propose:

H1b: Perceived Institutional Support (PIS) by women in Morocco negatively influences Women Entrepreneurial Intention.

2.4. THE MICRO-SOCIAL ENVIRONMENT

Stead (2017) observes that 'being an entrepreneur involves multiple and often overlapping belongings', and that for women, it is a private and a public task. Thus, women entrepreneurs tend to combine both private personal issues with their public entrepreneurship engagements, and they pursue legitimation from the people around them within both spheres of domestic and business life. This legitimation materializes in the form of support like advice and contacts. Moroccan women's involvement in entrepreneurship activities is closely linked to social structures and traditional cultural practices (Feliu, 2004). Women have been considered as having a lower status in Moroccan society than men, and up until recent times women have been viewed as a dominated minority who lack a voice in society (Driss-Ait-Hamaduche, 2008). Moroccan women in general consult their family before deciding whether to start a new venture. These social practices are justified by the traditions and customs that characterize Moroccan society, which require women to follow certain rules of conduct within their family and society (Bousetta, 2011).

Hence a women's perception of *social network support* (NET) plays an important role in influencing her career choice (Dwyer & Cummings, 2001), such as EI.

On the other hand, the variable *Subjective Norms* (SN) could represent the pressure exerted by social perceptions on entrepreneurship. Whereas some studies have found a significant relationship between this variable and EI (Kolvereid & Isaksen, 2006), others report no significant relationship between them (Autio et al., 2001; Krueger et al., 2000; Liñán & Chen, 2009). This study includes this construct in the model and uses a scale including five groups of "reference people": parents, family, friends, teachers and other mentors.

Therefore, we propose:

H2a: Social Network Support positively influences Women Entrepreneurial Intention.

H2b: Subjective Norms positively influences Women Entrepreneurial Intention.

3. RESULTS

This research involved Moroccan women undergraduate students. Undergraduate women students in their last two years of college were contacted. The final sample consisted of 304 females, of which 70 were discarded.

For Explanatory Analysis and in order to test the structural model we applied Consistent Partial Least Squares Structural Equation Modeling (PLSc-SEM) (Dijkstra & Henseler, 2015; Sanchez, 2013).

Table 3 presents the scales used (5-Likert) to measure the main variables. In the present study, all four constructs have been measured through reflective indicators. *EI* was measured with six statements adapted from Liñán and Chen (2009). *Perceived University Support* (PUS) was measured with a three-item scale rating students' perception of the support that the university provides beyond teaching (Kraaijenbrink, Groen, & Bos, 2010). *Perceived Institutional Support* (PIS) was measured through a four-item scale developed by Turker and Selcuk (2009). The questions were related to the opportunities provided to entrepreneurs in terms of the ease or difficulty in obtaining financial support, the legal constraints of running a business, and the economic situation in Morocco. *Social Network Support* (NET) was measured from twelve items from Turker and Selcuk (2009), and *Subjective Norms* (SN) from five items adapted from Liñán, Urbano, and Guerrero (2011).

The analysis of the measurement model for the full sample found low loadings for a small number of items. These were removed, and the model was run again. As shown in Table 3, all items loaded significantly on their corresponding constructs with factor loadings ranging above 0.70, thus meeting the threshold of 0.50 set by Hair et al. (2006), and demonstrating convergent validity at the item level. Following Fornell and Larcker (1981), we assessed the convergent validity through item reliability and the AVE. The Cronbach's alpha for all the constructs were well above the threshold level of 0.70 (Nunnally & Bernstein, 1994). The final indicator of convergent validity is achieved when AVE equals or exceeds 0.50. Furthermore, cross loadings provided evidence of discriminant validity.

The values reached after running the bootstrapping test (with 5,000 samples) provided support to all hypotheses (Table 4, Figure 2) stronger for PIS ($\beta = 0.240$; $p < .05$).

Table 3. Results of Confirmatory Factor Analysis

Construct (Items)	Factor loading
<i>Entrepreneurial Intention (EI) ($\alpha=0.915$; AVE=0.705)</i>	
"I am ready to do anything to become an entrepreneur."	0.814
"My professional goal is to become an entrepreneur."	0.876
"I will make every effort to start and run my own business."	0.872
"I am determined to create a business in the future."	0.896
"I have thought very seriously about starting a business."	0.860
"I firmly intend to start a business one day."	0.708
<i>Perceived University Support (PUS) The courses that I attend... ($\alpha=0.825$; AVE=0.846)</i>	
1. "The atmosphere at my university inspires me to develop ideas for new businesses."	0.953
2. "There is a favourable climate for becoming an entrepreneur at my university."	0.885
<i>Perceived Institutional Support (PIS) In my country... ($\alpha=0.630$; AVE=0.719)</i>	
1. "It is difficult to start one's own business due to the complex administrative procedures."	0.925
2. "It is difficult to obtain sufficient information on how to start a business."	0.763
<i>Social Network Support (NET) ($\alpha=0.788$; AVE=0.697)</i>	
"If I decided to be an entrepreneur, my friends will procure me contacts."	0.725
"If I decided to be an entrepreneur, my acquaintances will procure me contacts."	0.923
"If I decided to be an entrepreneur, my acquaintances will give me information and good advices."	0.846
<i>Subjective Norm (SN) ($\alpha=0.697$; AVE=0.554)</i>	
"If I decided to be an entrepreneur, my parents will support me."	0.764
"If I decided to be an entrepreneur, my teachers/professors will support me."	0.725

