

## IMPACT OF REFLECTIVE PRACTICE ON ENTREPRENEURIAL INTENTIONS DEVELOPMENT: A COMPREHENSIVE STUDY

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**Abstract-** In response to the escalating role of entrepreneurship in the Moroccan economy, efforts are underway to integrate effective teaching programs aimed at instilling an entrepreneurial mindset in graduating students. Despite its growing importance, entrepreneurial pedagogy faces challenges in gaining recognition within the educational landscape. This article examines the influence of reflective practice on entrepreneurial intentions, leveraging insights from planned behavior and socio-behavioral theories. The study, centered in the Rabat-Sale-Kenitra region, focused on the Centre for Vocational Training and Labour Promotion (OFPP) as a critical training center. Employing a random stratified sampling method, the study used a hypothetico-deductive approach, involving both pre- and post-training questionnaires for prospective graduates. SPSS software analysis revealed the significant influence of reflective practice on entrepreneurial intentions. The research concludes with a discourse on the findings, methodological summaries, and implications for future studies. It provides valuable insights into the connection between reflective practice and entrepreneurial intentions among Moroccan graduates, which can inform the enhancement of teaching programs. Additionally, reflective practice helps students identify their strengths and weaknesses, facilitating strategic skill development. Beyond the realm of education, cultivating entrepreneurial intentions among employees contributes to organizational benefits through the enhancement of creativity, innovation, and motivation, equipping them to effectively address challenges. This process also cultivates a willingness to take calculated risks, leading to improved efficiency.

**Keywords:** Entrepreneurship, Intention, Reflective Practice, Future Graduates, Economy, Innovation.

### 1. INTRODUCTION

Globalization, the technological progress, political instability worldwide climate change and excessive exploitation of raw materials have placed Morocco, like

the rest of the world, in a situation, the emergence of the Covid-19 health crisis has further exacerbated the situation. Recent statistics indicate a sharp rise in the national unemployment rate to 12.5%. For young people with an average diploma, the rate stands at 15.7% and it rises to 26.2% for those with a higher-level education [1]. Therefore, the use of entrepreneurship becomes a necessity, since it is a vector of the impetus of development dynamics. However, a range of measures has been implemented to establish entrepreneurial young graduates through educational programs.

In this regard, the inspiration to become an entrepreneur can be triggered in entrepreneurship. In addition, the actions of "learning by doing" are imperative for developing entrepreneurship. Various studies have shown that training is a crucial element in developing the level of intent [2]. In another sense, as suggested by Fayolle and Verzat (2009), studies conducted on teaching practices continue to evolve.

Thus, as posited by the author [3], the inquiry into the characteristics of entrepreneurial training strategies comes to the forefront. Nevertheless, multiple studies have evoked teaching and entrepreneurship pedagogy. In contrast, the author [4] confirmed that few studies have focused on the definition of an entrepreneurial pedagogy based on learning.

In this Moroccan context, the implementation of a 'system-B-B-' was initiated in 2009 after the experience with the LMD system (Bachelor, Master, Ph.D, aimed to instill the entrepreneurial spirit in future graduates. In addition, Vocational training and work promotion (OFPP) has made significant efforts to encourage future graduates to set up their projects through theory and practice-based training despite a series of constraints. Hence a new curriculum is imperative. As a result of this focusing on future graduates of vocational training centers within the region Rabat- Sale- Kenitra, the central question of our study is: How does engaging in reflective practice affect the formation of entrepreneurial intentions among recent graduates?

To prepare future graduates eager to create their own his project, this article seeks to shed light on the role of reflective practice in introducing entrepreneurial litigation in future graduates. Thus, it focuses on its effect on the improvement of knowledge of promoters to ensure the growth and sustainability of companies and the improvement of the position of Morocco in the regional and international economic fabric. With this objective in mind, we have formulated the following hypotheses:

- Hp0- Reflective practice acts negatively on the level of entrepreneurial intention of future graduates;
- Hp1- Reflective practice has a positive impact on the entrepreneurial spirit of future graduates.

## **2. THEORETICAL FRAMEWORK**

### **2.1. Entrepreneurial Intent**

Entrepreneurship is a heterogeneous and complex concept. There are multiple definitions that may have changed over time [5]. However, studies have focused on business creation support [6]. Yet, cultural factors and training acquired can influence entrepreneurial behavior, as also confirmed by this research [7].

In this context, lecture-based methods can least encourage the development of the entrepreneurial process. Hence, the role of the teacher is crucial in this process. He becomes a mentor (coach) of learning rather than a depository-transmitter of explicit knowledge and multiplies his way of teaching to focus on tacit knowledge [8]. Entrepreneurs can benefit from a variety of accompaniment services, such as coaching, counseling, advising, consulting, tutoring, mentoring, sponsoring, and sponsorship.

### **2.2. Reflective Practice**

Reflective practice has gained increased significance in the context of the discourse on professionalization within nursing training environments. In this context, the process of reflecting on practice is perceived not only as a skill essential for professional educators but also, whether in initial or ongoing training, as a mechanism for shaping one's professional identity. It serves as a tool that has the potential to foster one's professional development.

Engaging in reflective practice involves an active and deliberate process of critically reviewing one's practice where the practitioner is challenged and can invest in a self-assessment process. Thus, it introduces a reflexive posture to become aware of its way of acting or reacting in professional or formative situations regularly and intentionally, at the end. As for the author [9], reflexive practice is a free, organized, and methodical activity that can be taught, even though it has considered a process without a well-defined objective.

