

University Students' Entrepreneurial Orientation -a Field Study On A Sample Of Jijel University Students-

التوجه المقاولاتي لدى الطلاب الجامعيين
دراسة ميدانية على عينة من طلاب جامعة جيجل

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Abstract:

The current study sheds light on the entrepreneurial orientation among students of psychology and educational sciences at the University of Jijel. To conduct the study, the researchers applied a descriptive analytical approach using a questionnaire as a research instrument designed for master students who are about to graduate in the department of psychology and educational sciences. To analyse data statistically, the researchers relied on both the mean and the standard deviation. This study attempted to answer the following questions:

- Is there an entrepreneurial orientation among psychology and educational sciences students?
- Are there any differences concerning entrepreneurship among master students due to the variables of counselling and guidance master specialty?
- Are there any differences concerning entrepreneurship among master students due to the variables of educational psychology master specialty?

The results were as follows:

- Students in the department of psychology and educational sciences have medium orientation towards entrepreneurship.

- There are no differences concerning entrepreneurship among psychology and educational sciences students due to the variable of specialty.

Key words: Orientation; Entrepreneurial; Entrepreneur; University Students.

الملخص:

تهدف هذه الدراسة إلى تسليط الضوء على التوجه المقاولاتي لدى طلبة علم النفس وعلوم التربية جامعة جيجل، ولذلك تم استخدام المنهج الوصفي التحليلي، وتطبيق أداة الدراسة المتمثلة في الاستبيان المعد من طرفي الباحثين لطلاب ماستر لقسم علم النفس وعلوم التربية المقبلين على التخرج من جامعة جيجل، وتم الاعتماد لمعالجة البيانات على كل من المتوسط الحسابي والانحراف المعياري واختبارات، وحاولت الدراسة الإجابة عن التساؤلات التالية:

- 1- هل يوجد توجهها مقاولاتيا لدى طلاب علم النفس وعلوم التربية؟
 - 2- هل توجد فروق في التوجه المقاولاتي لطلبة علم النفس وعلوم التربية تعزى لمتغير تخصص ماستر توجيه وإرشاد؟
 - 3- هل توجد فروق في التوجه المقاولاتي لطلبة علم النفس وعلوم التربية تعزى لمتغير تخصص علم النفس التربوي؟ وما توصلت إليه النتائج:
- أن طلاب قسم علم النفس وعلوم التربية لديهم توجهها متوسطا نحو المقاولاتية.
- لا توجد فروق في التوجه المقاولاتي لدى الطلبة يعزى لمتغير التخصص في قسم علم النفس وعلوم التربية.
الكلمات المفتاحية: التوجه؛ المقاولاتي؛ المقاولاتية؛ الطلاب؛ الجامعيين.

Introduction:

The concept of entrepreneurship is considered as one of the most important concepts academic researchers studied and analysed, like Schumpeter, H.Fayolle, and H.Mintzberg and others who attempted to find a general definition for entrepreneurship; yet, this concept remains ambiguous and researchers disagree upon it, especially when comparing it to the concepts of creating small enterprises.

During the 16th and 17th centuries, entrepreneurship was considered the same as creating a small enterprise where an individual runs a group of people. In other words, the entrepreneur was seen as an owner of a small enterprise. Then, so many studies were conducted to clarify that entrepreneurship differs from establishing a small enterprise, especially the researches made by Schumpeter who stated that entrepreneurship includes new dimensions such as risk, creativity, and uncertainty.

Entrepreneurship involves the process of making businesses as well. It starts from looking for the idea of a business, starting the business until arriving at running the project. Besides, entrepreneurship is related to purchasing an existing enterprise, establishing a branch of an enterprise or creating one with a concession contract. These attitudes vary depending on the entrepreneurs' objectives, capacities and available opportunities.

