

**Entrepreneurial Intention,
Behavior and Activities of
Jordanian Universities
Students**

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ENTREPRENEURSHIP INTENTION, BEHAVIOR AND ACTIVITIES OF JORDANIAN UNIVERSITIES STUDENTS

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GUESSS SURVEY REPORT 2018

INTERNATIONAL PARTNERS



LOCAL PARTNER



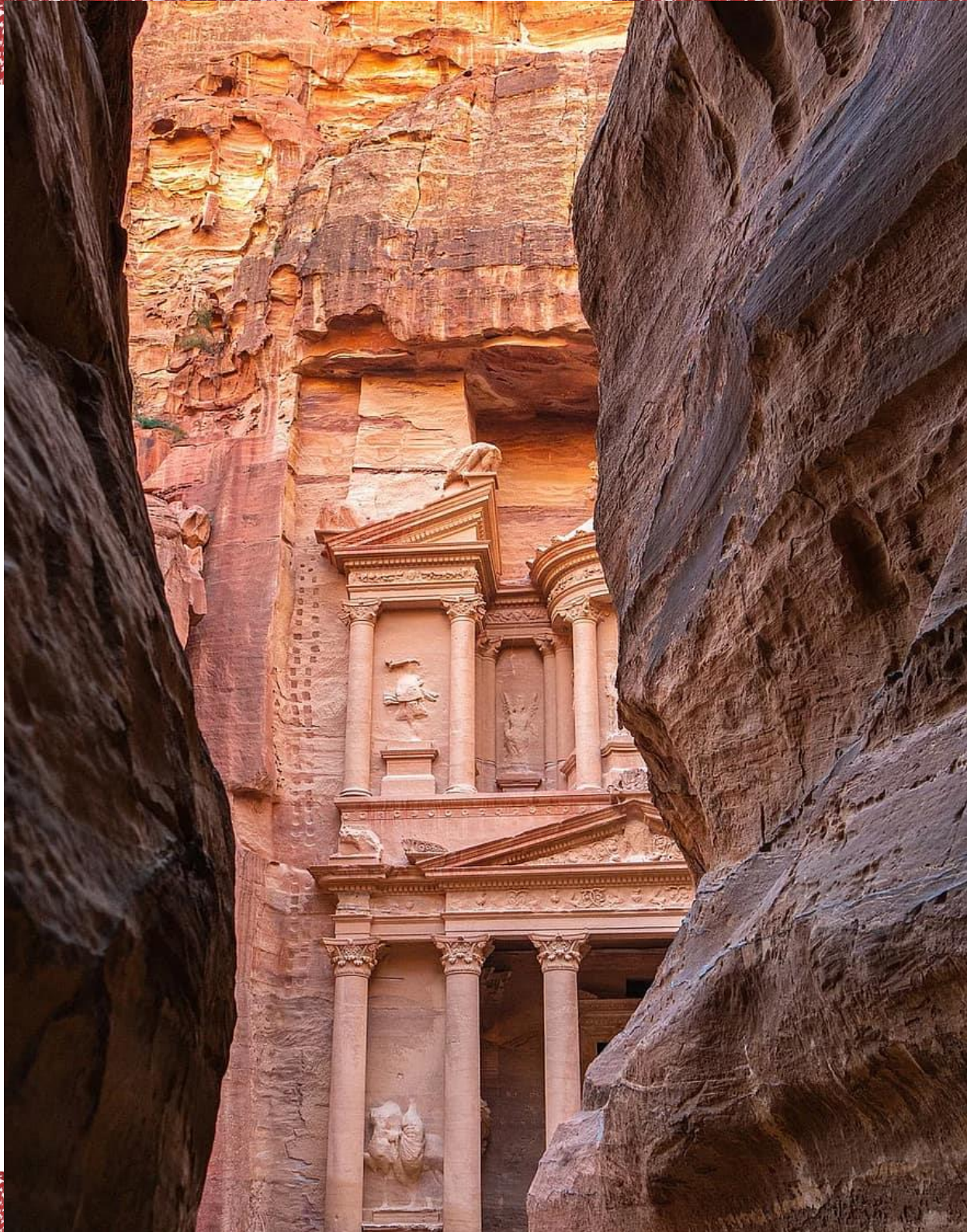


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I-INTRODUCTION

King Abdullah II ibn Al Hussein said " The incentive that you give to your youth is going to be the make-or-break future of the country"

Even though Jordan's economy is prospering, the future of the economy is tied to youths' entrepreneurial behavior and their participation in a knowledge-based economy. While more than 38.39% of the population is between 25 and 54 years old and is directly or indirectly part of the labor market, more than 19.77% of the current population is between 15 to 24 years old. This 19.77% of the population is going to be responsible for developing and applying a knowledge-based economy in the Jordan; hence, their entrepreneurial attitudes matter.

The Global University Entrepreneurial Spirit Students' Survey (GUESSS) is an international research project that uses geography and time comparison to study students' entrepreneurial intentions and activities. The GUESSS project started in 2003 at the Swiss Institute of Small Business and Administration at the University of St. Gallen. The goals of the report are as follows:

- Observe students' entrepreneurial intentions and activities in a structured and vertical manner.
- Recognize the factors that decisively affect students' intention to develop new careers and become entrepreneurs.
- Check and evaluate the support activities provided by the university for entrepreneurial activities.

We present our results by comparing a sample of Jordanian students with two additional subscripts: one from students from other Arab countries and the other from students from the rest of the world.

We believe that this general comparison shows from the perspective the entrepreneurial intentions of students and their motivations in different contexts.

We expect our report to contribute to the creation of the entrepreneurial ecosystem in Jordan by mapping students' entrepreneurial behavior, raising awareness of the importance of cultural and institutional environments to supporting entrepreneurial intentions, and providing policymakers with information that can be useful for adjusting strategic public policy promoting and encouraging entrepreneurship among young people.

We would like to thank the universities around the world and specifically those in the Jordan that accepted our invitation to participate in this survey and to our partners and collaborators who made this project possible. Specifically, we extend special thanks to our local partner, The Forest Park, and our international partner, Ernst and Young (EY), for their support.

II-TAKEAWAY

ENTREPRENEURIAL INTENTIONS

Only 7% of all surveyed Jordanian students intend to become an entrepreneur right after graduation. However, students' entrepreneurial intentions increase to 25 % when they consider their career five years after graduation.

Students recognize the need to have practical experience before starting their own business.

Entrepreneurial intentions are higher among Jordanian students compared to students from the rest of the world.

DRIVERS OF ENTREPRENEURIAL INTENTIONS

Jordanian students prove high intentions, attitudes, and self-efficacy related to entrepreneurship.

While the university context plays an important role in developing entrepreneurial intentions, the Jordanian university system has not adapted specific pathways to develop entrepreneurial behavior.

Most of the students did not attend any entrepreneurship-related courses.

The family business seems to be an important factor in shaping the entrepreneurial intentions of students.

Jordanian students' friends are the most important support group for their entrepreneurial intentions.

NASCENT ENTREPRENEURS

13 % of nascent entrepreneurs in Jordan plan to open a business in the (Advertising / Design / Marketing) sector.

The majority of Jordan's nascent entrepreneurs see their entrepreneurial journey without partners.

Most nascent entrepreneur students in Jordan have discussed their product or business idea with potential customers, collected information about markets or competitors, and written a business plan.

ACTIVE ENTREPRENEURS

8% of active entrepreneurs in Jordan have opened a business in the trade (retail/wholesale) sector.

More than one-third of active entrepreneur students in Jordan started their ventures by themselves without any co-owner.

Most of the active entrepreneur students in Jordan have medium to high levels of sales growth, market share growth, and profit growth in their businesses.

III-DEMOGRAPHIC INFORMATION ABOUT THE SAMPLE AND AN OVERVIEW

Most participants who responded to the survey were undergraduate students 95% for Jordan Universities see figure 2,3

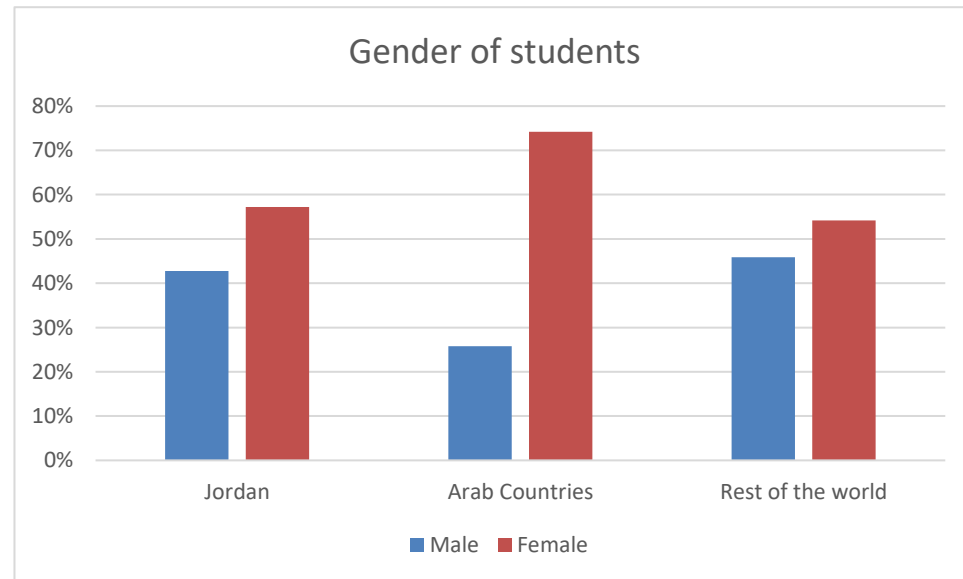
Figure 1 shows the gender distribution of the sample. In the case of Jordan, the sub-sample is composed of a majority of female (57%) and a minority of male (43%) participants. While the gender distribution in the sub-sample of other Arab countries shows similar percentages (74% and 26%, respectively), the distribution for the sub-sample of the rest of the world is more balanced, with 54% of the participants being female and 46% being male. Our finding for the Jordan gender distribution represents a pattern across the Jordan higher educational system, where women dominate enrollment. This high female enrollment is the result of social pressures (i.e., families) and institutional pressures (i.e., state) that encourage female education. Additionally, the distribution of the male-female student ratio could be due to male students' higher propensity to look for educational opportunities abroad.

Table 1 shows the number of participants in this survey, especially in Jordan, was 2600 for women and 1943 for men.

TABLE 1: NUMBER OF PARTICIPATING DEPENDS ON GENDER

Jordan-Arabs-Rest				
Gender	Rest of the world	Arab Countries	Jordan	Total
Male	91504	917	1943	94364
Female	108124	2642	2600	113366
Total	199628	3559	4543	207730

FIGURE 1: SAMPLE DISTRIBUTION BASED ON GENDER



UNIVERSITY & LEVEL of EDUCATION

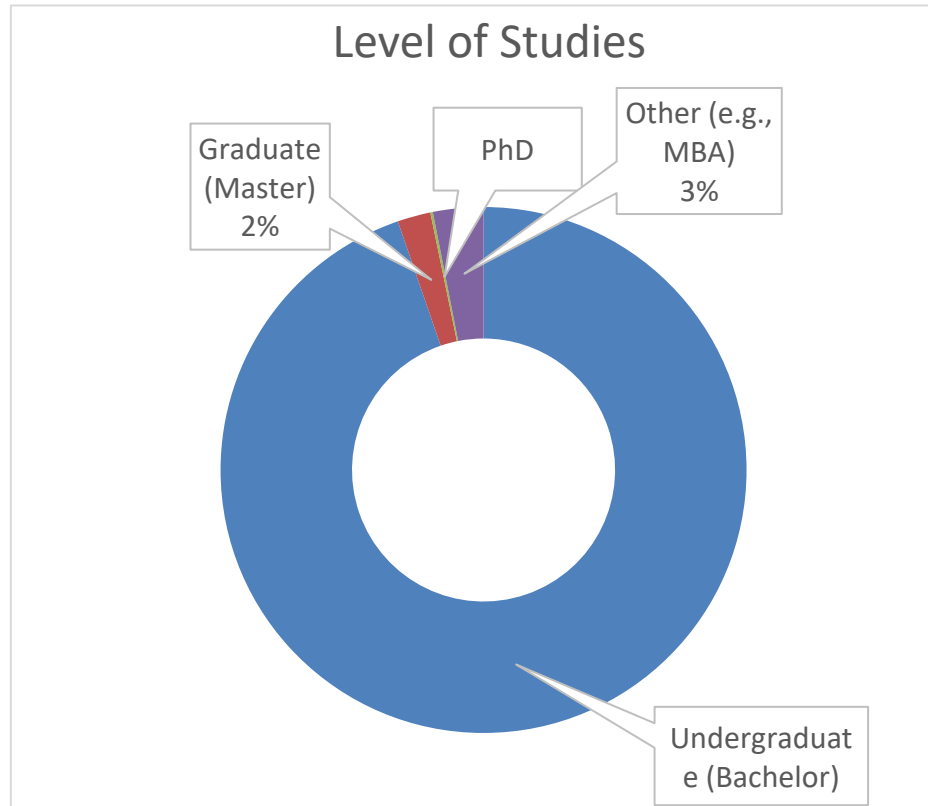


FIGURE 3: LEVEL OF EDUCATION

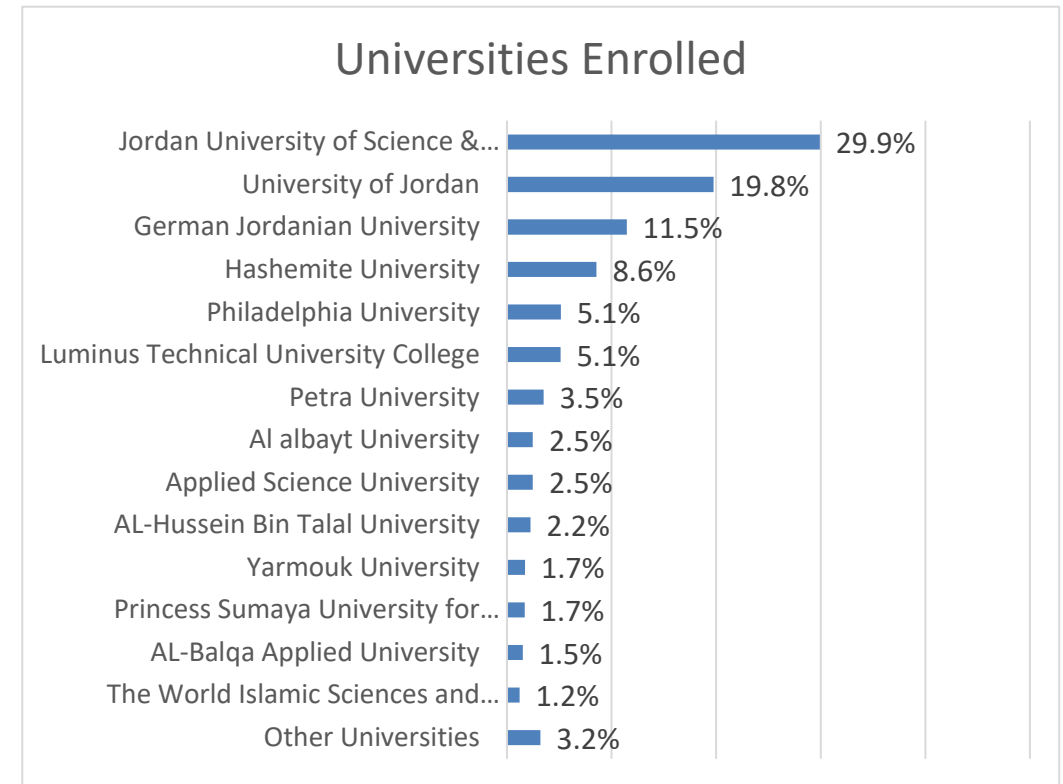


FIGURE 2 : JORDAN UNIVERSITIES

IV-CAREER CHOICE INTENTIONS

REGARDING CAREER CHOICE INTENTIONS, MOST STUDENTS INTEND TO WORK FOR A PRIVATE COMPANY RIGHT AFTER GRADUATING FROM UNIVERSITY RATHER THAN WORKING IN THE PUBLIC SECTOR, BEING A SUCCESSOR IN A FAMILY BUSINESS, OR STARTING THEIR OWN NEW BUSINESS (SEE FIGURE 2).

