

**The Democratic & Popular Algerian Republic**  
**Ministry of Higher Education & Scientific Research**  
**Higher School of Commerce**  
**(Algiers)**

**Thesis Title:**

# **The Entrepreneurial Intention among Algerian Students**

**« Higher School of Commerce Students » Case Study**

**A Thesis Presented in the Fulfilment of the Requirements for the  
Degree of Commercial and Financial Sciences Magister**

**(Option: Management)**

**Realized By: Rachid BOUHDJEUR**

**Supervised By: Dr. Azzedine Tounès**

**Co-Supervisor: Dr. Mohamed SADEG**

**September 2012**



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All praise and thanks are due to the Almighty Allah for His countless and endless blessing, not the least of which has been enabling me to complete this thesis. Peace and blessing be upon His beloved Messenger.

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## **DEDICATION**

### **I dedicate my dissertation to:**

The truest friend I have, when trials heavy and sudden fall upon me; when adversity takes the place of prosperity; when trouble thickens around me, still will she cling to me, and endeavour by her kind precepts and counsels to dissipate the clouds of darkness, and cause peace to return to my heart.....to my beloved mother.

The one who taught me that opportunity and responsibility go hand in hand, the one who gave me the greatest gift anyone could give another person: he believed in me....to my dear father.

My mirrors who shine back at me with a world of possibilities, to my witnesses who see me at my worst and best, and love me anyway .....to my dear brothers “Abd-errazak and Ahmad” and my dear sisters “Leila and Sabah”.

The ones who left footprints in my heart and let me have the total freedom to be myself, to one of the best things that’s ever happened to me....to my dear relatives and friends.

## **ABSTRACT**

Entrepreneurship is becoming a very relevant instrument to promote economic growth and development in different regional and national economies. However, social scientists have not still agreed on the determinants of the decision to become an entrepreneur.

This study aims to identify factors that may explain why Algerian students seek self employment over employment, by analyzing the role played by social variables and contextual elements in shaping the entrepreneurial intention. Survey method is used on a population of business students from the Higher School of Commerce of Algiers. The thesis general results are satisfactory, since most hypotheses have been confirmed and supported. In particular, five of the six original core-model relationships were significant. The positive attitudes found to be from the main antecedents of the graduate students' entrepreneurial intention, family background of the student has a positive significant relationship with his or her intention to start a new business; the student's access to capital, work experience and his or her good quality of social support exert a positive impact on a students' intention to be self-employed.

The results would be important to decision-makers (showing them what to encourage and what to do) and to the body of entrepreneurship issues by enriching it.

### **Keywords:**

Entrepreneurship, Entrepreneurial intention, Theory of Planned Behavior (TPB), Shapero and Sokol's Entrepreneurial Event (SEE), Algerian Students.

## الملخص:

لقد أصبحت المقاولاتية أداة لتعزيز النمو والتطور الاقتصادي في شتى مجالاته المحلية منها والدولية ومع ذلك فإن علماء الاجتماع لم يتفقوا بعد على ماهية المحددات التي من خلالها يقرر الفرد ليصبح مقاولاً.

هذه الدراسة تهدف إلى تحديد العوامل التي من شأنها شرح وتوضيح سبب سعي الطلبة الجزائريين إلى العمل الفردي والخاص أكثر من سعيهم إلى العمالة، وهذا سيكون من خلال تحليل وتمحيص الدور الذي تلعبه المتغيرات الاجتماعية في بلورة النية المقاولاتية.

في هذا النطاق استعملنا منهجية عمل على عدد من طلبة المدرسة العليا للتجارة بالجزائر العاصمة وكانت النتائج الأولية مرضية نوعاً ما لأن معظم فرضياتنا تحققت بالقبول، وبصورة خاصة فإن خمسة من أصل ستة عناصر أساسية في نمودذجنا كانت معبرة وذات أهمية بالغة، والجدير بالذكر هو أننا استنبطنا من خلال بحثنا أن السلوكيات الإيجابية تعد من السوابق والمحددات الرئيسية المؤثرة في النية المقاولاتية للطلاب المقبلين على التخرج، هذا إلى جانب الخلفية العائلية التي لها تأثير إيجابي مباشر على نية الطالب في بدايتهم لمشروعهم الخاص.

إن حصول الطالب على رأس المال، الخبرة العملية والدعم الاجتماعي ذو الوقع الجيد من شأنه التأثير إيجابياً في نية الطلاب لبدء مشروعهم الخاص.

في الأخير فإن النتائج ستكون مهمة لصناع القرار من خلال مساعدتهم في معرفة السياسات المشجعة لدفع الطلاب لبدء مشاريعهم الخاصة، ومهمة أيضاً للأدب المقاولاتي ككل من خلال إثرائه أكثر.

## الكلمات المفتاحية:

المقاولاتية، النية المقاولاتية، نظرية السلوك المخطط مسبقاً، نظرية الحدث المقاولاتي، الطلبة الجزائريين.

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# **Introduction**

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## Introduction

Many academics ask themselves, implicitly or explicitly, why should we study entrepreneurship? There are many ways to answer this question, but in synthesis, according to different literature reviews we can group the different theories that are being developed in the field of entrepreneurship research into different approaches, we can mention for instance three approaches or theoretical perspectives: economic, sociological and psychological.

In our study, the field of entrepreneurship would be located and discussed from a psychological perspective because of the limits which are imposed by the scope of this study. But we are obliged to resort a succinct description of each of these two approaches or theoretical perspectives (economic and sociological).

The Global Entrepreneurship Monitor (GEM; Reynolds et al., 2004) describes entrepreneurship as a «world-wide phenomenon» that is on the increase. In the 1990s there was important activity in the creation of new businesses, mainly in transition economies, where activity in the private sector was relatively new. According to Gree and Thurnik (2003) entrepreneurship has been recognized as one of the tools that drives the economy of a country. Turker and Selcuk (2009) point out that entrepreneurial activities are not only the incubator of technological innovation, but they also provide employment opportunities and increase competitiveness. According to Maas and Herrington (2006) entrepreneurship is a significant component of the solution to any country's development issues. Entrepreneurship is fundamental to the growth of any country economy and its future socio-political stability. Without the creation of new business any country risks economic stagnation.

As small businesses make an important contribution to the success of a country's economy, they are major creators of jobs, they innovate, and they spot and exploit new opportunities. Even though many new business start-ups have no explicit growth aspirations, and indeed many cease trading quite soon after start-up, it is still the case that a period of running one's own business provides an opportunity to learn new skills which are valuable to potential employers. A better understanding of the nature of business start-up by the unemployed, and the forces that drive it, will further the ability of policy-makers to create the conditions under which the unemployed can



successfully make the transition into business on their own account. This is of great importance given the direct link between business formation by the unemployed and reductions in the level of unemployment (M. Cowling and W. D. Bygrave, 2002). Entrepreneurship is also an important source of employment for women and there has been significant growth worldwide in women's self-employment. A dominant trend in the 21st century is likely to be ethnic entrepreneurship, because of the free market, free circulation of persons and the development of infrastructures (Morris et al., 2002).

In short, entrepreneurship has come to be perceived as an engine of economic and social development throughout the World.

Entrepreneurship is an important and relevant field of study. It is particularly significant for prosperity and well-being on many levels: individual, family, community, national and international, and therefore its study is essential. As Hisrich et al., (2007) stated that a review of the literature has led the researchers in the field of entrepreneurship to the conclusion that many of the studies on entrepreneurship have been carried out from the perspective of economics, strategic management, or sociology and not so much from that of psychology. There are thus gaps in the literature that need to be filled from this point of view.

The following outlook attempts to explain the characteristics, attributes, or traits that make certain individuals have the intention of behaving entrepreneurially and become entrepreneurs, as well as the specific characteristics of them. Two large orientations or trends can be identified within this perspective.

**Theory of personality traits:** This is based on the supposition that entrepreneurs have personality traits that are different from those of non-entrepreneurs. Although it is a classic approach in the psychology of entrepreneurship, this approach is polemical. Currently there is disagreement in the literature as to whether personality is a useful construct in entrepreneurship research (Sanchez, 2010).

For example, some studies have demonstrated that the personality characteristics of entrepreneurs do not differ reliably from those of non-entrepreneurs and only account for a small percentage of the variance in entrepreneurial success (Hisrich, 2000). Meta-analytic research has revealed a slight positive relationship between autonomy, internal locus of control and risk-taking propensity and the creation of business

ventures and success, and a moderately positive relationship between the latter and innovation, need for achievement and self-efficacy. The risk-taking propensity has a weak relationship with both result variables and self-efficacy is more strongly related to success. Nevertheless, it is possible that the role of personality in entrepreneurship may not have been considered in past research owing to methodological and design limitations (Hisrich, et al., 2007).

**Cognitive theory:** Enterprising cognition can be defined as the «knowledge structures that people use to make assessments, judgments or decisions involving opportunity evaluation, venture, creation and growth» (cited in: Sanchez, 2011). Although the research in this field is still in its early stages, the work to date suggests that entrepreneurs seem to make cognitive leaps regarding potential opportunities before they can be rationally and systematically evaluated. Entrepreneurs may have a special ability to identify opportunities where other people do not see them. If the cognitive processes of entrepreneurs are different from those of non-entrepreneurs, then this would affect how they assess opportunities, as well as the risk perception (Sanchez, 2011).

However, the importance of cognitive variables in understanding the personal decision of an individual to start a new venture has been highlighted by Baron (2007). In his view, this cognitive focus provides additional insights into the complex process of entrepreneurship. "Given the impressive success of a cognitive approach in other fields (e.g., psychology, education), there are grounds for predicting that it may also yield positive results when applied to the field of entrepreneurship." Baron (2007).

The theoretical and empirical framework that our study will propose, treats, and follows is a cognitive approach through the application of an entrepreneurial intention model. It will provide a fresh view of the determinants and antecedents which affect entrepreneurial intention of such individual to start his or her new venture.

Entrepreneurship has long been considered as a significant factor for socioeconomic growth and development of any country because it provides millions of job opportunities and decreases unemployment, offers a variety of consumer goods and services, and generally increases national prosperity and competitiveness. Algeria for instance suffered from high unemployment which was 10% which represents 1076000 active population unemployed and with an official estimation of 9.8% in

2011 (ONS, 2011). Graduate unemployment is particularly high. According to ONS (2011) there are too many unemployed graduates for few graduate jobs. Commercial and Financial Sciences graduate students for instance (The Higher School of Commerce students from them) suffer from unemployment and the lack of jobs opportunities because of many reasons, we mention for example the high rate of business graduate students in comparison to the low rate of job creation each year.

One of the ways to solve graduate unemployment is graduate entrepreneurship. Graduate entrepreneurship is a process taken by a graduate to start a business in terms of an individual career orientation. The Consortium for Entrepreneurship Education (2005) notes that wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses (Fatoki, 2010).

The government of Algeria has put the issue of graduate entrepreneurship high on its agenda. New policy and institutional frameworks have been introduced. For instance, ANSEJ, ANGEM, and ANDI were launched with the primary objective of improving entrepreneurship and reducing youth and graduate unemployment in Algeria.

Studies on the entrepreneurial intention of graduates such as Frank, Korunka, Leuger and Mugler (2005) and Turker and Selcuk (2009) and Ismail et al, (2009) have focused mainly on developed countries (Fatoki, 2010). Barbosa and Moraes (2004) argue that studies carried out in developing countries are also very important and may reach different conclusions from those carried out in developed countries. This is because there are environmental differences between developed and developing countries. For instance, the problem of terrorism and insecurity, moral and financial corruption...etc in Algeria than in most developed countries and this may affect the entrepreneurial intention of university students. Therefore, it is critical to focus on graduates and understand which factors affect their intentions to start-up a business in the future.

### **Research Problematic and Questions:**

The consideration of entrepreneurship as the result of a cognitive process is widely shared today. Several researchers have pointed out that the decision to become an

entrepreneur is a complex one, and it is the result of intricate mental processes (Mario F. et al., 2010). Where the decision to become an entrepreneur may be reasonably considered as voluntary, intentional, and conscious (Krueger et al., 2000), it seems it is reasonable to analyze how that decision is taken. Entrepreneurship is a rigorous process that occurs over time. In this sense, entrepreneurial intentions would be the first step to understand the evolving nature and sometimes long-term process of venture creation (Lee and Wong, 2004). The intentions are born from the term intentionality, where the entrepreneurial behaviours and intentions to start up, would be helpful and determinant element towards performing entrepreneurial behaviours (Fayolle and Gailly, 2004). This study positions and tests in an Algerian context the question:

**Do Algerian students have the entrepreneurial intention to be self-employed?**

Our study addresses three research questions:

- What are the determinants of the entrepreneurial intention in an Algerian context?
- What are the main antecedents which facilitate or inhibit Algerian students to behave entrepreneurially?
- Why do Algerian students seek self-employment over employment?

**Research Hypotheses:**

This study tests the main antecedents which are a set of variables that would exert their influence on intention of would be self-employed, it gives the research hypotheses and model built upon those antecedents which will be tested in the empirical part of this research.

**H1:** A positive attitude towards creating an enterprise will lead to an intention to do it.

**H2a:** Role model has a positive impact on the entrepreneurial intention.

**H2b:** Family background has a positive impact on the entrepreneurial intention.

**H3a:** Access to capital positively affects entrepreneurial intention.

**H3b:** Work experience positively affects entrepreneurial intention.

**H3c:** Quality of social support positively affects entrepreneurial intention.

**Research Importance:**

There is a shortage of research on the entrepreneurial issues in Algeria, especially on the entrepreneurial intention studies. What have been done in the overwhelming majority of studies tried to treat and explore the management aspects and the institutional conditions of SMEs such as support services and SMEs policies.

The importance of this study stems from the facts that:

- The study tries to identify the entrepreneurial intention among Algerian university students (Students of Higher School of Commerce).
- This study provides the determinants of entrepreneurial intention from an Algerian context (view).
- The study contributes in the body of knowledge and provides the insight into entrepreneurial behavior of Algerian students.
- This study aims to fill the empty gap in this area (entrepreneurial studies).
- The current study attempts to shed some light on uncovered issues in Algeria.
- Therefore, this study can serve as an empirical tool in aiding the decision makers (both of the political and the educational decision-makers) to find ways and set programmes that can increase the student intentionality of business creation.

**Research Objectives:**

This research and its results will hopefully shed some light on a number of issues, its main objectives are:

- To highlight a briefly review of the principal theories and models of the entrepreneurial intention.
- To find out the main antecedents which facilitate or inhibit Algerian students to behave entrepreneurially.
- To study the role played by individuals' beliefs and values in shaping the entrepreneurial intention.

- To search whether perceived behavioural control (access to capital, work experience and quality of social network) affects entrepreneurial intention or not.
- To add an added value to the current literature (Algerian context), by facilitating a better understanding of factors and determinants which influence the antecedents of entrepreneurial behaviour.

### **Research Organisation:**

The current study is organised as follows: including this general introduction which presents an overview of entrepreneurship as a field of research. Chapter one represents an access to the concept of entrepreneurship phenomenon which initially provides an outline of the study in terms of its terminologies definitions, problematic, objectives and importance. Chapter two represents the theory development of the study. It is divided into two sections. Section one provides the theoretical background of the study by presenting the principal theories and models which guide our theoretical and empirical research. Then we present the previous contributions in the literature review and we present -based on that- the major hypotheses and model of this study in section two. The third chapter discusses briefly the model of the study by describing how the questionnaire is developed and how the sample is selected. Chapter four presents the results' discussion of the study. And chapter five provides a summarization of the study and its main conclusions and recommendations as well.