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1.1- Research Problem:

Unemployment and looking for a job stand as obstacles which stresses out university students who are about to graduate. They try to gather contact and information about what suits their field of study and the required conditions with the absence of counselling, guidance, and pedagogical accompaniment, which makes students worried about their future career. That is to say, the opportunity to take the right job is the primary goal students seek to achieve as a way to express themselves in the future and their ideas concerning having their own dream professional project. In fact, unemployment is not a temporary problem because it increases among university graduates and to reduce it, the Algerian state encouraged youths having university degrees to establish their own enterprises and become entrepreneurs who offer jobs instead of job seekers. Entrepreneurship is an activity, a set of activities or processes, which lead to the establishment, and development of an enterprise. Additionally, it refers to a set of social actions and processes that an individual does to

Create a new enterprise or develop an existing one in order to make wealth putting in mind taking initiatives, taking risks, and identifying, following up and implementing that enterprise in reality. (Khadri & Amari, 2011, p. 11)

There are so many reasons that can push someone to create an enterprise. In contrast, some people do not like the idea because they think they do not have all what is necessary to make their own project. Thus, the adventure to establish an enterprise is an optional conscious process. This latter goes through various steps driven by the entrepreneurial orientation, which in turn leads to the exploitation of opportunities available in the environment that enables the establishment of a competitive enterprise ends at a profitable project. Talking about the entrepreneurial orientation, it precedes the establishment phase; it is one of the steps to create an enterprise and it mainly refers to the person's intention to start his/her own project or a cognitive state, which attracts his/her attention to the goal of establishing a private enterprise.

In this vein, Thompson (2009) pointed that entrepreneurial orientation is a self-recognition conviction to start a new project and to plan for it in the future. (<https://diae.net/wp-content/uploads/2017/09/->). It differs from one person to another. Salami (2006/2007) came up with those students who are about to graduate have a poor entrepreneurial orientation. Whereas Slatni and Burak stated in their study that the entrepreneurial orientation percentage among university students varies from one specialty to another and the conviction degree which is affected by how much profit they expect to gain from that business, public attitudes, personal background and the university environment. (Slatni & Burak, 2017, p. 507)

Raham (2017) found out that there is a medium want among students to make their own business. Meanwhile, Karbouch and Benaissa (2017) pointed that there are differences, which are statistically significant, between students of entrepreneurship and other fields' students in the faculty of economic sciences concerning entrepreneurial orientation for entrepreneurship students over the other categories. Based on the background discussed above, the current study aims at answering the following questions:

- Is there an entrepreneurial orientation among psychology and educational sciences students?
- Are there any differences concerning entrepreneurship among master students due to the variables of counselling and guidance master specialty / educational psychology master specialty?

1.2- Hypotheses:

- Students in the department of psychology and educational sciences have a medium orientation towards entrepreneurship.

- There are no differences concerning entrepreneurship among psychology and educational sciences students due to the variable of specialty among the study sample members.

1.3- Aims of the Study: This study aims at,

- Identifying the entrepreneurial orientation among psychology and educational sciences students.
- Identifying the extent to which there are differences in the entrepreneurial orientation of students of psychology and educational sciences due to the sample member's specialty (counselling and guidance / educational psychology).

1.4- Importance of the Study: The importance of the current study comes from:

- The importance of the topic discussed, which is the entrepreneurial orientation among students of psychology and educational sciences, being considered as one of the important methods used by university graduates to reduce unemployment.
- The importance of the institution where the study is conducted, which is university, since it is a leading institution in society that trains future dignitaries.

1.5- Limitations of the Study: The study was limited to look into the entrepreneurial orientation among psychology and the educational sciences. The sample of the study involved master students of counselling and guidance / educational psychology at the University of Jijel in September 2018-2019.

1.6- Procedural Definition of the Study Concepts:

Entrepreneurial Orientation: It refers to the decision taken by students after being graduated about the possibility of creating their own enterprises. The entrepreneurial orientation in the current study is determined through calculating the sample responses mean. It was represented through three major grades (weak, medium, high) using the following equation:

$$\frac{X_{max}-X_{mi}}{\text{number of grades}} = \frac{5-1}{3} = 1.33 \quad \text{So,}$$

First range: $1 + 1.33 = 2.33$
3.66

Second range: $2.33 + 1.33 =$

Third range: $3.66 + 1.33 = 5$

The following table shows these grades:

Table 01: Entrepreneurial Orientation based on the Sample Mean

Mean "X"	Entrepreneurial Orientation
$1 \leq X < 2.33$	weak

$2.33 \leq \bar{X} < 3.66$	medium
$3.66 \leq \bar{X} < 5$	high

3- Theoretical Framework:

3.1- Entrepreneurial Orientation: Salami mentioned that the origin of the word ‘orientation’ came from the French word ‘L’intention’, which is originated from the word Tentio that is deduced from the verb ‘tendre’, which means tend or go for and ‘in’ means towards.

