

**How to cite:**

López-Meri, A., Alonso-Muñoz, L., & Casero-Ripollés, A. (2020). What is Behind the Entrepreneurship Intention in Journalism? Entrepreneur Typologies Based on Student Perceptions. *Journalism Practice*, 1-18. <https://doi.org/10.1080/17512786.2020.1715821>

**What is behind the entrepreneurship intention in journalism?**

Entrepreneur typologies based on student perceptions

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Drawing on the perceptions of the future generation of journalists, this article aims to examine the specific motivations and barriers that encourage or discourage students from starting their own journalistic businesses. The goal is to identify those aspects that most influence entrepreneurial intention in the journalistic field, breaking the data down by gender and course. The methodology uses a quantitative approach based on surveys (n = 219). By applying categories of analysis previously tested in entrepreneurship studies in the business world, it was found that motivation in journalism is related to self-realization, as well as independence and flexibility at work. However, barriers are directly connected to the economic situation and self-confidence in knowledge and skill, despite students receiving training in entrepreneurship. Based on the motivations, Reluctant Entrepreneurs and Convenience Entrepreneurs are the two dominant profiles among journalism students. Based on the barriers, Economically Discouraged Entrepreneurs is the most prominent profile. Females are less self-confident about their innovative ideas and entrepreneurial skills, but males are more disappointed by journalism. Advanced students (third and fourth years of the degree) are also more disappointed by journalism than beginner students (first and second years).

Keywords: entrepreneurial journalism; entrepreneurship barriers; entrepreneurship motivations; journalism education; journalism students; Spain

## **Introduction: Self-employment as a job opportunity in journalism**

Entrepreneurship is a real option in journalism because the sector is undergoing a difficult moment and is in need a new business model (Casero-Ripollés, 2010; Picard, 2015). There is unusual entrepreneurial effervescence linked to job loss in numerous countries. For instance, about 27,000 newsroom employees in the United States lost their jobs from 2008 to 2017 (Pew Research Center, 2017). In Spain, 12,200 journalists have also lost their jobs, and 375 media outlets have closed since the beginning of the financial crisis (Asociación de la Prensa de Madrid, APM, 2015). In this context, the new digital environment poses threats but also opportunities, because it implies the reduction of economic barriers to entering the journalism sector (Hang and Weezel, 2007). This has led to the emergence of many media promoted by journalists. This new way of proceeding is known as entrepreneurial journalism (Briggs, 2012; Casero-Ripollés and Culléll-March, 2013). Journalists launch their own media outlet, generate informative content, and run their businesses— a new mode of access to the profession based on self-employment. In the United States, 5,000 new jobs were created by digital journalism between 2009 and 2014, most of them at news startups (Jurkowitz, 2014). In Spain, journalists have created 579 media in recent years (APM, 2015).

Entrepreneurial journalism supposes a great transformation of this sector, which poses many challenges, in both academic and professional fields. Therefore, the aim of this research is to identify the specific motivations and barriers that encourage or discourage the future generation of journalists from promoting their own businesses. This study was approached from the perspective of entrepreneurial intention, defined as “the conscious state of mind that precedes action and directs attention toward entrepreneurial behaviors such as starting a new business and becoming an entrepreneur” (Morianio et al., 2012: 165). It is related to entrepreneurial potential because there is a self-acknowledged conviction and commitment to start up a business at a specific point in the future (Solesvik et al. 2012). This perspective defends the notion that the creation of new ventures not only depends on the favorable psychological and behavioral traits of the business founder. Intention models explain how potential entrepreneurs perceive opportunities by analyzing their intentions and the factors affecting such intentions (Krueger, 2009). In this sense, intention impacts action and behavior and drives the favorable perception that entrepreneurship is desirable and feasible (Ajzen, 1991).

Previous literature has focused mainly on the opinions of educators (Barnes and de-Villiers, 2018; Ferrier, 2013; Vázquez-Schaich and Klein, 2013) and journalists themselves (Elmore and Massey, 2012; Vos and Singer, 2016). Therefore, the study of entrepreneurship in the journalistic field reflects the professional vision of previously launched projects, extensive experience, and subject knowledge (Henderson and Robertson, 2000). Studies based on students' perspectives are less frequent (Aceituno-Aceituno et al., 2018; Singer and Broersma, 2019). However, while students' entrepreneurial intention has been analyzed (Casero-Ripollés, Izquierdo-Castillo, and Doménech-Fabregat, 2016), the specific motivations that shape such entrepreneurial intention have not been concretized. Consequently, this research contributes to providing new data on this particularly relevant reality.

Although the worst years of the financial crisis are in the past, the situation of media companies continues to be critical. The use of the internet as a new platform for media (Küng, Picard, and Towse, 2008) and the decrease in advertising revenues (Guallar, 2013) due to the lack of a business model for the digital environment create discouraging perspectives for journalism. People has ceased to behave as a uniform mass thanks to increasingly wider and more sophisticated channels available to obtain information (Jarvis, 2016). Although information consumption on the internet has increased considerably, the culture of free access to online news and the increase in competitiveness have prevented journalistic companies from monetizing information in a profitable manner (Casero-Ripollés, 2010).