# **Chapter One:**

## **Entrepreneurship Phenomenon**

## Chapter One: Entrepreneurship Phenomenon

The purpose of this chapter is to provide the framework and the focus of the study, by giving a wide understanding to the concepts: entrepreneurship and entrepreneur as well as entrepreneurial intention. It presents some economic and religious viewpoints about entrepreneurship. After that it defines the problematic of our research and its main questions, as it also discusses briefly the importance and the main objectives of the current study.

### 1- Entrepreneurship Definition:

It is one of the most basic principles in innovation research that, in today's knowledge based economies; competitive advantage mainly derives from new ideas. One important mechanism through which new ideas diffuse into the market sphere is "entrepreneurship" (Schumpeter, 1934). Shane and Venkataraman (2000) defined the field of entrepreneurship research as the study of "how, by whom, and with what effects opportunities to create future goods and services are discovered, evaluated, and exploited" (p. 218). According to this definition, at the core of entrepreneurship stands the innovative business idea, that is "the complex of products/services, knowledge, competencies, market, and technologies that are necessary to run a business" (Obschonka, M. et al., 2011).

There are numerous definitions of entrepreneurship. However, as Mueller and Thomas (2001, p. 53) point out the relationship between entrepreneurship and new-venture formation is well covered in the literature, suggesting that "many authoritative definitions of entrepreneur actually include some reference to venture or enterprise creation". Examples of this can be seen in Vesper (1983, p. 1), who defines entrepreneurship as "the creation of new independent businesses", as well as Low and MacMillan (1988) who define entrepreneurship as "creation of new enterprise" (cited in: Eda et al., 2010).

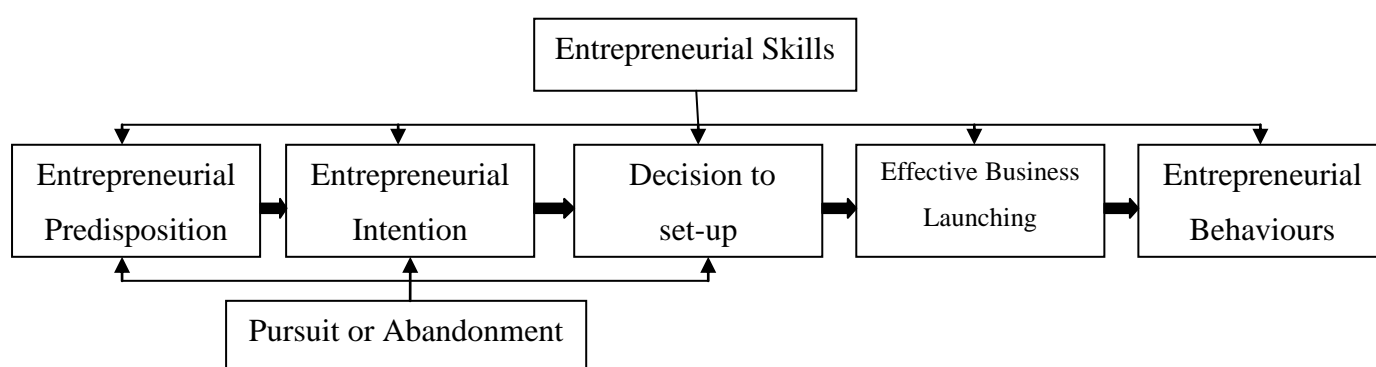
Stevenson et al., (1999) state that entrepreneurship is: "the process of creating value by bringing together a unique package of resources to exploit an opportunity." They also offer four main components to support this definition of entrepreneurship. First, entrepreneurship involves a process that is manageable, can be broken down



into steps or stages, is ongoing, and can be applied in any organizational context. Second, entrepreneurship / entrepreneurs create value where there was none before. Third, entrepreneurship combines unique resources and transforms these resources into innovative, valuable, and synergistic operational combinations, which include but are not limited to financial capital, human resources, materials, operational facilities, marketing and distribution, and corporate intelligence. Fourth, entrepreneurship is concerned with the harvesting of operational opportunities without regard to current resources being controlled by the organization.

The vision of entrepreneurship as a process is important because it allows research in entrepreneurship to go ahead of a dual conception of entrepreneurship: On one side is the functional approach of economists (Baumol, 1993; Landstrom, 1998) where the entrepreneur is described as an innovator, an organizer and a risk-taker. On the other is the psychological approach where the entrepreneur is defined by his or her personality, motivations and behaviours, looking for an entrepreneurial personality type (Caroline V. and Bachelet R., 2006). Tounès (2003) suggests a representation of the entrepreneurial process in five stages. (See figure 1). Our choice and focus is to explore the second stage of this process prior to the decision of setting up (running the business).

**Figure (01): Representation of the entrepreneurial process (Tounès, 2003)**



Also according to business dictionary (BNET, 2006) entrepreneurship is the capacity and willingness to undertake conception, organization, and management of a productive venture with all attendant risks, while seeking profit as a reward. In economics, entrepreneurship is regarded as a factor of production together with land, labour, natural resources, and capital. Entrepreneurial spirit is characterized by

innovation and risk-taking, and an essential component of a nation's ability to succeed in an ever changing and more competitive global marketplace (cited in: business dictionary (BNET), 2006).

The European Commission (2003, p. 5) considers Entrepreneurship as an attitude that reflects an individual's motivation and capacity to identify an opportunity and to pursue it, in order to produce new value or economic success (This attitude is crucial for competitiveness, because new entrepreneurial initiatives raise the territory's productivity –increasing competitive pressure- and encourage innovation) (Liñán et al., 2005).

Essential ingredients of entrepreneurship include the willingness to take calculated risks in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal (organise and assemble) needed resources; and fundamental skill of building strong business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion. Entrepreneurship is the behavior of a person who displays the traits (need for achievement, need for power, risk-taking tendency and competitiveness) necessary to obtain or attain something in life, to research and become self-sufficient.” (Kuratko & Hodgetts, 2004, p.30).

Although each of these definitions considers entrepreneurship from a slightly different viewpoints, each contains similar concepts. Entrepreneurship is more than the mere creation of business. We define it according to many literature reviews in the contexture of our study as: “Entrepreneurship is a dynamic process that can be summarised in three phases: thinking, change, and creation. The first one identified as the phase of the intention born. It requires after that the second phase which is the application of energy and passion towards the creation and implementation of new ideas and creative solutions. The third one is identified as the phase of bringing together creative and innovative ideas and coupling these with management and organisational skills in order to combine the factors of production which include land, labour, and capital, so as to provide a product or service to meet an identified need and create wealth.

After a presentation of the term “Entrepreneurship” from various points of view and from different sides “social, organisational and economical one”, here it is a deep economical point of view concerning entrepreneurship phenomenon.

### **1-1- Entrepreneurship from an Economic Point of View:**

Schumpeter, J. (1990) the Austrian economist considered the entrepreneur as an innovator who implements change with markets through the carrying out of new combinations, which can take several forms:

- The introduction of new goods or quality thereof;
- The introduction of a new method of production;
- The opening of new markets;
- The conquest of new source of supply of new materials or parts;
- The carrying out of the new organisation of any industry.

According to Schumpeter, "Everyone is an entrepreneur when he actually carries out new combinations". Finding new combinations of factors of production is a process of entrepreneurial discovery that will become the engine that drives economic development.

These "new combinations" constitute better ways to meet existing demand or create new products, often making current technologies and products obsolete (in a "process of creative destruction"). The firm of the innovative entrepreneur will, consequently, grow through the dual process of taking market share from existing suppliers and increasing overall demand for the products offered in the market (by extending the boundaries of economic activity). Thus, the process of creative destruction is built on dynamic, deliberate entrepreneurial efforts to change market structures and can be propitious for additional innovations and profit opportunities. Based on the concept of creative destruction, Schumpeter formulated his theory of long waves of business cycles and economic growth. Business cycles are seen as the result of innovation, which consists of the generation of a new idea and its implementation in a new product, process or service, leading to the dynamic growth of the national economy, the increase of employment, and creation of pure profit for the innovative enterprise. While developing economies grow as standard economic growth models predict (through the accumulation of human and physical capital and increasing specialization), once an economy has entered the industrialized phase of

capitalist development, a qualitative change in the drivers of economic growth occurs. In advanced industrial economies, growth is driven by the process of technological advance and knowledge accumulation brought about by R&D efforts of firms (Schumpeter 1934).

According to the review of literature on the importance of entrepreneurship for any country, it can be described with four consequences of entrepreneurial activity:

- 1- Entrepreneurial action helps in providing majority of new jobs. New firms appear to provide 2% to 15% of the current jobs in the Global Entrepreneurship Monitor (GEM) countries (Reynolds et al., 2004). The analysis in most of the studies where the job creation is highly correlated with the level of entrepreneurial action. A thorough assessment provides large differences are existed between the 40 countries. The measurement indicators for entrepreneurial activity confirm these differences (Reynolds et al., 2004). Many researchers confirm that increased self-employment has a positive impact on the overall employment.
- 2- The new venture's performance represents one of the major engines of economic growth and development. Wennekers and Thurik (1999) examined previous research in order to build the integration between entrepreneurship with economic growth and development. The innovativeness through venture start-ups and newness as well as the major competition are the most relevant factors that link entrepreneurship with economic growth. This is a long-term symmetry relation exists between economic growth and self-employment. If we look at entrepreneurial activity in the Netherlands is purely opportunity based rather than necessity based. It will strengthen the relationship as well. Always the Opportunity-based entrepreneurship is an end result of economic growth & development (Bosma & Wennekers, 2002).
- 3- Entrepreneurship is crucial to competitiveness. The European Commission (2003) states that entrepreneurial activities boost productivity, which increases the competitive pressure. Therefore other firms are forced to react with innovations or higher efficiency. Improving competitiveness of firms enhances the competitive strengths of an economy as a whole. Thus, the competitiveness effect of entrepreneurship is linked with economy growth.

- 4- Entrepreneurship always provides a great venue for unlocking the personal potential. Providing Independence, self efficacy and self-realization are often recognized to be most prominent rewards for a capitalist success. Many psychological researchers state that fulfilling the satisfaction desire of self is an important consequence of entrepreneurship. Some people are not very happy with the regular jobs; they will get the self fulfilment through becoming an entrepreneur where in turn not only fulfilling the self as well as stem economic necessity. Some people just cannot find the satisfaction they need, in a regular job. The universal truth is that some entrepreneurs are highly having job-satisfaction compared with employees. (From a research of the European Commission (2003)).

Moreover, entrepreneurship is also considered as the mean of wealth creation and personal fulfilment. In developed countries entrepreneurial activities contribute more than 80% of their industrial production and 60% to 90% of the business of the world is done by SMEs. The entrepreneurial activities are not only meaningful in economic context by creating employment opportunities and business opportunities but also are important in social context by uplifting the standard of living of individuals which ultimately leads towards the uplift of society as a whole (Qureshi et al.,2011).

Many countries take different initiatives to support such intentions and develop the pool for successful entrepreneurs. Examples of such initiatives are different programs supported by international, national and private agencies like UNCTAD EMPRETEC program which was started in 1988 in association with UNDP (United Nations Development Programme) to promote entrepreneurship in developing nations (EMPRETEC is a United Nations programme established by the United Nations Conference on Trade and Development (UNCTAD) to promote the creation of sustainable small- and medium-sized enterprises (SMEs). EMPRETEC works to support entrepreneurs to build innovative and internationally competitive SMEs). In addition, there are many education centres, funding institutions, competitions for business plans (Bajaba, 2009) to boost the entrepreneurial intentions and mitigate the barriers in the way of entrepreneurship.

In Algeria, government has taken some initiatives to boost up the entrepreneurship such as setting up a number of national associations of encouragement, financing and support, like: The National Agency of Youth Employment and Support or which is called “ANSEJ”, which was started in 1996. “ANSEJ” was entrusted with the responsibility to encourage and support the unemployed young people who have the

intention to start their own businesses by facilitating to them the creation process, providing the business ideas and support information.

Taking into consideration that the economic point of view to entrepreneurship phenomenon is capitalist in deep, we found it appropriate to suggest and include a religious point of view to which is an Islamic one in comparison to the Christianity one and this is according to the context of our research “taking into consideration that Algeria is an Islamic country with an Islamic society in general”.

### **1-2- Entrepreneurship from a Religious Point of View:**

The religion plays significant role in the common day life and entrepreneurial activities. Durkheim (1976) described that the recognition of religious faith is an attribution of the eventual supremacy of society over the substandard person. Strengthening of this value takes place through shared religious congregations that strengthen a society’s cohesiveness and has been recognized with greater community belonging.

In Christianity there is no such example that it is religious duty to initiate and conduct business. In Islamic culture the Prophet Mohammed (peace be upon him) was involved himself in commerce and trade that seems to be sufficient to render a religion-based explanation (Uygur, 2009). The Muslims all over the world follow this as Sunnah of Prophet Muhammad (PBUH). Muslims generally believe that if you start a business and organize it to earn living then it is beneficial both in this world and hereafter. These religious duties keep young graduates motivated (Mushtaq et al., 2011).

Western people are doing everything for this materialistic and mortal world. They work hard to achieve their personal goals and objectives. The goals of Islam are not materialistic do not revolve around the personal gains only, rather they are to lead life with a combination of materialistic and spiritual practices in agreement with the philosophy of Al-Quraan and Sunnah of the Prophet Muhammad (PBUH) (Farooqi, 2006). The Islamic rules are based on Islamic concepts of human well-being and good life which stresses brotherhood and socio-economic justice as well as requires a balance of both the material and spiritual needs of all humans (Chapra, 1992).

The Western people believe in materialistic and worldly resources and they get motivated because of personal gains and achievements. Previous Studies conducted in the United States, Australia, and Britain on locus of control has been found to differentiate entrepreneurs from the general public and distinguish successful from unsuccessful entrepreneurs (Mushtaq et al., 2011).

The Muslim entrepreneurs are motivated both by internal and external locus of control because they believe after hard work it is the Lord (Allah) who will give them success and reward. As regard to locus of control, a person with an external locus of control believes in fate and/or powerful others who control outcomes relevant to them (Ward, 1993). The Muslims do whatever is needed but then leave up to Allah. As Allah says in Quraan, Surah Hud, Verse No. 6, “And there is not a best in the earth but the substance there of dependent on Allah.

For the West self is a unifying concept, it provides a perspective in thinking, a direction for activity, a source of motivation, a locus in decision-making and a limit to group involvement. The mindset of Western culture is that the purpose of life is to achieve, succeed, and enjoy. Every comfort and luxury that can be acquired must be attained at all costs. Thus life revolves around making money. Everything can be sacrificed like family, parents, children and even religion for the sake of money making (Mushtaq et al., 2011).

As stated by Farooqi (2006) the goals of Muslims and Islam are to lead life with a combination of materialism and spiritualism in accordance with the teachings of Al-Quran and Sunnah of the Prophet Muhammad (PBUH). Prophet Muhammad (PBUH) advised Muslims to be moderate in all their affairs and described Islam as the middle way. Therefore, a balance in human endeavours is necessary to ensure social well-being and continued development of human potential (Ahmad, 1982).

Islamic entrepreneurship dictates that the individual must first be a religious person, then a practitioner (religious person who also practice what he learns). The benevolent person submits only to the Almighty. Through his/her vocation the person is expected to perform his/her duties and entrusted with the role of a responsible leader (José G. et al., 2010).

The concept of entrepreneurship in Islam also bases on co-operation, generosity and benevolence. That is why Islam really encourages unilateral contract such as loan

(*al-Qard*) in order to promote cooperation and inculcate sense of brotherhood amongst Muslims. At the same time Islam extremely prohibited monopoly, exploitation, fraud or usurious transactions. In other word, every entrepreneur should always preserve the good deeds and avoiding the evil such as being honest, fair, and accurate in every transaction (Ismail A., 2006).