As a term, the word orientation means tending to do something (Salami, 2006-2007). Meanwhile, the word entrepreneurial is deduced from the word entrepreneurship, for Beranger and others, and it refers to creating and developing a set of activities. It can be defined in two ways:

-It is an activity or a set of activities and processes, which leads to establishing and developing an enterprise. Overall, it is the process of creating a business.

-A university specialty, i.e. a science that clarifies the environment, a process to make wealth and social training by facing danger individually.

Meanwhile, Alain Fayol said that it is a special situation in which economic and social wealth is made facing some danger. People involved in this situation need to accept changes, common risks, initiatives and individual intervention.

Americans have used this term since the 90s. Howard Stevenson mentioned that entrepreneurship means the identification of job opportunities offered by individuals or organizations, following, and applying them. (Siyabi, 2008/2009, p. 6-7).

As a result, entrepreneurship refers to the social actions and processes, which a person does to create a new enterprise or develop an existing one in order to make wealth, taking into consideration making initiatives, taking risks and identifying job offers, following them and applying them in reality.

Regarding entrepreneurial orientation, it was defined by Bird (1992) and Bruyat (1993) as an individual willingness and intellectual readiness, which later turns to establishing an enterprise.

K.E.Learned (1992) sees that facing some circumstances, which interact with the person’s psychological characteristics and professional experiences, makes that person think of entrepreneurship.

For Pihkala and Vesalainen, entrepreneurial orientation is a personal will before all but it depends on circumstantial changes. (Azzedine Tounès, 2006, p 1).

Tounès, the researcher, emphasized on that entrepreneurial orientation is an individual willingness, which goes through intellectual and cognitive phases; meanwhile, it is based on social, cultural, and economic circumstances.

All in all, entrepreneurial orientation is constructed in the person's mind. Then, he/she develops this idea and link it to the result, which is the implementation of the project. (Salami, 2006/2007, p. 13)

3.2- Theoretical Models to Measure Entrepreneurial Orientation: There are various theoretical models, yet the majority of studies rely on two major models to interpret entrepreneurial orientation: (Ben Chikh, 2017, p. 280)

3.2.1- Planned Behaviour Theory (Ajzen): In 1975, Ajzen presented the model of planned behaviour using behavioural theory, considering that beliefs contribute to the formation of attitudes. Besides, behavioural intention towards a particular thing is an inevitable result for attitudes and situations as a trial to make links between beliefs, attitudes, behavioural intentions and actual behaviours. Ajzen defined entrepreneurial orientation as a set of intellectual stages in which the individual's behaviour interacts with the surrounding factors (Ben Chikh, 2017, p. 280). Therefore, Ajzen points out that the person's attitudes determine his/her behaviour based on three variables: attitudes towards behaviours, subjective norms, and the perception of behaviours control.

a. Attitudes towards Behaviour: It includes the person's evaluation of his/her intended behaviour. It relies on the expected results of doing this behaviour and it reflects the concept of willingness in Sokol and Shapero model being explained in the second model of this study.

b. Subjective Norms: They come from the social pressure that a person faces from his/her family, parents, and friends about the project he/she wills to do. In addition, they come from government policies as well, which may encourage people to have their own business, cultural factors like an entrepreneur in the person's environment and psychological factors like the need for self-realization and the search for independence. Subjective norms reflect the concept of willingness in Shapero and Sokol model.