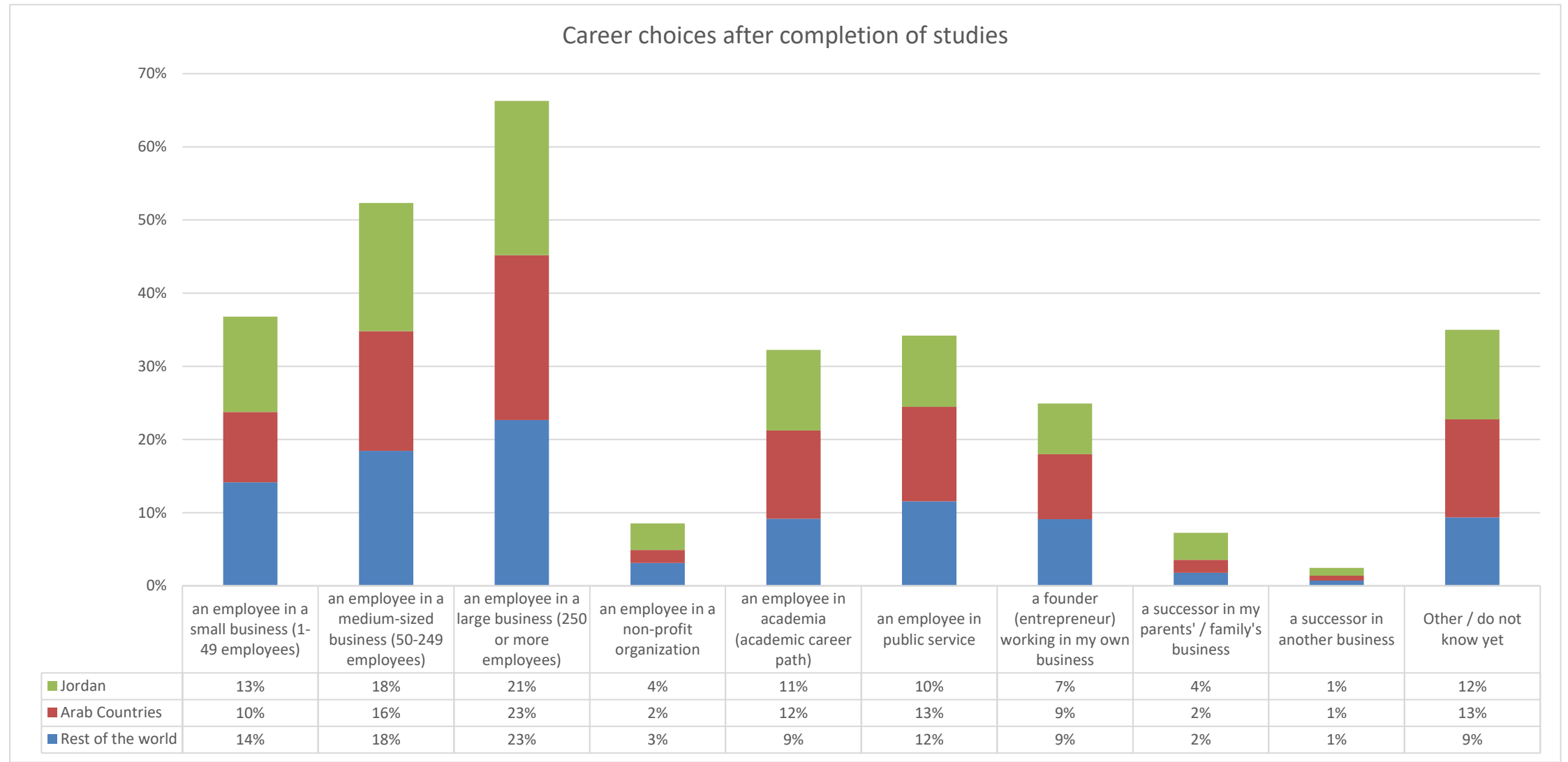
Students' intentions to create a new business are relatively low in Jordan (7%), other Arab countries (9%), and the rest of the world (9%). However, this tendency changes when participants were asked about their intentions five years after graduation as a higher proportion of students are inclined to start their own business at that point (see Figure 3). Students in the UAE show higher entrepreneurial intentions for five years after graduation (25%) than students from other Arab countries (36%) or students from the rest of the world (35%)

After the introduction of the time perspective, students' entrepreneurial intentions have changed, which raises several questions: Do students believe that the education system can help them develop entrepreneurial capabilities? Do students recognize the importance of practical experience in realizing their corporate ambitions? Will students' perceptions of the entrepreneur's risks and difficulties change according to the closeness of the incident (in this case, it is the result of their own entrepreneurship)?

25% of student tend to work in own business after 5 years of graduate and 21% tend to work in the large business right after graduation, (see Figure 4) for the trend in career choice for Jordanian students. and at the global level 35 % tend to work in their own business after 5 years while 23% tend to work in the large business right after graduation (see figure 5)

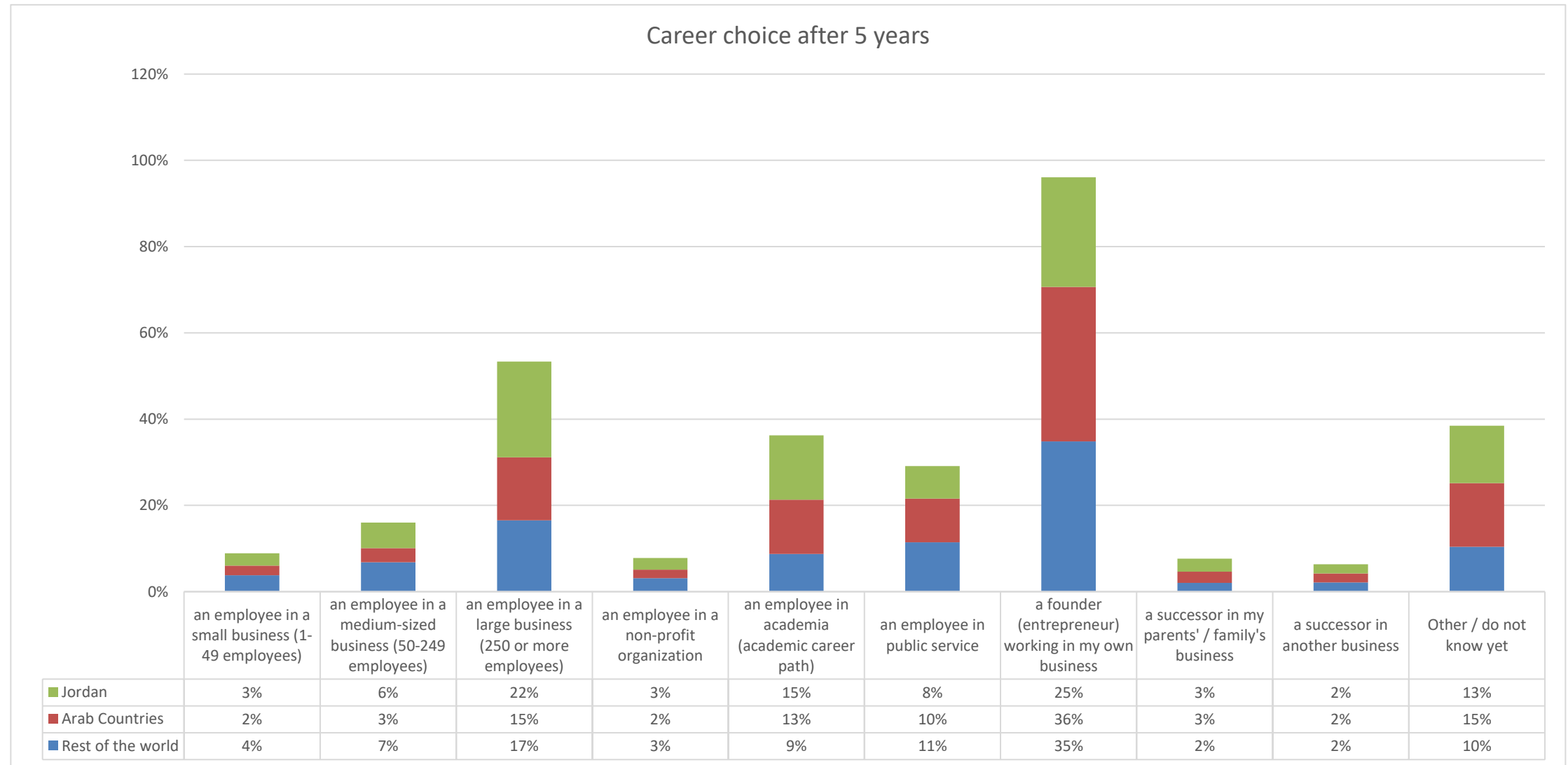


FIGURE 4: CAREER CHOICE INTENTIONS RIGHT AFTER GRADUATION



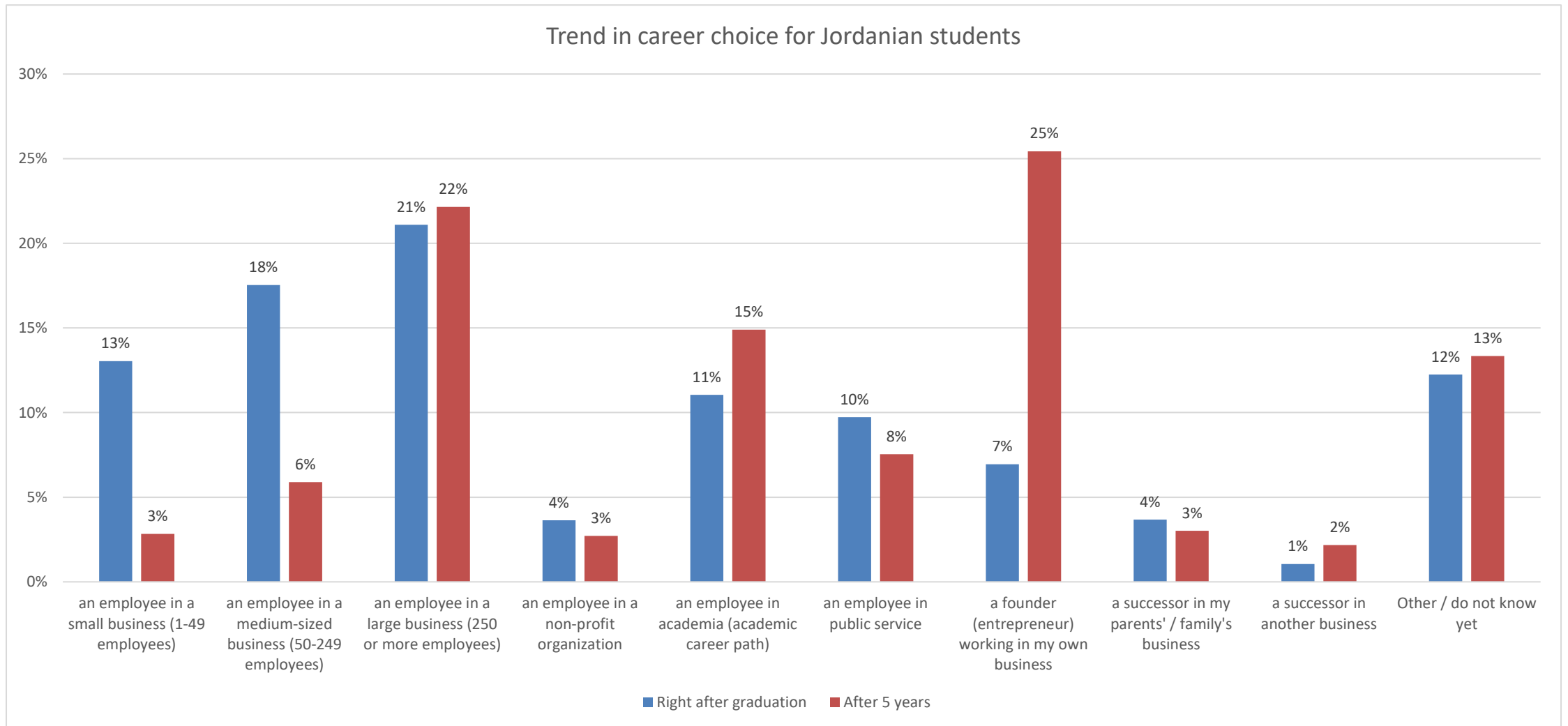
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FIGURE 5: CAREER CHOICE INTENTIONS FIVE YEARS AFTER GRADUATION