Here it is the Eight Principles of Thoughts which Islamic Entrepreneurship focuses on (José G. et al. 2010):

1. Entrepreneurship is an integral part of Islamic religion.
2. By virtue of human nature, the Muslim entrepreneurs are “*khalifah*” and have the responsibilities developed prosperity and sees business as part of “*ibadah*” or good deed.
3. Motivation – success in Islam is not merely measured by the end result but also the way and means of achieving them.
4. “*Ibadah*”: business activity is part of “*ibadah*” or “good deed”.
5. Position of Entrepreneurship and business in Islam: Islam encouraged its nation (*ummah*) to venture into business. Prophet Muhammad (PBUH) expounded that 9 out 10 source of sustenance (*rizque*) can be found in business.
6. Islamic Economic System: Islamic Entrepreneurship should operate within the domain of Islamic Economic system and act as the vehicle towards global acceptance of Islamic Economic System.
7. Guiding Principles of Islamic Entrepreneurship is by the al-Quran and al-Sunnah (*al-Hadith*).
8. Entrepreneurial Ethics based on exemplary conducts of Prophet Muhammad (PBUH). This can be summarized in: To prevent laziness – entrepreneurship requires hard work; to eradicate fear – risk taking is necessary; to search for legitimate ventures; to avoid forbidden sources of income and property; to show gratitude and thankfulness of whatever has been acquired; to grow and develop capital and profit; to diversify business ventures; to avoid greediness.

These Muslim Entrepreneurial Ethics which Islam tries to instil in Muslim entrepreneurs are: To avoid malicious behavior; to avoid squandering; to avoid



stinginess; to pay alms (*zakat*); trustworthy; to pray consistently; relying on Allah (*Tawakkal*); patience; contentment (*Qana'ah*) (José G. et al. 2010).

Entrepreneurship is an international phenomenon. Its facts, effects, and results differ from economy to another and from country to another. For the aim to highlight and reveal this phenomenon of “Entrepreneurship” in an Algerian context, we suggest a presentation of some numbers and statistics concerning the economic evolution and development of entrepreneurship in Algeria, and introduce the Algerian educational system and institutions while this study will be done in one of those institutions.

### **1-3- Entrepreneurship from an Algerian Point of View:**

#### **1-3-1- A Historical Review (Mouloud A. & Belattaf M.,2010):**

In the aftermath of independence, to assert its national sovereignty, Algeria, like many recent decolonized countries, has opted for a model of socialist development, a model strongly attracted by the Third World, which is inspired from the Russian, German and Japanese experiences in the second half of the 19th century and is based on pre-planning of production contained in a five-year plan, and the transfer of resources from agriculture to the industry.

Algeria is then engaged in an ambitious program with one of its pillars which was the establishment of a large public sector extending to virtually all activities according to what is called “l’industrie industrialisante” strategy funded for years by petrol revenues.

The first investment code was enacted in 1963 with the creation of a National Investment Commission (CNI), in a context marked by the desire to rehabilitate the productive apparatus inherited from colonization.

The beginning of the 1980 is marked by a desire "shy" of government at the opening to the market economy through the guidance and direction of the private sector. Among the economic reforms put in place, the 1981 Act on the organizational restructuring of public enterprises, aiming to turn those big national companies, which became really in their dimensions combine unmanageable and difficult to control in small specialized units capable of be managed independently and decentralized, thus giving rise to 500 new public companies called "social enterprise".

Measures taken in the early eighties have resulted in a tendency to invest in niche areas such as metals, and small mechanical and electrical industries and moving mainly to traditional industries import substitution of consumer goods. So until the day before the reforms initiated in 1990, domestic private economic investment was integrated into a planned system operating in the context of national development plans, annual and medium term, and its approval is granted based priorities, objectives and expectations of these plans.

In 1986, oil prices fell, followed by the fall of the communist bloc in 1989, socialism was no longer a recipe, the debt matures that followed and against public sector performance, economic become intolerable for the state budget led Algeria, strongly encouraged by the IMF and World Bank to undertake structural reforms of its economy and to withdraw from the productive sphere.

Long before 1990, the legal texts dealing with the privatization or managerial autonomy of public enterprises were enacted in 1988 through legislation known as "framework law of the state-owned economy", where for the first time since independence, the Algerian state is withdrawing from the management, operation and expenditure of public enterprises to which it provides a budget for the financing of imported supplies.

A new ideology has taken shape from that date, an ideology based on the rules of market economy in which all Algerian companies both public and private now enjoy the same treatment, even for abroad investment, by opening the door to all forms of contribution and encouraging all forms of partnership, including in the form of direct investment.

In 1993 and for the first time since its independence, Algeria has established a new investment code freeing private initiative with the creation of an Agency of Promotion, Support and Monitoring of Investments (APSMI) to assist developers in the traditional formalities through a single window, wanting to be the cornerstone of this new doctrine, this new legislative decree of 05/10/1993 on the promotion of investment puts an end to the public/private, national/foreign and the origin of capital is no longer an obstacle.

In the reality, the application of the Code of 1993 was faced with a poor investment climate, particularly due to red tape and problems related to the

management of industrial land, this explains the poor performance against the APSMI, since seven years after its existence with 43000 registered intentions to invest the majority of projects have remained at the stage of intention.

Faced with the meagre results of the Code of 1993 recorded during the 90s, the government conducted a review of the code in 2001 by enacting Ordinance No. 01-03 on the development of investment which remains to date the main reference for investment in Algeria, at the end of that year, There was promulgation of Law No. 01-18 of 12 December 2001 on the framework law on the promotion of SMEs in the early of the new millennium, several agencies and support structures have emerged, such as ANDI, CNAC and ANGEM who have been given a new role to support business development, In addition to these three agencies, There was the creation of an agency to upgrade the business, called ANDPME, and the enactment of two agencies to guarantee loans of SMEs, called FGAR and CGCPME.

### **1-3-2- Development of entrepreneurship in Algeria (Demographics of SME's):**

Data from the Ministry of Industry, SMEs and investment promotion (2001-2010), the Department of Business Intelligence, Economic Studies and Statistics convey clearly the role small businesses (SMEs) play in the Algerian economy:

Since the passage of Algeria to the market economy, creating company has experienced an upward movement. Indeed, as we shall see in what follows, 60% of existing SMEs in 2000 were established after the country's commitment in the way of capitalism.

Between dissolution and newly created. At the end of the first half of 2009, declared private SMEs, are a population of firms whose number amounted to 335 486 SMEs. While their number at the end of 1999 was 159 507 companies treated as SMEs, almost ten years the population has doubled with a growth rate of over 110%, or 11.61% annually.

These 335 486 private SMEs plus more than 126 887 artisans (hand-crafts) and 72 669 liberal functions are more than 99% of the total SMEs population, whereas the public sector represent only a small part with only 598 SMEs.

Indeed, apart from hydrocarbons which represent between 25 and 30% of GDP (Gross Domestic Product) over a long period, the private sector accounts for almost

90% of the wealth produced in late 2007 while representing only 60% of this wealth on the eve of reforms in 1989. This sector has also grown in the hydrocarbon sector in recent years to reach 561 small private in the first half of 2009.

At the end of 2010 the number of SMEs declared is 619 072 which represent 60% of moral persons and 40% of natural persons. These SMEs employ more than 1 625 686 workers in various sectors such as: industry, services, agriculture and construction.

The annual evolution (2009/2010) of SMEs number is 5.38% of all sectors, which represent 31 612 new SMEs, where the number of employees has increased by 5.11% between 2009 and 2010.

### **1-3-3- Higher education in Algeria:**

The higher education has –without a doubt- an important role in the self construction and in the development of the human resources. It is considered as one of the basic pillars which lead to the prosperity of a country in several domains.

Considering human as the supreme manager of the level of development, the higher education including universities and higher institutions and schools found it necessary to provide his or her with appropriate competencies and skills in order to simplify his or her role.

Algeria along with so many other countries has noticed the problems of the increasing number of students in universities, the lack of supervision and the lack of creativity and innovation. It has started the look for new educational systems which go hand in hand with the provision of an appropriate climate. Algeria has realised that the higher education is certainly the strategic balance of the overall development, thus, its institutions which symbolise the main stream of human resources skills and competencies must take the lion share of care and prosperity (Nacer M., 2009).

One example of these institutions which are regarded as a key element to a golden Algerian future is the Higher School of Commerce which offers the students some special programmes to enlarge their scope of knowledge in various disciplines such as economy, management, finance and marketing. This higher school is expected to make students aware enough of their field which is entrepreneurship as it is also supposed to increase their intentions towards starting up their own businesses.

## 2- Entrepreneur Definition:

Who is an entrepreneur and what makes an entrepreneur an entrepreneur? Are entrepreneurs created or born?

The word “entrepreneur” is derived from the French verb “entreprendre” which is translated to “undertake”, as Rasem, N. (2006) mentioned that it first appeared in the writings of Richard Cantillon in 1730 where he used the term to describe the risk associated with a business decision due uncertainty.

The “entrepreneur” can be defined as an agent who unites all means of production and who finds in the value of the products, the reestablishment of the entire capital he employs, and the value of wages, the interest and rent which he pays, as well as projects belonging to himself (Rasem, N., 2006).

To an economist, an entrepreneur is one who brings resources, labour, materials, and other assets into combinations that make their value greater than before, and also one who introduces changes, innovations, and a new order. To a psychologist, such a person is typically driven by certain forces the needs to obtain or attain something, to experiment, to accomplish, or perhaps to escape the authority of others. To one businessman, an entrepreneur appears as a threat, an aggressive competitor, whereas to another businessman the same entrepreneur may be an ally, a source of supply, a customer, or someone who creates wealth for others, as well as finds better ways to utilize resources, reduce waste, and produce jobs others are glad to get (cited in: Hisrich et al., 2005).

Business dictionary Definition for Entrepreneur:

- A person who takes the risk of turning an opportunity into profit.
- A person who takes the risk of managing and operating a business or businesses; term often used: "a." for one who does this for one or more businesses that he or she entirely or largely helps to create; "b." for one who takes on ownership, or significant ownership, of one or more business franchises.
- A person who creates one or more new non-profit organizations, or one or more units of such organizations, and often has a key part in managing and operating the new entity or entities. Such a person is sometimes referred to as a

- "non-profit entrepreneur" or "not-for-profit entrepreneur", and occasionally as a "public entrepreneur".
- A person who is talented or prolific at developing new programs inside existing organizations (BNET, 2006).

The entrepreneur is the cornerstone of the 'entrepreneurship phenomena', as the entrepreneur is the individual who, with certain psychological traits, attributes and values initiates a business venture. Researchers have explored the personality differences between entrepreneurs and non-entrepreneurs on the basis that certain psychological characteristics are required preconditions for entrepreneurship (Eda et al., 2010). Key preconditions identified by Koh (1996) include high need for achievement, internal locus of control, moderate risk-taking orientation, high tolerance for ambiguity, high degree of self-confidence and innovativeness. These traits affect the intentions of individuals to start a new venture. Timmons, Smollen, and Dingee (1977) listed more than twenty personal characteristics that may distinguish entrepreneurs from others. Among these traits closely associated with entrepreneurial potential, innovativeness, locus of control, tolerance for ambiguity and risk propensity (Eda et al., 2010).

Casto (2008) defines an entrepreneur as a person who has some attributes and characteristics which are common between entrepreneurs, they are as follows: Responsible, Hard Worker, Risk Taker, Creative, Flexible, Follows through with ideas, Personable, Optimistic, Perceptive, Self-confident, Determined, High degree of energy, Innovative, Independent, Ability to anticipate needs, Effective communicator, Responsive to criticism, Able to take the lead, Learn from mistakes, Self-directed.

Achintya Kr. gave some characteristics which are close to those mentioned above, according to him an entrepreneur:

- He is a person who develops and owns his own enterprise
- He is a moderate risk taker and works under uncertainty for achieving the goal.
- He is innovative
- He peruses the deviant pursuits
- Reflects strong urge to be independent.
- Persistently tries to do something better.

- Dissatisfied with routine activities.
- Prepared to withstand the hard life.
- Determined but patient
- Exhibits sense of leadership
- Also exhibits sense of competitiveness
- Takes personal responsibility
- Oriented towards the future.
- Tends to persist in the face of adversity
- Convert a situation into opportunity.

Here are the main traits of an individual to become an entrepreneur:

One of the approaches in determining potential entrepreneurs is by assessing their personality. Gartner (1988) states that the entrepreneurs are individuals who have a specific set of personality traits that explain a person as an entrepreneur. Personality traits have proven to be predictors of many aspects of entrepreneurship including the intention to start a business, succeed in running a business, and enhance corporate entrepreneurship. In the other hand, researches on the relationship between entrepreneurship and personality have been subjects to several criticisms. Several personality traits have been investigated by different researchers. One possibility in this regard is the four personality factors, which are:

**1- Internal locus of control:**

Individuals possessing an internal locus of control believe they are in control of future events and outcomes as a result of their own actions. Entrepreneurs have been found to have the tendency to attribute outcomes to their own personal action, choosing their own destiny, not submitting to the pressure of social norms (Bird 1988).

**2- Desire for autonomy:**

Due to entrepreneurs' internal locus of control as described above, they have been found to have a higher need for independence and autonomy in fear of external control from others. They dislike rules and tend to work out how to get around them,

and as a consequence have even been considered deviants who desire to be independent of everyone and in total control. The need for autonomy has been stated by entrepreneurs as one of the most frequent explanations for new venture creation (Kets de Vries, 1977). Guay et al (2006) note that environments that support perceptions of autonomy give individuals a chance to perceive themselves as competent and autonomous. This raises their self efficacy levels. Autonomy supportive environments nurture respect for one another's views, perspectives, feelings...etc by encouraging informed choices without pressure and control.

### **3- Tolerance of ambiguity and uncertainty:**

This personality trait affects an individual's response to uncertainty. McMullen and Shepherd (2006) posit that uncertainty, as a stream of research in the entrepreneurship literature, has taken two paths. One path is the level of uncertainty about an unknown future for those deciding to act or not. The second and most popular path is the view of an individual's willingness to bear uncertainty as an attitude toward risk-taking. Either way, an individual requires knowledge (to evaluate the level of uncertainty) and motivation (as a willingness to bear uncertainty). McMullen and Shepherd (2006) argue that a willingness to bear the perceived uncertainty associated with entrepreneurship can be seen as a belief-desire configuration similar to that of entrepreneurial intentions models. That is, desire of pursuing entrepreneurial action is a function of motivation, and belief in the ability to pursue entrepreneurial action is a function of knowledge. Mitton (1989) suggested that entrepreneurs seek the excitement of ambiguous situations in order to challenge themselves. This tolerance for ambiguity tends to go hand in hand with entrepreneurs' risk taking propensity.

### **4- Risk taking:**

Entrepreneurship is historically associated with risk taking. Indeed, Hisrich et al. (2005) define entrepreneurship as "the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risk and receiving the resulting rewards".

It refers to the degree to which the members of a society are uncomfortable with or threatened by uncertain, ambiguous, or unstructured situations. In countries that score high on uncertainty avoidance, individuals are more likely to have an increased level of anxiety and stress when faced with such situations (Hofstede, 1980). Perhaps one



of the most widely cited definitions of entrepreneurs or entrepreneurship is the willingness to assume risk. Individuals who are willing to accept the uncertainty and riskiness associated with being self-employed as opposed to settling for the refuge of jobs within organizations are often considered being entrepreneurs (Sang L. and Suzanne P., 2000).

In summary, the trait approach to entrepreneurship has made an important contribution even though generally speaking, weak direct relationships have been found between the traits of entrepreneurs and non-entrepreneurs in the past research. Researchers accept that a reliable personality profile of the typical entrepreneur does not exist and given the suggestion that it is not clear whether some of the studied attributes precede entrepreneurial behaviour or whether entrepreneurs acquire them in the process, stable personality characteristics have not been a focus in this research (Chell, 2000).