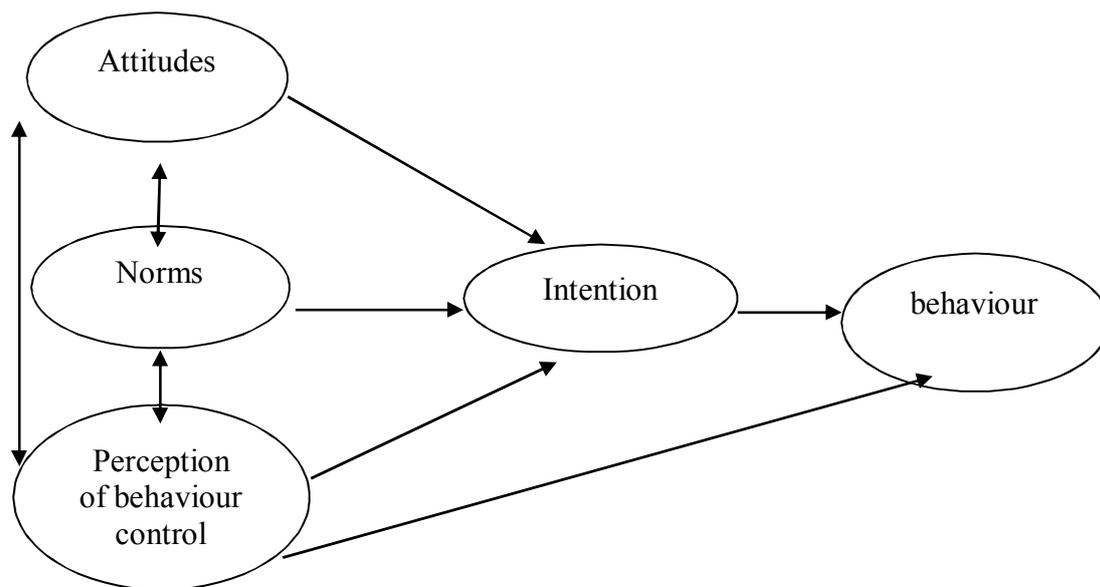
c. The Perception of Behaviour Control: It refers to the consideration of the person's knowledge, qualifications, and the necessary resources to do the wanted project. It is the third variable in Ajzen's theory with Fishbein in 1980. If linked to orientation, it becomes possible to predict someone's behaviour.

It can accompany behaviour in two possible ways:

- If the behaviour is controlled by the person's will, the variable of being aware of behaviour control is directly related to orientation ,with the same level of variables of subjective standards and attitudes accompanying behaviours.
- However, if the behaviour is partly controlled by the person's will or not under control at all, this variable in this case is directly related to behaviour (as shown in the intermittent points in the form). This variable covers taking into consideration the degree of knowledge that a person has his/her qualifications and the necessary resources and chances to achieve the desired behaviour.

Additionally, a person cannot control the awareness of behaviour control variables if he/she does not have so much knowledge about the behaviour he/she wants to achieve or if the available resources always change. This variable reflects the concept of achievement possibility according to Shapero and Sokol model (Salami, 2006/2007, p. 28).

Figure 01: Theory of Planned Behaviour



(Salami, 2006/2007, p. 27)

3.2.2- Entrepreneurial Event Model (Shapero & Sokol, 1982): It is considered as the main reference for studies in the field of entrepreneurship. The main idea of this model is that for a person to start changing his/her life's orientation like taking the decision of creating an enterprise, there must be a preceding event, which breaks the routine he/she got used to (Salami & Kurishi, 2010, p. 61). According to Salami and Kurishi (2010), the change that may happen in someone's life can be defined as a guiding force that leads him/her to a particular destination at a specific time (Kaydi & Adouka, 2017, p. 17). The researchers classified those moves into three categories:

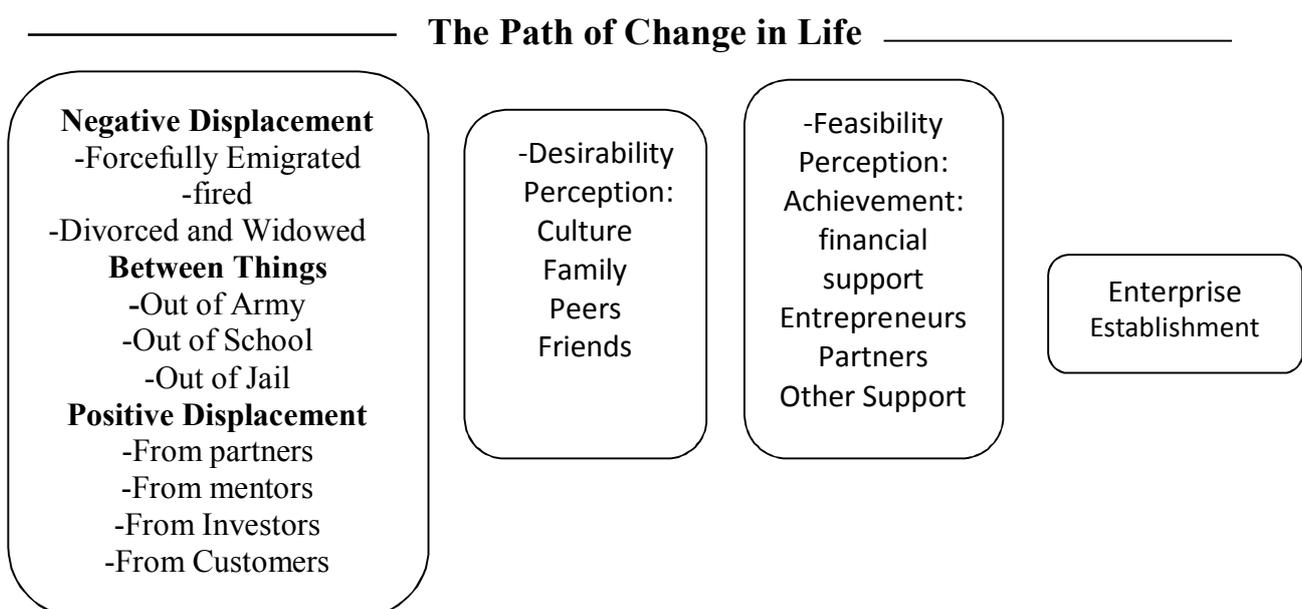
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- Negative Displacement: It usually comes out of the person's will and imposed from the outside, like divorce, lay-offs, immigration, job dissatisfaction.
- Positive Displacement: Like family, consumers, investors...and they are events, which generally go to chance sources, and these opportunities are not always professional (like responding to a hobby or a secondary concern).
- Between Things: Like leaving the army, school, or jail (Kaidi, 2017, p. 25). They also mentioned two important variables that precede any new decision, which are perception of desirability and perception of feasibility. Both are due to the cultural, social and economic environments. They differ from one person to the other and they help to determine what to do.

a. Perception of Desirability: It refers to social and cultural factors, which affect the value system of individuals. This latter is due to the influences of family who have a vital role in making desirability or due to failed or successful entrepreneurial experiences. The more society cares about creativity, risks and independence, the more enterprises are established.

b. Perception of Feasibility: This feasibility arises through the individual's perception of the different available types of help and support to achieve their ideas, namely providing financial resources from private savings, family contributions, or ethnic groups. Additionally, husband or wife's help and friends' help, pieces of advice and special training in how enterprises are established affect the perception of feasibility. The researchers point out that this training in entrepreneurship plays an important role in the person's perception of desirability and feasibility. (Salami, 2012, p. 5).

Figure 02: Entrepreneurial Event Model (Sokol & Shapero)



(Salami, 2006-2007, p. 25)

3.3- Background of the Study: Previous studies are discussed below chronologically from the oldest to the newest:

3.3.1- Salami Study (2006/2007): It aimed at investigating entrepreneurial orientation among Algerian women. 139 female students about to graduate were selected as the sample for that study; 85 of them studied management, economics, and 54 students of different specialties. The study came up with that the participants in the study had a weak entrepreneurial orientation because of their weak perception of feasibility in the first place, weak perception of desirability, secondly and lastly, the lack of encouragement. This unwillingness goes back to a level of professional values that are more functional; additionally, the level of accomplishing some of the tasks associated with establishing an enterprise (Salami, 2006/2007p. 76-132).