Moreover, digital technologies are reducing barriers to entering the journalism sector, since equipment costs have decreased, and the internet has become an accessible and open news dissemination channel. This has facilitated the emergence of new strategies based on self-employment (Goyanes, 2015). Many journalists have boosted their own media, mainly in the digital environment. Aside from developing content, they are responsible for managing their businesses. They become their own bosses, letting go of the role of employee (Aceituno-Aceituno et al., 2014). Entrepreneurship thus offers them new job opportunities, allowing them to leave behind massive layoffs, salary reductions, and even closures, negative aspects connected with the job insecurity of journalistic companies since the beginning of the crisis (Campos-Freire, 2010; Goyanes, 2015). By developing their own projects, journalists assume greater responsibility in decision-making, control content distribution, and become more independent professionally. In addition, they can be more creative in their work (Briggs, 2012) and

have a higher level of credibility than legacy media (García-Avilés, Navarro-Maíllo, and Arias-Robles, 2014).

Despite some research showing that journalism students attribute less importance to the skills required for starting a business (Drok, 2013), most journalists and academics defend both entrepreneurship and new media on the internet as two areas young people must manage fluently to gain a foothold in the sector (Aceituno-Aceituno et al., 2014; Jarvis, 2010). Vos and Singer (2016) conclude that entrepreneurial journalism is not only acceptable but also vital for the survival of the profession in the digital age. From this perspective, self-employment also acquires a prominent role in teaching (Baines and Kennedy, 2010). It is necessary to adapt teaching to market demands and develop the capacity to effectively incorporate students into the labor market (Paniagua-Rojano, Gómez-Aguilar, and González-Cortés, 2014).

In such a context, the main aim of this research is to delve into future journalists' perceptions of motivations and barriers to entrepreneurship in the journalism field. Specifically, the study examines which stimuli are the most encouraging and which obstacles are the most discouraging for journalism students. This should also allow us to determine which entrepreneur profiles will potentially be more prominent among the future generation of journalists.

### **Motivations and barriers to entrepreneurship in journalism**

Previous studies have examined the incidence of entrepreneurial skills training during a degree in the further development of journalistic projects (Aceituno-Aceituno et al., 2018; Barnes and de-Villiers, 2018; Sparre and Færgemann, 2016) and the entrepreneurial intentions of journalism students (Casero-Ripollés, Izquierdo-Castillo, and Doménech-Fabregat, 2016). Aside from economic difficulties (Picard, 2011), little is known about the specific motivations and barriers affecting journalism students' entrepreneurship intentions. However, this issue has been widely analyzed in the business world, and the main findings can be applied to journalism, which is one of the contributions of this paper.

The main motivations identified by the literature associated with entrepreneurship include economic gain; desire for achievement, independence, and control; personal development; improvement of social status; the opportunity to innovate and create new products; emulation of role models; and contribution to community welfare (Carter et al., 2003; Cassar, 2007; Wu, Matthews, and Dagher, 2007). Moreover, at a deeper stage of

reflection, entrepreneurs themselves recognize motivations such as freedom to work with people they like or clients they respect; the chance to make the world a better place, or achieve balanced, equitable, and sustainable harmony in the use of the Earth's resources; the feeling of being at ease with oneself and being respected by others; or the creation of a world vision of their own to escape the status quo (Clarke and Holt, 2010).

In addition, motivations evolve throughout the life of companies and interrelate with the family context and personal development of the entrepreneur (Jayawarna, Rouse, and Kitching, 2011). Economic motivation has less influence than what one might expect (Block and Koellinger, 2009). In contrast, the impact of environmental factors such as opportunity and need are highlighted (Taormina and Lao, 2007): opportunities afforded by the market at specific times (Segal, Borgia, and Schoenfeld, 2005), or the need to start a project owing to the impossibility of finding a job (Rouse, 2004). As previously seen, these two environmental factors currently coexist in the journalism sector, especially in the case of Spain (APM, 2015).

On the other hand, the main barriers to becoming entrepreneurs include difficulties obtaining any kind of support (institutional, family, or financial support), as well as perceptions of fear of failure and lack of competency (Shinnar, Giacomini, and Janssen, 2012). However, journalism entrepreneurs recognize few barriers (Compaine and Hoag, 2012).

In an attempt to classify motivations identified in the literature, Jayawarna, Rouse, and Kitching (2011: 42–43) proposed seven factors of motivation: *Achievement*, *Flexibility*, *Materialism*, *Power*, *Status*, *Community*, and *Role Model*. According to these authors, *Achievement* is the factor related to self-realization which embraces motivations such as having a meaningful job, continuing to learn, and facing the challenges and responsibilities of running a business. *Flexibility* is connected with the sense of freedom and involves incentives such as working from home, being professionally independent, and achieving work-family life balance. *Materialism* is related to tangible outcomes and includes making money, providing security for oneself and one's family, and realizing a dream. *Power* is the factor associated with being one's own boss or having the authority to make decisions. *Status* is linked to approval and comprises goals such as achieving a higher position in society or making other people proud. *Community* involves the desire to contribute to the welfare of people and other altruistic interests. Finally, the *Role Model* factor covers the motivations of continuing a family tradition or following an admired example.