### **3- Entrepreneurial Intention Definition:**

Boyd & Vozikis (1994) define the term ‘intention’ as a state of mind that focuses a person’s attention, experience and behavior, toward a specific object or method of behaving. Intentions are therefore a person’s willingness to pursue a given behavior and are a link between beliefs and subsequent behavior. People form attitudes towards a given behavior based on a belief that performing that behavior will result in certain consequences.

The entrepreneurial intention has been considered as the key element to understand the new-firm creation process. Furthermore, entrepreneurial intention is said to be a reliable predictor or measure of entrepreneurial behavior and entrepreneurial activity (Krueger et al., 2000). Entrepreneurial intentions are a state of mind, which directs and guides the actions of the individual toward the development and the implementation of new business concepts. It can be viewed as the intention of a person to perform new venture creation behavior or action (Bird, 1988).

However, as we stated before that entrepreneurship is a process of three elements “phases”. “Entrepreneurial Intention” is a crucial element in this process which forms the first action of the behavior of venture creation, it’s considered as a best predictor to that behavior. We define then “Entrepreneurial Intention” as a person’s “student’s”

attention after a formation of certain beliefs and attitudes to become self-employed “entrepreneur”.

Most literature on the psychology of entrepreneurship deals with the theory of planned behaviour (TPB) of Ajzen (1991) as a model to study, measure and understand the entrepreneurial intention. The TPB offers a coherent, parsimonious, and highly-generalizable framework for understanding and predicting behavioural intentions of different kinds, which makes it a good choice when studying antecedents of behavioural intentions in the context of entrepreneurship (Krueger et al., 2000). The core assumption of the theory of planned behavior (TPB) (Ajzen, 1991) is that behavioural intentions (which in turn are seen as the most proximal and important predictor of the target behavior) are additive functions of three latent factors: attitudes, social norms, and perceived behavioural control. Past research showed that the TPB is able to predict substantial amounts of entrepreneurial intentions in general (e.g., intentions to start a business).

There is an upward trend on literature which highlights and argues that the intentions play a major role in the decision of academicians “students” to become entrepreneurs. As demonstrated by Timmons (1994) on his study, 1/3 of Harvard Business School (HBS) graduates ended up with self employment and 90% of HBS students have the dream of self employment.

According to the study of business school senior undergraduates, 55% preferred operating their own business, but only 5% of the respondents indicated they would probably choose to operate their own business after considering their actual situation and constraints. Kolvereid (1996) reported 37.6% of Norwegian business graduates preferred self-employment. A survey on 2486 graduates in Singapore (with a response rate of 34.1%) who graduated after 1–8 yr found 8.6% of them to be self-employed. In a study of first year accountancy and business undergraduates at the Nanyang Technological University in Singapore, 45.1% undergraduates chose Multinational Companies as their most preferred source of employment against only 11% select SMEs as their most preferred employment source (Sujani T., 2011).

The nature of work, connected with self-employment such as self-actualization, independence and greater satisfaction has become more desirable among graduates. These have been supported by several empirical studies. A study investigated the

tendency of university students to involve in business in Northern Ireland and found that 47% of the students expressed the intention to run their own business. Similarly, another study explained that 46% of colleges students consider own business as a career (Mohammad Ismail et al., 2009).

#### **4- Entrepreneurship Education:**

Entrepreneurship has been part of the curricula in higher education institutions in North America for over fifty years. The first graduate course in entrepreneurship was offered at Harvard University in 1948 by Professor Miles Mace. Soon after, legendary Harvard Business School Professor Georges Doriot originated the concept of venture capital. Today, entrepreneurship courses are offered at most universities across the United States. The demand has been driven by the students themselves, who are eager to take courses ranging from business planning and start-up to entrepreneurial finance and technology management. In Europe, entrepreneurship only substantially began to enter the curriculum in the last twenty years, although a handful of institutions started earlier (Twaalfhoven and Wilson, 2004). In the third world also the need for entrepreneurship education started emerging in the mid 1980s. This is because before this period, unemployment and poverty were not a national concern as it is currently. However, political instability and inconsistencies in the social-economic policies of successive government led to the emergence of high level of unemployment.

Before giving a coherent definition of what entrepreneurship education really means, what are its main objectives and why it's so important for the boosting of local and international economies as well as in the formation of students' entrepreneurial intention, we will give a review of literature about the scientists' debate of: whether entrepreneurship can be taught or not?

##### **4-1- Entrepreneurship teaching:**

A report from the Kauffman Panel on Entrepreneurship Curriculum in Higher Education (2008) identifies four reasons why entrepreneurship belongs in college: First, entrepreneurship is critical to understanding and succeeding in the contemporary global economy. Second, entrepreneurship is already an expanding area of American college learning. Third, entrepreneurship is becoming a basic part of

what universities themselves do. Fourth, entrepreneurship meets many of the goals of a quality American undergraduate education.

Bill Rushing contends that entrepreneurship education should be integrated throughout the broader curriculum to increase the entrepreneurial capacity of all students. This maybe done in two ways: focusing on the historical context of entrepreneurship, and developing those skills most used by entrepreneurs. Placing entrepreneurs in their historical context gives students a better understanding of the contributions entrepreneurs have made to the economy. Developing skills related to problem solving, innovation, and decision-making better equips students to perform in an entrepreneurial economy. Rushing also emphasizes the need for this education at all levels, from childhood through adulthood (Amanda Rector, 2003).

A more recent book of (Henry et al., 2003) called “*Entrepreneurship Education and Training*”, acknowledges that there is still a great deal of debate around the issue of whether entrepreneurship can be taught. One school of thought is that entrepreneurship has two elements: science and art. The science of entrepreneurship – the business and management skills related to successfully running an entrepreneurial endeavour – may be taught. The art of entrepreneurship – the creative and innovative aspects of entrepreneurial behavior – cannot be taught in any traditional sense. However, it is suggested that, like an artistic talent, some people are born with entrepreneurial talent and others must work hard to achieve the same level of ability. If this is the case, education is key for developing entrepreneurs (Henry et al., 2003).

However, K. Wilson (2008) also mentioned in her book “*Entrepreneurship and Higher Education*” that question of can entrepreneurship be taught? And said that: It’s an age-old debate. The answer is both yes and no. Education plays an essential role in shaping attitudes, skills and culture – from the primary level up. Entrepreneurship education provides a mix of experiential learning, skill building and, most importantly, mindset shift. Certainly the earlier and more widespread the exposure to entrepreneurship and innovation, the more likely it is that students will consider entrepreneurial careers at some point in the future.

#### **4-2- Entrepreneurship Education definition:**

The entrepreneurship education definition is, as well as the entrepreneurship phenomenon itself, rather complex and vague. The lack of consensus in defining

entrepreneurship contributes to the confusion about entrepreneurship education definition. Entrepreneurship education programme is defined as the process of providing individuals with the ability to recognize various opportunities (e.g. commercial ones) and the knowledge, skills and attitudes to act on them (Jones and English, 2004). Kourilsky (1995) defines entrepreneurial education as opportunity recognition, marshalling of resources in the presence of risk, and building a business venture. Bechard and Toulouse (1998) define entrepreneurial education as a collection of formalised teachings that informs, trains, and educates anyone interested in business creation, or small business development. They point out that entrepreneurial education focuses on combining and carrying out a new combination of business elements while education for small business ownership focuses on the skills needed to reproduce or acquire an existing business.

Entrepreneurial education can be viewed broadly in terms of the skills that can be taught and the characteristics that can be engendered in individuals that will enable them to develop new and innovative plans. It focuses on the expertise that is used to conceive of and commercialise a business opportunity.

The factor of education “entrepreneurship programmes” is so important in the process of entrepreneurial intention formation. Most of small businesses were failed due to the lack of managerial knowledge and skills. Formal education was important for successful entrepreneurship to deal with the challenges and obstacles encountered along their way of starting and running their businesses. Field of study and level of education is highly related with the intention of students to be an entrepreneur (J. Stansworth et al., 1991).

We define entrepreneurship education according to many literature reviews in the contexture of our study as: process that tries to prepare people, particularly youth, to be responsible, take risks, manage the business and learn from the outcomes by immersing them in real life learning experiences. Entrepreneurial education can change students` view regarding self-employment and prepare them with skills needed to supervise a business through education.

From that point the importance of entrepreneurship education has revealed. And here it is in the following points the role entrepreneurship education plays in the

process of students' entrepreneurial intention formation and its main objectives in that process.

#### **4-3- Importance of Entrepreneurship Education:**

Most of empirical studies conducted indicate that entrepreneurship can be taught and that education can foster entrepreneurship even more. Entrepreneurial education can play a significant role in changing views of students towards self-employment and through education on necessary skills to manage a business has prepared them for self-employment labour market (Saeid Karimi et al., 2010).

The extent to which entrepreneurship education can have an indirect effect on students' intentions to start a new business is a topic of great relevance among scholars. Previous research has found that, among other variables, perceptions of formal learning from entrepreneurship-related courses had the strongest positive relationship with intentions through the mediation of entrepreneurial self-efficacy (ESE) (Zhao et al., 2005).

Zhao et al. (2005) argue that current practices in entrepreneurship education are in the direction to enhance the students' confidence by having a positive impact on the mechanisms associated to self-efficacy. For example, the use of simulated exercises and best business case competition can promote mastery experiences. Inviting local entrepreneurs to give lectures or using cases of prestigious entrepreneurs can provide the opportunity for role modelling or vicarious experience. By evaluating students' course projects or mentoring students in regard to their career goals can serve as kinds of social persuasion.

Entrepreneurial education at tertiary level has also become an essential component of many curriculums in private and public higher learning institutions. Since future entrepreneurs can be found amongst those who are currently undergoing their educational process at the universities, entrepreneurship education has been used as one of the most effective ways to promote the transition of graduates into the world of entrepreneurship (Mohammad Ismail et al., 2009).

#### **4-4- Objectives of Entrepreneurship Education:**

Entrepreneurship education fosters entrepreneurial activity among intellectuals, students in particular, by equipping them with the information they need to pursue their dreams.

Three elements are very important in entrepreneurial education process as mentioned by Saeid Karimi et al. (2010):

1. Recognizing a market opportunity and creating a business idea, service or product that is to grasp an opportunity which is the basis of the entrepreneurship process,
2. Organizing and devoting resources needed to pursue and turn a situation into an opportunity with the hope of surviving outside the uterus (after the start-up phase),
3. Creating, executing, performing and operating a business organization that performs toward conduction of the time to act opportunity.

Jones and English (2004) argued that entrepreneurship education programmes is a complex process with wide array of objectives such as: To give individuals more and better knowledge **for** entrepreneurial ventures creation, management and growth, to provide more awareness **about** entrepreneurship, to enhance individuals' capability **to** act entrepreneurially in all walks of life (by providing them with the set of attitudes and values for embracing changes and self-reliance.

What are the general characteristics of entrepreneurship education in universities? Daniel Yar Hamidi et al. (2008) answered to this question by saying: A study of fifteen leading US entrepreneurship education programs found that the primary goal for the majority of the programs was to increase the awareness and understanding of entrepreneurship as a process. The second major goal was to increase students' awareness of entrepreneurship as a career possibility. In regard to curriculum and practical education, the programs tried to increase students' awareness of how different management disciplines such as marketing, finance and accounting can be integrated when focusing on developing new ventures.

Authors like Paul (2005). Entrepreneurship education according to him is structured to achieve the following objectives.

1. To offer functional education for the youth that will enable them to be self-employed and self-reliant.
2. Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
3. To serve as a catalyst for economic growth and development.
4. Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.
5. To reduce high rule of poverty.
6. Create employment generation.
7. Reduction in rural-urban migration.
8. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.
9. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
10. Create smooth transition from traditional to a modern industrial economy.

Others such as Varela (1997), Korurilsky (1995) and Veciana (1998), amongst others, present the following (cited in: Sergio P. and María T., 2002):

- Legitimize entrepreneurship and develop an entrepreneurial culture with the purpose of fostering economic growth through the creation of new firms and employment.
- Change the attitude towards the entrepreneurship function, the entrepreneur, and the entrepreneur's image among students.
- Access to the "make a job" option.
- Develop and stimulate the entrepreneurial skills, producing in the mid and long term, a generation of new and better trained entrepreneurs, well informed about when, where, with whom, and how to start a new business.
- Prepare students for a dynamic labour market where entrepreneurial skills are valued and looked for by large companies.
- Contribute to the development of intrapreneurs.
- Produce knowledge by researching in this field of study.



# **Chapter Two: Entrepreneurial Intention (Theory and Model)**

## Chapter Two: Entrepreneurial Intention (Theory and Model)

The preceding chapter provided an overview of this study, and identified the research problematic and its main questions, as well as the research purposes and importance.

This chapter is divided into two sections: section one provides a theoretical background of this study, followed by section two: the theoretical model of the study which provides a literature review as well as setting and building up the hypotheses and the model of this study.

### Section One: Theoretical Background

This section provides a theoretical background of the cognition-based theories and models which are used in this thesis to provide a theoretical and empirical support for the used model.

Shapero's Entrepreneurial Event (SEE) (Shapero and Sokol, 1982) and The Theory of Planned Behaviour (TPB) (Ajzen, 1991) are discussed in turn in this section.

In the psychology literature, intention is proved to be the best predictor of planned behavior, particularly when that behavior is rare, hard to observe, or involves unpredictable time lags, entrepreneurship is a typical example of such planned, intentional behavior (Krueger and Brazeal, 1994).

The intention to create a venture is an important antecedent of actual efforts to start a business. Such studies of the entrepreneurial intentions have to a large extent been guided by two models: Shapero & Sokol's model (1982) of the entrepreneurial event (SEE) and Ajzen's model (1991) of the theory of planned behavior (TPB).

Thus, our understanding of entrepreneurial intentions is guided by those two mentioned models before due to their influence on recent research: Shapero and Sokol's (1982) model of the entrepreneurial event (SEE) and Ajzen's (1991) theory of planned behavior (TPB). These two models present a high level of mutual compatibility (Krueger et al., 2000). The SEE model was developed to understand entrepreneurial behavior. Entrepreneurial intentions are derived from perceptions of desirability, feasibility, and a propensity to act upon opportunities. The TPB was

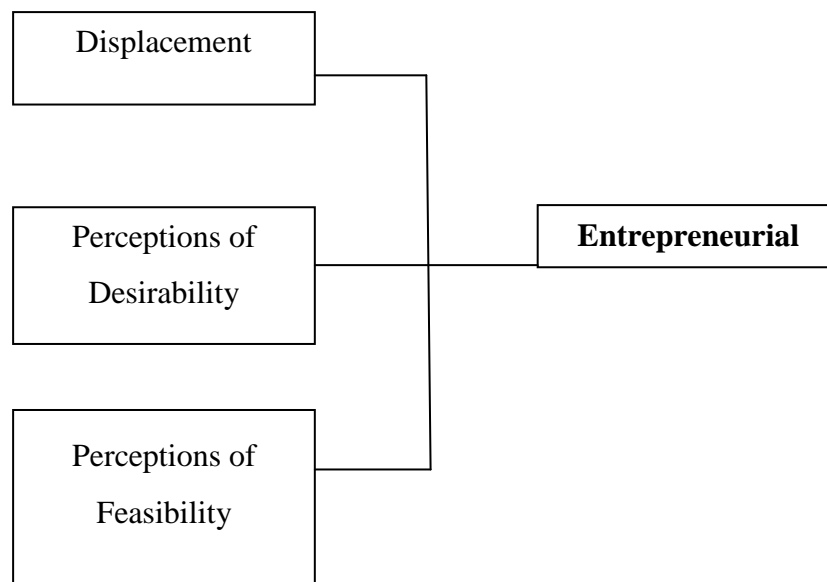
developed to explain how individual attitudes towards an act, the subjective norm, and perceived behavioural control are antecedents of intentions.