3.3.2- Kaidi Study (2017): It aimed at identifying the entrepreneurial orientation of non-business students through investigating the most important determinants of choosing entrepreneurship for a professional career. The sample of the study consisted of 75 students from natural sciences faculty, from technology faculty, law faculty and political sciences faculty at the university of Maskara. The researcher used a questionnaire to collect data. The findings of the study showed that what determines the entrepreneurial orientation among the sample members is their perception of behaviour control and that there was no influence of attitudes, social standards and internal control on this orientation. (Kaidi, 2017, p. 22-34)

3.3.3- Adouka and Kaidi Study (2017): It aimed at testing the interpretive power of planned behaviour theory and identifying the most important factors, which may influence management and economics students' entrepreneurial orientation at university of Maskara. The researcher used logistic regression technology to test this theory model. The sample of this study consisted of 113 third year licence students of management and economics; 48 males and 65 females. The researcher found that there is an interpretive power for this model and that attitude variable is of capital importance in predicting entrepreneurial orientation. However, adding other variables like entrepreneurial subjective effectiveness, fear of failure and escaping unemployment, fear becomes the first influencing factor preceding attitudes. Meanwhile, the other variables had no impact on the entrepreneurial orientation. (Kaidi & Akouda, 2017, p. 11-31)

3.3.4- Ben Chikh Study (2017): The current study aimed at identifying entrepreneurial orientation determinants of university students. A format was

answered by 75 management and economics master students from March to April 2017. The findings showed that students think positively of entrepreneurship because of their social environment. Besides, students have a good level of entrepreneurial knowledge and skills they acquired from university, which encourages them to try entrepreneurship, and they have a medium intention towards entrepreneurial orientation. This latter is determined by the students' attitudes towards the idea of entrepreneurship, society, and entrepreneurial education they received during their university course; however, entrepreneurial spirit had no effect on entrepreneurial orientation among students. (Ben Chikh, 2017, p. 277-300)

3.3.5- Raham (2017) Study: It aimed at investigating desires and orientations of Larbi Tebessi university students to make their own projects identifying the possibilities and challenges, which they may face. The researcher chose a sample of 200 students. They were asked to respond to a questionnaire, which consisted of 15 paragraphs covering three major dimensions: the desire of making a project, possibilities to do that business and challenges they may face doing so. A likert scale of 5 options: strongly agree, agree, not sure, disagree, and strongly disagree. The findings showed that there was a medium desire to make a project among the students, they have possibilities to facilitate the process, and there are some challenges they may face, most importantly, a weak investment atmosphere in general. (Raham, 2017, p. 343-354)

3.3.6- Karbouch and Ben Tata (2018) Study: Entitled "The Possible Effect of Entrepreneurial Education on Entrepreneurial Orientation" among Maskara university female students using logistic regression technology. A sample of 167 economics and management third year licence degree and master students studying entrepreneurship and business management. To test the hypotheses, the researcher practically applied the dual logistic regression model 'Enter' using SPSS to examine the relationship between a qualitative variable, which is entrepreneurial orientation, and one variable or more from the independent variables using Autio model dimensions. They came up with the fact that there was a qualitative significant impact of conviction and entrepreneurial education on entrepreneurial orientation among entrepreneurship and business management students and there was no impact of public attitudes and entrepreneurial image on entrepreneurial orientation. (Karbouch & Ben Tata, 2018, p. 161-175)

3.3.7- Karbouch and Benaissa (2017) Study: Entitled "The Impact of Autio Dimensions Model on Entrepreneurial Orientation" among University Students". A comparative study, using discriminatory analysis, aimed at comparing the level of

entrepreneurial orientation between entrepreneurial students and students of other specialties in economics faculty using a discriminatory analysis method. Besides, it aimed at identifying the effect of Autio model dimensions as well: personal background, public attitudes, entrepreneurship image, university environment and entrepreneurial conviction on entrepreneurial orientation. A sample of 210 students: 80 of them study entrepreneurship and 130 of them of other specialties in the faculty of economic sciences. The researchers followed an analytic descriptive research design and relied on Autio model to make the research instrument, which was a questionnaire. The results showed that statistical significant differences were found between entrepreneurship and other specialties in the faculty of economic sciences in terms of entrepreneurial orientation. Entrepreneurship students had more desire towards entrepreneurship because of university environment, public attitudes, entrepreneurship image and conviction and there was no significant difference, which went to personal background. (<https://diae.net/wp-content/uploads/2017/09/>-).