Based on the predominant factors of motivation, Jayawarna, Rouse and Kitching (2011: 45) defined six profiles: *Reluctant Entrepreneurs* (mainly motivated by necessity and material interests such as providing themselves or their families with security or realizing their dreams); *Convenience Entrepreneurs* (motivated by the flexibility of running their own business and reconciling other life priorities such as family); *Economically Driven Entrepreneurs* (strongly motivated by the desire to make money but also interested in emulating role models and gaining power and status); *Social Entrepreneurs* (primarily motivated by the desire to improve their communities); *Learning and Earning Entrepreneurs* (significantly motivated by opportunities to learn and respond to the challenges of running one's own project); and *Prestige and Control Entrepreneurs* (motivated equally by status and power). In that research, based on a survey of British entrepreneurs at different stages of their lives, the authors found that reluctant entrepreneurs, who were entrepreneurs by necessity, were the most frequent profile, followed by convenience entrepreneurs and economically driven entrepreneurs. By contrast, entrepreneurs encouraged by altruistic purposes, prestige, or power were less frequent. Based on these profiles, the following research question is proposed:

RQ1: What is the dominant entrepreneur profile among journalism students according to the motivations and barriers to becoming an entrepreneur?

Regarding gender, studies based on business students' perceptions show that entrepreneurial intention is higher for males than for females (Díaz-García and Jiménez-Moreno, 2010; Perez-Quintana et al., 2017). Other researchers have found similar motivation concerning entrepreneurship between males and females, but there are gender differences in factors that shape entrepreneurial intentions such as attitude and self-efficacy (Nwankwo et al., 2012; Scherer, Brodzinski, and Wiebe, 1990). For instance, higher levels of self-efficacy are normally shown by males, according to Sarwoko and Nurdiana (2013). However, other studies do not support gender differences in terms of self-efficacy (Sequeira, Mchree, and Mueller, 2005). There are also gender differences regarding barriers to entrepreneurship. Lack of support is significantly more important for females than for males (Shinnar, Giacomini, and Janssen, 2012: 486). Moreover, males seem to be more courageous than females when faced with risks and challenges and thus step into self-employment (Langowitz and Minniti, 2007; Segal, Borgia, and Schoenfeld, 2005; Wagner, 2007; Zhao, Seibert, and Hills, 2005). Finally, males are more self-

confident than females concerning their knowledge, skills, and experience to be entrepreneurs (Thébaud, 2010). Moreover, females perceive themselves to be less capable or skilled with respect to occupations typically associated with males (Krueger, 2007). Based on these findings, the following research question is formulated:

RQ2: Are there gender-based differences in the motivations and barriers to starting a journalistic business?

On the other hand, the reasons that encourage the start of a project are probably related to students' motivation to become journalists. Hovden et al. (2009) established three groups of motivation: practical (associated with having a varied and lively job, or freedom and independence), idealistic (improving the world, fighting injustice, or contributing to democracy), and personal (linked to status, social prestige, or salary). Journalism students' motivation has not changed significantly over the past 20 years. A mix of practical and idealistic motives such as writing talent, creativity, considering journalism as an exciting profession, and contribution to social change have predominated over time (Splichal and Sparks, 1994; Hovden et al., 2009; Hanusch et al., 2015; Carpenter et al., 2015; Coleman et al., 2018). The intensity of these motivations is conditioned by local cultural, political, economic, and media contexts (Hanusch et al., 2015). These motivations also condition the job expectations and role performance of journalists. Mellado (2015) defined the three main domains of journalistic performance: the presence of journalistic voice, the relationship between journalists and who holds the power, and the way journalism approaches the audience. Specifically, these performance roles are specified as six dimensions: intervention (journalistic voice), watchdog, loyal facilitator (power relations), civic, service, and infotainment journalism (audience approach) (Mellado, 2015).

Different studies have found that position in journalism education reduces motivation and affects job expectations (Hanusch et al., 2015; Carpenter et al., 2015). Advanced journalism students (third and fourth years of the degree) were less likely than beginner students (first and second years of the degree) to consider entrepreneurship as a professional option (Casero-Ripollés, Izquierdo-Castillo, and Doménech-Fabregat, 2016). Based on this trend, the following research question is proposed:

RQ3: Are there differences between beginner and advanced students in terms of motivations and barriers to starting a journalistic business?

### **Methods and data**

The data for this study are based on a survey of students of the Journalism Degree at the Universitat Jaume I of Castelló (UJI), Spain. The curriculum of this program is in line with those proposed by the rest of the Spanish universities, so that the results could be extrapolated. The field survey was carried out in March 2017 and April 2017. From an initial sample of 360 participants, 219 students voluntarily responded without economic incentives, resulting in a relatively high response rate of 60.5%. The t-test had a value of 30.971 with 218 degrees of freedom ( $n-1$ ) and a significance of .000. The value of significance ( $p < .05$ ) indicates that there are no statistically significant differences between the tested sample and the population. The margin of error was equal to  $\pm 3\%$ , with a confidence interval of 95.5%.

A double stratification has been applied to the sample, by both gender and educational level. Regarding gender, 68% ( $n = 149$ ) of the students surveyed correspond to females, while the remaining 32% ( $n = 70$ ) are males. These percentages are close to the percentages of females (62.8%) and males (37.2%) enrolled in the Journalism Degree at the Universitat Jaume I of Castelló (2017). In recent years in Spain, increasingly more females than males are enrolled in university studies (Hernández-Armenteros and Pérez-García, 2017) and in journalism degrees (Rivero-Santamarina, Meso-Ayerdi, and Peña-Fernández, 2015). This fact explains the stratification by gender. Moreover, entrepreneurship studies distinguish between gender and usually find differences (e.g., Langowitz and Minniti, 2007; Segal, Borgia, and Schoenfeld, 2005; Shinnar, Giacomini and Janssen, 2012; Wagner, 2007; Zhao, Seibert, and Hills, 2005). Thus, this study aims to verify if this is also true of female journalism students.