### 1-1- The Entrepreneurial Event Model of Shapero and Sokol (SEE):

The entrepreneurial event model considers firm creation as the result of the interaction among contextual factors, which would act through their influence on the individual's perceptions. The consideration of the entrepreneurial option would take place as a consequence of some external change “a precipitating event” (Peterman & Kennedy, 2003). People’s answers to that external event will depend on their perceptions about the available alternatives.

This model assumes that critical life changes (displacement) precipitate a change in entrepreneurial intention and subsequent behaviour. Displacement can occur in a negative form (e.g. divorce, loss of a job) or a positive form (financial support, good business partner). The intention to become self-employed and form a new venture (an entrepreneurial event) therefore depends on the individual’s perceptions of desirability and feasibility in relation to that activity (Shapero & Sokol, 1982).

**Figure (02): The Entrepreneurial Event Model of Shapero and Sokol (1982)**



#### 1-1-1- Displacement:

In Shapero and Sokol's model (figure 1) displacement is the catalyst for a change in behaviour and the individual then makes a decision to act based on perceptions of desirability and feasibility. This model suggests that human behaviour is in a state of inertia until an event creates displacement resulting in behaviour change (Nabi et al., 2006). Displacement comes in either a negative or positive form described by Gilad and Levine (1986) as the 'push' theory and the 'pull' theory. The negative displacement of, for example, losing a job pushes an individual into self-employment. On the other hand, the positive displacement of, for example, financial assistance pulls an individual into self-employment. Unfortunately, empirical studies of these specific push and pull factors are limited with results offering little predictive ability (Krueger et al., 2000) and logically, displacement may cause other behaviours than self-employment.

### **1-1-2- Perceptions of desirability:**

According to Shapero and Sokol (1982) the entrepreneurial event is a product of an individual's perceptions of desirability of entrepreneurship affected by their own personal attitudes, values and feelings, which are a result of their unique social environments (e.g. family, peer groups, educational and professional influences). In other words, an individual needs to see first the act of self-employment as desirable before it is likely self-employment intentions will be formed.

Furthermore, Bird (1988) considered desirability to be formed through 'intuitive thinking' in the intentions process, and feasibility, discussed next, as 'rational thinking'. Perceived desirability of entrepreneurship is an affective attitudinal judgment (an emotive response) and entrepreneurs use such judgment to make decisions on whether or not to act (Mitchell et al., 2002).

Perceived desirability refers to the degree to which he/she feels attraction for a given behaviour (to become an entrepreneur) (Liñán et al., 2005).

### **1-1-3- Perceptions of feasibility:**

According to Shapero's Entrepreneurial Event (1982), an individual's perception of feasibility of entrepreneurship is related to an individual's perception of available resources (e.g. knowledge, financial support, and partners).

Furthermore perceived feasibility is defined as the degree to which people consider themselves personally able to carry out certain behaviour. The presence of role models, mentors or partners would be a decisive element in establishing the individual's entrepreneurial feasibility level (Liñán et al., 2005).

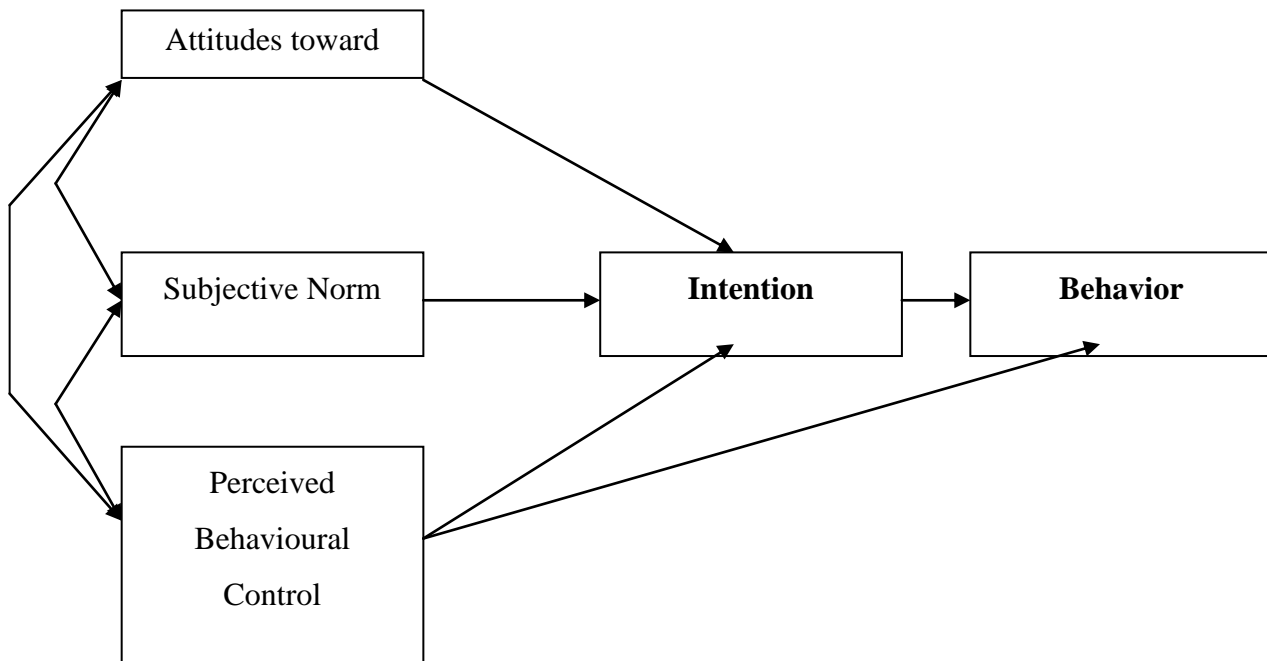
In turn, both types of perceptions are determined by cultural and social factors, through their influence on the individual's values system (Shapero & Sokol, 1982). Therefore, external circumstances would not determine firm-creation behaviours directly, but rather they would be the result of the (conscious or unconscious) analysis carried out by the person about the desirability and feasibility of the different possible alternatives in that situation (Liñán et al., 2005).

Shapero and Sokol (1982), make the point that both perceptions and feasibility and desirability necessarily interact. That is, if an individual sees the formation of a new business as unfeasible they may conclude it as undesirable and vice versa. It is therefore possible that students' attitude toward self-employment may be positively impacted by participation in entrepreneurship education; however, in the absence of perceptions of feasibility (belief in one's ability to self-employed, and or the ability to acquire necessary resources) self-employment intentions may not eventuate.

### **1-2- The Theory of Planned Behavior of Ajzen (TPB):**

Along the same line, but much more detailed, Ajzen (1991) develops a psychological model of "planned behaviour". It is a theory that may be applied to nearly all voluntary behaviours and it provides quite good results in very diverse fields, including the choice of professional career (Ajzen, 2001; Kolvereid, 1996). According to it, a narrow relationship would exist between the intention to be an entrepreneur, and its effective performance. Intention becomes the fundamental element towards explaining behaviour. It indicates the effort that the person will make to carry out that entrepreneurial behaviour (Liñán, 2004). And so, it captures the three motivational factors that influence behaviour, which are the following (Ajzen, 1991):

Figure (03): The Theory of Planned Behaviour of Ajzen (1991)



### 1-2-1- Attitude towards the behaviour:

Refers to the degree to which the individual holds a positive or negative personal valuation about being an entrepreneur.

Kim and Hunter (1993) conducted meta-analyses of 93 independent behavioural intentions studies concluding by confirming strong empirical support for the attitude-intentions relationship. In their study, behaviours were divided into nineteen different topics; examples include intention to vote, intention to have a child, intention to donate blood, and intention to cheat or copy another's work. As expected, the relationship between attitude and behavioural intention was stronger than that between behavioural intention and ultimate behaviour, due in part to the effect of external factors as noted by Ajzen (1991).

### 1-2-2- Perceived social norms:

It would measure the perceived social pressure from one's peers and 'significant others' impacting one's intention to carry out –or not to carry out- that entrepreneurial behaviour.

Exposure to entrepreneurship is likely to have a positive bearing on an individual's decision to venture into business. While prior exposure to entrepreneurship is

important, the breadth and quality of such exposure is most effective when one actually owns a business or is involved in a business owned by a parent, relative, friend, neighbour as such businesses provide opportunities for one to be intimately involved with all operations (Krueger, 1993, p. 10).

In addition, family background can also be a motivator. Crant (1996) found that being raised in a family that is entrepreneurial significantly impacts individuals' intentions to start their own businesses.

### **1-2-3- Perceived behavioural control:**

It would be defined as the perception of the easiness or difficulty in the fulfilment of the behaviour of interest (becoming an entrepreneur).

It is, therefore, a concept quite similar to perceived self-efficacy (Bandura, 1997). Chen et al. (1998) define entrepreneurial self-efficacy (ESE) as the "strength of a person's belief that he or she is capable of successfully performing the various tasks and roles of entrepreneurs". Bandura (1977) identified three sources of self efficacy, namely enactive mastery (learning from doing), vicarious experience (learning from observing others) and verbal persuasion (learning from hearing) as well as management of physiological states such as stress (Boyd & Vozikis, 1994).

In the same way, it is also very similar to Shapero & Sokol (1982)'s vision about perceived feasibility. In all three instances, the important thing is the sense of capacity regarding the fulfilment of firm creation behaviours.

Both the TPB and SEE models provide comparable interpretations of entrepreneurial intentions (Krueger et al., 2000). Krueger et al. (2000) demonstrated that attitudes and subjective norms in the TPB model are conceptually related to perceived desirability in SEE; while perceived behavioural control in TPB corresponds to perceived feasibility in the SEE model. Essentially, perceived desirability and perceived feasibility are fundamental elements of intentional behavior.

General self-efficacy is an individual's faith in his or her capacity to perform successfully across a variety of diverse situations. Research into attitudes has found that one's perceptions of one's ability to perform specific tasks increase the likelihood of attitude converting into intent and consequent behaviour (Ajzen, 1991). In the

absence of self-efficacy, individuals make self-limiting decisions despite having the necessary skills to pursue a path of action (Bandura, 1986).

Boyd and Vozikis (1994) among others has been emphasized the role of entrepreneurial self-efficacy as a key antecedent in starting one's own business. From the theory of self-efficacy, it follows that individuals who discard entrepreneurship as a career option do so not because they necessarily lack the abilities needed, but because they believe themselves to lack these.

## **Section Two: The Theoretical Model**

The previous section dealt with and outlined the associated foundation theories which are the cognition-based theories of our thesis as we mentioned before.

This section provides a literature review of the extant entrepreneurial intention literature. It presents the main antecedents which are a set of variables that would exert their influence on intention of would be self-employed, and gives the research hypotheses and model built upon those antecedents which will be tested in the empirical part of this research.

### **2-1- Positive Attitudes:**

An attitude is a disposition to respond favourably or unfavourably to an object, person, institution, or event (Longman Business English Dictionary, 2007).

Mary Co and Bruce M., (2010) found that positive attitudes of respect and admiration towards trading encourage individuals to become entrepreneurs. Being encouraged to aspire to be rich and famous also generates a more positive view of entrepreneurial propensities. If people are encouraged to aspire to be rich, some will try to become rich by starting their own businesses. Being socialised to respect elders' wisdom also tends to generate a positive entrepreneurial environment. With these prior arguments, we suggest that:

**H1:** A positive attitude towards creating an enterprise will lead to an intention to do it.

### **2-2- Subjective Norms:**



According to Ajzen (1991), subjective norms should be approached through an aggregate measure of the kind “what do important others think?” the individual’s personal estimate of the social pressure to act according to or against the rigors of entrepreneurial behaviour. This pressure can become a trigger or a barrier to the development of an entrepreneurial career, depending on the social environment and its influence on people’s beliefs (Ajzen, 1991). A number of authors argue that from social point of view values transmitted by “important others” would cause more favourable perceptions regarding personal attraction and self-efficacy (Cooper, 1993).

### **2-2-1- Role model:**

Previous research on business ownership suggests that having not only a family member or close relative who is or was a business owner but even person’s set of close friends and contacts increase the likelihood of self-employment because these individuals can serve as role models (Mark P. et al., 2009).

Access to role models should therefore have a positive influence on an individual’s entrepreneurial intentions by helping to overcome fear, lack of experience, and various practical hurdles (typical start-up issues like developing market and supply contacts, planning facilities, working with government and regulators, finding partners and employees, or securing financing), Exposure to entrepreneurs provides a person not only with familiarity, but with an experienced network that can provide advice, insight, and encouragement (Mark P. et al., 2009).

The cumulative exposure to multiple role models is important (Scott & Twomey, 1988). Scherer et al, (1989) found that the importance of role models is due to changing perceptions of self-efficacy/self-confidence (Brian, M. et al., 2009). Katz (1995) showed that choosing self-employment as a career is influenced by information cues. With these prior empirical insights, we suggest:

**H2a:** Role model has a positive impact on the entrepreneurial intention.

### **2-2-2- Family background:**

Previous research shows that individuals with an entrepreneurial family are more likely to establish their own businesses (Basu & Virick, 2008; Linan et al., 2005). In particular, previous research about the influence of family tradition suggests that

individuals acquire certain business skills prior to their business start-up (Basu & Goswami, 1999). Past experience also equips them with the ideas, vision and confidence to start a new business (Altinay and Altinay, 2006). Mario F. et al. (2010) mentioned that several scholars have shown the influence of parents' professional activities on children's career decisions, as they often prefer to work in the same field as their parents (Scherer et al., 1991; Duchesneau and Gartner, 1990). Hence, having an entrepreneurial family background points towards a higher likelihood of self-employment (Scherer et al., 1989; Koh, 1995; Tackey and Perryman, 1999; Scott and Twomey, 1988). Based on these arguments, we hypothesise that:

**H2b:** Family background has a positive impact on the entrepreneurial intention.

### **2-3- Perceived Behavioural Control:**

Beyond demographic variables, positive attitudes and subjective norms, a myriad of other factors are likely to predict entrepreneurial intentions. Support factors, for example, have been shown to relate to the career choice of entrepreneurs (Henderson & Robertson, 1999). These factors are such as access to capital (finance needs), work experience (ex-contacts with the world of work and entrepreneurship) and quality of social support (social services, network ties and the availability of information).

This part of research examines how accesses to capital, human and social capitals of entrepreneurs influence the entrepreneurs' propensity to exploit and acquire initial resources at the early stage of new venture creation. New venture creation is characterized by heightened uncertainty and information asymmetry problems, which hamper the resource owners' ability to properly evaluate the viability of the new venture (Venkataraman, 1997). Network ties are therefore seen as an important mechanism to overcome these problems and to facilitate cooperative exchange (Shane & Cable, 2002).

#### **2-3-1- Access to capital:**

Maas and Herrington (2006) indicate that lack of financial support is the second major contributor to the low total entrepreneurial activity (TEA) rate in South Africa (Fatoki, 2010). The need for capital is common to everyone who is self employed (Casson, 2003). Elsenhardt and Martin (2004) use the Resource Based Theory to demonstrate the financing needs of an entrepreneur. They argue that entrepreneurs

need resources such as fixed assets and working capital to be able to achieve a competitive advantage in the market. Pretorius and Shaw (2004) observe that a large percentage of the failure of entrepreneurial ventures in South Africa is attributed to inadequate capital structure or resource poverty (Fatoki, 2010). Based on that we suggest:

**H3a:** Access to capital positively affects entrepreneurial intention.

### **2-3-2- Work experience:**

It refers to the work and educational experiences that people have. Henderson and Robertson (1999) found that the informal support of students' own experiences along with the views of their families played a larger role in their vocational choice than did the formal support of teachers and career counsellors. They report that students' "own experiences included contact with people who were entrepreneurs and business owners" (p. 242).