Comments on Previous Studies:

Based on the studies discussed above, some studies (like Salami 2006/2007 and Kaidi 2017 studies) used the analytic descriptive research design and it's the same design used in the current study. In addition, there is a similarity in the participants' gender in the study sample between the current study and that one of Salami (2006/2007) since master students of psychology and educational sciences department at Jijel university are all females and in Salami's study, the sample consisted of female students about to graduate because the aim of the study was to investigate the entrepreneurial orientation among Algerian women. The current research focused on studying entrepreneurial orientation in the department of psychology and educational sciences; whereas, the majority of previous studies focused on studying students of economic sciences, commerce and management (Karbouch and Benaissa 2017, Karbouch and Ben Tata 2018, Ben Chikh 2017 and Kaidi and Akouda 2017 studies). What differentiated this study from the previous ones was relying on entrepreneurial event model of Shapero and Sokol to know the entrepreneurial orientation of students.

4- Field Procedures:

4.1- Research Methodology: The researcher adopted an analytic descriptive design relying on different books, magazines, research, and scientific studies related to the topic of this study. Data was collected and analysed using the equivalent statistical styles.

4.2- Sampling: The study was conducted on a sample of psychology and educational sciences master students at the University of Jijel. Non-randomly, 60 students were selected to participate in the study. The following table shows the characteristics of the study sample depending on specialty variable.

Table 02: Characteristics of the Study Sample Depending on Specialty Variable

Specialty	Students Number	Percentage
Educational Psychology	30	50%
Counselling and Guidance	30	50%
Total	60	100%

4.3- Research Instruments: To reach the aim of the study, the researchers relied on Shapero and Sokol entrepreneurial event model to make a questionnaire, which was composed of 18 paragraphs divided into two dimensions: the dimension of achievement desirability which consisted of 9 first items, and the second dimension was that of achievement feasibility, which consisted of 9 last items. The researchers utilized a likert scale of 5 options: strongly agree, agree, do not know, disagree and strongly disagree. These options took the numbers 1, 2, 3, 4, 5 in the same order. The questionnaire was answered by 30 students. Then, the psychometric features were calculated using the statistical package SPSS. The results were as follows:

4.4- Validity: The correlation coefficient was calculated between the two dimensions and between each dimension and the total degree of the questionnaire. The table below shows the results obtained:

Table 03: Correlation Coefficients between the Dimensions and the Questionnaire

	First Dimension	Second Dimension	Questionnaire
First Dimension	1	0.723**	0.938**
Second Dimension		1	0.918**
Questionnaire			1

Significance Level 0.01 **

The results obtained showed that all the correlation coefficients are statistically significant at the level of 0.01 and this means that the research tool used is valid to a good extent.

4.5- Reliability: The researchers calculated the reliability coefficient of the questionnaire using Cronbach's Alpha equation in general and the reliability coefficients for each dimension alone using the same equation. The questionnaire

coefficient reached the value of 0.839; meanwhile, the dimensional reliability coefficients are explained in the following table:

Table 04: The Reliability Coefficients of the Questionnaire Dimensions

Dimension	Reliability Coefficient
Desirability of Achievement	0.758
Feasibility of Achievement	0.644

From the table above, the values of reliability coefficients are acceptable.

4.6- Statistical Treatment: The research procedure and analysis of hypotheses required the use of the following statistical styles: mean standard deviation, Cronbach’s Alpha coefficient, correlation coefficient Pearson and tests.

5- Study Results and Discussion:

5.1- 1st Hypothesis: There is a medium entrepreneurial orientation among psychology and educational sciences students.

To test this hypothesis, mean and standard deviation were calculated using SPSS programme, as shown in the table below:

Table05: Mean and Standard Deviation of the Questionnaire and its Items

Expression	Mean	Standard Deviation	Rank	Entrepreneurial Orientation
1. I work hard to create my own enterprise after graduation.	3.57	1.430	3	medium
2. Of my friends who want to establish his/her enterprise.	2.93	1.247	16	Medium
3. I prefer working in my own enterprise better than any other job.	3.18	1.282	13	Medium
4. I’m interested in successful entrepreneurs and I want to be like them.	3.70	1.109	6	Big
5. Creating my own enterprise allows me to apply my ideas in reality.	3.52	1.097	10	Medium
6. I gain my independence through establishing an enterprise.	3.82	0.983	5	Big
7. Creating my enterprise, I gain so much money.	3.45	1.241	12	Medium
8. Creating my enterprise, I avoid unemployment.	3.70	1.154	6	Big