Regarding education level, there is a distinction between beginner students (corresponding to the first and second years of the Journalism Degree), accounting for 52.5% ( $n = 115$ ) of the respondents, and advanced students (corresponding to the third and fourth years), accounting for 47.5% ( $n = 104$ ). The stratification between the courses is for two reasons: The first is educational planning. During the first two years, students learn subjects with a general focus on journalism studies and communication and media courses; during the two last years, more specific subjects such as Media Management,



Communication Policy, and Media Industry are introduced based on the development of knowledge and skills related to entrepreneurship. Students must complete, also, a Final Degree Project during the fourth year, being the creation of an entrepreneurial journalism company one of the possibilities. The second reason is demotivation concerning entrepreneurship. Other studies have shown that, with respect to entrepreneurship, students become discouraged as they advance in their studies (Barnes and de-Villiers, 2018; Casero-Ripollés, Izquierdo-Castillo, and Doménech-Fabregat, 2016). Therefore, this study aims to verify the major motivations and barriers based on the academic trajectories of journalism students.

Given the lack of specific studies in journalism, the questionnaire was adapted based on the entrepreneurship literature review and the motivational factors established by Jayawarna, Rouse, and Kitching (2011), in particular. It also included motivation considered to promote choosing a journalism degree, adapted from Hovden et al. (2009) and Carpenter et al. (2015). Moreover, to formulate the motivations raised in the questionnaire, the values of self-esteem, sense of belonging, emotion, safety, fun and enjoyment in life, affective relationships, self-realization, sense of being respected, and feelings of triumph or achievement (Carpenter et al., 2015) were added, because they can influence human attitudes and behavior.

To the best of our knowledge, there are no studies specifically establishing a classification of barriers linked to the lack of entrepreneurship in journalism. For this reason, survey categories related to the barriers are based on our own classification, according to the factors that hinder entry in media markets (Compaine and Hoag, 2012) or any market (Shinnar, Giacomini, and Janssen, 2012).

The survey comprised of 16 closed questions addressing the motivations and barriers that influence students in starting their own journalistic projects. Each value was measured on a five-point Likert scale. For motivation, the scale ranges from (1) “does not motivate me at all” to (5) “motivates me a lot,” while, for barriers, it ranges from (1) “does not discourage me at all” to (5) “discourages me a lot.” The processing of data was carried out with SPSS software (v.23).

## **Results**

### ***Entrepreneurial intention***

Journalism students demonstrate high entrepreneurial intention to start a project of their own (Table 1). More than half of the respondents had thought of starting a journalistic business at least once (56.2%), while four out of ten had never done so (43.8%). However, the percentage varied notably depending on the study course they had chosen. According to the data obtained in the survey, students in the first cycle (first and second years of the degree) had a higher propensity toward entrepreneurship than students in the second cycle (third and fourth years). There was a difference of six percentage points between beginner students (59.1%) and advanced students (52.9%) when they were asked if they had planned to develop their own entrepreneurial project, a finding supported by previous literature (Barnes and de-Villiers, 2018; Casero-Ripollés, Izquierdo-Castillo, and Doménech-Fabregat, 2016). Beginner students were unexpectedly more likely to take this risk. Regarding gender stratification, a difference of six percentage points was observed. Entrepreneurial intention was higher in males (61.4%) than in females (53.7%).

Table 1. Entrepreneurial intention in the Journalism Degree

Intention to start one's own journalism business		
	Yes	No
General	56.2%	43.8%
Beginner students	59.1%	40.9%
Advanced students	52.9%	47.1%
Male	61.4%	38.6%
Female	53.7%	46.3%

Source: Author.

#### *Motivation concerning journalism entrepreneurship*

To answer RQ1, journalism students were asked about motivations that would encourage them to start their own business (Table 2). Each answer category has been evaluated on a five-level Likert scale, ranging from “does not motivate me at all” (1) to “motivates me a lot” (5). In this regard, working on a meaningful project and being able to innovate and be creative (*Achievement*) were notably valued (mean = 4.6; SD = 0.613). Having more independence and flexibility at work were also notably pointed (mean = 4.4; SD = 0.848). Avoiding a rigid schedule is thus seen as an opportunity to step into self-employment (*Flexibility*). Another deeply appreciated motivation was the chance to make one's own decisions (*Power*) and not being under the authority of the boss (mean = 4.0; SD = 0.927). Similarly, both being able to contribute to the development of the profession and

providing improvements for society (*Community*) were very well valued motivations (mean 4.1; SD = 0.896).

Table 2. Motivations associated with entrepreneurship

Factor	Statements included in the survey	Mean	Standard deviation
Achievement	Work on a project that is meaningful to me and be able to innovate and be creative	4.6	0.613
Flexibility	Have independence and flexibility at work	4.4	0.848
Community	Contribute to the development of journalism and/or the welfare of my community	4.1	0.896
Power	Be my own boss and have the freedom to propose my own ideas, make decisions...	4.0	0.927
Materialism	Realize a personal dream	3.9	1.161
	Earn a lot of money. It is a good job opportunity.	2.8	1.176
Status	Achieve social/professional status (be respected by colleagues, be a reference in my field...)	3.2	1.078
Role Model	Follow a family tradition or an example of someone admired (family member, famous entrepreneur...)	1.5	1.010

Source: Author's elaboration from Jayawarna, Rouse, and Kitching (2011).

*Note.* Answer categories ranged from “does not motivate me at all” (1) to “motivates me a lot” (5).