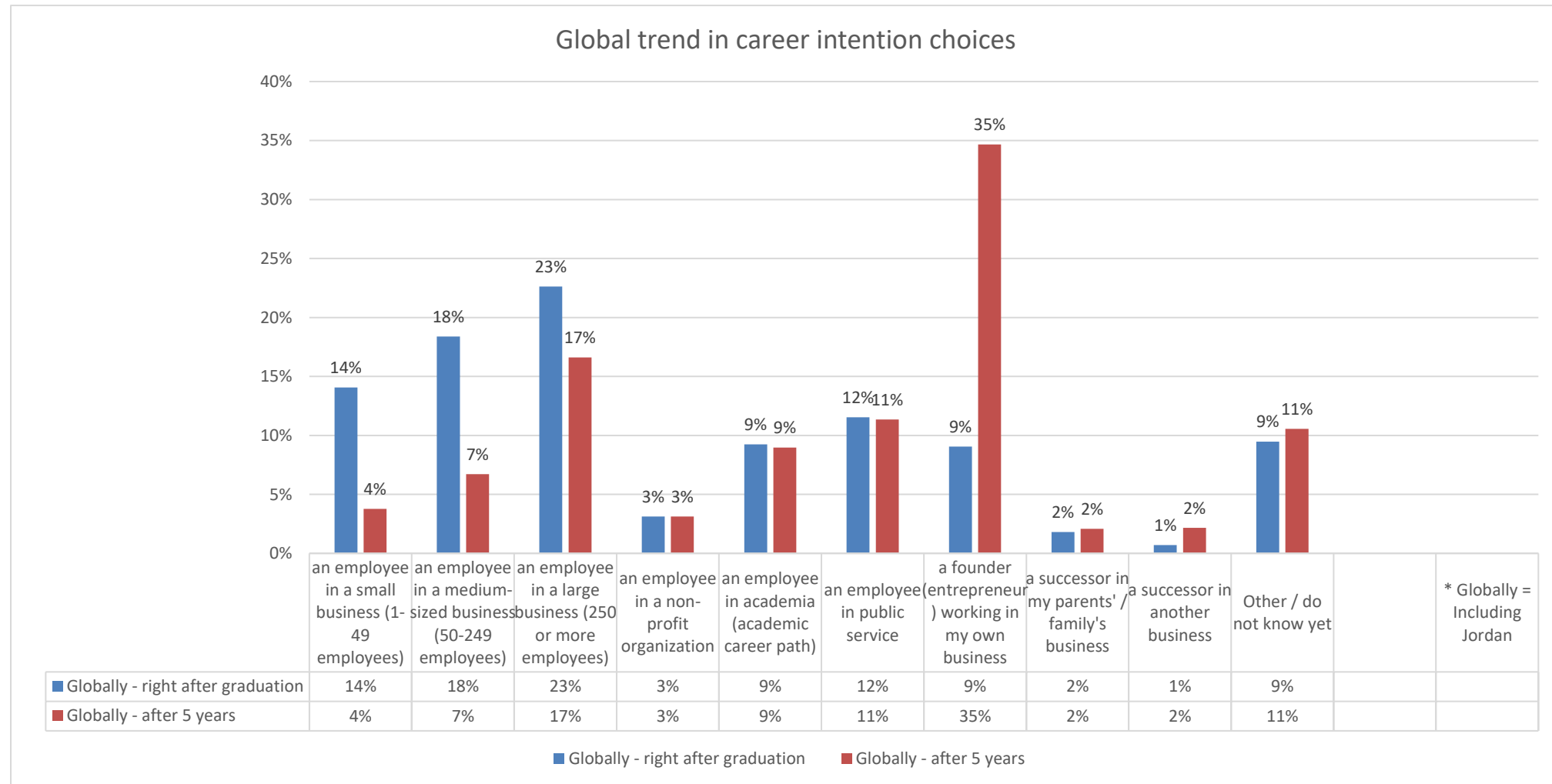
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FIGURE 6: TREND IN CAREER CHOICE FOR JORDANIAN STUDENTS



N = 208636

FIGURE 7: GLOBAL TREND IN CAREER INTENTION CHOICES



N = 208636

There are 134 out of 4,272 participants in Jordan who participated in the previous survey, Spring 2016, while 81 out of 3415 from Arab countries participated previously in the survey (see table 2).

TABLE 2: PARTICIPATED BEFORE IN GUESSS

Jordan -Arabs-Rest Crosstabulation				
Did you participate in previous GUESSS survey in spring 2016?	Rest of the world	Arab countries	Jordan	Total
No	191464	3415	4272	199151
Yes	6562	81	134	6777
Total	198026	3496	4406	205928

TYPE OF ENTREPRENEURS: (for All of the World) (see table 3)

- None of the below = 0 (only a student)
- Nascent, Active, Potential successor, working in a startup = 1
- More than one type!! = 2 (like nascent and potential successor)

TABLE 3: TYPE OF ENTREPRENEURS

TYPE OF ENTREPRENEURS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Type No.	0.00	100827	48.3	48.3	48.3
	1.00	107554	51.6	51.6	99.9
	2.00	255	.1	.1	100.0
	Total	208636	100.0	100.0	



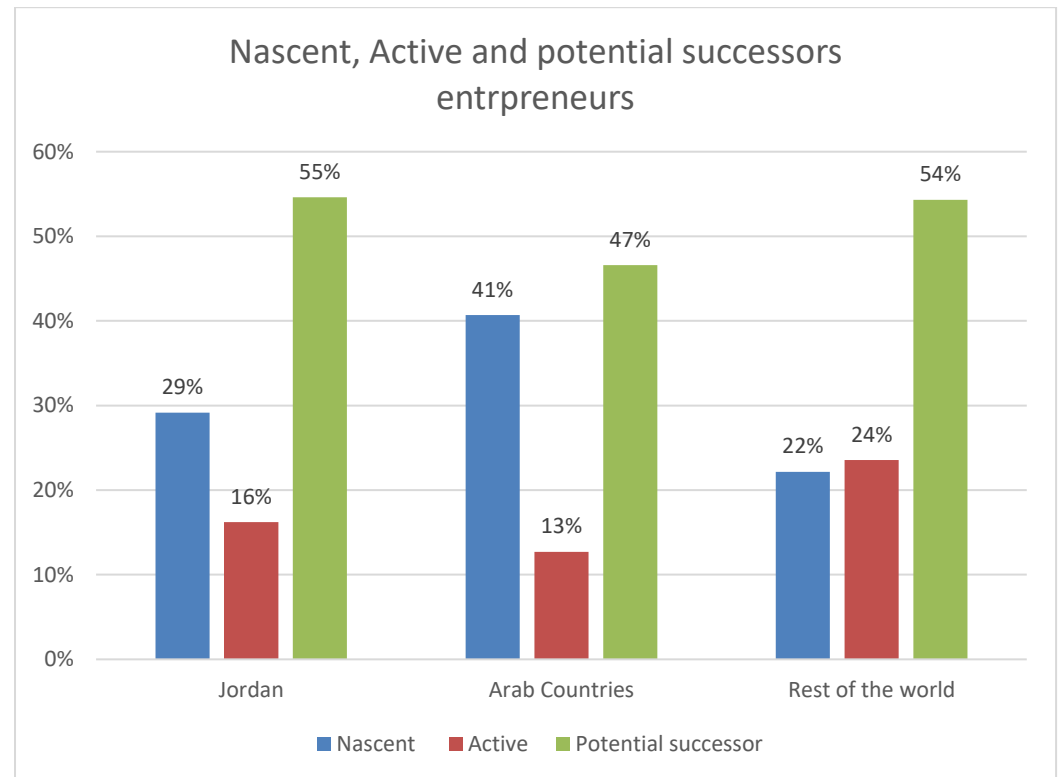
To delve even deeper into students' entrepreneurial orientation, we divided all students in each sub-sample into three categories:

no entrepreneur (i.e., students who do not intend to create a new business in the near future), nascent entrepreneurs (i.e., students who are in the process of creating their own business), and active entrepreneurs (i.e., students who already own and run their own business).

While only 45% of students in Jordan are entrepreneurs (29% nascent entrepreneurs and 16% active entrepreneurs), this percentage increases to 46% for students from the rest of the world (22% nascent entrepreneurs and 24% active entrepreneurs) and is even higher at 54% (41% nascent entrepreneurs and 13% active entrepreneurs) for students from other Arab countries (see Figure 6).



FIGURE 8: NASCENT AND ACTIVE ENTREPRENEURS



V-DRIVERS OF ENTREPRENEURIAL INTENTIONS

In the previous section, we discussed how students' entrepreneurial intentions are not homogenous across our three sub-samples. Therefore, the question that arises is, why do students' entrepreneurial intentions vary across different contexts?

To explore possible patterns that affect entrepreneurial intentions, we analyzed the drivers of students' entrepreneurial intentions by considering the micro- (individual), meso- (family and university), and macro- (society as a whole) contexts.

1-MICRO-CONTEXT (INDIVIDUAL)

Regarding entrepreneurial characteristics as drivers of career intentions, we analyzed students' intentions, attitudes, entrepreneurial self-efficacy, and locus of control (see Figure 7).

Most students in Jordan, other Arab countries, and the rest of the world rate their intentions to become an entrepreneur and start their own business as high (67%, 54%, 47%, respectively). In terms of students' attitudes toward becoming an entrepreneur, many students in Jordan, other Arab countries, and the rest of the world rate their attitude toward entrepreneurship as high (82%, 67%, 61%, respectively). These findings show that a significant portion of students perceives entrepreneurship as an attractive and rewarding career option. In terms

of students' belief in their capacity to execute behaviors necessary to produce a specific performance in entrepreneurial endeavors, most students in Jordan consider their entrepreneurial self-efficacy to be high (70%). Students in other Arab countries and the rest of the world have slightly lower percentages of self-efficacy than students in Jordan. However, regarding the degree to which students believe that they have control over their plans and goals, and Jordanian students have a high (81%) locus of control. and for other Arab countries and the rest of the world 81%,82% respectively, reporting high locus of control. We conclude that while Jordan students seem to understand their potential to achieve their entrepreneurial aims, they are most confident that they can control the outcomes of events to achieve their aims.

FIGURE 9: INDIVIDUAL ENTREPRENEURIAL CHARACTERISTICS AS DRIVERS OF ENTREPRENEURIAL INTENTIONS

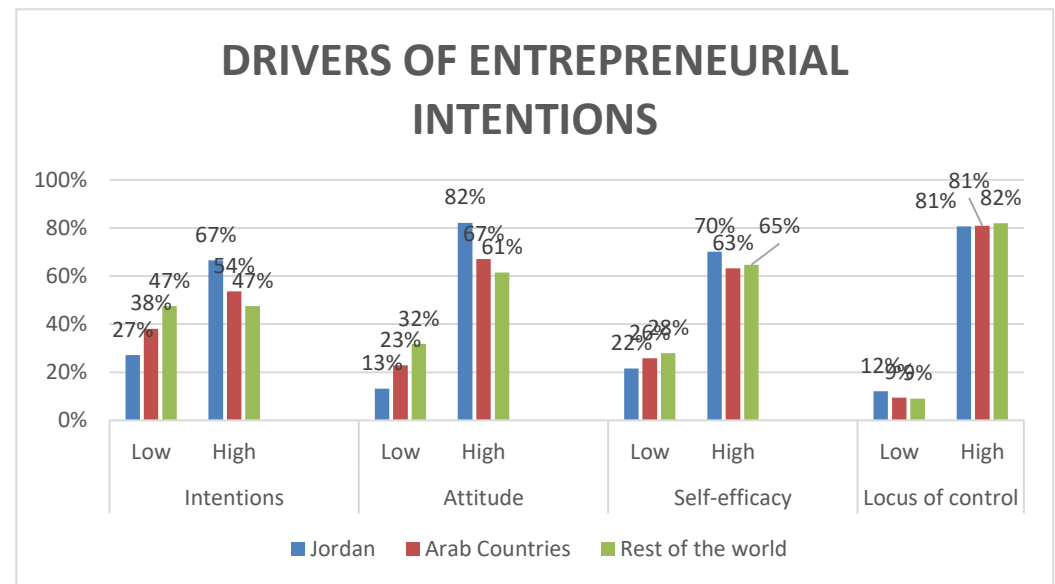


Table (4,5) shows a summary of how many students have good intentions, Attitude, Efficacy and can be Locus of control, and how many students their parents have their own business or not respectively.