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9. Creating my enterprise allows me to be creative serving society.	2.98	1.157	15	Medium
10. I have money resources to create my enterprise.	3.82	1.112	5	Big
11. I have so many ideas for establishing an enterprise.	3.63	1.134	8	Medium
12. I have who helps me to make my project.	3.48	1.112	11	Medium
13. My trust in my ideas is bigger than my financial capacities to create an enterprise.	4.02	1.097	1	Big
14. Some of my relatives encourage me to create my enterprise.	3.98	1.112	2	Big
15. My background knowledge about my specialty helps e to create my own enterprise.	3.90	1.175	4	Big
16. Society has a positive view to entrepreneurs.	3.88	1.303	14	Medium
17. There are of my relatives who own enterprises.	3.12	1.223	14	Medium
18. I learn from others' experiences in creating their enterprises.	3.65	1.162	7	Medium
First Dimension	3.42	0.603		Medium
Second Dimension	3.72	0.705		Big
Third Dimension	3.57	0.595		Medium

Discussing the table results, item 14 came first with a mean of 4.02. Then, items numbers 14, 15, 16, 6, 10, 4, and 8 with means of 3.98, 3.90, 3.88, 3.86, 3.82, 3.82, 3.70, and 3.70 in the same order, which shows the high level of students' orientation. For items numbers 18, 11, 1, 5, 12, 7, 3, 17, 9, 2 indicate that there is a medium orientation for students with means between 3.65 and 2.93. The mean of the first dimension was 3.42, which determines a medium desire of achievement, and the mean of the second dimension was 3.72 and it determines the high possibilities of achievement.

All in all, medium entrepreneurial orientation was identified among students with a mean of 3.57. Thus, this means that students still think of having a job in public enterprises and private ones after graduation. Besides, students do not have that sort of thinking which leads him/her to create his/her own enterprise, which may be beneficial for society. This latter is due to the lack of entrepreneurship culture as

a result of not perceiving any training in entrepreneurship, or gaining skills to be a successful entrepreneur, like creativity, spirit of organization and conviction, in order to realize the need for having a private enterprise alone, or with a partner in the light of the motivation provided by the supporting institutions put by the government. The results of this study emphasized what was found in Karbouch and Benaissa (2017), study that entrepreneurial orientation average of students of entrepreneurship is more than that of other specialties students. Additionally, it confirmed the findings of Raham (2017) study, which came up with that there is a medium desire among students to create their own enterprises. Lastly, the results of Salami study (2006/2004) that female students in the study sample have weak entrepreneurial orientation was also confirmed in the current study.

5.2- 2nd Hypothesis: There are no differences in terms of entrepreneurial orientation between students of psychology and educational sciences due to sample members specialties (master counselling and guidance/master educational psychology).

To test the hypothesis, a ‘t’ test was used on two different categories using SPSS. The results are shown in the following table:

Table 06: ‘t’ Test of Specialty Variable

Educational Psychology		Counselling and Guidance		‘t’ value	Level of Significance
mean	Standard deviation	mean	Standard deviation		
63.37	12.29	64.30	3.109	0.024	0.981

It is clearly shown in the table above that $t=0.024$ and it is not statistically significant at the level of $p=0.981$ bigger than 0.05. Thus, there are no differences in terms of entrepreneurial orientation among psychology and educational sciences due to sample specialty (educational psychology / counselling and guidance).

This is due to that, the study sample consists of only girls and those they live in the same circumstances in their environment, the motivation they receive for practicing entrepreneurship, or from university and the training they had in entrepreneurship.

6- Suggestions for Further Research:

Based on the research findings, it is noteworthy to suggest the following:

- Working on spreading the culture of entrepreneurship among university students through making training courses, awareness brochures, and meetings explaining entrepreneurship thoughts.

- The importance of generalizing the concept of entrepreneurship among university students.
- Teaching modules on how to establish and manage an enterprise in different fields of study.
- Bringing support and escorting authorities closer to students at universities.
- Establishing business incubators at university to deal with students' projects and pushing them towards achieving their project in reality.
- The importance of sensitizing students that entrepreneurship is an option but not an alternative, which can be chosen because of the lack of employment opportunities.

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