Table 4. Results of the Structural Model. Sample (N=234 women students)

Hyp.	Hypothesized Path	Standardized Estimates	Results
H1a	Perceived University Support (PUS)→EI	0.136*	Supported
H1b	Perceived Institutional Support (PIS)→EI	0.240*	Supported
H2a	Social Network Support (NET)→EI	0.167*	Supported
H2b	Subjective Norms (SN)→EI	0.153*	Supported

*Significant at $p<0.05$

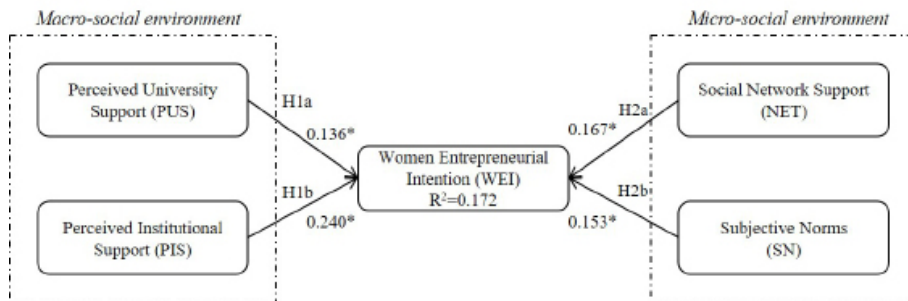


Figure 2. Structural Model for Women in Morocco ($N_{\text{Moroccan women}} = 234$)

4. DISCUSSION AND CONCLUSIONS

Our study follows the new directions proposed by Yousafzai et al. (2015) regarding the need for exploring the contextual embeddedness of women's entrepreneurship, especially in Africa, by introducing a multi-level perspective of the environmental factors that contribute to women entrepreneurial intention. We supplement prior evidence that neither individual nor organizational factors alone can sufficiently explain the dynamic nature of entrepreneurial intentions (Davidsson & Wiklund, 2001), but that it is the combination which provides insights into this process.

Macro-social environment is represented by perceived university support and perceived institutional support. More specifically, our findings show that, of these two measures, perceived institutional (non-)support was the most important factor among moroccan women students' entrepreneurial intentions. The most important barrier to women entrepreneurship is the cumbersome administrative procedures and the complexity of regulations for them.

One explanation for the lack of institutional support is that the Moroccan government is not entrepreneurship-oriented. Another explanation is that women do not rely on public institutions, so a collective effort at the institutional level is required in order to promote entrepreneurship among the youngest women. Institutions in Morocco need to develop the activities that support women entrepreneurship in order to prepare the business leaders of the future. Another way is to foster a supportive environment, for example by offering resources such as a network of individuals who can provide specific expertise in areas such as marketing or accounting, the inclusion of role models, and the provision of one-to-one support, and providing women students with the funding to start a new business. Thus, public institutions must restore their credibility among women university students.

On the other hand, women students were highly satisfied with the provision of atmosphere and the climate for initiating a new venture. Although moroccan women perceived that their universities were helpful in providing

a favorable environment, the study requires more research regarding other factors such as perceived university courses that measure knowledge and specific entrepreneurial skills.

In line with Kraaijenbrink, Groen, and Bos (2010) and Shane and Venkataraman (2009), we propose that universities can provide support by teaching students the general knowledge and skills that are needed to initiate a new venture. In addition, and considering their commercialization role, universities can also provide individual students or groups of students with a more targeted and specific support for starting their own firm such as awareness, motivation, and business ideas in the early stages of the entrepreneurial process, in which opportunity recognition and development take place.

The results for the micro-social environment indicate that the two factors also exerted a significant influence on the formation of WEI in our study. These findings are in line with previous research, which found that EI is related to social Network Support (Dwyer & Cummings, 2001; Turket & Selcuk, 2009), and Subjective Norms (Autio et al., 2001; Krueger et al., 2000; Liñán, Urbano & Guerrero, 2011).

Despite the existence of several associations in Morocco and organizations supporting and promoting women's enterprises (AFEM, Espod, IRC, etc.), moroccan women are generally unaware of these structures. This information campaigns become necessary to bring these organizations to young graduates.

The present study's findings will help university managers and policy-makers to understand which constructs are the most effective in fostering WEI, particularly in developing economies like Morocco. On the basis of our findings, we can answer the questions posed in this paper: context factors have an impact on women entrepreneurship intentions.

Finally, this chapter is subject to some limitations. First, the focus is on measuring behavioral intention rather than actual behavior. As a consequence, this study does not predict how many women students will materialize their entrepreneurial intentions. Second, a longitudinal study could reveal the degree to which entrepreneurial intention turns into entrepreneurial behavior. Third, future research could conduct a comparative analysis between developing and advanced economies in order to extract more generalizable findings. We also provide encouragement for further surveys based on a larger sample of women entrepreneurs in African countries. A sample of men entrepreneurs should also be included within the scope of future research. Finally, although the measurements used for the macro and micro social environments have been tested in previous studies, and in some demonstrating their relevance (see Saaeed et al. 2015), more studies will be required.

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