TABLE 4: CASE PROCESSING SUMMARY

	CASE PROCESSING SUMMARY					
	CASES					
	Valid		Missing		Total	
	N	percent	N	Percent	N	Percent
intentions Q 4 1-7 -- 1-3 Jordan - Arabs - Rest	112623	54.0%	96013	46.0%	208636	100.0%
Attitude Q 4 from 1 to 3 Jordan - Arabs - Rest	108918	52.2%	99718	47.8%	208636	100.0%
Efficacy Q 4 from 1 to 3 Jordan - Arabs - Rest	94301	45.2%	114335	54.8%	208636	100.0%
Locus of control Q 4 from 1 to 3 Jordan - Arabs - Rest	113551	54.4%	95085	45.6%	208636	100.0%

TABLE 5: CASE PROCESSING SUMMARY2

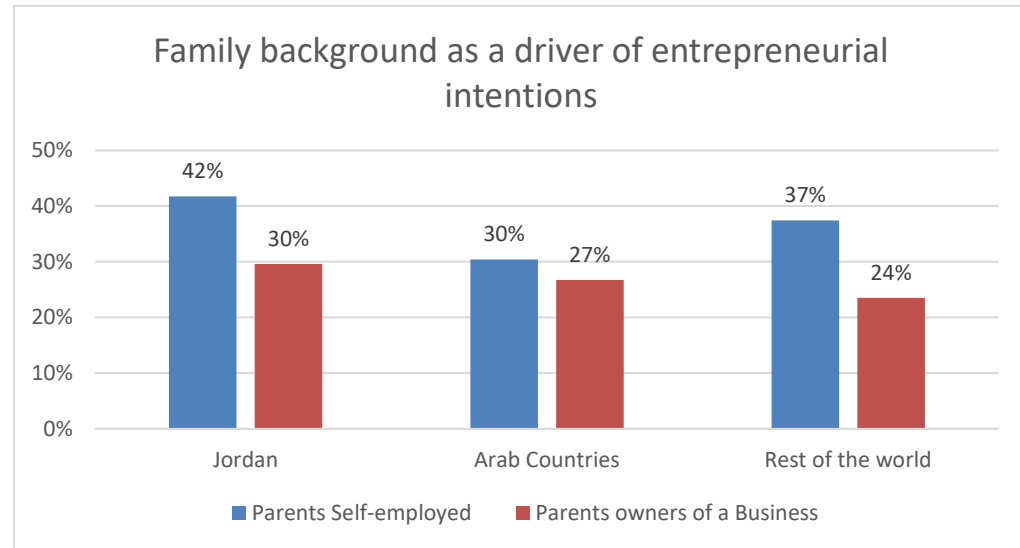
	CASES					
	Valid		Missing		TOTAL	
	N	Present	N	Present	N	Present
Parents self-employees Jordan - Arabs - Rest	208636	100.0%	0	0.0%	208636	100.0%
Parents own a business Jordan - Arabs - Rest	208636	100.0%	0	0.0%	208636	100.0%



2-MESO-CONTEXT (FAMILY AND UNIVERSITY)

The meso-context is composed of two environments in which students are embedded—the family and the university—which can condition students’ entrepreneurial intentions. Regarding family background as a driver of students’ entrepreneurial intentions (see Figure 8), most students in Jordan, other Arab countries, and the rest of the world indicate that their parents are either self-employed (42%, 30%, and 37%, respectively) or business owners (30%, 27%, and 24%, respectively). Having family members as entrepreneurial role models seems to be an important factor in exposing students to the entrepreneurial environment and to managerial activities, which might encourage them to develop their entrepreneurial intentions.

FIGURE 10 : ENTREPRENEURIAL FAMILY BACKGROUND AS A DRIVER OF ENTREPRENEURIAL INTENTIONS



Beyond the family context as a potential driver of students’ entrepreneurial orientation, the university context could also shape students’ entrepreneurial intentions. The majority of students from other Arab countries and the rest of the world indicate that the university environment is only a moderate driver of their entrepreneurial intentions (see Figure 9). However, for students in Jordan, the university environment plays a major role in shaping their entrepreneurial behavior.

FIGURE 11 : UNIVERSITY ENVIRONMENT AS A DRIVER OF ENTREPRENEURIAL BEHAVIOR

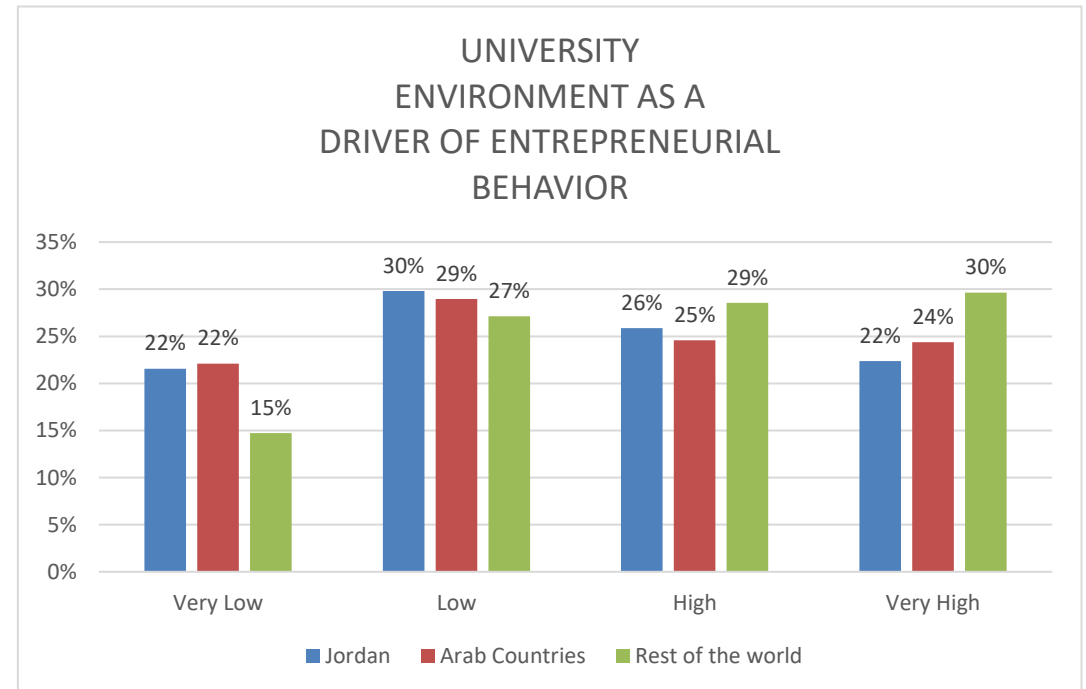


Table 6 represents the students' evaluation of the university environment so that 1,021 votes for 4 points out of 5 for Jordan, while for Arab countries 868 voted for 4 points out of 5, and for the rest of the world 59,318

TABLE 6: UNIVERSITY ENVIRONMENT OUT OF 5 POINTS

Jordan-Arabs-Rest				
University environment out of 5 points	Rest of the world	Arab Countries	Jordan	Total
1.00	29465	787	984	31236
2.00	54298	1031	1361	56690
3.00	57162	876	1180	59218
4.00	59318	868	1021	61207
Total	200243	3562	4546	208351

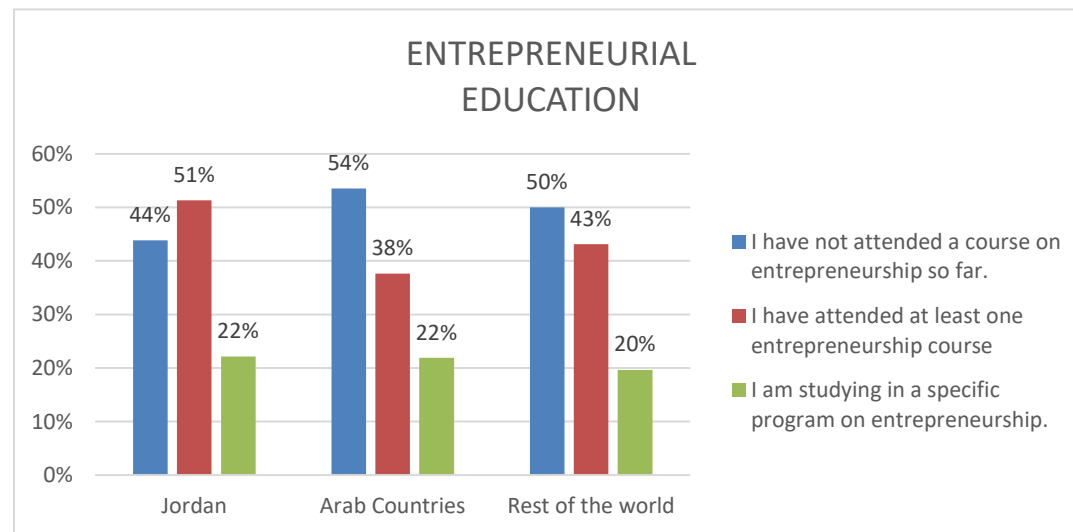
Table 7 shows whether students took an entrepreneurship course at the university, two subjects, or never took them for example 58.8% of students did not attend any course of entrepreneurship

TABLE 7: ENTREPRENEURIAL EDUCATION

Case Processing Summary	CASESE					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Please indicate which of the following applies to you (multiple answers possible). I have not attended a course on entrepreneurship so far. * Jordan - Arabs - Rest	122583	58.8%	86053	41.2%	208636	100.0%
Please indicate which of the following applies to you (multiple answers possible). I have attended at least one entrepreneurship course as elective. * Jordan - Arabs - Rest	61852	29.6%	146784	70.4%	208636	100.0%
Please indicate which of the following applies to you (multiple answers possible). I have attended at least one entrepreneurship course as compulsory part of my studies. * Jordan - Arabs - Rest	56518	27.1%	152118	72.9%	208636	100.0%
Please indicate which of the following applies to you (multiple answers possible). I am studying in a specific program on entrepreneurship. * Jordan - Arabs - Rest	28889	13.8%	179747	86.2%	208636	100.0%

Despite the importance of the university environment, students still believe that universities can do more to fuel their entrepreneurial spirit. For instance, most students in all the surveyed countries, indicating that they have not taken a single course on entrepreneurship at their university (see Figure 10). Hence, there is still room for universities to incorporate entrepreneurial education in their educational programs. An entrepreneurial education broadens and encourages students' entrepreneurial thoughts, equips students with the entrepreneurial skills needed to build an entrepreneurial career, and enables them to successfully create new firms.

FIGURE 12 : ENTREPRENEURIAL EDUCATION



3-Macro-Context (Society)

To determine the potential impact of society on students' entrepreneurial intentions, the students were asked to indicate their perceptions of the power distance in their society—that is, the degree to which the less powerful members of their society expect and accept that power is distributed unequally. Specifically, they were asked whether they think that the power in their society is distributed or concentrated at the top and whether people's influence is based primarily on their abilities and contributions to society or on the authority of their position. The responses from students in Jordan, other Arab countries, and the rest of the world indicate that power distance is moderate in their societies (see Figure 11). Although it looks like power distance is equally distributed across the three groups, students from the rest of the world rate power slightly lower than students from Jordan and other Arab countries (66%, 62%, and 54%, respectively, indicate that power distance is high or very high in their society).

When digging into the students' smaller social circles, which include their immediate family members, friends, and fellow students, students from Jordan, other Arab countries, and the rest of the world indicates that their group of friends is the social circle that encourages their entrepreneurial intentions the most (see Figure 12). Most students expect that their friends would react positively toward their entrepreneurial intentions and would support them. Most students from Jordan and other Arab countries give moderate to high ratings when asked whether their family supports their entrepreneurial intentions. However, students from the rest of the world rate family support as low (30%). As Arab communities, in general, are collective and collaborative and family ties are strong, it is expected that families influence their children's career intentions, particularly intentions to pursue entrepreneurship and start a business.

FIGURE 13: THE CULTURAL DIMENSION OF POWER DISTANCE

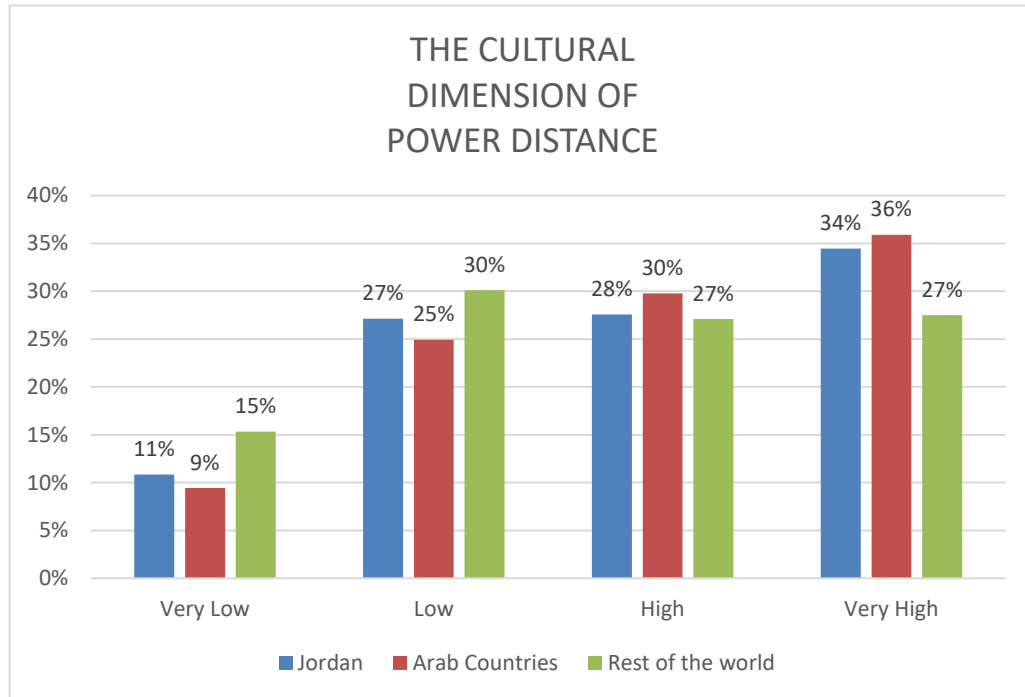


Figure 8 shows a summary of the supportive environment for the student, his family, friends, and colleagues, his rating out of 5, for example, 2588 Jordanian students voted on 4 out of 5 to support his family out of the 4,523 people who answered the survey.