Drennan, Kennedy, and Renfrow (2005) found that other childhood experiences that involved facing adversity or frequent relocation also had a positive effect on individuals' perceived autonomy and attitude toward self-employment. At the same time, it can be argued prior exposure in the form of direct experience in starting or attempting to start a new business would affect attitudes and perceptions about entrepreneurship as a career. This leads to our hypothesis as follows:

**H3b:** Work experience positively affects entrepreneurial intention.

### **2-3-3- Quality of social support:**

It refers to the social relationships that people have. The characteristics and the intensity of these relationships can determine people's intention towards creating an enterprise (Johannisson, 1991; Johannisson, Ramirez-Pasillas & Karlsson, 2002; Liñán & Santos, 2007). In this sense, Naphiet & Ghoshal (1998), consider the cognitive dimension of social capital as very important. It helps individuals to make sense of information and classify it into perceptual categories. In particular, Cognitive Social Capital provides assets in the way of shared languages or vocabulary, and shared narratives, which in turn would affect perceptions and intention towards entrepreneurship (R. Lee & Jones, 2008).

Liñán et al. (2005) mentioned that a wide range of start-up support agencies have been created recently at the national, regional and local level. Individuals approaching these agencies would be showing an explicit interest in starting a venture and, therefore, could be considered as potential entrepreneurs (Thompson, 2009). It may be argued, however, that seeking information is already a specific firm-creation activity and those performing it should be considered as nascent entrepreneurs (Honig & Karlsson, 2004; P. Mueller, 2006). In short, for our research contexts, we hypothesize the following:

**H3c:** Quality of social support positively affects entrepreneurial intention.

#### **2-4- Demographic Variables (Control Variables):**

Scientific literature has extensively investigated socio-demographic variables as determinants of entrepreneurial intentionality. According to the theory of planned behaviour (Ajzen, 1991), external variables will exert their direct influence only on the antecedents of intention. For this reason, demographic and control variables were included as explaining personal attraction, social norms and perceived behavioural control (self efficacy). The demographic variables are such as: gender or sex (male or female), age, educational level (non-student, undergraduate, post graduate and so forth), study majors (business students with various majors or business and non-business students –e.g. engineer-).

From the point that our study will focus only on the business students of the Higher School of Commerce of Algiers who are approximately have the same age around 22 to 30 years, and they are in various majors (Finance, Accounting, Management, and Marketing). The socio-demographic variables mentioned before will be insignificant in this study except “Gender” and “Major (Specialisation)” which are discussed in next.

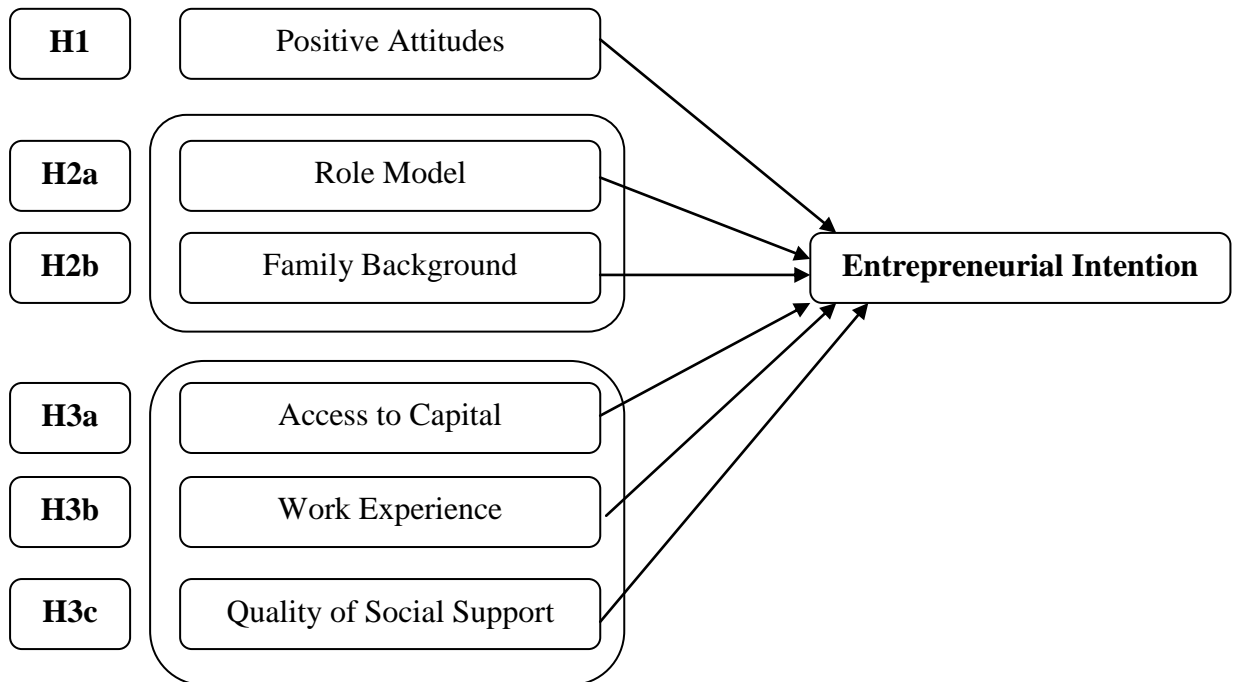
Some researchers seek to explain the phenomena of the entrepreneurial intention through demographical differences as Wilson *et al.* (2007) found that males have more self efficiency (confidence) and intention to start their own venture than females have. Yordanova and Tarrazon (2002) also provided empirical evidence that male have higher entrepreneurial intentions than females have. Cultures high on masculinity emphasise work goals, assertiveness and materialism such as earnings

and promotion, while feminine cultures stress personal goals, such as employment security, human relationships, concern for others, and nurturing relationships (Hofstede, 1980).

Overall, empirical evidence suggests that women are likely to have lower expectations than men for success in a wide range of occupations. There is significant evidence to suggest that women are more likely than men to limit their career aspirations and interests because they believe that they lack the necessary capabilities (Bandura, 1992).

From a practical perspective, Ted Baker et al. (2010) suggest that gender differences that are consequential for entrepreneurial activity—though they may well have been attenuated in recent years—continue to exist among young, educated men and women. However, they also suggest that even if women were in a position to discover the same opportunities as men this would likely not result in the disappearance of gender differences in entrepreneurial activity or results. What is a good opportunity to one person is not always a good opportunity to another, and there appear to be systematic gender patterns to such differences.

**Figure (04): The Entrepreneurial Intention theoretical model**



Source: Done by the student, 2012.

# **Chapter Three:**

# **Research Method**

## Chapter Three: Research Method

Chapter two of this thesis represented the theoretical background of the research, by setting up the associated foundation theories which are the cognition-based theories of our thesis, this in section one. Then it provided in section two the theoretical model of the study by giving a literature review of the extant entrepreneurial intention literature, and gave the research hypotheses which will be tested in the empirical part of this research.

This Chapter proceeds as follows: it reintroduces the research model of entrepreneurial intention and provides a summary of the questionnaire and how it is built, then it gives a brief introduction of the approach used in the study, then it discusses the sampling issues, and provides a review of literature of the questionnaire method. Finally it highlights the data collection procedures and describes the instrument used to measure the relevant variables.

### 1- Research Model:

This study is concerned with the investigation of entrepreneurial intention in Higher School of Commerce in Algeria. It positions and tests the question: **Do Algerian students have the entrepreneurial intention to be self-employed?**

A survey questionnaire developed for this study by utilising validated scales, adapted from previous studies. The origin of each of the scales, and their adaptation, is discussed further in each variable's treatment.

#### Definition Statement of the Questionnaire:

**“For the fulfilment of the requirements for the degree of commercial and financial sciences magister, a survey is conducted as part of this research which is about “The Entrepreneurial Intention among Algerian Students –Higher School of Commerce Students case study-“. It aims to search whether Algerian students have the entrepreneurial intention to be self-employed (to start their own business) or not? And what are the determinants and antecedents of that intention?**

**The time you spend on this survey questionnaire will not exceed 15 minutes. We guarantee you the total confidentiality of your answers. We are grateful for your effort of completing this questionnaire.**

**PS: Put the mark (X) in the square which indicates your situation or opinion.**

Indicate your level of agreement with the following statements from 1 (total disagreement) to 5 (total agreement).”

Statements	Totally disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Totally agree (5)

However, each interviewer should say the same thing so there has to be a standard introduction. It should quickly and succinctly communicate the purpose of the survey, any aspects of confidentiality and what is required of the respondent. The introduction is arguably one of the most important components of a questionnaire because if it fails to engage with the respondent, there will be no questionnaire answers at all.

### **1-1- The Demographic Variables (Control Variables):**

#### **1-1-1- Gender:**

This variable represents a control variable through a question which determines the gender of the respondent (Gender: Male  Female ).

#### **1-1-2- Age:**

Higher School of Commerce students' age is between 22 and 30 years old, these students belong to the empirically highest entrepreneurial inclination segment of the population. This implies that those students with high level of education tend to show a greater propensity towards entrepreneurship.

#### **1-1-3- Major (Specialisation):**

Business Students in various majors have common modules such as economy and statistics and different modules depend on each specialization for example: management students study particularly the strategic and organisational aspects, whereas finance students focus their studies on banking and investment issues and so forth. Such differences in modules and quality of training can play and exert an effect on the individual intention. Such 'exogenous' influences are often used as control



variables. For the purpose of this study we introduce major of student as a control variable.

#### 1-1-4- Ex-School:

Students of Higher School of Commerce are generally native students; it means that they start studying in that school from the first year of their university registration, some of them joined the school seeking for specialization in their field of study, as some of them were came on the fourth year. Studying in the Higher School of Commerce from the beginning could have an effect on the students' quality of training and study which can have an impact on the students' entrepreneurial intention formation itself.

#### 1-2- The Dependent Variable:

For the purpose of this research, "Entrepreneurial Intention" is considered as a dependent variable and it is defined as an individual's "student's" attention after a formation of certain beliefs and attitudes to become self-employed "behave to be entrepreneur". This intention is determined according to Ajzen (1991) by three motivational factors that influence the behaviour, which play the role of independent variables (furthermore explanation in the next point).

As this study aims to search whether Algerian student have an entrepreneurial intention to be self-employed or not; a set of statements were asked and mentioned to

Statements	Totally disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Totally agree (5)
2-7- I have very high intention of ever starting a business.					
2-8- I expect I'll start up a business because there won't be a job available.					
2-9- If I'll given a choice between self employment and being employed, my preference would be self employed.					

detect that intention.

Intention was measured: By three statements adapted from (Krueger, N. and Carsrud, A. (1993), Chen, C.C., Greene, P.G. and Crick, A. (1998)), utilising a five point likert scale ranging from 1 (totally disagree) to 5 (totally agree).

The first statement was (2-7): **I have always wanted to work for myself.** It suggested a strong interest towards the self-employment.

The second statement was (2-8): **I expect I'll start up a business because there won't be a job available.** It detected the respondent's expectation towards employment versus self-employment.

The third statement was (2-9): **If I'll given a choice between self employment and being employed, my preference would be self employed.** It indicated the student's preferences and willingness to self-employment.

Idea or Project owning existence and their effect on the entrepreneurial intention formation was detected: By six questions of the shape of selecting the appropriate answer which indicate the respondent's self opinion; they are adapted from Davidsson (1995), and Tounés (2003).

The first question which symbolized as (2-1) was: **Do you have an idea or a project to start a new enterprise?** It is used to find whether the respondent has an intention to be self-employed or not.

The second question was (2-2): **How this idea or project was born?**

2-2-1- Come after meetings with entrepreneurs	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2-2-2- Come from your business studies which you have followed	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2-2-3- Come after a job or training	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2-2-4- By reading the specialised press	Yes <input type="checkbox"/>	No <input type="checkbox"/>

By giving yes or no choices, the respondent gave the way his or her idea was born.

The third question (2-3) aimed to detect the time the respondent spent to get the appropriate information and knowledge to formalize his or her idea or project: **How much time do you spend now in information researching for better formalizing the following aspects of your idea or project?**

Aspects	Never	Rarely	Sometimes	Often	Always
2-3-1- The market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-3-2- The product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2-3-3- Building the business plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2-3-4- Other (thanks for précising )	.....				

The fourth question (2-4) suggested associations, organisations and schools which could be a trigger and a motive to formulate an idea or engage in a project: **From whom?**

2-4-1- Organisations or associations specialised in enterprise creation supporting	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2-4-2- Professions chamber	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2-4-3- Your school/university studies	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2-4-4- Other (thanks for précising )	.....	

The fifth question (2-5) measure the clarity rate of the respondents about the relevant aspects needed to realize and start a project: **Can you tell us about the following aspects of your idea or project?**

Aspects	Nothing clear	Rather clear	Clear	A few clear	Totally clear
2-5-1- Do you have an idea about your future customers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-5-2- Do you have an idea about your future suppliers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-5-3- Do you have an idea about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

your future competitors?					
2-5-4- Do you have an idea about your financial resources needs of starting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
2-5-5- Do you have an idea about your human resources needs of starting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

The sixth question (2-6) included a temporal scale which indicates whether the respondent (as a graduate at an early career choice stage) is going to realize his or her idea/project creation in a short or a long term: **In how much time do you think you're going to realise your idea or project creation?**

• Less than 1 year	<input type="checkbox"/>
• Between 1 year and less than 3 years	<input type="checkbox"/>
• Between 3 years and less than 5 years	<input type="checkbox"/>
• More than 5 years	<input type="checkbox"/>

### 1-3- The Independent Variables:

For the purpose of this study, determinant factors which build our model were considered as an independent variables which play an explicative role in term of effecting the entrepreneurial intention of the student or not.

#### 1-3-1- Positive attitudes:

The positive attitudes measure reflects the respondents' attitudes towards working for themselves (self-employment), and how far the idea of owning their own business can be considered attractive for them.

The ten positive attitudes items used in this study were adapted from Krueger (1993), they were used in this survey to test whether those positive attitudes have an impact on the entrepreneurial intention of the student to be self-employed or not (**H1**: A positive attitude towards creating an enterprise will lead to an intention to do it).

Responses were indicated on a five point Likert scale ranging from 1 (totally disagree) to 5 (totally agree).

Statements	Totally disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Totally agree (5)
3-1- A career as an entrepreneur is totally attractive to me.					
3-2- By starting my own business, I would take responsibility.					
3-3- By starting my own business, I would have authority.					
3-4- By starting my own business, I would be more independent.					
3-5- I like to dare challenges, thus I would start my own business.					
3-6- Being an entrepreneur implies more advantages than disadvantages to me.					
3-7- Being an entrepreneur makes me rich and famous.					
3-8- Being an entrepreneur makes me satisfied and respects myself.					
3-9- Being an entrepreneur allows me to be more innovative than others.					
3-10- I'm eager to win and achieve my personal goals.					

The first statement (3-1): **A career as an entrepreneur is totally attractive to me.** It shows to what extent the student finds self-employment attractive and desirable.

Statement (3-2/ 3-3/ 3-4/ 3-4/ 3-5/ 3-6/ 3-7/ 3-8/ 3-9/ 3-10 respectively): **By starting my own business, I would take responsibility. By starting my own business, I would have authority. By starting my own business, I would be more independent. I like to dare challenges, thus I would start my own business. Being an entrepreneur implies more advantages than disadvantages to me. Being an entrepreneur makes me rich and famous. Being an entrepreneur makes me**

satisfied and respects myself. Being an entrepreneur allows me to be more innovative than others. I'm eager to win and achieve my personal goals. They show the perceived desirability of the student, why he wants to be his or her own boss.

### 1-3-2- Subjective Norms:

According to Ajzen (1991), subjective norms should be approached through an aggregate measure of the kind —what do important others think?