Although reflective practice is commonly depicted as an exploration of varied and ongoing scenarios, as highlighted by the authors in references [10], there is an alternative perspective that regards it as a reaction to unforeseen situations. Engaging in this intentional and active process of critical examination facilitates a student's entry into a reflexive spiral, fostering personal transformation and cultivating the autonomy necessary to

attain a desired and effective practice [11]. Thus, the teacher would play the role of catalyst, facilitator, tutor and guide and the learner could develop more autonomy and self-esteem. [12]. In addition, the reflexive practice creates the interaction between theory and practice through self-assessment of past or ongoing experience. Therefore, the educator would serve as a catalyst, facilitator, mentor, and advisor, enabling the learner to enhance their autonomy and self-confidence [13].

This research [14] has highlighted the importance of reflective processes and tools for future graduates to improve their action and reaction, analyze possible opportunities, identify obstacles, and create new knowledge. Indeed, to make a student practitioner reflective, it is imperative, according to the author of [15], to accompany him, collect all information about his practice, choices, and hesitations, knowing that it is not for all trainees. Likewise, in entrepreneurial training, reflective practice can be put into action through various mechanisms, including group discussions, logbook and portfolio analysis, scientific approaches associated with practical experiences, self-assessment, or practice-based case studies.

Thus, its development can be fostered by writing, facilitated by mediation in various forms, with professional memory practice narratives being the most common. On the other hand, the learner must give meaning to what he or she has experienced and build knowledge that is useful to him or her. Experiential learning is thus present when the person can observe changes in knowledge, feelings, attitudes, or skills. Thus, these changes result from his conscious reflection on one or more experiences he has just experienced [16].

Moreover, following Kolb's theoretical framework, the learning process of achieves its entirety through the meticulous execution of four distinct phases: concrete experimentation, reflective observation, abstract conceptualization, and the formulation of hypotheses. Each of these sequential phases encapsulates diverse modes of utilizing one's experiential learning. The author posits that the deliberate engagement with these four learning processes affords the student a comprehensive mastery of knowledge acquisition.

### **2.3. Reflective Practice and Entrepreneurial Intent**

The exploration of the influence of pedagogical innovation on fostering an entrepreneurial mindset among students in the fields of economics and management is an expanding area of research. Traditional teaching methods in these domains are being scrutinized for their perceived inadequacy in preparing students for the complexities of the contemporary business landscape.

Reflective practice defined as the process of analyzing experiences, behaviors, and actions to gain insight and enhance future performance. Entrepreneurial intentions, on the other hand, refer to an individual's aspiration to initiate and manage their own business venture. Several studies have explored the relationship between reflective practice and entrepreneurial intentions, with some suggesting a positive correlation between the two.

A recent study conducted by the authors [17] aimed to investigate the correlation between entrepreneurial intentions and reflective practice within university students in Poland. The study found a positive correlation between reflective practice and entrepreneurial intentions, suggesting that individuals who engage in reflective practice are more likely to have entrepreneurial intentions.

Similarly, an investigation conducted by Jayawarna and associates [18] delved into the nexus between reflective practice and the cultivation of entrepreneurial intentions within the context of undergraduate students in the United Kingdom. The findings of this research emphasized a positive correlation between reflective practice and entrepreneurial intentions, underscoring the pivotal significance of fostering reflective practice among individuals with entrepreneurial ambitions.

Likewise, a recent scholarly investigation by Du, Wang, and Zhou in [19] examined the intricate relationship between reflective practice, entrepreneurial intentions, and entrepreneurial self-efficacy within the context of Chinese college students. Employing a survey questionnaire to collect data from 377 participants, the study uncovered that reflective practice exerted a positive influence on both entrepreneurial intentions and entrepreneurial self-efficacy. The implications of this research suggest that reflective practice serves as a catalyst, enabling students to surmount entrepreneurial barriers and cultivate the essential skills and confidence requisite for venturing into entrepreneurial endeavors.

In this regard, recent research suggests that there is a positive correlation between reflective practice and entrepreneurial intentions. Encouraging individuals to engage in reflective practice can be a valuable tool in promoting entrepreneurship and supporting individuals with entrepreneurial aspirations. Guiding young entrepreneurs in the implementation of their business ideas involves both temporal and spatial dimension.

Additionally, the author [20] further emphasizes the temporal aspect, highlighting that support is a continuous process spanning all stages of company inception. This support helps to encourage people to create their business and thus develop their entrepreneurial intention. In addition, entrepreneurship training can enhance prior learning at all stages of a business project. Indeed, entrepreneurial intent is an essential parameter in entrepreneurial behavior. Thus, it is advisable to consider three theories mentioned below:

### **2.3.1. Entrepreneurial Event Model (Shapero and Sokol 1982)**

Entrepreneurial training is a crucial factor in the development of entrepreneurial intention. Indeed, Krueger and his collaborators (2000) developed a model that considered the founder in entrepreneurship. Other researchers such as [21] have succeeded in developing and empirically verifying this model, highlighting the importance of the factors of negative displacements, intermediate situations, and positive displacements and factors of perceptions, desirability, and feasibility of the entrepreneurial act.

### **2.3.2. Theory of Planned Behaviour (Ajzen 1991)**

The employment of the planned behavior theory allowed us to gain insights into the influence of individual and contextual factors on entrepreneurial intent. In addition, the concept of intent is a better predictor of behaviors as demystified by the authors [21], precisely planned behaviors in the case of exceptional and difficult-to-reveal behaviors.

### **2.3.3. Socio-Cognitive Theory of Bandura**

Navigating the intricacies of career selection poses a complex quandary for individuals. This decision-making process is intricately woven into Bandura's socio-cognitive theory, wherein the constructs of self-efficacy and observational learning play pivotal roles. Furthermore, the authors [22] investigations have specifically delved into the entrepreneurial aspects of career choices. Additionally, the researchers [23] conducted research aimed at deepening our understanding of the factors influencing career intent, thereby contributing to the broader discourse on career decision-making.