TABLE 8: ENVIRONMENTAL SUPPORT OF ENTREPRENEURIAL INTENTIONS

Environment - family support * Jordan - Arabs - Rest Crosstabulation					
Count		Jordan - Arabs - Rest			Total
		Rest of the world	Arab Countries	Jordan	
Environment - family support	1	8861	188	348	9397
	2	35227	538	916	36681
	3	33591	475	671	34737
	4	121872	2348	2588	126808
Total		199551	3549	4523	207623
Environment - Friends support * Jordan - Arabs - Rest Crosstabulation					
Count		Jordan - Arabs - Rest			Total
		Rest of the world	Arab Countries	Jordan	
Environment -Friends support	1	5328	156	313	5797
	2	32459	582	1076	34117
	3	37780	502	992	39274
	4	122834	2300	2075	127209
Total		198401	3540	4456	206397
Environment - Fellow students * Jordan - Arabs - Rest Crosstabulation					
Count		Jordan - Arabs - Rest			Total
		Rest of the world	Arab Countries	Jordan	
Environment-Fellow students	1	7667	256	496	8419
	2	44194	859	1510	46563
	3	40073	651	1019	41743
	4	106320	1772	1429	109521
Total		198254	3538	4454	206246

FIGURE 14: ENVIRONMENTAL SUPPORT OF ENTREPRENEURIAL INTENTIONS

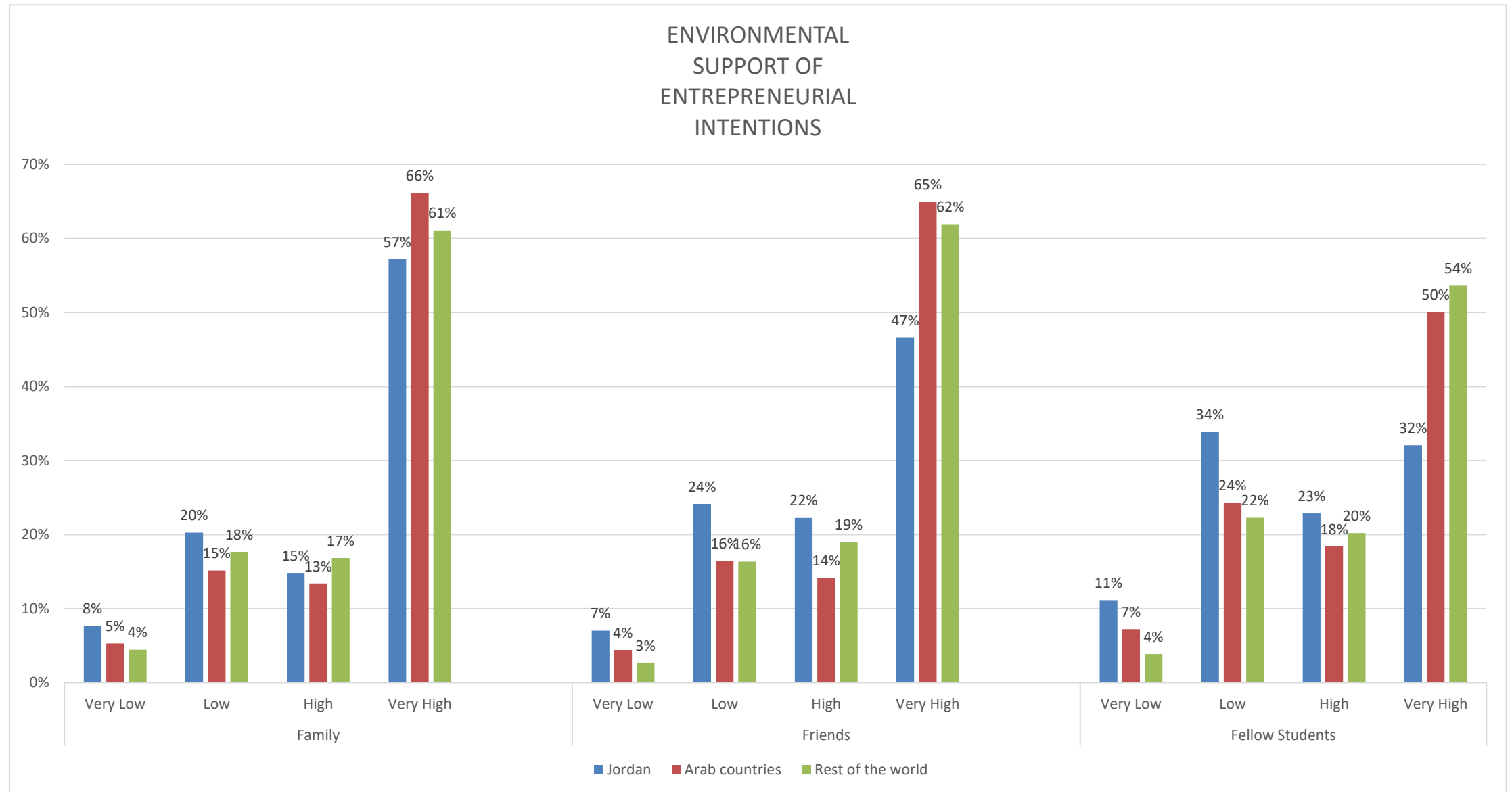


Table 9 shows the number of female participants was more than males in Jordan, the Arab countries, and the rest of the world

TABLE 9: GENDER OF NASCENT ENTREPRENEURS

		Jordan - Arabs - Rest			Total
		Rest of the world	Arab Countries	Jordan	
Your gender?	Male	91504	917	1943	94364
	Female	108124	2642	2600	113366
Total		199628	3559	4543	207730

VI-NASCENT AND ACTIVE ENTREPRENEURS

Nascent entrepreneurs are students who are planning to create their own new venture. The demographics of nascent entrepreneurs show that 57% of nascent entrepreneurs are females in Jordan and other Arab countries. However, in the sample for the rest of the world, we observe that there are similarities in the percent of male nascent entrepreneurs (54%) to female nascent entrepreneurs (46%) (see Figure 13)

Regarding marital state (see Figure 14), more than 90% of nascent entrepreneurs in Jordan and other Arab countries are single compared to 87% in the rest of the world. Only 8% of nascent entrepreneurs from the rest of the world are married.

This percentage is lower for students in Jordan and other Arab countries (6% or less).

FIGURE 15: GENDER OF NASCENT ENTREPRENEURS

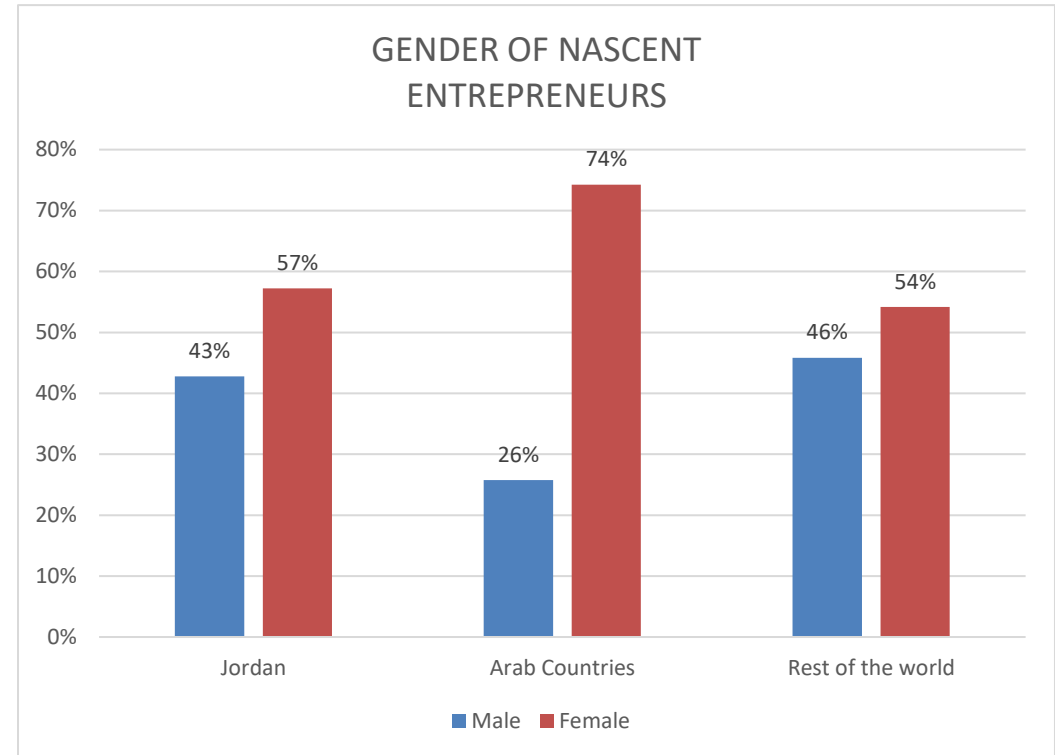


Table 10 represents the marital status of nascent entrepreneurs, for example, the largest number was single status, whose number was 180,797

	Rest of the world	Arab Countries	Jordan	Total
Single	173234	3283	4280	180797
Married	15804	224	142	16170
Registered partnership	8848	38	90	8976
Divorced	1767	19	33	1819
Total	199653	3564	4545	207762

TABLE 10: MARITAL STATUS OF NASCENT ENTREPRENEURS

FIGURE 16: MARITAL STATUS OF NASCENT ENTREPRENEURS

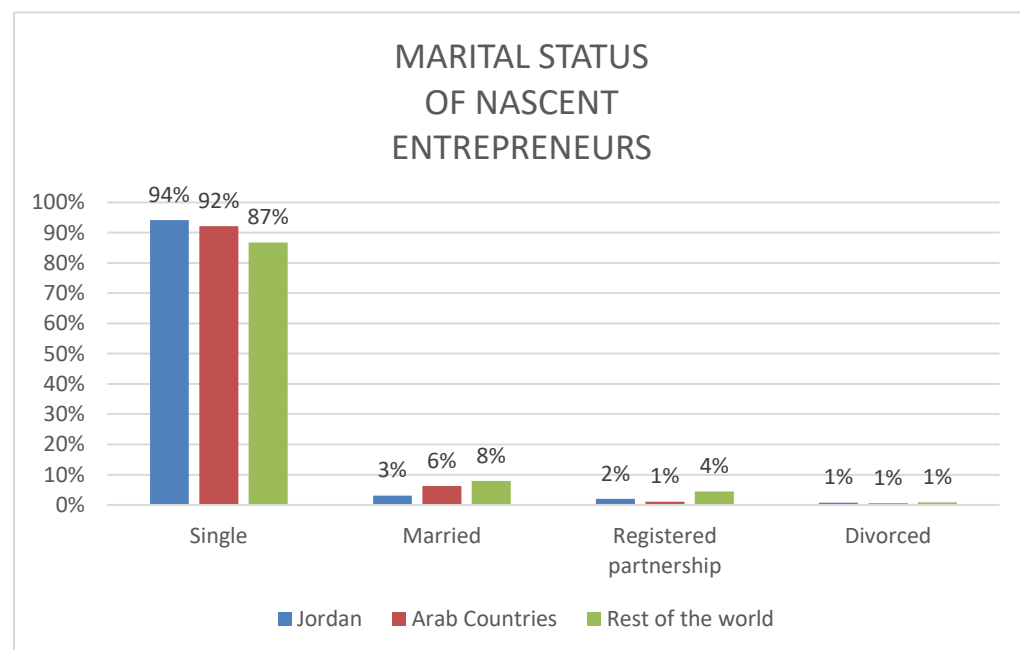


Table 11 shows that most of the entrepreneurs in Jordan tend to work mostly related to advertising, design and marketing, as well as the Arab countries and the rest of the world

TABLE 11: ECONOMIC ACTIVITIES OF NASCENT ENTREPRENEURS.

	Jordan - Arabs - Rest			Total
	Rest of the world	Arab Countries	Jordan	
Advertising / Design / Marketing	2285	92	90	2467
Architecture and Engineering	1530	36	72	1638
Construction	409	8	13	430
Consulting (HR, law, management, tax)	1324	43	24	1391
Education and training	1725	39	79	1843
Financial services (incl. banking, insurance, investment, real estate)	836	42	20	898
Human health and social work activities	1206	34	59	1299
Information technology (IT) and communication (incl. software & IT services)	2238	64	69	2371
Manufacturing	837	25	28	890
Tourism and leisure	1137	28	17	1182
Trade (wholesale/retail)	2185	80	56	2321
Other services (e.g., transportation)	689	10	13	712
Other	3668	186	147	4001
	20069	687	687	21443

1- Nascent Entrepreneurs

Regarding their initial activities to set up their own firms, around 8 % of nascent entrepreneurs in Jordan plan to open a business in the trade (retail/wholesale) sector; 13% are interested in the marketing and advertising sectors; 11% are interested in the Education and training; and the rest of the Jordan students plan to enter other sectors, such as engineering, health, education and training, financial services, and manufacturing (see Figure 15). The importance of the trade sector could be related to the developmental stage of the Jordan economy and the high consumption of the internal market. The most sought-after sectors by students in the other Arab countries and the rest of the world are marketing and advertising, information technology, and trade with almost equal percentages.

FIGURE 17: ECONOMIC ACTIVITIES OF NASCENT ENTREPRENEURS

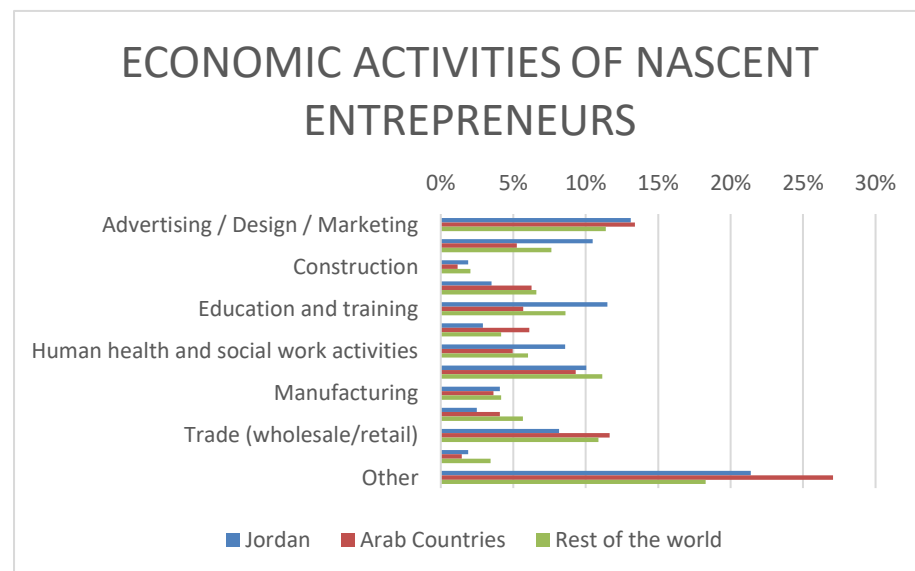


Table 12 shows the number of students who were clearly familiar with the project in terms of discussing the business idea with potential clients, writing a clear business plan, registering the business or even selling the product

TABLE 12: INITIAL ENTREPRENEURIAL ACTIVITIES FOR NASCENT ENTREPRENEURS

	Rest of the world	Arab Countries	Jordan
Discussed product or business idea with potential customers	7286	166	193
Collected information about markets or competitors	9031	176	197
Written a business plan	5688	190	195
Started product/service development	4833	57	53
Started marketing or promotion efforts	3145	41	68
Purchased material, equipment or machinery for the business	2913	46	55
Attempted to obtain external funding	2519	68	79
Applied for a patent, copyright, or trademark	1051	11	20
Registered the business	1413	19	21
Sold product or service	2969	57	50
	40848	831	931

The nascent entrepreneur students report that they have already done some entrepreneurial activities in the initial stages of starting their new ventures. Most of the students, especially in Jordan, have discussed their product or business idea with potential customers, collected information about markets or competitors, and written a business plan. Students from Jordan and the rest of the world have shown more progress than students from other Arab countries in accomplishing activities in the planning stage, such as starting product/service development and marketing or promotion efforts; purchasing materials, equipment, or machinery for their business; or attempting to obtain external funding (see Figure 16)

With regard to founding their firms, more than one-third of the students in the Jordan, other Arab countries, and the rest of the world indicate that they are planning to start their business by themselves without co-founders (36%, 44%, and 31%, respectively). Only 26% of the nascent entrepreneurs indicate that they will engage one co-founder, 13% reveal that they plan to have two co-founders for their business, and 6% report that they will have more than two co-founders in Jordan. Several students also indicate that they have not yet found co-founders for their business (see Figure 17).