This study used 4 questions adapted from Forbes, D. (2005). The six items-scale was adapted from (Krueger, N. and Carsrud, A. (1993), Chen, C.C., Greene, P.G. and Crick, A. (1998)), utilising a five point likert scale ranging from 1 (totally disagree) to 5 (totally agree).

### 1- Role model:

This factor operationalizes the influence of the role models on the entrepreneurial intention of a student, its measurement tests (**H2a: Role model has a positive impact on the entrepreneurial intention**).

Role model was measured:

1. By two questions:

The first question (**4-1-1**) was to indicate whether the respondents have a role model who could be a friend, a colleague, a famous...etc, and who might be a source of inspiration and motivation to the student to start his or her own business: **Do you have a role model (important others: could be a friend, colleague, famous...etc) involved in their own businesses?**

Yes  No  (Please, go to statement N°4-1-3)

The second question (**4-1-2**) was a supplement of question before; it was for the purpose of rating the experience of the student's role model of getting involved in their own business: **If yes, how would you rate their experience of starting and managing their own businesses?**

<b>Absolutely negative (1)</b>	<b>negative (2)</b>	<b>Neutral (3)</b>	<b>Positive (4)</b>	<b>Absolutely positive (5)</b>
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2. By 2 statements:

Statements	Totally disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Totally agree (5)
4-1-3- My immediate surrounded people value entrepreneurial activity above other activities and careers.					
4-1-4- I believe that my immediate surrounded people think that I should be an entrepreneur.					

The first statement (**4-1-3**) was asked to know if the student's environment support and value the career as an entrepreneur: **My immediate surrounded people value entrepreneurial activity above other activities and careers.**

The second statement (**4-1-4**) shows what the student's surrounded people think that the student should do? **I believe that my immediate surrounded people think that I should be an entrepreneur.**

## 2- Family background:

This variable was used for the purpose to test (**H2b**: Family background has a positive impact on the entrepreneurial intention).

Family background was measured:

1. By two questions:

The first question (**4-2-1**) was: **Have your parents or family members (could be a brother, sister...etc) ever started their own businesses?** It is pointed out whether a member of the student's family has or had his or her own business.

The second question (**4-2-2**) was a supplement of the question before; it was for the purpose of rating the experience of the student's family member of getting

involved in their own business: **If yes, how would you rate their experience of starting and managing their own businesses?**

<b>Totally negative (1)</b>	<b>negative (2)</b>	<b>Neutral (3)</b>	<b>Positive (4)</b>	<b>Totally positive (5)</b>

2. By one statement indicated the perception of the student's family members concerning what their son or brother should be: **I believe that my family members think that I should be an entrepreneur.**

<b>Statements</b>	<b>Totally disagree (1)</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Totally agree (5)</b>
4-2-1- I believe that my family members think that I should be an entrepreneur.					

### **1-3-3- Perceived behavioural control:**

The perceived behavioural control is an individual's perceptions of his or her own entrepreneurial abilities (Forbes 2005). Questions and items-scale addressed three different roles associated with entrepreneurial intention. These three tasks included access to capital, work experience and the quality of social support.

This study utilizes an adapted measure based on those previously employed by Krueger, N. (1993), Chen et al. (1998) and Forbes (2005).

#### **1- Access to capital:**

This factor utilized for the purpose of verifying the (**H3a: Access to capital positively affects entrepreneurial intention**).

It was measured by two statements:

<b>Statements</b>	<b>Totally disagree</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Totally agree</b>



	(1)				(5)
5-1-1- It is easy of getting a bank financing.					
5-1-2- It is easy of getting a credit from my family					

The two statements (5-1-1/ 5-1-2) indicate the ease rate of the availability of financial resources.

## 2- Work experience:

Work experience was used to operationalize (H3b: Work experience positively affects entrepreneurial intention).

Four questions were asked to detect the impact of the student's prior work experiences on his or her entrepreneurial intention formulizing.

Question one was (5-2-1) which indicates if the student had an experience of working with his or her family or not: **Have you worked in your family business or an enterprise?** Yes  No  (Please, go to question N°5-2-3)

Question two (5-2-2) was a supplement of question before; it was for the purpose of rating the work experience of the respondent: **If yes, how would you rate your experience of working or getting involved in that?**

Totally negative (1)	negative (2)	Neutral (3)	Positive (4)	Totally positive (5)

Question three was (5-2-3) to search whether the student had an experience of getting involved in a business creation, either by himself or herself or with the organisations of business creation and support or not: **Did you get involved in business creation training?** Yes  No  (Please, go to statements N°5-2-5)

Question four (5-2-4) was a supplement of question before; it was for the purpose of rating the experience of the respondent: **If yes, how would you rate your experience of getting involved in that?**

Totally negative (1)	negative (2)	Neutral (3)	Positive (4)	Totally positive (5)

Three statements were utilized as a measurement of the effect of the respondent's abilities, prior experiences and studies on his or her entrepreneurial intention formalizing. They are (5-2-5/ 5-2-6/ 5-2-7 respectively): **I'm able to control the creation process of new business. I believe I would be completely able to start a business. My business studies and training will aid me to start my own business.**

Statements	Totally disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Totally agree (5)
5-2-5- I'm able to control the creation process of new business.					
5-2-6- I believe I would be completely able to start a business.					
5-2-7- My business studies and training will aid me to start my own business.					

### 3- Quality of social support:

This factor was used to test (**H3c**: Quality of social support positively affects entrepreneurial intention).

Statements (5-3-1/ 5-3-2) are used to highlight the quality of social networks and business creation associations of the student which can play a significant role in his or her entrepreneurial intention formation: **I have a good network to start my own business. The venture creation associations would ease to me the creation process.**

Statements (5-3-3/ 5-3-4) showed how it is easy or difficult to a student to find the appropriate information and advices to realize his or her idea or a project: **It is easy of finding the appropriate information which I need to realise my idea or project. It**

is easy of finding the appropriate advices which I need to realise my idea or project.

Statements	Totally disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Totally agree (5)
5-3-1- I have a good network to start my own business.					
5-3-2- The venture creation associations would ease to me the creation process.					
5-3-3- It is easy of finding the appropriate information which I need to realise my idea or project.					
5-3-4- It is easy of finding the appropriate advices which I need to realise my idea or project.					

## 2- Research Methodology:

According to Cooper and Schindler (2003) research methodology presupposes the kind of methods to be used and the type of instruments developed to collect appropriate data. Therefore, a research methodology provides the conceptual framework for the procedures used in collecting data. In their view, the methodology provides answers for questions such as: What techniques will be used to gather data? What kind of sampling will be used? How will time and cost constraints be dealt with? The research methodology, therefore, specifies the methods and procedures for the collection, measurement, and analysis of data.

A number of models have been proposed to explain the relationship between an individual's personal characteristics and subsequent intentions.

This study tests the Entrepreneurial Intention Model which is adapted from the cognition-based theories and models: The Theory of Planned Behavior (TPB), The Model of Entrepreneurial Event (SEE), on a sample of business graduate students from the Higher School of Commerce (Algiers). Statistical analysis suggests that the theory of planned behavior can be applied to study entrepreneurial intention among

university students. Entrepreneurial intention was predicted significantly in previous studies by personal attractiveness of being an entrepreneur and perceived feasibility of doing this; with perceived feasibility were being a stronger predictor than personal attractiveness. Social norms “the influence of important others’ opinions” were found to be non-significant.

### **2-1- Research Approach:**

Generally, there are different approaches that have to be considered in designing a research. However, as claimed by Hussey and Hussey (1997), the most common are quantitative and qualitative. They do, however, point out that the use of triangulation, which means the use of both approaches in the same study is also a possible research approach. They also point out that the choice of a particular approach is determined partly by the nature of the research problem, and is also shaped by one’s assumptions, and selecting a research design rests on the nature of the phenomenon that is being studied.

Considering the nature of the above research questions, a quantitative approach was used to address these questions. As pointed out by Bless and Higson (2000) an important advantage of numbers is that they can be analysed by means of descriptive and inferential statistics. They further cite that quantitative research uses methods that provide factual and reliable data that can usually be generalized to a large group at the end of the research. Although the quantitative approach is privileged in this study, the researcher acknowledges that it has its own weaknesses that are applicable to the current research.

For instance Bless and Higson (2000) indicate that quantitative research methods are criticized for their reductionist nature in that they consider only a limited number of factors, which can lead to an incomplete description of social reality. Other criticisms are specified by Hussey and Hussey (1997) in the following terms:

- A highly structured research design imposes certain constraints on the results and may ignore more relevant and interesting findings;
- Researchers are not objective, but part of what they observe. They bring their own interests and values to the research;

- It is impossible to treat people as being separate from their social contexts and they cannot be understood without examining the perceptions they have on their own activities.

Considering the purpose of this study and the research questions to be addressed, this study can be categorized as a descriptive and analytical research. According to Hussey and Hussey (1997) a descriptive research describes phenomena, as they exist. It is used to identify and obtain information on the characteristics of a particular problem or issue. They further mention that descriptive research is undertaken to ascertain and describe the characteristics of the pertinent issues.

The analytical techniques to test the hypotheses in this study were performed using SPSS.

### **2-2- Research Sample:**

In the process of collecting data for a research, Hussey and Hussey (1997) indicate that the first and most critical stage is to identify the sample and ensure that the sample is unbiased and representative. Thereafter, it is necessary to decide how the questions will be approached.

Research participants are business graduate students of the Higher School of Commerce of Algiers (they are in the final year of their studies which is the fourth year). They are the students of 2011/2012 who represent more than 400 students in various majors “specialisations” which are: Finance, Accounting, Management and Marketing. They are participating in subjects included in general: economy, management, finance, accounting, marketing, and statistics...etc.

“Graduates” can be described as students who are in their final year of study in universities (Pihie, 2009). They constitute a potential source of would-be entrepreneurs because of the high unemployment caused by limited opportunities in government and private firms in Algeria. In addition, as pointed out by Veciana et al. (2005) last year students are about to face their professional career choice and secondly, these students belong to the empirically highest entrepreneurial inclination segment of the population. This implies that those individuals between 22 and 30 years old with high level of education tend to show a greater propensity towards entrepreneurship.

College students may not elect to become self employed immediately upon graduation. Reitan (1996) differentiated between short term and long term intentions, and found evidence that situational variables may be less important for long-term intentions than for short-term intentions. Long-term intentions seem to be a more appropriate measure of entrepreneurial intention among college students, as short term intention is indicative of imminent start-up activities, which is likely to be relatively rare in college students.

Precisely business students not any other students are selected because:

- They know what business really means?
- How it is started?
- How it would be managed?
- What factors contribute towards the success or failure of the business?
- What environmental prerequisites are necessary for starting up a new business venture?

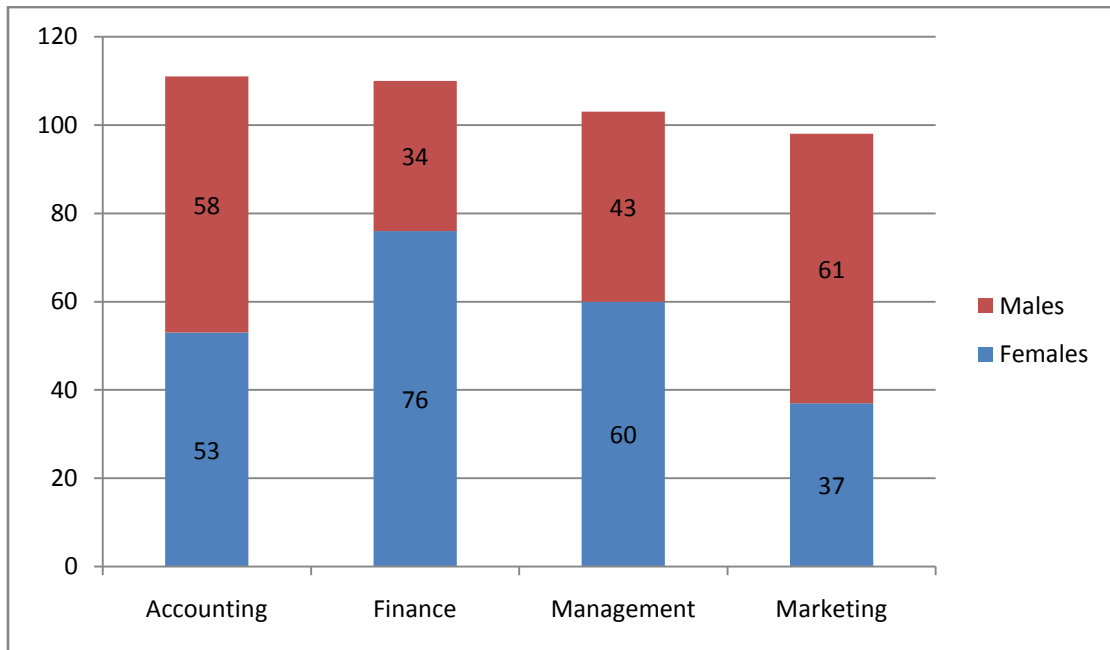
**Table (01): Presentation of the Higher School of Commerce total number of students (2011/2012)**

Level	Specialization	Females		Males		Total
		Number	%	Number	%	
1 <sup>st</sup> Year (new system)	Master (new system)	38	28.75%	95	71.43%	133
3 <sup>rd</sup> Year (old system)	Accounting	43	51.81%	40	48.19%	83
	Finance	45	56.96%	34	43.04%	79
	Management	37	42.53%	50	57.47%	87
	Marketing	41	51.25%	39	48.75%	80
4 <sup>th</sup> Year (old system)	Accounting	53	47.75%	58	52.25%	111
	Finance	76	69.06%	34	30.91%	110
	Management	60	58.25%	43	41.75%	103

	Marketing	37	37.76%	61	62.24%	98
	Total	430	48.64%	454	51.36%	<b>884</b>

Source: Higher School of Commerce, Student Affairs Department, 2012.

**Figure (05): Presentation of the Higher School of Commerce graduate students (Sample Members) (2011/2012)**



Source: Higher School of Commerce, Student Affairs Department, 2012.

The total number of Higher School of Commerce graduate students is 422 which represent 47.73% of the total number of students in Higher School of Commerce (884). Members of the sample are formed from males and females from four specializations (options), where the number of the sample males was 196 with a percentage of (46.44%), while the number of the sample females was 226 which represent a percentage of (53.56%).

Accounting specialization represents the highest number of the students sample with a number of 111 students, followed by Finance, Management and Marketing specializations respectively with a number of 110, 103 and 98 students.

**2-3- Research Questionnaire:**

Data can be collected by means of personal interviews, telephone interviews, and self-administered questionnaires (Cooper and Schindler, 2003). For the purpose of

this study, a self-administered questionnaire is utilised for the advantages it offers compared to interviews.

According to Bell (1987) a questionnaire is a quick and inexpensive process to obtain a vast amount of information covering a large area within a relatively short time. A questionnaire tends to be more reliable because:

- It guarantees confidentiality;
- It helps to avoid fear and embarrassment, which may result from direct contact;
- It allows respondents to be free to answer in their own time and at their own pace; and;
- It enables the researcher to collect large quantities of data from a considerable number of people over a relatively short period of time.

The most common ways of distributing these questionnaires are through the use of mail, fax, and the Internet. They can also be distributed in person.

A questionnaire was used for that purpose of this research. It is based on the existent theoretical and empirical literature about the application of the two theories which is mentioned before to entrepreneurship. It is aimed to measure the entrepreneurial intention and its antecedents and determinates through a likert-type scale of items developed for that purpose (measuring the entrepreneurial intention).

The questionnaires were personally distributed by us. It was possible for us to distribute, and collect questionnaires from students because all students were on the same school and within the same scheduled lecture periods in study's weeks.

The questionnaire included only closed-ended questions and some. A question is described as closed-ended if the respondent's answer is selected from a number of predetermined alternatives. Closed-ended questions are very convenient for collecting factual data and are usually easy to analyse since the range of potential answers is limited. However, closed-ended questions can be criticised for they do not provide the opportunity to the respondents to give their opinions as precisely as possible in their own words (Hussey and Hussey, 1997).