## **3. METHOD**

### **3.1. The objective of the Study**

This research aims to examine the influence of reflective practice on the formation of entrepreneurial intentions, drawing on the theory of planned behavior and socio-behavioral theories.

### **3.2. Sources of Data**

The search process was meticulously conducted by leveraging the Google Scholar search engine and other reputable databases, including CINAHL, PUBMED, MEDLINE, Erudit, Scopus, Science Direct, and Cairn. This comprehensive exploration facilitated the retrieval of a diverse range of pertinent scholarly works, seamlessly integrated into the overarching literature review.

To refine the search and ensure relevance to the study's objectives, specific keywords were strategically employed. These keywords encompassed essential terms such as reflective practice, Entrepreneurship, Intention, Reflective practice, Future graduates, economy and innovation. The deliberate use of these keywords served as a precise filter, enabling the selection of scientific articles exclusively in English or French, aligning with the study's focus on reflective practice.

It is crucial to note that the criteria for article inclusion were stringent, with a deliberate emphasis on scientific rigor and thematic alignment with the study's objectives. This methodological rigor enhances the credibility and relevance of the literature review, ensuring that only articles contributing substantially to the exploration of reflective practice were incorporated into the scholarly discourse.

**3.3. Design**

In this manuscript, a rigorous quantitative analysis was conducted employing advanced statistical software to derive precise insights and extend the generalizability of the outcomes. In this research, a comprehensive quantitative analysis was executed using advanced statistical software to derive precise insights and enhance the generalizability of the results. It prompted them to become remarkably aware of their learning methods and tools, which serve as a source of reflexivity, enabling them to assess their impact on the development of entrepreneurial intention. In order to shed further light on this impact, a longitudinal study would be precisely adequate in this respect.

**3.4. Procedure**

The size of the targeted sample is defined by the SCHWART (1969) formula:

$$N = \frac{eZ^2 pq}{i^2} \tag{1}$$

where,  $N$  is sample size;  $e$  is cluster effect;  $i$ : precision 10%,  $Z$  is a standard deviation of 1.96 corresponds to a 5% margin of error,  $p$  is lowest polio vaccination coverage rate;  $q=1-p$ .

In addition, all study participants ( $n=150$ ) provided their consent for the study to proceed. As patient involvement was not applicable in this context, there was no requirement to seek approval from an ethics committee. A comprehensive briefing was delivered to all interviewees in the amphitheater, outlining the study's information, objectives, focus, and rationale, prior to their participation. Additionally, clear instructions were provided to the individuals involved on how to complete the questionnaire and explicit informed consent was acquired directly from all participants.

**3.5. Participants**

The research was carried out in the Rabat-Sale-Kenitra region, where the Centre for Vocational Training (OFPPPT) serves as a training center for future graduates. The sample selection was made using the random stratified sampling technique from the list of students enrolled in training centers in the region, representing various sectors.

**3.6. Data Collection Methods and Tools**

The questionnaire was administered to the same trainees at the beginning and end of the entrepreneurship training. The reliability of our questionnaire was confirmed through the Cronbach Alpha test, and the impact of reflective practice before and after an entrepreneurial intent was assessed using the McNemar test the reflective. Additionally, we chose to juxtapose the analysis of the theoretical framework with that of the empirical framework to validate or challenge our stated assumptions, employing a hypothetical deductive approach. Furthermore, we underscored the diversity of the sample. This choice was made through probability methods known as random stratified sampling technique from the list of second-year trainees from vocational

training centers in the Rabat-Sale-Kenitra region. Thus, the study population included trainees from different streams. This will enable us to broaden the scope of data collection and achieve a more comprehensive understanding. The choice of vocational training centers in the region was dictated by the plurality of sectors, thus the evolution in all directions having known the region in order to be able to attract investments. We used Likert scale questions in our study (ranging from "excellent", "very good", "good", "satisfactory" to "unsatisfactory"). This method is also known as the alternative ranking method. In addition, we have also specified that the responses are anonymous and that the data collected remain confidential. Furthermore, the analysis established in the theoretical part of the framework allowed us to formulate our research question and study the examination of the impact of reflective practice in entrepreneurial teaching on the entrepreneurial intention of future graduates based on the theory of planned behavior and socio-cognitive.

**3.7. Margin of Error**

The orchestration of sound bears a resemblance to a meticulous balancing act, employing a judiciously chosen subset to encapsulate the essence of a much larger entity, where  $q_i$  represents the target population. The margin of error serves as a metric for gauging the survey's reliability, with a diminished margin signifying more dependable results. Conversely, a heightened margin increases the likelihood of results deviating from the broader population's sentiment.

The calculation of the error range follows a specific formula of Morin (1957):

$$Z = \frac{p(1-p)}{n} \tag{2}$$

where,  $Z$  signifies the confidence level, set at 95% for this study, with a corresponding  $Z$  value of 1.96,  $p$  represents the representative proportion of the sample, and  $n$  denotes the sample size: the number of individuals interviewed in the survey. In this particular study, the error range is established at 5%.

**3.8. Data Analysis**

In crafting and implementing the questionnaire, paramount consideration was accorded to ensuring the validity and reliability of the instruments employed. To substantiate this, we placed particular emphasis on evaluating the internal consistency of the items constituting our study through a rigorous assessment of their properties. This scrutiny was facilitated by the application of the Cronbach's alpha test. The resultant reliability coefficient for our study stands at 77.6% (Table 1), which exceeds the established reference value considered appropriate for assessing reliability.