FIGURE 18: INITIAL ENTREPRENEURIAL ACTIVITIES FOR NASCENT ENTREPRENEURS

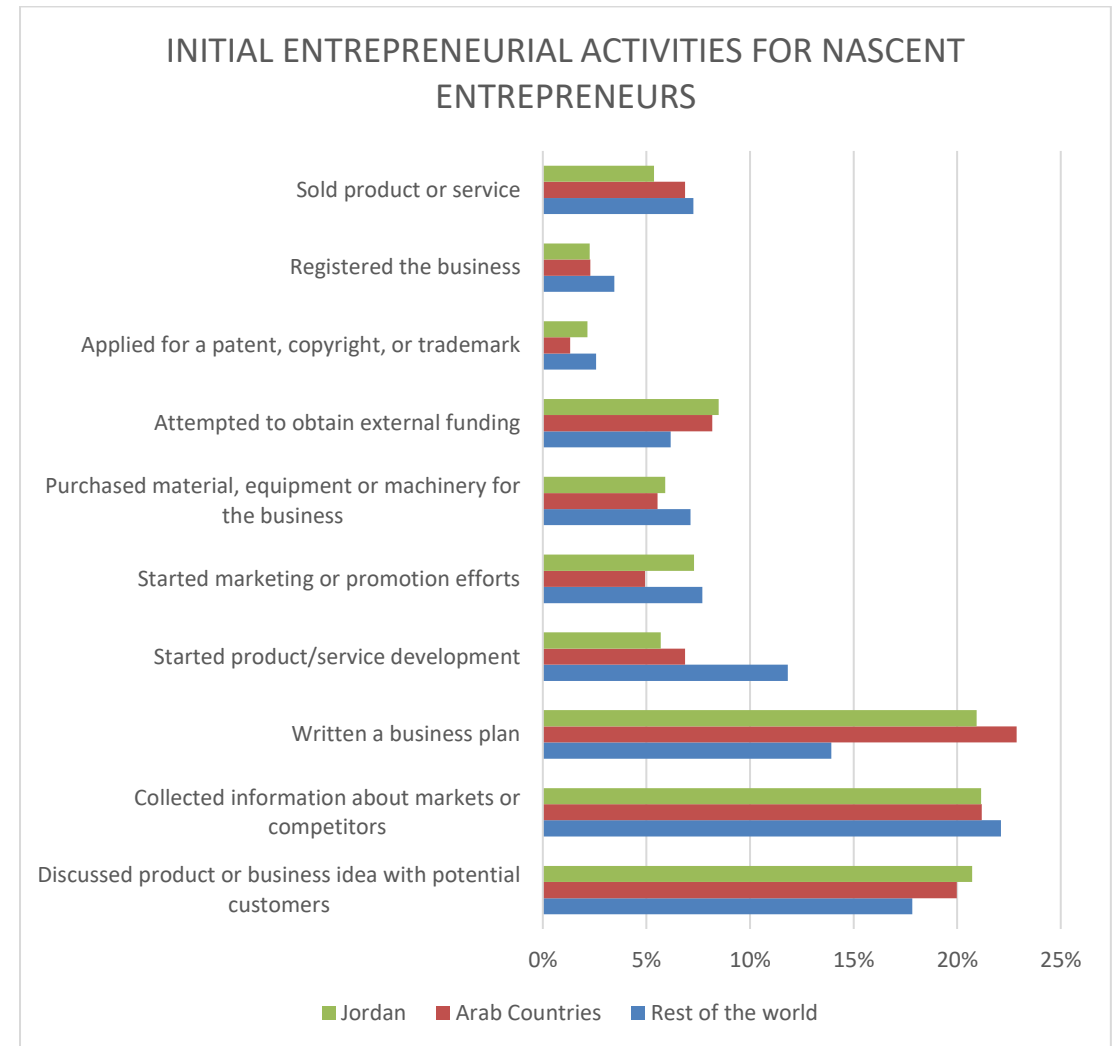
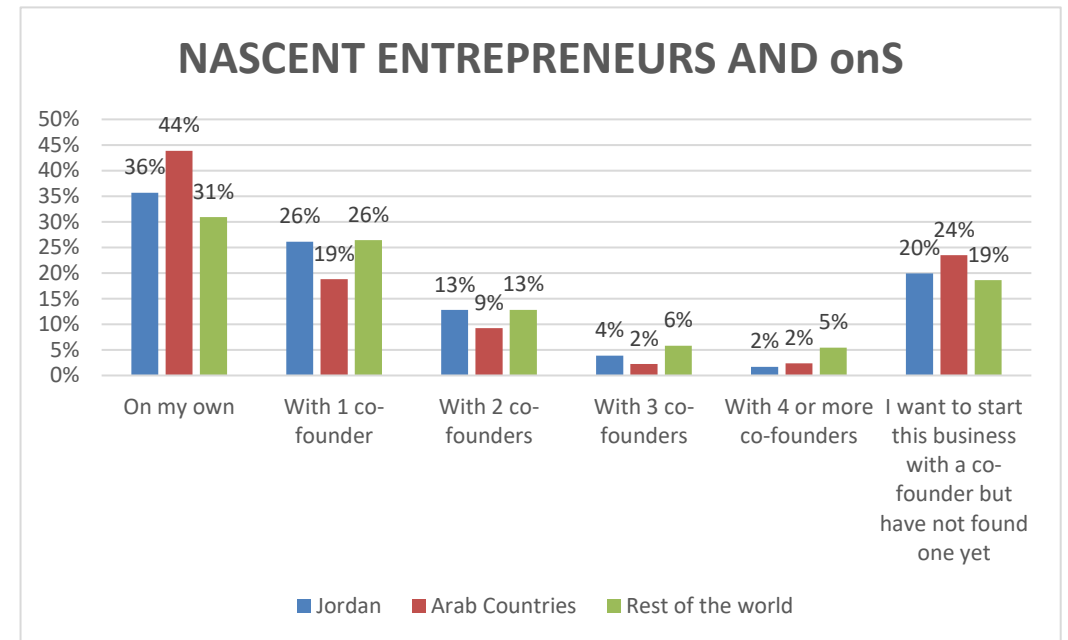


Table 14 shows the students who participated in their business with or without a co-founder, 279 Jordanian students would like to work on their business without a co-founder.

TABLE 13: NASCENT ENTREPRENEURS AND CO-FOUNDERS

Are you trying to start this business on your own or with co-founders?	Jordan - Arabs - Rest			Total
	Rest of the world	Arab Countries	Jordan	
On my own	6320	317	279	6916
With 1 co-founder	5397	136	204	5737
With 2 co-founders	2621	67	100	2788
With 3 co-founders	1189	16	30	1235
With 4 or more co-founders	1113	17	13	1143
I want to start this business with a co-founder but have not found one yet	3799	170	156	4125
Total	20439	723	782	21944

FIGURE 19: NASCENT ENTREPRENEURS AND CO-FOUNDERS



Regarding their initial activities to set up their own firms, around 82 out of 389 nascent entrepreneurs in Jordan plan to open a business in the trade (retail/wholesale) sector; 51 out of 389 are interested in the marketing and advertising sectors; 32 are interested in the Education and training; and the rest of the Jordan students plan to enter other sectors, such as engineering, health, education and training, financial services, and manufacturing (see Table 14).

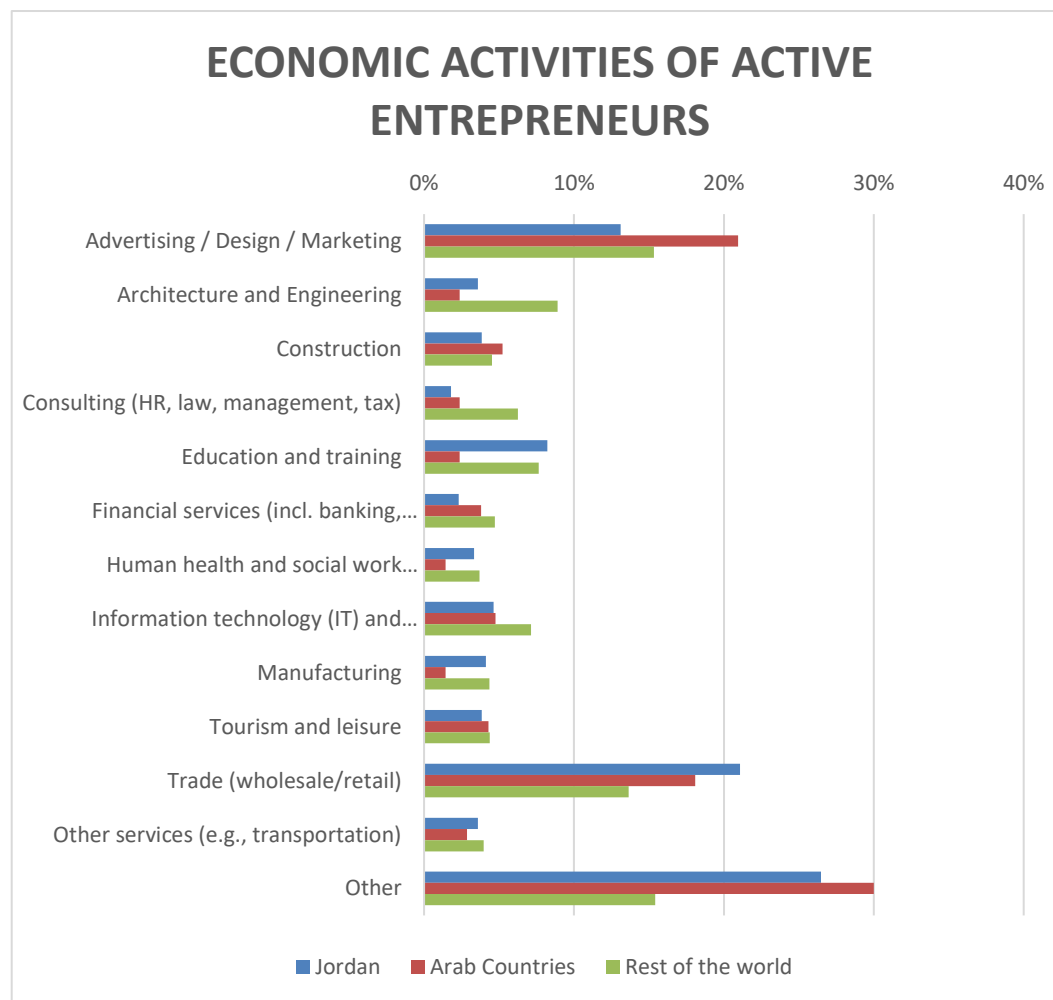
TABLE 14: ECONOMIC ACTIVITIES OF ACTIVE ENTREPRENEURS

	Jordan - Arabs - Rest			Total
	Rest of the world	Arab Countries	Jordan	
Advertising / Design / Marketing	3334	44	51	3429
Architecture and Engineering	1938	5	14	1957
Construction	986	11	15	1012
Consulting (HR, law, management, tax)	1361	5	7	1373
Education and training	1661	5	32	1698
Financial services (incl. banking, insurance, investment, real estate)	1025	8	9	1042
Human health and social work activities	804	3	13	820
Information technology (IT) and communication (incl. software & IT services)	1549	10	18	1577
Manufacturing	948	3	16	967
Tourism and leisure	950	9	15	974
Trade (wholesale/retail)	2967	38	82	3087
Other services (e.g., transportation)	866	6	14	886
Other	3352	63	103	3518
	21741	210	389	22340

2-Active Entrepreneurs

Active entrepreneurs are students who have already created their own new venture and are currently running and developing their businesses. The demographics on active entrepreneurs indicate that females comprise 57% of active entrepreneurs in Jordan and 43% in the other Arab countries. However, in the rest of the world, there are more male active entrepreneurs (62%) than female active entrepreneurs. Regarding the sectors in which active entrepreneurs have created their ventures, around 13% of active entrepreneurs in Jordan have opened a business in the advertising or marketing sectors, 21% in the trade sector, and 4% in the construction industry; the rest of the Jordan active entrepreneurs have entered other sectors, such as information technology, education and training, financial services, consulting, and engineering (see Figure 18). The importance of the advertising and marketing sectors could be related to Jordan's position as a global commercial center for the region and the world and the resulting growth of the creative industry. Jordan hosts a cluster of numerous international firms and start-ups competing/collaborating in local, regional, and international markets. The most important sectors for active entrepreneurs in other Arab countries and the rest of the world are marketing/advertising, education and training, information technology, manufacturing, tourism and leisure, and trade with similar percentages.

FIGURE 20: ECONOMIC ACTIVITIES OF ACTIVE ENTREPRENEURS



Only 148 out of 451 Jordanians would like to work on their business without a co-founder and 42 of them would like to work with more than 3 co-founders (see table 15)

TABLE 15: ACTIVE ENTREPRENEURS AND CO-OWNERS

	Jordan - Arabs - Rest			Total
	Rest of the world	Arab Countries	Jordan	
0	7739	103	148	7990
1	5693	55	109	5857
2	5106	42	110	5258
3	2160	15	42	2217
>3	1299	10	42	1351
	21997	225	451	22673

With regard to firm ownership, more than one-third of students in Jordan, other Arab countries, and the rest of the world indicate that they started their venture by themselves without any co-owner.

Only 24% of the active entrepreneurs report that they have one co-owner, around 24% indicate they have two co-owners, and 18% indicate that they have more than two co-owners (see Figure 19).