On the other hand, earning a lot of money (*Materialism*) was not considered to be a relevant motivation (mean = 2.8; SD = 1.176). Thus, despite considering entrepreneurship to be a good job opportunity, journalism students do not place the possibility of earning money among their top motivations. However, they appear to be very interested in realizing a personal dream (mean = 3.9; SD = 1.161), a category within the *Materialism* factor of motivation, together with other incentives such as earning money or security for the family, according to the study on which our classification of motivations is based (Jayawarna, Rouse, and Kitching, 2011). In this context, it is necessary to clarify that this aim (realizing a personal dream) was probably understood by respondents from a more spiritual than a materialistic point of view. This assumption could explain the gap between the value of earning a lot of money and realizing a personal dream, both related to *Materialism*.

By contrast, journalism students did not seem to connect the strong desire to realize a personal dream with improving their social or professional status (*Status*). Indeed, being respected by colleagues or being a reference in the journalistic field was slightly less valued (mean = 3.2; SD = 1.078) than the motivation of realizing a personal

dream, with a seven-tenth of a difference between the two categories. Finally, the idea of following a family tradition or the example of an admired entrepreneur (*Role Model*) was not observed to be a determining factor in starting one's own journalistic project (mean = 1.5; SD = 1.010). However, comparisons by gender and cycle of studies are explained in the last section of the results (Table 6).

#### *Entrepreneur typologies of journalism students*

Regarding RQ1 and according to the typology of entrepreneurs proposed by Jayawarna, Rouse, and Kitching (2011), *Learning and Earning Entrepreneurs* and *Convenience Entrepreneurs* are the dominant entrepreneur profiles among journalism students (Table 3), because they are related to the most valued factors: *Achievement* and *Flexibility* (Table 2). The first profile is driven by the desire for self-realization, which implies having a meaningful job, continuing to learn, or facing the challenges of running one's own project (*Achievement*, mean = 4.6; SD = 0.613). The second, *Convenience Entrepreneurs*, is motivated by flexibility at work, which helps them improve the reconciliation of work, private, and family life (*Flexibility*, mean = 4.4; SD = 0.848).

Table 3. Entrepreneur profiles among future journalists according to motivation

Level	Profile	Motivation	Mean	Standard deviation
1	Learning and Earning Entrepreneurs	Achievement	4.6	0.613
	Convenience Entrepreneurs	Flexibility	4.4	0.848
2	Social Entrepreneurs	Community	4.1	0.896
	Prestige and Control Entrepreneurs	Power	4.0	0.927
	Reluctant Entrepreneurs	Materialism (realizing a dream)	3.9	1.161
3	Economically Driven Entrepreneurs	Status	3.2	1.078
		Materialism (making money)	2.8	1.176
		Role Model	1.5	1.010

Source: Author's elaboration from Jayawarna, Rouse, and Kitching (2011).

At a second level, with lower valuation, two other profiles have been observed: *Social Entrepreneurs*, inspired by the desire to contribute to the development of the journalism sector or improve the welfare of their community (related to *Community*, mean = 4.1; SD = 0.896), and *Prestige and Control Entrepreneurs* (related to *Power* and *Status*

factors), although only partially, because journalism students valued the power of being their own boss and being free to make decisions (*Power*, mean = 4.0; SD = 0.927) but not so much the fact of achieving a better social or professional status (*Status*, mean = 3.2; SD = 1.078). At the second level, the *Reluctant Entrepreneurs* profile (related to *Materialism*) is found but only if realizing a personal dream (mean = 3.9; SD = 1.161) is considered a material interest. However, if respondents had understood realizing a dream as a way to self-realization, this motivation would not have reinforced the *Reluctant Entrepreneurs* profile but the *Learning and Earning Entrepreneurs* profile.

The results instead show that the *Economically Driven Entrepreneurs* profile, related to the *Materialism*, *Status* and *Role Model* factors, is the least prominent, because journalism students are not very interested in making money (mean = 2.8; SD = 1.176), emulating role models (mean = 1.5; SD = 1.010), or gaining status (mean = 3.2; SD = 1.078).

#### *Barriers to journalism entrepreneurship*

The findings also show the main barriers that discourage journalism students from becoming entrepreneurs (Table 4). Regarding RQ1, each value has been evaluated on a five-level Likert scale, ranging from “does not discourage me at all” (1) to “discourages me a lot” (5). Among the drawbacks, it is mainly remarked that perception of great difficulties in the journalistic sector makes it impossible to boost and consolidate one’s own entrepreneurial project (mean = 4.1; SD = 0.918). In addition, journalism students seem broadly unwilling to take the excessive risk that owning a business implies (mean = 3.7; SD = 1.301), partly due to respondents being under the impression that they do not have enough knowledge and training in entrepreneurship (mean = 3.4; SD = 1.152).

Table 4. Barriers associated with entrepreneurship

Statements included in the survey	Mean	Standard deviation
I perceive great difficulties in the current situation of the journalistic sector that would make it impossible to boost and consolidate my own entrepreneurial project.	4.1	0.918
It implies excessive risk.	3.7	1.301
I don’t have enough knowledge or training to start my own journalistic business.	3.4	1.152
I have no innovative ideas on which to base my own journalistic business.	2.9	1.228
I don’t have an entrepreneurial disposition or intention.	2.8	1.289

I prefer to work for others because I am better at receiving instructions than making decisions.	2.4	1.194
I have been disappointed by journalism.	2.4	1.340
The entrepreneurial journalistic projects that I know have disappointed me, and they are not a model to follow.	2.0	0.973

Source: Author.