Table 1. Reliability statistics

Cronbach's Alpha based on standardized items	Number of items
0.776	11

Furthermore, it is noteworthy that the individual element rates, as presented in the following tables (Table 2), consistently exceed the 70% threshold, thereby attesting to the strong reliability of the instruments. This meticulous approach to assessing internal consistency fortifies the confidence in the instruments employed, ensuring that they consistently measure the intended constructs with a high degree of reliability.

Table 2. Total item statistics

	Average of the scale in case of deletion of an element	Variance of the scale when an element is deleted	Full correlation of corrected items	Square of the multiple correlation	Cronbach's Alpha when the item is deleted
1.Reflective practice	21.463 4775	45.936	0.306	0.150	0.758
2.Place occupied by reflective practice in the development of entrepreneurial intention	20.663 4775	43.106	0.429	0.875	0.745
3.Impact of reflective practice on your level of entrepreneurial intention	20.903 4775	40.583	0.430	0.812	0.746
4. Entrepreneurial act	20.470 1442	42.039	0.319	0.176	0.763
5.Entrepreneurial intention impacted by	20.816 8109	40.708	0.398	0.880	0.751
6. Impact of reflective practice on entrepreneurial intention	20.890 1442	44.664	0.357	0.368	0.753
07. Reflective teaching methods used	21.050 1442	43.899	0.442	0.302	0.745
08. Constraints in developing reflexivity	20.510 1442	42.252	0.411	0.960	0.747
09. Qualities developed during your training	21.323 4775	43.480	0.369	0.879	0.752

**3.9. Ethical Standards Followed**

Aligned with the imperative that each research endeavor adheres to established ethical principles, the current study diligently sought the informed consent of its participants. This entailed providing detailed information regarding the nature, purpose, and duration of the research, along with an elucidation of the methodologies employed throughout the study. Furthermore, the authors of this work rigorously adhered to ethical principles and fundamental human rights, as delineated by prevailing codes of ethics. These included:

- (i) Respecting students' autonomy to voluntarily participate in the study, intended to gather pertinent information;
- (ii) Formulating questions in a manner that safeguards participants' privacy;

- (iii) Respecting participants' points of view and opinions;
- (iv) Preserving the anonymity and confidentiality of stakeholders both during the study and when presenting the research results.
- (v) An overarching commitment has been made to uphold participants' right to be protected from any form of discomfort or harm throughout the research process.

**4. RESULTS**

**4.1. Descriptive Statistics**

The presented table (Table 3) indicates a slight predominance of female participants, accounting for 55.27% of the total sample. Among the study participants, the age group between 17 and 25 years represents the majority, comprising 56.12% of the participants, followed by the age group between 26 and 34 years. Participants over the age of 35 constitute a smaller portion, representing only 13.08% of the total sample. Examining the diversity of training streams among the participants, the table reveals a varied distribution. Business management emerges as the most represented field, comprising 23.21% of the total participants, followed by the accounting system, which accounts for 18.14% of the participants.

Table 3. Identification of students participating in the study

Variables		Frequency	Percentage
Age	[17-25years]	84	56.12
	[26-34 years]	46	30.80
	Over 35 years	20	13.08
Gender	Female	83	55.27
	Male	67	44.73
Option	Business management	35	23.21
	Business	16	10.65
	Accounting	27	18.14
	Secretariat	12	08
	Computer Science	15	10
	Topography	12	08
	Mechanics	08	05.3
	Finance audit	03	02
	Hotellier	12	08
	Tailoring	10	06.7
	Total	150	100

This pie chart in Figure 1 illustrates the diverse perceptions of reflective practice among study participants. Notably, 42% of them consider it as an «intelligent» practice characterized by the practioner's interest, effort and surprise when confronting complex situations that try to solve. However just 21% of participants say that reflective practice involves distancing oneself and taking a critical look at one's own functioning.

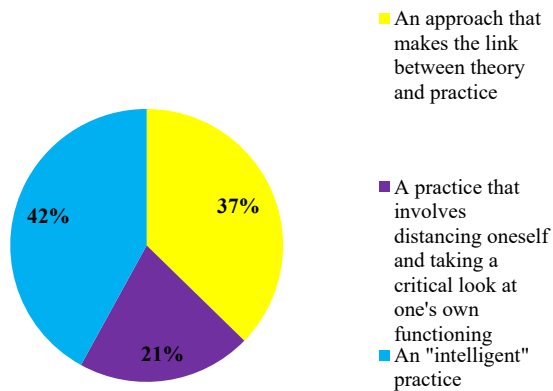


Figure 1. Study participants' perceptions of reflective practice

Reading these percentages, Figure 2 shows that for the majority of the participants in the study, the practical training is the most favorable context for the development of reflective practice in entrepreneurial training.

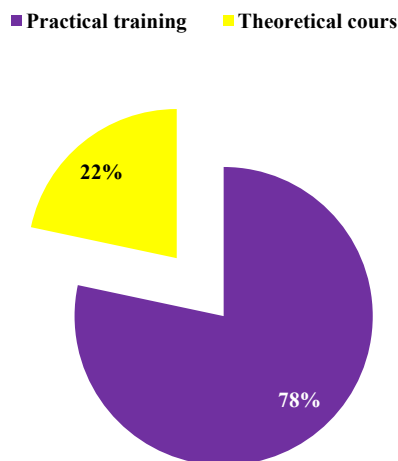


Figure 2. Background to the development of reflexive practice

It should be noted that the quality of creativity is the most developed in the majority 38.02% of future graduates. Nevertheless, willingness and reflexivity are second respectively at 26% and 20.7% (Figure 3).