FIGURE 21: ACTIVE ENTREPRENEURS AND CO-OWNERS

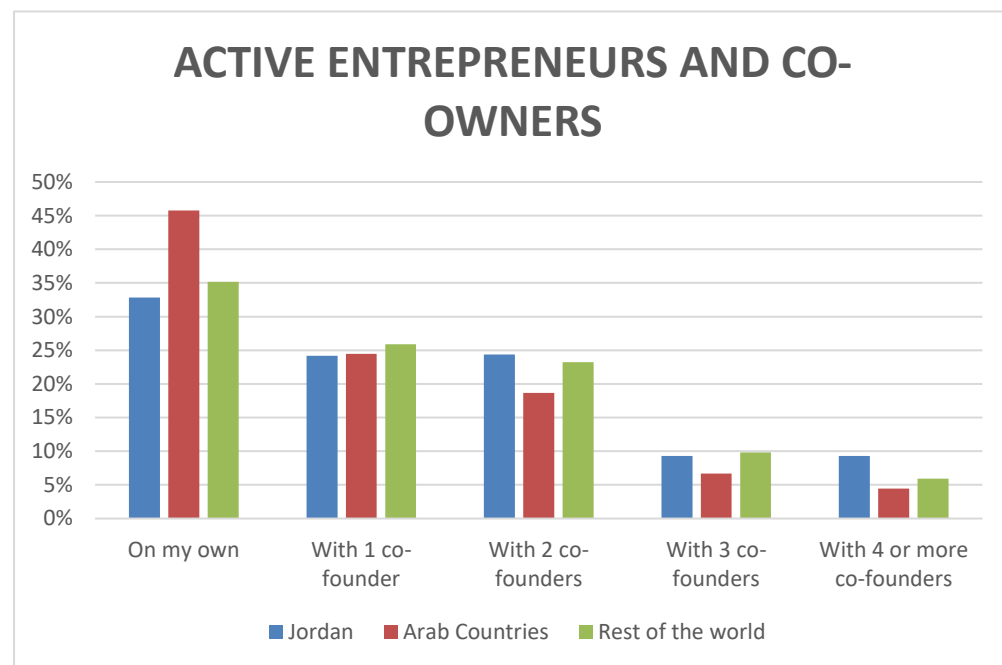


Table 16 shows the assessment out of 5 for Subjective vitality, Affective commitment, and the Power distance of the active Entrepreneurs

TABLE 16: CHARACTERISTICS OF ACTIVE ENTREPRENEURS

Count		Jordan - Arabs - Rest			Total
		Rest of the world	Arab Countries	Jordan	
Subjective vitality of active Entrep.	1.00	525	13	50	588
	2.00	2637	24	78	2739
	3.00	6268	55	122	6445
	4.00	12888	142	220	13250
Total		22318	234	470	23022
Affective commitment of active Entrep. * Jordan - Arabs - Rest Crosstabulation					
Count		Jordan - Arabs - Rest			Total
		Rest of the world	Arab Countries	Jordan	
Affective commitment of active Entrep.	1	455	16	58	529
	2	4160	99	201	4460
	3	8779	100	159	9038
	4	8695	15	45	8755
Total		22089	230	463	22782
Power distance of the * Jordan - Arabs - Rest Crosstabulation					
Count		Jordan - Arabs - Rest			Total
		Rest of the world	Arab Countries	Jordan	
Power distance of the active Entrep.	1	14198	99	203	14500
	2	5376	63	153	5592
	3	1723	37	61	1821
	4	869	31	46	946
Total		22166	230	463	22859

In this section, we discuss some characteristics of active entrepreneurs in Jordan, other Arab countries, and the rest of the world, including an assessment of students' subjective vitality, affective commitment, and power distance. Subjective vitality in the entrepreneurship and business contexts refers to a positive feeling of aliveness and energy-related to one's venture. In Jordan, around 73% of students indicate high or very high subjective vitality toward their ventures. This means that the subjective vitality is concentrated at the top, and employees are expected to obey instructions with minimal discussion or questioning. On the other hand, students in other Arab countries and the rest of the world (around 61%) indicate high or very high subjective vitality (see Figure 20).

Affective commitment refers to an active entrepreneur's psychological attachment to his or her venture. More than 56% of students in Jordan and other Arab countries have a low or very low affective commitment toward their ventures (see Figure 20). That is, students in the Arab region feel less emotionally attached and have a lower sense of belonging to their businesses. However, almost half of students in other countries in the world indicate feeling high or very high affective commitment toward their businesses, while the other half have a low or very low affective commitment toward their ventures.

Regarding the power distance in active entrepreneurs' ventures, around 77% of students in Jordan indicate low power distance in their businesses. Students in other Arab countries also show low levels of power distance in their ventures (70%). However, 88% of students in other countries in the world report having low or very low power distance within their businesses (see Figure 20). The entrepreneurs' assessments of power distance within their organizations reflect their societies. Finally, active entrepreneurs in Jordan indicate lower levels of self-esteem (41%) than their counterparts in other Arab countries and the rest of

the world (see Figure 21). The highest levels of self-esteem are among students in the rest of the world, where more than half of the students report having high or very high levels of confidence in themselves and their ability to run their business successfully.

FIGURE 22: CHARACTERISTICS OF ACTIVE ENTREPRENEURS

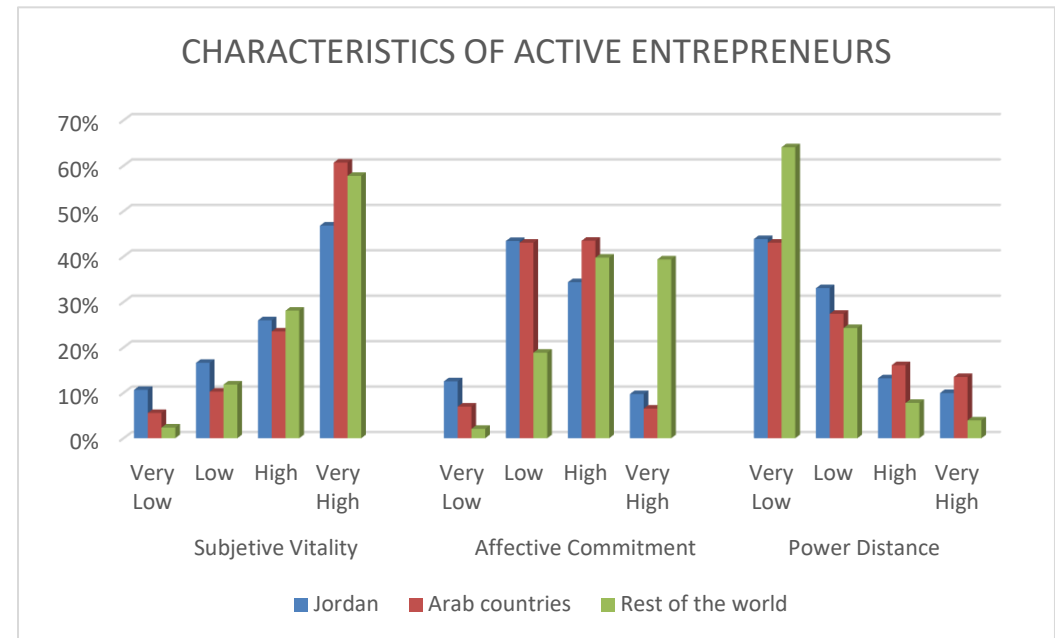


Table 17 shows the self-esteem score out of 5 points, there's clear exploration behavior for active entrepreneurs (see table 18)

TABLE 17: ACTIVE ENTREPRENEURS' SELF-ESTEEM

Active self-esteem Jordan - Arabs - Rest Crosstabulation		Rest of the world	Arab Countries	Jordan	
Active self esteem	1	228	3	45	276
	2	5823	78	144	6045
	3	11553	124	228	11905
	4	4551	26	45	4622
Total		22155	231	462	22848

FIGURE 23: ACTIVE ENTREPRENEURS' SELF-ESTEEM

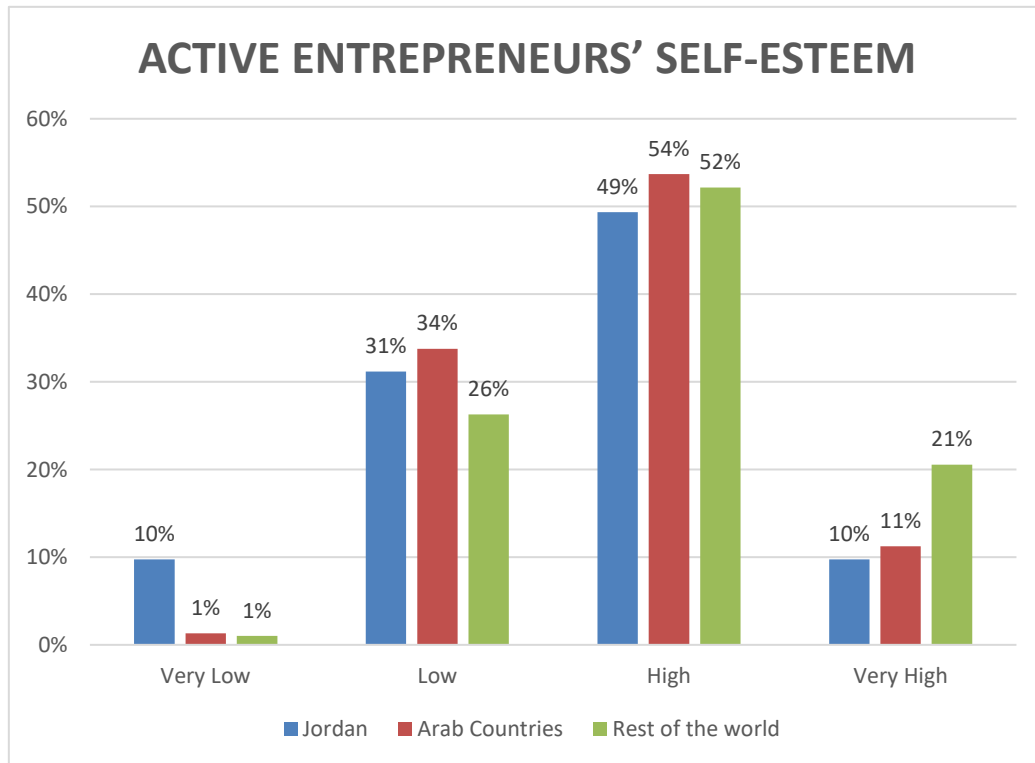


TABLE 18: ACTIVE ENTREPRENEURS' EXPLORATION AND EXPLOITATION BEHAVIOR

		Count			
		Jordan - Arabs - Rest			Total
		Rest of the world	Arab Countries	Jordan	
exploration active	1.00	595	10	52	657
	2.00	2715	38	120	2873
	3.00	4855	34	85	4974
	4.00	13704	143	191	14038
Total		21869	225	448	22542
exploitation active * Jordan - Arabs - Rest Crosstabulation					
		Count			
		Jordan - Arabs - Rest			Total
		Rest of the world	Arab Countries	Jordan	
exploitation active	1.00	446	12	58	516
	2.00	2553	29	114	2696
	3.00	4744	43	84	4871
	4.00	14021	139	190	14350
Total		21764	223	446	22433

Are active entrepreneurs mostly focusing on creating new products and exploring new business ideas, or are they focusing on increasing the efficiency of their businesses? Business owners usually face a trade-off between “exploration”, which involves searching, discovering, and implementing new products and ideas, and “exploitation,” which involves cutting operation and production costs as well as increasing overall organizational efficiency. Around half of the active entrepreneurs in Jordan, other Arab countries, and the rest of the world indicate medium levels of exploration (see Figure 22), indicating that to a certain extent, they are engaged in introducing a new generation of products, penetrating new markets, and implementing new technologies.

Similarly, around half of the active entrepreneurs in Jordan, other Arab countries, and the rest of the world show medium levels of exploitation, meaning that a high percentage of students engage in improving existing product quality, enhancing flexibility, and reducing production costs

FIGURE 24: ACTIVE ENTREPRENEURS’ EXPLORATION AND EXPLOITATION BEHAVIOR

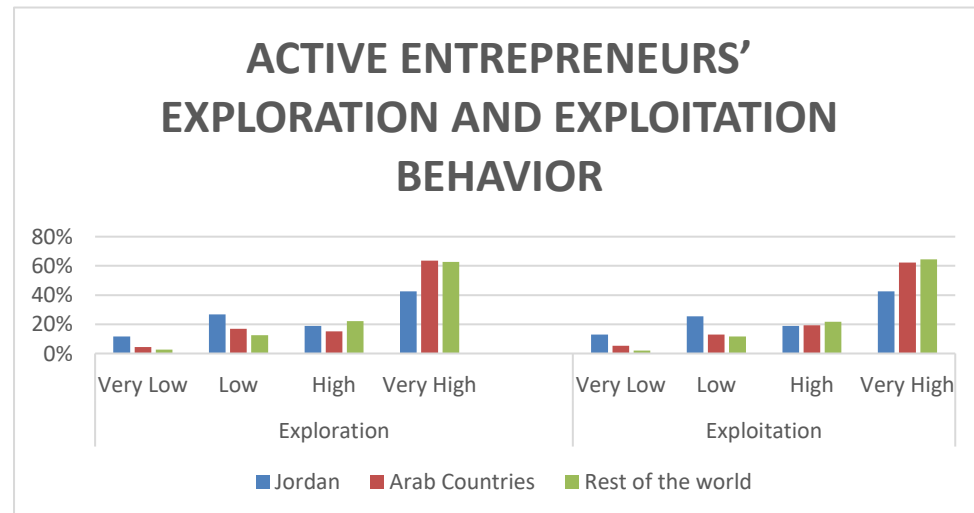


Table 19 shows an assessment of the performance of active entrepreneurs, sales growth, profits, job creation, and innovation. Score out of 3 points.