Note. Answer categories ranged from “does not discourage me at all” (1) to “discourages me a lot” (5).

Nevertheless, respondents have not been disappointed, either by the journalistic world in general (mean = 2.4, SD = 1.340), or by any specific project (mean = 2.0, SD = 0.973). In this sense, generally speaking, journalism students do not have a disenchanting vision of the profession. Barriers to journalism entrepreneurship are therefore more connected with economic issues and confidence in one’s own knowledge than genuine entrepreneurial intention. Creativity does not seem determinant as a barrier either. Indeed, the lack of innovative ideas (mean = 2.9, SD = 1.228) is less worrying than the lack of knowledge or training.

#### *Entrepreneur typologies according to barriers*

As a complement to the typology of motivated entrepreneurs, this research proposes an original classification of potential entrepreneurs blocked by different barriers. Therefore, potential entrepreneurs are classified from the perspective of the obstacles that discourage them to start their own businesses. Concretely, four profiles are proposed: *Economically Discouraged Entrepreneurs*, conditioned by economic and financial risks, as well as a lack of investments, in general terms but also in their specific sector; *Inherently Insecure Entrepreneurs*, blocked by a lack of self-confidence or distrust of their skills and knowledge; *Non-Creative Entrepreneurs*, discouraged by a lack of creativity or original ideas to start or develop their own project; and *Disenchanted Entrepreneurs*, disappointed by their profession.

Linking with this typology, the profile of *Economically Discouraged Entrepreneurs* is the most prominent (Table 5), because the excessive economic and financial risk in promoting a new business (mean = 3.7; SD = 1.301) and the great difficulties of the journalistic sector (mean = 4.1; SD = 0.918) are considered to be the most significant barriers (Table 4).

At a second level, the *Inherently Insecure Entrepreneurs* profile was found to be related to the perception of not having enough knowledge or training to start one’s own journalistic business (mean = 3.4; SD = 1.152). The security of receiving orders from

others and not taking on responsibility (mean = 2.4; SD = 1.194) could also relate to the lack of self-confidence in the *Inherently Insecure Entrepreneurs* profile. Third, the *Non-Creative Entrepreneurs* profile was related to the lack of innovative ideas (mean = 2.9; SD = 1.228). Finally, the *Disenchanted Entrepreneurs* is the least prominent profile, because students do not feel excessively disappointed by entrepreneurial journalism (mean = 2.0; SD = 0.973) or their profession (mean = 2.4; SD = 1.340).

Table 5. Entrepreneur profiles of future journalists according to barriers

Level	Profile	Barrier	Mean	Standard deviation
1	Economically Discouraged Entrepreneurs	Great difficulties in the journalistic sector	4.1	0.918
		Excessive risk	3.7	1.301
2	Inherently Insecure Entrepreneurs	Insufficient knowledge and training	3.4	1.152
3	Non-Creative Entrepreneurs	Lack of innovative ideas	2.9	1.228
4	Disenchanted Entrepreneurs	Disappointed by journalism	2.4	1.340
		Disappointed by entrepreneurial journalism	2.0	0.973

Source: Author.

#### *Differences between males and females*

Table 6 shows a comparison between males and females in which a t-test was carried out to compare the mean values of the responses of both genders. Thus, linked to RQ2, the t-test shows there are no significant differences between males and females regarding motivations and barriers ( $p > .05$ ). In this sense, we should mention that only in one of the barriers studied (*I have been disappointed by journalism*) can we find a significant difference in the answers of both genders ( $p = .022$ ). Thus, males seem to be more disappointed (mean = 2.96; SD = 1.58) than females (mean = 2.15; SD = 1.17).

Despite the t-test not showing a significant difference between males and females, we can see that, regarding the motivations, being their own boss was subtly more valued by males (mean = 4.11; SD = 0.822) than females (mean = 3.92; SD = 0.977), while contributing to improving the welfare of society was slightly more valued by females (mean = 4.23; SD = 0.903) than males (mean = 3.97; SD = 0.869). Moreover, females seem to be somewhat more motivated (mean = 3.96; SD = 1.13) than males (mean = 3.67;

SD = 1.20) by the goal of realizing the dream of starting a journalistic project when they finish their Journalism Degree.

On the other hand, regarding barriers in general, females were more optimistic. Indeed, females gave lower values than males for six of the eight barriers included in the survey. Males were somewhat more enthusiastic (mean = 3.25; SD = 1.09) than females (mean = 2.78; SD = 1.25) about their innovative ideas for starting journalistic projects. Therefore, females appear to consider themselves slightly less creative than males. Moreover, males were more optimistic (mean = 3.69; SD = 1.01) than females (mean = 3.29; SD = 1.19) when asked about their knowledge or training to start their own business.

#### *Differences between beginner students and advanced students*

To answer RQ3, Table 6 also shows a comparison between beginner students and advanced students concerning the main motivations and barriers that encourage or discourage them from starting businesses of their own. As previously mentioned, a t-test was conducted to compare the mean values of the responses of both types of students. As a general rule, no significant differences are observed between beginner students and advanced students. However, responses are significantly different for some of the studied motivations and barriers. First, with respect to motivation, beginner students value the improvement of journalism and/or the welfare of their community (mean = 4.41; SD = .677 Vs. mean = 3.81; SD = 1.02) and the achievement of social/professional status (mean = 3.42; SD = 1.01 Vs. mean = 2.92; SD = 1.10) more positively than advanced students. In other words, students who are beginning their Journalism studies are more motivated than those who are in their final courses. These differences are corroborated by the t-test:  $p = .000$  for the first item and  $p = .011$  for the second item. Second, in relation to the barriers, the data show that advanced students (mean = 2.77; SD = 1.43) are more disappointed by journalism than beginner students (mean = 1.97; SD = 1.11). It therefore seems that journalism students become more pessimistic toward the profession when they start to work in it ( $p = .003$ ). However, the overall results do not show a high level of disappointment with journalism (Table 4); therefore, it does not constitute a relevant barrier to entrepreneurship, according to the students surveyed.