It should be noted that for a large part of future graduates, the place given to reflexive practice is good for 42.66%, very good for 24.89%. Yet only 3.75% consider it unsatisfactory. In the same sense, the author of [24] revealed that the entrepreneur reflects on how to express his ideas in the case, he builds a dialogue between entrepreneurial action, knowledge and translation. It creates a path of interaction between certainty and perception of reality in order to promote the intelligibility of interventions on the ground. In the same way, this research [25] points out that these are anchor points for generating interest in learning (Figure 4).

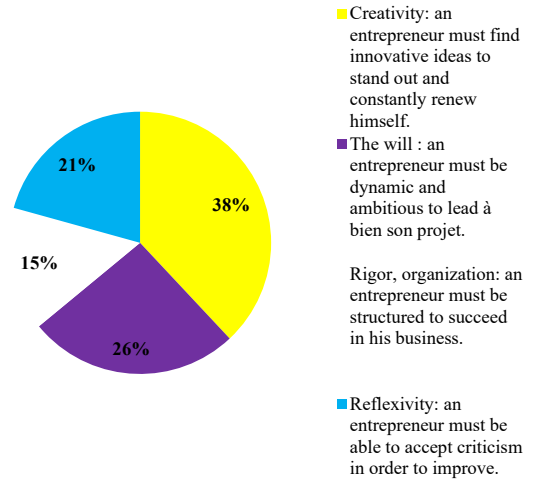


Figure 3. Most developed qualities during entrepreneurial training



Figure 4. Place allocated to reflective practice in entrepreneurial training

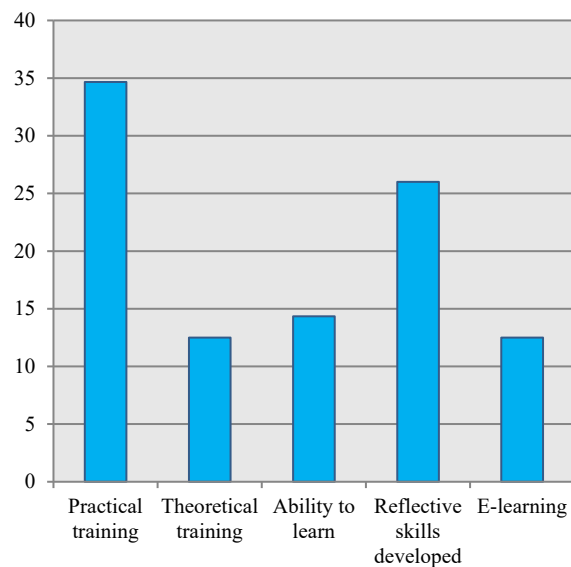


Figure 5. Classification of elements having an impact on entrepreneurial intention

Figure 5 shows that practical training was chosen as the main element that impacts the entrepreneurial intention with a percentage of 34.66%. We also find that the reflexive skills developed are an essential factor that impacted the entrepreneurial intention (26%).

Figure 6 reveals that all participants affirm the influence of reflective practice on the cultivation of entrepreneurial intent. According to most participants, this impact is reflected in the development of entrepreneurial behavior. For others it is through the creation of the spirit of permanent control or the assured feasibility of the project.

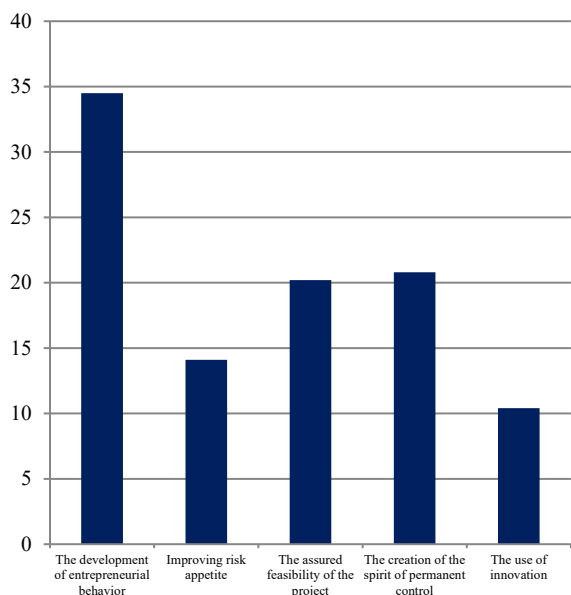


Figure 6. Impact of reflexive practice on the development of entrepreneurial intention

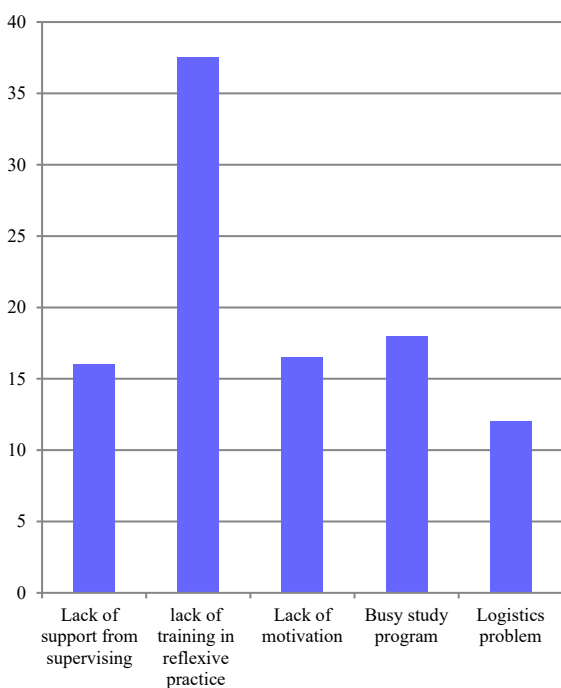


Figure 7. Practice development constraint selective in entrepreneurial training

Figure 7 shows that the lack of training in reflexive practice remains the most announced constraint by the study participants 37.55%, followed by the lack of support from teachers supervising 16%.