TABLE 19: ACTIVE ENTREPRENEURS’ PERFORMANCE: SALES GROWTH

Active sales growth * Jordan - Arabs - Rest Crosstabulation					
Count					
		Jordan - Arabs - Rest			Total
		Rest of the world	Arab Countries	Jordan	
Active sales growth	1.00	1355	26	86	1467
	2.00	10282	128	225	10635
	3.00	10012	67	125	10204
Total		21649	221	436	22306
Active market share growth * Jordan - Arabs - Rest Crosstabulation					
Count					
		Jordan - Arabs - Rest			Total
		Rest of the world	Arab Countries	Jordan	
Active market share growth	1.00	1629	28	72	1729
	2.00	10926	130	219	11275
	3.00	8984	65	134	9183
Total		21539	223	425	22187
active profit growth * Jordan - Arabs - Rest Crosstabulation					
Count					
		Jordan - Arabs - Rest			Total
		Rest of the world	Arab Countries	Jordan	
active profit growth	1.00	1498	26	81	1605
	2.00	10351	113	201	10665
	3.00	9678	79	142	9899

Total		21527	218	424	22169
Continue					
job creation active * Jordan - Arabs - Rest Crosstabulation					
		Jordan - Arabs - Rest			
Count		Rest of the world	Arab Countries	Jordan	Total
job creation active	1.00	4405	58	107	4570
	2.00	9119	109	209	9437
	3.00	7998	54	110	8162
Total		21522	221	426	22169
innovativeness active entrep * Jordan - Arabs - Rest Crosstabulation					
		Jordan - Arabs - Rest			
Count		Rest of the world	Arab Countries	Jordan	Total
innovativeness active entrep	1.00	1756	28	64	1848
	2.00	9134	91	161	9386
	3.00	10610	98	196	10904
Total		21500	217	421	22138

Regarding the performance of active entrepreneurs' ventures compared to their competitors in the market most students in the Jordan, other Arab countries, and the rest of the world indicate medium and high levels of sales growth (see Figure 23), market share growth (see Figure 24), and profit growth (see Figure 25) in their businesses. This means that their ventures are performing well in terms of growth and profit based on their subjective perceptions.

In terms of job creation (see Figure 26), around 49% of Jordan active entrepreneurs state that their ventures have achieved medium performance in terms of job creation, while 27% state their ventures had high job-creation performance compared to their competitors. However, more active entrepreneurs in other Arab countries (26%) rate their ventures' job-creation performance as low. In terms of innovativeness (see Figure 27), active entrepreneurs in the Jordan, other Arab countries, and the rest of the world indicate that their business has high innovation performance (47%, 45%, and 49%, respectively).

FIGURE 25: ACTIVE ENTREPRENEURS' PERFORMANCE: SALES GROWTH

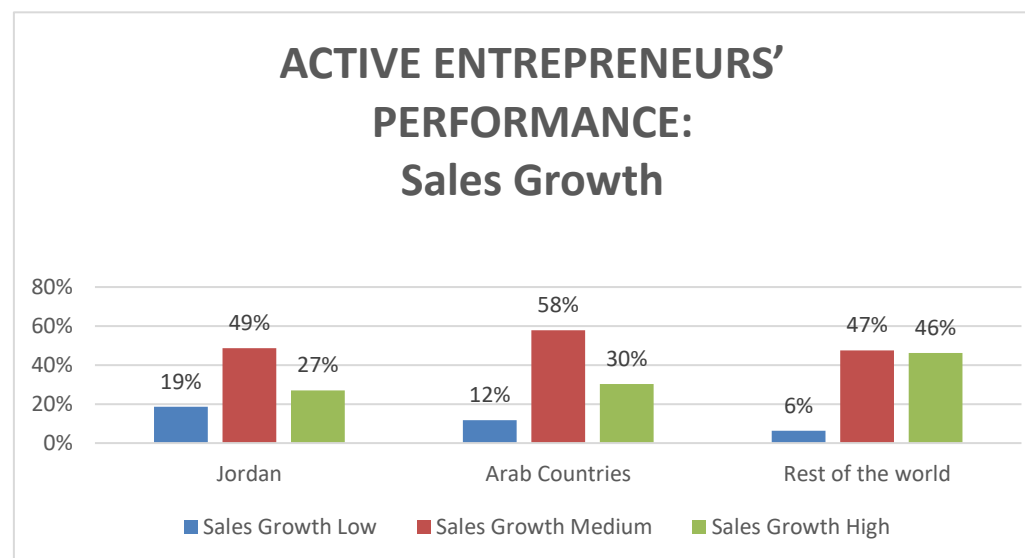
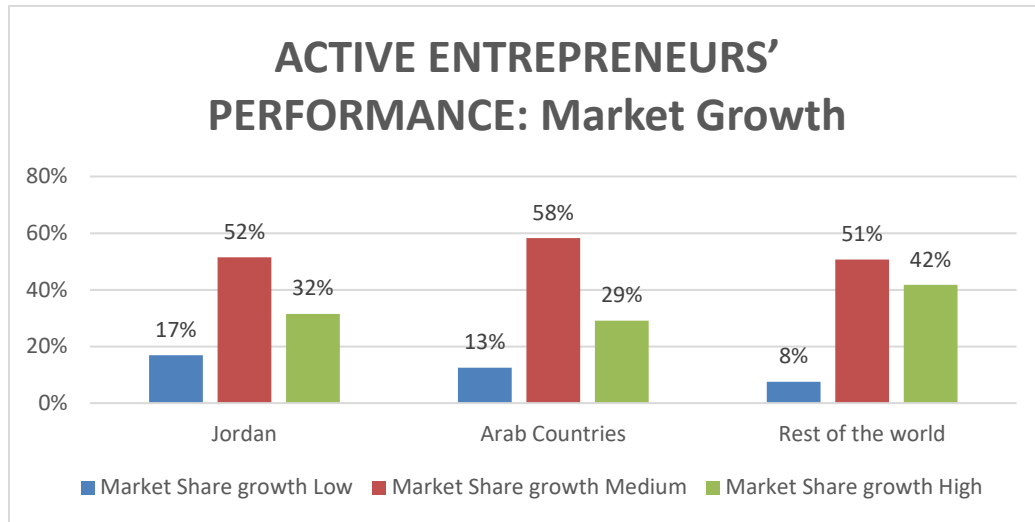


FIGURE 26: ACTIVE ENTREPRENEURS' PERFORMANCE: MARKET SHARE GROWTH



PERFORMANCE OF ACTIVE ENTREPRENEURS

FIGURE 27: ACTIVE ENTREPRENEURS' PERFORMANCE: JOB CREATION

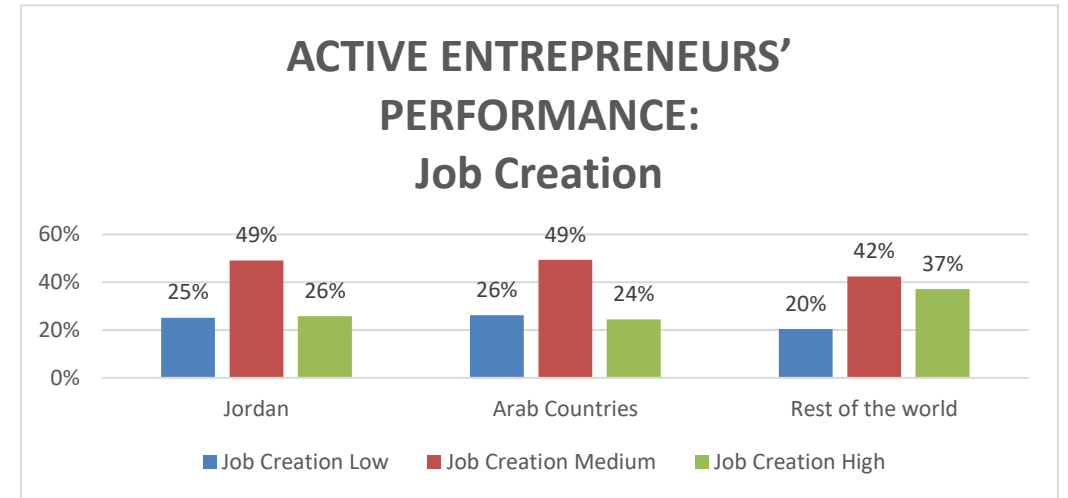


FIGURE 28: ACTIVE ENTREPRENEURS' PERFORMANCE: PROFIT GROWTH

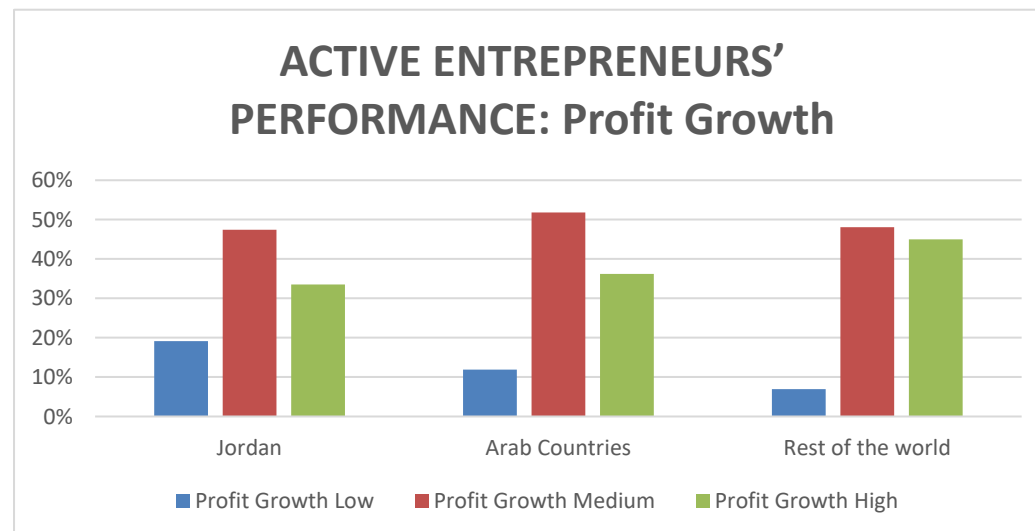
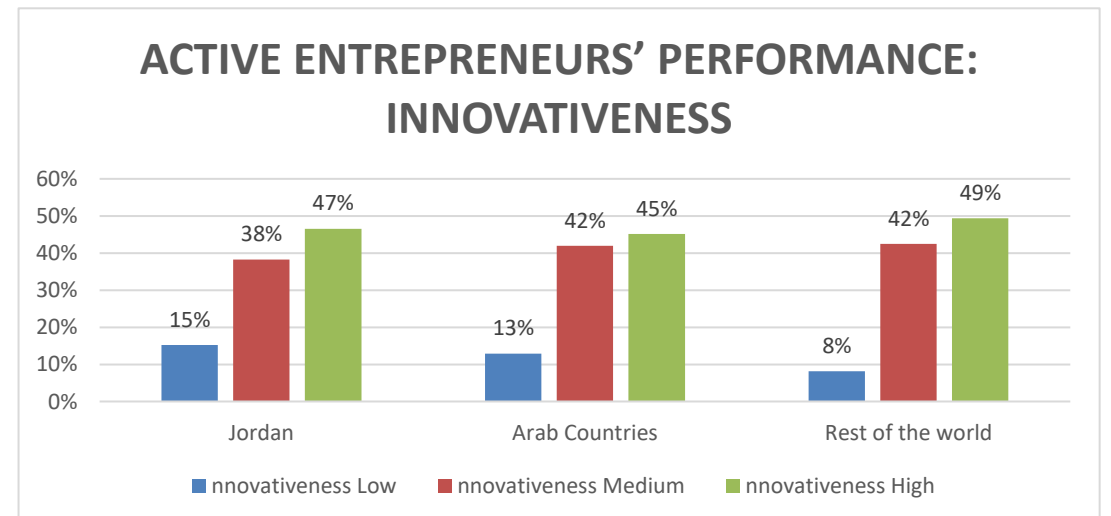


FIGURE 29: ACTIVE ENTREPRENEURS' PERFORMANCE: INNOVATIVENESS



VII Conclusion

The main motivation behind our investigation and this report is to examine the entrepreneurial intentions and actions of Jordan Universities students. Comparing Jordan students with other students around the world provides insights into students' entrepreneurial intentions and their drivers across cultures. We believe that comparative research can help to better explain students' professional intentions, motivation for entrepreneurial intentions, and entrepreneurial activities to create a sustainable entrepreneurial ecosystem and contribute to local development by promoting economic and social well-being.

Students in Jordan show a high attitude and self-efficacy towards entrepreneurship, which are important individual traits that shape their intentions and conducive entrepreneurial actions. However, students in Jordan show a low sense of control, which negatively affects their entrepreneurial intentions and thus limits entrepreneurship. If policymakers in Jordan would like to create an entrepreneurial ecosystem, it is important to understand why young people feel they have little control over the outcomes of events in their lives and to take measures to support and encourage potential entrepreneurs.

Although Jordanian students showed a keen interest in pursuing entrepreneurship, they realized that the university environment did not provide them with the necessary skills and abilities to start their entrepreneurial journey immediately after graduation. Jordan's education system and the education plan of each university should reconsider its role in creating, developing, and encouraging entrepreneurial intentions. Most students in Jordan have not taken an entrepreneurship course. However, the university environment is not the only environment for creating, developing, and encouraging entrepreneurial intentions. There are other environments and social circles to consider, such as the student's family and friends. Indeed, family and friends are the two micro-environments that support potential entrepreneurs to start their entrepreneurial journey.

A sustainable entrepreneurial ecosystem requires a diverse economic environment to expand the possibilities for students to visualize and take advantage of entrepreneurial opportunities. Most of the new entrepreneurs focus on the retail/wholesale sector, which shows that future entrepreneurs have limited vision to find entrepreneurial opportunities. Economic and social actors should strive to expand students' entrepreneurial horizons beyond traditional, over-represented, and saturated industries. For example, entrepreneurship

education should run through the entire university education system, not just business schools and management schools. Another weakness of new entrepreneurs is their desire to embark on an entrepreneurial journey without a partner.

Since the new economic and social environment requires teamwork to successfully create a company and manage it across generations, our education system and the social participants that make up the entrepreneurial ecosystem need to develop students' interpersonal relationships, problem-solving, and communication skills.

Although the number of students of active entrepreneurs in Jordan is small, it is important to support these new entrepreneurs in their entrepreneurial journey for two reasons. First, one-third of active entrepreneurs in Jordan have no partners, so public and private actors can travel with them as emotional, economic, and social supporters. Second, active young entrepreneurs can become role models for new entrepreneurs and students who are cultivating entrepreneurial intentions.

In this sense, a sustainable entrepreneurial ecosystem should encourage students not only to create their own businesses but also to take care of active entrepreneurial students.







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Dr. Aziz Madi

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In Picture above from the left above Amman Citadel, right above: Petra

left below: Wadi-rum then al-Siq in the Petra and for the right below is Amman citadel, for more information visit:

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