Apart from the significant differences observed with the t-test, we also observe other interesting results. Regarding motivation, beginner students have higher values than advanced students in all types. For example, being a reference in society or being



respected by colleagues is more valued by beginner students (mean = 3.42; SD = 1.01) than by advanced students (mean = 2.92; SD = 1.10), while realizing a personal dream was also considered slightly more highly by beginner students (mean = 4.04; SD = 1.11) than advanced students (mean = 3.63; SD = 1.19). Those results are similar to the trend found when students were asked about their entrepreneurial intention (Table 1).

Table 6. Comparison based on course of study and gender

	Mean (SD)		t-test	Mean (SD)		t-test
	Beginner students	Advanced students	Sig.	Male	Female	Sig.
<b>Motivation</b>						
Work on a meaningful project and be able to innovate and be creative	4.60 (.649)	4.56 (.569)	.722	4.58 (.586)	4.58 (.630)	.957
Have independence and flexibility	4.45 (.799)	4.30 (.900)	.347	4.46 (.735)	4.35 (.901)	.447
Contribute to the development of journalism and/or the welfare of my community	4.41 (.677)	3.81 (1.02)	.000*	3.97 (.869)	4.23 (.903)	.123
Be my own boss and have the freedom to propose my ideas, make decisions...	4.04 (.904)	3.92 (.959)	.492	4.11 (.822)	3.92 (.977)	.253
Realize a personal dream	4.04 (1.11)	3.63 (1.19)	.054	3.67 (1.20)	3.96 (1.13)	.201
Achieve social/professional status (be respected by colleagues, be a reference in my field...)	3.42 (1.01)	2.92 (1.10)	.011*	3.23 (1.10)	3.18 (1.06)	.828
Earn a lot of money. It is a good job opportunity.	2.89 (1.18)	2.76 (1.17)	.533	2.76 (1.15)	2.87 (1.19)	.627
Follow a family tradition or an example of someone admired (family member, famous entrepreneur...)	1.66 (1.11)	1.38 (.849)	.117	1.58 (1.05)	1.51 (.993)	.725
<b>Barriers</b>						
I perceive great difficulties in the current situation of the journalistic sector that would make it impossible to boost and consolidate my own entrepreneurial project.	4.10 (.914)	4.08 (.931)	.896	4.25 (.813)	4.02 (.954)	.241
It implies excessive risk.	3.51 (1.33)	3.83 (1.26)	.222	3.81 (1.27)	3.62 (1.31)	.514

I don't have enough knowledge or training to start my own journalistic business.	3.46 (1.22)	3.35 (1.09)	.647	3.69 (1.01)	3.29 (1.19)	.106
I don't have an entrepreneurial disposition or intention.	2.74 (1.32)	2.95 (1.25)	.419	2.70 (1.29)	2.91 (1.29)	.480
I have no innovative ideas on which to base my own journalistic business.	2.72 (1.15)	3.10 (1.27)	.131	3.25 (1.09)	2.78 (1.25)	.072
I prefer to work for others because I am better at receiving instructions than making decisions.	2.46 (1.26)	2.38 (1.13)	.744	2.22 (.974)	2.50 (1.26)	.243
The entrepreneurial journalistic projects that I know have disappointed me, and they are not a model to follow.	2.04 (.779)	1.95 (1.13)	.675	2.14 (1.02)	1.94 (.953)	.372
I have been disappointed by journalism.	1.97 (1.11)	2.77 (1.43)	.003*	2.96 (1.58)	2.15 (1.17)	.022*

Source: Author. \*p < .05

In relation to the barriers, advanced students present higher values in half the categories. This finding might reinforce the idea that they are more realistic as they progress in their studies. Advanced students appear to see themselves as less creative when we inquired about their innovative ideas to start journalistic projects. There is a higher barrier for advanced students (mean = 3.10; SD = 1.27) than for beginner students (mean = 2.72; SD = 1.15). The excessive risk involved in journalistic start-ups also means a slightly higher barrier for advanced students (mean = 3.83; SD = 1.26) than for beginner students (mean = 3.51; SD = 1.33).

On the other hand, journalism students were unanimous about the most serious barriers. Beginner students and advanced students remarked equally on the great difficulties in the journalism sector, as well as a lack of knowledge or specific training focused on entrepreneurship.

## Conclusions

The results indicate that journalism students have considerable intentions to start their own journalistic businesses. In general, working on a meaningful project and having independence and flexibility at work are the most valued motivations by journalism students from the Universitat Jaume I of Castelló (Spain). However, contributing to the welfare of their community or having the possibility of being their own boss to make

decisions freely are also valued. These motivations coincide with students' motivations for becoming journalists, which have not changed significantly over the last 20 years (Splichal and Sparks, 1994; Hanusch et al., 2015; Coleman et al., 2018). According to the classification of Jayawarna, Rouse, and Kitching (2011), adapted to the journalistic field, *Achievement* and *Flexibility* are the most influential factors of motivation boosting students' own journalistic businesses, followed by *Community* and *Power*.