Figure 8 informs us that the reflexive tools most exploited by the participants are the case study of 24.07%, the graduation project of 16.4% and the internship report of 10.9%, respectively.

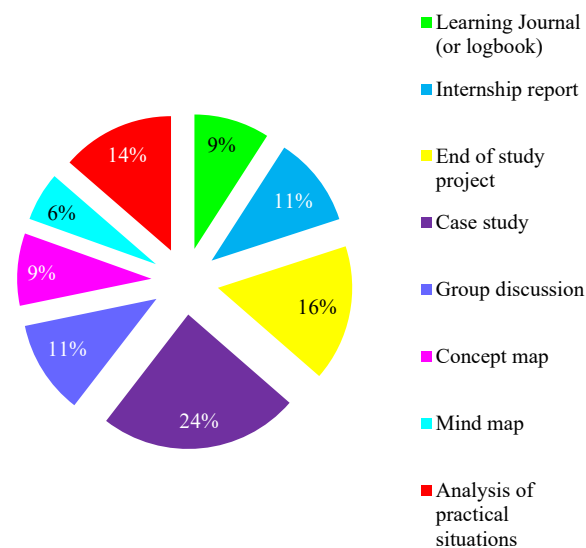


Figure 8. Most commonly used reflexive tools in entrepreneurial training

#### 4.2. Correlations

The data in Table 4 reveals a moderate significant BETA coefficient of 0.389 and a significance level of 0%. These results support our hypothesis Hp1, indicating that reflexive practice methods do indeed have an impact on the development of entrepreneurial intention among future graduates.

Table 4. Correlations

		Constraints in developing reflexivity	Most used reflexive tools	Qualities developed during your training	Impact of reflexive practice on your level of entrepreneurial intention	Reflective practice
Constraints in developing reflexivity	Correlation of Pearson	1	-0.005	0.182	0.212**	0.097
	Sig. (bilateral)		0.950	0.025	0.009	0.238
	N	150	150	150	150	150

Most used reflective tools	Correlation of Pearson	-0.005	1	0.190	0.180*	0.176*
	Sig. (bilateral)	0.950		0.020	0.028	0.031
	N	150	150	150	150	150
Qualities Developed during your training	Correlation of Pearson	0.182*	0.190*	1	0.187*	0.154
	Sig. (bilateral)	0.025	0.020		0.022	0.059
	N	150	150	150	150	150
Impact of reflective practice on your level of entrepreneurial intention	Correlation of Pearson	0.212**	0.180*	0.187	1	0.257*
	Sig. (bilateral)	0.009	0.028	0.022		0.002
	N	150	150	150	150	150
Reflective practice	Correlation of Pearson	0.097	0.176*	0.154	0.257**	1
	Sig. (bilateral)	0.238	0.031	0.059	0.002	
	N	150	150	150	150	150

\*. Correlation is significant at the 0.05 level (two-tailed).  
 \*\*. Correlation is significant at the 0.01 level (two-tailed).

According to Table 5 the square  $R$  is 0.16, this allows us to deduce that the explanatory variables and the reflexive pedagogical methods established in particular the case study, the project of end of study, the report of internship, Journal of learning, the discussion in group, the concept map, the mental map and the analysis of practical situations contribute to the development of the entrepreneurial intention of future graduates. The aim is to develop entrepreneurial behavior, to improve risk propensity, to carry out the proposed project easily, to create a spirit of permanent control and to resort to innovation. Moreover, according to the Durbin-Waston test, the value of 2.025 obtained allows us to deduce that the variables are correlated and the regression model is valid.

Table 5. Coefficient of determination R-two and the Durbin Watson test

Adjusted R-two	Standard error estimate	Durbin-Watson
0.140	0.928	2.025

When analyzing this table, we can remember that the level of significance is 0%. As a result, reflective practice contributes significantly to the development of the entrepreneurial intention of future graduates with a threshold of 5% (Table 6).

This curve shows that the point cloud of the right chart is well dispersed. This revelation informs us that the homogeneity of variances is respected for this examined performance variable. Thus, the conditions were met to exploit it in a regression analysis.

Based on the information in Table 7 as well as the diagram, observe decrease in unfavorable responses from 47 to 28 between the initial phase of training and the end. The differentiation of values allows us to deduce that reflective practice has an impact on the development of entrepreneurial intention. Will further analyze and confirm this through the McNemar hypothesis test, which will assess the pre-established hypothesis.

Table 6. Test of Fischer - ANOVA (Analysis of Variance)

Sum of Squares	DDL	Mean of Squares	D	Sig.
24.370	4	6.093	7.069	0.000 <sup>b</sup>
124.970	145	0.862		
149.340	149			

Table 7. McNemar's test

		Reflective practice contributes to the development of entrepreneurial intention, after		Total
		Yes	No	
Reflective practice contribute to the development of entrepreneurial intention, Before	Yes	57	28	85
	No	47	18	65
Total		104	46	150

In Table 8,  $p$  equals 0.038, which means that the proportion of participants whose entrepreneurial intent has developed differs statistically after their entrepreneurship training compared to the beginning. In other words, this change is significant. Hence, we reject the null hypothesis ( $H_0$ ) and assert that reflective practice indeed has a positive impact on the development of entrepreneurial intentions among future graduates.

Table 8. Summary of the hypothesis test

Hypotheses null	Test	Sig	Decision
Distributions different values on 14. In your opinion, can reflective practice contribute to the development of to your entrepreneurial intention?	McNemar's associated samples test	0.038	Reject the null hypothesis



## **5. DISCUSSION AND PERSPECTIVE**

Political, social instability, along with the unexpected onset of the Covid-19 health crisis, have significantly impacted the global and national economy. The labor market continues to be affected by these rapid and frequent changes and challenges. In this context, entrepreneurship emerges as an essential and immediate alternative to mitigate the effects of this recession. It aims to equip future graduates with the competence to handle any complex professional situation and develop their entrepreneurial intent. To achieve this, the use of innovative teaching tools that foster reflexive thinking becomes imperative. An additionally, developing transversal skills such as (critical thinking, reflexivity, practice analysis and, problem-solving) has become a primary concern of many teachers to strengthen their trainee's skills. In this sense, teachers must encourage students to innovate, translate their ideas into concrete actions, broaden their horizons, and actively engage in the economic sphere. Therefore, in preparing future graduates, entrepreneurship emphasizes the need to bring out and increase the entrepreneurial intention among these future graduates. This process inevitably catalyzes the transition to the entrepreneurial action and subsequently, engagement in a natural and successful entrepreneurial journey.

The introduction of a range of creative and active teaching approaches in entrepreneurial pedagogy has significantly enhanced the impact on students' entrepreneurial intent. In this regard, (reflective) practice stands out as one of the most innovative strategies and a sine qua non condition for professionalizing this training. Reflective practice can play a key role in fostering entrepreneurial intention among students. It involves critical reflection on lived experiences, acquired knowledge, and developed skills. By reflecting on their own experiences and studying those of other entrepreneurs, students can gain a deeper understanding of entrepreneurship and its prerequisites.

In this regard, it should be noted that study participants have varied perceptions of reflective practice; nearly half of them regard it as an "intelligent" practice characterized by the practitioner's interest, effort, and surprise when faced with complex situations that they seek to resolve. In this context, the incorporation of reflective practice training is prevalent in most training programs, viewed both as a skill to be honed and as a tool crafted to elevate the professionalism of training endeavors [11]. Similarly, the present study indicates that a majority of participants favor practical training for the cultivation of reflective practice in entrepreneurship. This preference is supported by this study [24], emphasizing the significance of experiential learning for cultivating reflection and applying knowledge in an entrepreneurial context. Recent studies corroborate this assertion but suggest that the relationship is indirect. Reflection first influences entrepreneurial cognitions and motivations, which then translate into behavior over time [25].

Our research findings have indicated a positive correlation between reflective practice and the inclination

towards entrepreneurial endeavors. This study delves into examining the impact of reflective practice on the development of entrepreneurial intentions within the context of theoretical and practical training initiatives. Furthermore, this investigation aims to elucidate the pathways through which reflective entrepreneurship education influences prospective graduates' inclination towards entrepreneurial pursuits. Additionally, the objective of entrepreneurial training encompasses the cultivation of vital entrepreneurial competencies, including creativity, discipline, determination, and organizational skills, equipping individuals to initiate and manage their ventures effectively.

Entrepreneurial pedagogy introduces dynamic and innovative student-centered approaches and strategies, necessitating a paradigm shift that prompts educators to reevaluate their roles and adapt the pedagogical structure of their courses. Within this framework, the study identifies a prevailing constraint, with 37.55% of participants citing the absence of training in reflective practice as a significant challenge. Following closely is a deficiency in support from supervising teachers, acknowledged by 16% of respondents. This aligns with research by the authors [26], which conducted a similar study among teachers and discovered that more than half of them felt inadequately competent to guide reflective practice in their students. This collective evidence reinforces the evolving landscape of pedagogy, wherein addressing training gaps and fostering contextual support are essential for cultivating effective entrepreneurial education.

Building upon these findings, it becomes evident that addressing the identified constraints is essential for advancing entrepreneurial pedagogy. One avenue for improvement lies in the development and implementation of comprehensive training programs focused on reflective practice for both teachers and students. Such programs could equip teachers with the necessary skills and competencies to effectively guide and mentor students in reflective learning processes. Moreover, fostering a supportive environment within educational institutions is crucial. This entails not only providing resources and infrastructure but also fostering a culture that values and encourages reflective thinking and practice.

Furthermore, integrating technology into entrepreneurial education can enhance the effectiveness and accessibility of reflective learning experiences. Digital tools and platforms can facilitate collaborative reflection, enable real-time feedback, and offer diverse learning resources to engage students in meaningful reflection activities. Additionally, incorporating real-world experiences, such as internships, project-based learning, and entrepreneurial ventures, into the curriculum can provide students with practical contexts for applying reflective skills and knowledge.

Another aspect to consider is the need for ongoing evaluation and assessment of entrepreneurial pedagogy initiatives. Continuous feedback mechanisms, periodic reviews, and data-driven assessments can help identify areas of improvement and inform refinements to

pedagogical approaches. By adopting a systematic approach to evaluation, teachers can ensure that entrepreneurial education remains responsive to evolving needs and challenges.

In essence, this research underscores a positive correlation between reflective practice and entrepreneurial intent, as elucidated in the theoretical analysis. Moreover, through a longitudinal study, this impact has been validated and magnified across various stages of entrepreneurial training. From a reflective standpoint, enhancing this impact necessitates providing stakeholders with the requisite tools and restructuring the educational system accordingly.