On the other hand, the great difficulties in the journalism sector and hence the excessive risk implied in promoting one's own entrepreneurial project are the most remarked barriers. The surveyed students also consider that they do not have enough knowledge to start an entrepreneurial business, which would further increase the risk in becoming entrepreneurs. The lack of innovative ideas, by contrast, does not seem to be important among journalism students' concerns, nor are they disappointed by journalism. These aspects do not represent barriers to becoming an entrepreneur.

According to the most valued motivations, *Reluctant Entrepreneurs* and *Convenience Entrepreneurs* are the two dominant profiles of journalism students, at least in this case study. The *Social Entrepreneurs* profile also plays a prominent role. However, there are differences according to their training progression. In addition, females have a higher perception of the barriers of lack of knowledge, skills, and innovative ideas to become entrepreneurs. However, the impression of economic risk is greater among male students. Indeed, males are also more disappointed with journalism, although, paradoxically, they show higher values in entrepreneurial intention. In this regard, according to the most punctuated barriers, as an original contribution, it was found that *Economically Discouraged Entrepreneurs* represents the most prominent profile of future journalists, followed by the *Inherently Insecure Entrepreneurs*, *Non-Creative Entrepreneurs*, and *Disenchanted Entrepreneurs* profiles.

Finally, in general terms, no significant difference regarding motivation or barriers was observed based on gender or the course. However, t-test values showed that males and advanced students (third and fourth years of the Journalism Degree) seem to be more disappointed with journalism than females or beginner students (first and second years of the Journalism Degree). Furthermore, as the t-test shows, the surveyed students who are starting their journalism studies are more motivated than those who are in their final courses. Specifically, beginner students value the improvement of journalism and/or

the welfare of their community and the achievement of social/professional status more positively than advanced students.

## **Discussion**

This research is the first study in the journalistic field focused specifically on motivations and barriers to entrepreneurship. It also involves the application of categories of entrepreneurship studies in the journalism studies field—mainly those categories previously tested in the business world. In addition, this study identifies differences related to gender and academic trajectory (initial or final courses in the Journalism Degree). Finally, it established an original classification of potential entrepreneurs from the perspective of barriers.

The findings reinforce some trends observed in previous research, but also add new ideas to be considered to improve training leading to entrepreneurship in journalism degrees. In this sense, it has identified the main motivations for starting a journalistic business. Journalism students do not seem to be interested in making money, emulating successful entrepreneurs, or gaining social status, a rejection of previous research, because consolidated entrepreneurs are mainly motivated by economical purposes (Block and Koellinger, 2009; Jayawarna, Rouse, and Kitching, 2011).

On the other hand, in line with previous literature, the surveyed journalism students show firm intentions to start their own journalistic projects, which nevertheless decrease as they progress in their training (Barnes and de-Villiers, 2018; Casero-Ripollés, Izquierdo-Castillo, and Doménech-Fabregat, 2016). There could be many reasons explaining such a trend. For example, it could be because of the negative view of journalism among journalism students that increases as their training progresses. By contrast, in the final years of their degrees, journalism students may have gained more confidence in their ability to land a traditional job than they had in their first years, when they were not skilled enough. This fact could also explain their desire to accept a traditional job instead of starting their own business.

Moreover, this research has concretized some possible barriers that discourage journalism students from starting their own projects. Such barriers are directly connected to economic situation and self-confidence in knowledge and skill, as with university students from other fields (Shinnar, Giacomini, and Janssen, 2012) and especially in the case of females (Nwankwo et al., 2012; Krueger, 2007; Sarwoko and Nurdiana, 2013).

However, barriers are not notably related to a lack of entrepreneurial predisposition or creative capacity.

This work has limitations, as it is focused on a Spanish case. However, the main conclusions can be extended to other contexts and are useful for improving current methodologies in entrepreneurial journalism education and the evolution of the business model in journalistic sectors in other parts of the world. In this sense, this paper is a starting point for future research because, for the first time, the main motivations and barriers behind the entrepreneurship intention of the future journalists are identified, and that enriches the existing work on entrepreneurial journalism. Furthermore, this work can serve to establish dialogue between studies of journalistic motivations and research on dimensions of journalistic role performance (Mellado, 2015). Specifically, the most valued motivations to start a journalistic project by journalism students could be connected with three specific dimensions of journalistic role performance: watchdog role, civic journalism (also known as public or community journalism) and service journalism (Mellado, 2015: 600-601). Moreover, entrepreneurial journalism is perceived as a job that allows the development of personal creativity in meaningful projects; achieves independence and power for decision making; and contributes to social change and the improvement of community welfare (Splichal and Sparks, 1994; Hovden et al., 2009; Hanusch et al., 2015; Carpenter et al., 2015; Coleman et al., 2018). These findings show that the surveyed students understand entrepreneurial journalism not so much as a job opportunity or a way to achieve status, but as a way to serve the community and improve the journalism performance focusing on its classic functions and values.

### **Funding**

This work was supported by the Spanish State Research Agency (AEI) of the Spanish Government under Grant CSO2017-88620-P and the Research Promotion Plan 2017 of the Universitat Jaume I de Castelló under Grant UJI-B2017-55. This work is part of the activities of the Journalism's GIE of the Educational Support Unit (USE) of the Universitat Jaume I Castelló.

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