Recent studies have confirmed the positive relationship between reflective practice and entrepreneurial intent. The authors [25] highlight the role of reflection in developing entrepreneurial self-efficacy, while this study [27] demonstrates its impact on entrepreneurial decision-making. Also, the authors [28] further observe an amplification of this effect throughout the entrepreneurial training stages.

To maximize the impact of reflective practice, it is crucial to equip stakeholders with appropriate tools and restructure the educational system. Additionally, Morocco's new development model seeks to encourage any innovative action initiative and guarantee a suitable climate for entrepreneurship. The new development model of Morocco offers a unique opportunity to integrate reflective practice into initiatives aimed at promoting innovation and entrepreneurship. Further research is needed to explore individual factors influencing the effectiveness of reflection, optimal intervention types and durations, and potential barriers to its practice [28]. As a synthesis, the alignment with recent literature not only strengthens the robustness of the findings but also presents promising avenues for enhancing reflective practices in the context of entrepreneurial development in Morocco.

In summary, the development of entrepreneurial intention among students through reflective practice can have a positive impact on management by promoting creativity, innovation, and measured risk-taking within organizations. In this educational context, educators must acknowledge the importance of incorporating reflective practice into their daily pedagogical routines. The competency-focused training approach provides students with the opportunity to apply their knowledge and skills in practical, real-world scenarios [29]. However, to ensure their professional development, it is imperative to equip them with a comprehensive set of skills and strategies to effectively address and overcome potential obstacles. Furthermore, companies can actively cultivate entrepreneurial intent among their workforce by providing structured learning and development initiatives, fostering a culture of reflective practice, and championing an environment that values and promotes innovation, as reflective practice empowers individuals to reflect on their actions, adapt their approach, and enhance their skills [29].

With the excessive emergence of technological and

digital advancements, there's a need for the learning system detailed in reflective practice to evolve. Integrating innovative technologies and digital tools into the reflective learning process can enhance its effectiveness and relevance in today's digital age. By leveraging platforms for online collaboration, virtual simulations, data analytics, and immersive learning experiences, educators can enrich the reflective practice journey for students, providing them with opportunities to engage with content in dynamic and interactive ways. This evolution not only aligns with the changing educational landscape but also prepares students to thrive in a technology-driven society, where adaptability and digital fluency are increasingly valued skills.

Moreover, integrating pedagogical engineering into these fields entails designing and implementing curriculum and instructional strategies that are tailored to the needs and goals of students pursuing careers in entrepreneurship, economics, and management. This involves leveraging a variety of teaching methods, technologies, and learning resources to create engaging and interactive learning environments that foster active participation and meaningful learning experiences.

By emphasizing reflective practice in the curriculum, teachers can empower students to apply theoretical knowledge to practical situations, develop problem-solving skills, and cultivate a mindset of continuous improvement and innovation. This not only enhances their intellectual autonomy and strategic thinking but also prepares them to navigate the complexities of the modern business landscape with confidence and agility.

Ultimately, the integration of reflective practice and pedagogical engineering plays a pivotal role in shaping graduates who are not only proficient in their respective fields but also adaptable, resilient, and capable of driving positive change in an ever-evolving economic environment.

## **6. CONCLUSION**

The COVID-19 health crisis has significantly impacted the global and national economies, underscoring the need for entrepreneurship as a vital force for reviving economic conditions. Establishing an entrepreneurial spirit and fostering entrepreneurial intentions among future graduates through reflective practice has become imperative.

This study explores the impact of reflective practice on entrepreneurial intention in Morocco, emphasizing the role of reflexivity in enhancing engagement in entrepreneurial activities. Through a longitudinal empirical study involving future graduates of Morocco's Office for Vocational Training and Labor Promotion (OFPP), the research administers a questionnaire and employs advanced statistical techniques for analysis using SPSS software. The study reveals a positive correlation between reflective practice and the development of entrepreneurial intention, challenging initial hypotheses.

In the context of the COVID-19 health crisis, the challenge becomes more complex, requiring the adaptation of pedagogical tools to facilitate remote

training and e-learning systems. The research emphasizes the importance of developing a supportive entrepreneurial climate and enhancing reflexive practice tools to nurture innovative initiatives.

The novelty of this research lies in its exploration of the previously unexplored correlation between reflective practice and entrepreneurial intentions. Based on a survey of 250 Moroccan students, the study adds value to the entrepreneurship literature by offering significant insights into the factors influencing entrepreneurial intentions within the Moroccan context. The study's originality lies in its tailored focus on Moroccan students, offering unique insights applicable to the local entrepreneurial landscape.

Furthermore, the study suggests that fostering of entrepreneurial intention among employees can bring significant benefits to companies, including increased creativity, innovation, and motivation to address organizational challenges. It underscores the necessity of opting for pedagogical engineering focused on the development of reflective practice. Also, advancing entrepreneurial pedagogy requires a multifaceted approach that addresses training gaps, fosters a supportive learning environment, leverages technology, incorporates real-world experiences, and emphasizes continuous evaluation and improvement. By embracing these strategies, teachers can empower students with the reflective skills and mindset needed to thrive in entrepreneurial endeavors and contribute meaningfully to society. Future studies could consider additional socio-economic factors, expand the sample size, and broaden the geographical coverage to account for regional variations. Additionally, incorporating private sector trainees into the analysis would deepen the understanding of entrepreneurial intentions among future graduates.

## NOMENCLATURES

### 1. Acronyms

OFPPPT: Office for Vocational Training and Promotion of Work

LMD: Bachelor, Master, PhD

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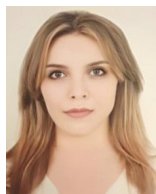
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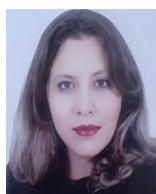
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