#### **2-4- Research Procedure:**



The first step in the process of collecting data was to acquire a schedule of lectures of students of various majors and groups. Second step was the distribution of the questionnaires which was delivered personally by us. Third step was the collection of the questionnaires in the same day of the distribution or after days.

Students answered items that addressed their entrepreneurial intentions, positive attitudes, subjective norms and perceived behavioural control. They also responded to questions about their ages, gender and specialization and whether they come to the school from their first year or on the third or fourth year. Response options included five-point Likert scales and appropriate categorical and dichotomous scales. The items used in the questionnaire are more discussed and explained in chapter four.

The distribution and the collection of questionnaires were between February 5<sup>th</sup> and February 9<sup>th</sup>. In summary 385 questionnaires were distributed to students, only 359 were collected. 26 questionnaires could not be collected, either because the students were not present during the time collection or because they were not willing to participate. The 359 of the collected questionnaires only 339 were usable in comparison to 20 unusable ones.

In general, we achieved a high rate of returned questionnaires of 93.24%. However, this rate can be justified by the data collection technique used. It is generally accepted that questionnaires delivered directly to the respondents will grant a higher return rate compared to other techniques such as the mail questionnaires, online questionnaires, ...etc (Hussey and Hussey, 1997).

Number of the distributed questionnaires, rate of respondents' participation, and returned questionnaires, and number of usable and unusable questionnaires are summarised in turn in tables below:

**Table (02): Number of questionnaires distributed to and returned from students**

	Number of distributed questionnaires		Number of returned questionnaires	
	Number	%	Number	%
Accounting	102	91.89%	97	95.09%

Finance	99	90%	90	90.90%
Management	92	89.32%	85	92.39%
Marketing	90	91.83%	87	96.66%
Total	385	91.23%	359	93.24%

Source: Done by the student, 2012.

**Table (03): Number of usable and unusable questionnaires**

	Number of usable questionnaires		Number of unusable questionnaires	
	Number	%	Number	%
Accounting	93	95.87%	4	4.13%
Finance	87	96.66%	3	3.34%
Management	80	94.11%	5	5.89%
Marketing	79	90.80%	8	9.20%
Total	339	94.42%	20	5.58%

Source: Done by the student, 2012.

In order to translate the collected data into meaningful research result, a statistical technique was applied for the study. The analysis for this study was carried out by using SPSS a computer program that helps to accelerate the statistical figures such as generating frequency tables, descriptive statistics and many more. The Statistical Package for Social Sciences Program (SPSS) version 14 would be used for analyzing the quantitative data. The information collected would serve as essential inputs for us to test our hypotheses and get more effective results.

After the collection of the data, we coded them and inputted them into the SPSS program. We coded data according to the nature of the question's answers; (yes or no) questions were coded as dummy variables (1/2), 1 value denoting yes and 2 value denoting no. Items-scale were coded as five likert-type from 1 to 5. we determined the longitudinal of the item-scale as follows: we calculated the extension of the scale ( $5-1=4$ ) then we divided ( $4/5=0.8$ ) then we added this values to the minimum value of

the scale which is (1) to become (1.8), then our scale of mean is: from 1 to 1.8, from 1.8 to 2.4, from 2.4 to 3.6, from 3.6 to 4.2 and from 4.2 to 5.

# **Chapter Four: Results' Discussion**

## Chapter Four: Results' Discussion

Chapter three of this thesis offered a presentation of the research methodology in term of representing the research model and introducing the research approach, sample, questionnaire and procedure.

This chapter presents the results of the data which is collected from the questionnaires' feedbacks described in Chapter Three, and tests the hypotheses. This chapter proceeds as follows: after presenting the Cronbach Alpha test of reliability, then it introduces the descriptive statistics for the research model variables. Finally it reports the results from the analysis of econometric tests performed to test hypotheses by giving the simple regression analysis of each independent variable in relation to the dependent variable, giving the inter-correlation matrix of dependent and independent variables and giving the multiple regression analysis of the model. The analysis was primarily conducted using SPSS for Windows Version 14.0.

### 1- Test of Reliability (Cronbach Alpha):

Scale reliability of the instruments used in this research was tested using SPSS 14.0. All values in the inter-item correlation matrices were positive values, indicating that the items are measuring the same underlying characteristic and confirming the internal consistency of the scales. Cronbach alphas are presented in Table 4 below.

**Table (04): Cronbach alphas of the questionnaire reliability**

Scale	Cronbach alpha	Number of items
Entrepreneurial Intention	0.926	20
Positive Attitudes	0.736	10
Role Model	0.756	08
Family Background	0.732	02
Access to Capital	0.875	02
Work Experience	0.774	07

Quality of Social Support	0.726	04
Overall	0.863	53

The table above shows the overall Cronbach alpha and Cronbach alpha in each scale for each variable.

Existing studies have considered Cronbach's alpha values of 0.70 and above to be reliable and satisfactory. Our overall Cronbach alpha suggests a strong relationship amongst the 53 items of the questionnaire where the study's Cronbach alpha reliability coefficient = 0.863 which was over the acceptable cut-off level for 0.7, means that the internal consistency of the items on the scale of the model is high, and the tool measurement of this study is acceptable and practical tool. Cronbach alpha in each scale for each variable are discussed below:

For Cronbach alpha of Entrepreneurial Intention items-scale = 0.926 which is the highest among all Cronbach alphas, it indicates a strong relationship between Entrepreneurial Intention items.

For the rest other variables, Cronbach alpha for Access to Capital, Work Experience, Role Model, Positive Attitudes, Family Background and Quality of Social Support were 0.875, 0.774, 0.756, 0.736, 0.732 and 0.726 respectively. All the Cronbach alphas of indicate a strong relationship and a high consistency between the items of each variable.

## 2- Descriptive Statistics:

Descriptive statistics include the numbers, tables, charts, and graphs used to describe, organize, summarize, and present raw data. Descriptive statistics are most often used to examine: Mean (central tendency): which is the location of data, where data tend to fall, as measured by the mean, median, and mode. Standard deviation (dispersion or variability) of data, how spread out data are, as measured by the variance and its square root, the standard deviation.

Tables below give a summary of the descriptive analysis of this study model, each table is followed by an explanation of its containing.

The mean scale for each category of the questions and statements scales is as followed:

- For timing questions of 5 likert-types, our mean scale is: from 1 to 1.8 (Never), from 1.8 to 2.4 (Rarely), from 2.4 to 3.6 (Sometimes), from 3.6 to 4.2 (Often) and from 4.2 to 5 (Always).
- For timing questions of 4 likert-types, our mean scale is: from 1 to 1.75 (Less than 1 year), from 1.75 to 2.5 (Between 1 year and less than 3 years), from 2.5 to 3.25 (Between 3 years and less than 5 years), from 3.25 to 4 (More than 5 years).
- For clarity questions, the mean scale is: from 1 to 1.8 (Nothing clear), from 1.8 to 2.4 (Rather clear), from 2.4 to 3.6 (Clear), from 3.6 to 4.2 (A few clear) and from 4.2 to 5 (Totally clear).
- For agreement questions, the mean is: from 1 to 1.8 (Totally disagree), from 1.8 to 2.4 (Disagree), from 2.4 to 3.6 (Neutral), from 3.6 to 4.2 (Agree) and from 4.2 to 5 (Totally agree).

### 2-1- Dependent Variable:

This part of this section gives the descriptive analysis according to the mean and standard deviation of the dependent variable (the entrepreneurial intention). It summarises also each question (of the idea or project owning) and statement's descriptive statistics and its explanation.

**Table (05): Descriptive statistics of idea or project owning (Q 2-1)**

Item		Frequency	Percentage
<b>Do you have an idea or a project to start a new business?</b>	Yes	222	65.49
	No	117	34.51
	Total	339	100

Source: Survey data, SPSS 14.0 output, 2012.

From the table above, the number of students who have an idea or a project to start a new business was 222 with a percentage of 65.49%, where the number of students who don't have an idea or project was 117 with a percentage of 34.51%, implying that

most graduate students of the Higher School of Commerce have an idea or a project to start a new business.

**Table (06): Descriptive statistics of idea or project owning (Q 2-2)**

Item		Frequency	Percentage
<b>Come after meetings with entrepreneurs</b>	Yes	114	51.35
	No	108	48.65
	Total	222	100
<b>Come from your business studies which you have followed</b>	Yes	165	74.32
	No	57	25.68
	Total	222	100
<b>Come after a job or training</b>	Yes	30	13.51
	No	192	86.49
	Total	222	100
<b>By reading the specialised press</b>	Yes	11	4.95
	No	211	95.05
	Total	222	100

Source: Survey data, SPSS 14.0 output, 2012.

Table (06) above shows descriptive statistics of Q 2-2: **How this idea or project was born?**

Of 222 students who said that they have an idea or project to start a new business, 114 of them claimed that it comes after meetings with entrepreneurs, 165 of them claimed that it comes from their business studies which they have followed, 30 of them claimed that it comes after a job training and just 11 of them claimed that it comes by reading the specialised press. As it is shown from the table above most students' ideas came from their business studies which they have followed and after a meeting with entrepreneurs respectively.



**Table (07): Descriptive statistics of idea or project owning (Q 2-3)**

N° of Question	Number of respondents	Minimum	Maximum	Mean	Std. Deviation	Rank	Average Timing
Q 2-3-1	222	1	5	3.3330	1,29275	01	Sometimes
Q 2-3-2	222	1	5	3,0946	1,27100	03	Sometimes
Q 2-3-3	222	1	5	3,1036	1,51107	02	Sometimes
Q 2-3	222	1	5	3.1771	1,68746	-	Sometimes

Source: Survey data, SPSS 14.0 output, 2012.

Results of table (07) above show descriptive analysis of Q 2-3: **How much time do you spend now in information researching for better formalizing the following aspects of your idea or project?** Results highlight that the highest mean is of the statement (Q 2-3-1: market) = 3.3330 with an average timing: sometimes, followed by the statements (Q 2-3-1: building the business plan) and (Q 2-3-2: product), with a mean = 3.1036 and 3.0946 respectively with an average timing: sometimes also. The overall mean of Q 2-3 was = 3.1771 with sometimes average timing also.

**Table (08): Descriptive statistics of idea or project owning (Q 2-4)**

Item		Frequency	Percentage
<b>Organisations or associations specialised in enterprise creation supporting</b>	Yes	44	19.81
	No	178	80.18
	Total	222	100
<b>Professions chamber</b>	Yes	27	12.16
	No	195	87.83
	Total	222	100
<b>Your school/university studies</b>	Yes	178	80.18
	No	44	19.81
	Total	222	100

Source: Survey data, SPSS 14.0 output, 2012.

Table (08) above represents descriptive statistics of Q 2-4: **From whom?** It shows that from the 222 students who said yes we have an idea or project to start a new business, 44 of them have built this idea from the organisations or the associations which are specialised in enterprise creation supporting, 27 of them from the profession chamber, where the majority of them who are 178 students who represents 80.18% have built this idea from their school/university studies, this high proportion is because of the Higher School of Commerce curriculum and the various lectures in this regard (lectures of how to start a new business).

**Table (09): Descriptive statistics of idea or project owning (Q 2-5)**

N° of Question	Number of respondents	Minimum	Maximum	Mean	Std. Deviation	Rank	Average Clarity
Q 2-5-1	222	1	5	2,9234	1,49463	03	Clear
Q 2-5-2	222	1	5	2,3739	1,54856	04	Clear
Q 2-5-3	222	1	5	2,3018	1,36997	05	Clear
Q 2-5-4	222	1	5	3,0766	1,22880	02	Clear
Q 2-5-5	222	1	5	3,4865	1,12048	01	Clear
Q 2-5	222	1	5	2,8324	0,94578	-	Clear

Source: Survey data, SPSS 14.0 output, 2012.

Table (09) above shows the descriptive statistics of Q 2-5: **Can you tell us about the following aspects of your idea or project?** according to the mean and standard deviation. It is seen from the table that the average clarity for all aspects of the idea or the project is clear. The overall mean average of all aspects of Q 2-5 is (2.8324).

Table (09) above revealed that the highest mean of clarity of Q 2-5 aspects is the mean of the 5<sup>th</sup> aspect (human resources needs) which is = (3,4865) followed by (3,0766), (2,9234), (2,3739) and (2,3018) respectively.

Analysis of the respondents' answers of the standard deviation also revealed that it is near (1) which indicates an overall agreement of the respondents of the clarity of the (Q 2-5) five aspects of their idea or project.

**Table (10): Descriptive statistics of idea or project owning (Q 2-6)**

Item	Frequency	Percentage
Less than 1 year	00	00
Between 1 year and less than 3 years	43	19.37
Between 3 years and less than 5 years	90	40.54
More than 5 years	89	40.09
Total	222	100

Source: Survey data, SPSS 14.0 output, 2012.

Results of table (10) above show the descriptive statistics of Q 2-6: **In how much time do you think you're going to realise your idea or project creation?** According to the percentages above, 40.54% and 40.09 of the students who said that they have an idea or project to start their own businesses are going to realise their ideas or projects creation after 3 year and less than 5 years and after 5 years respectively, where the minority of those students are going to realise their ideas or projects creation in 1 year. Results show that the majority of those students are going to realise their ideas or projects creation in the medium or the long term.

**Table (11): Descriptive statistics of Entrepreneurial Intention (Q 2-7 to Q 2-9)**

N° of Question	Number of respondents	Minimum	Maximum	Mean	Std. Deviation	Rank	Average Scale
Q 2-7	339	1	5	3,7109	1,07096	02	Agree
Q 2-8	339	1	5	3,3097	1,34613	03	Neutral
Q 2-9	339	1	5	3,8643	1,38436	01	Agree
Entrepreneurial Intention	339	1	5	3,6283	0,98652	-	Agree

Source: Survey data, SPSS 14.0 output, 2012.

Table above shows the descriptive statistics of entrepreneurial intention statements according to the mean and standard deviation. It is seen from the table that the average agreement for all statements is agree. The overall mean average of all statements from Q 2-7 to Q 2-9 is (3.6283).

Table (11) above revealed that the highest mean of agreement of entrepreneurial intention statements is the mean of the Q 2-9: **If I'll given a choice between self employment and being employed, my preference would be self employed**, which is = (3,8643) with an average agreement of agree, followed by the mean of Q 2-7: **I have very high intention of ever starting a business**, which is (3,7109) with an average agreement of agree also, finished by the mean of Q 2-8: **I expect I'll start up a business because there won't be a job available**, which is (3,3097) with an average agreement of neutral.

Results in general show that Higher School of Commerce students in general have an intention to start their own businesses through their agreement of their preferences of seeking self-employment over employment and their high intention of ever starting their own businesses.

## 2-2- Independent Variables:

This part of this section gives the descriptive analysis according to the mean and standard deviation of the each independent variable. It summarises also each question and statement's descriptive statistics and its explanation.

### 2-2-1- Positive Attitudes:

**Table (12): Descriptive statistics of Positive Attitudes**

N° of Question	Number of respondents	Minimum	Maximum	Mean	Std. Deviation	Rank	Average Scale
Q 3-1	339	1	5	3,6637	1,17879	03	Agree
Q 3-2	339	1	5	4,1475	1,05559	01	Agree
Q 3-3	339	1	5	3,5074	1,01575	04	Neutral
Q 3-4	339	1	5	3,2625	,92888	08	Neutral
Q 3-5	339	1	5	3,3687	1,05037	07	Neutral
Q 3-6	339	1	5	3,0059	0,92626	09	Neutral
Q 3-7	339	1	5	3,4720	0,73477	05	Neutral
Q 3-8	339	1	5	3,4218	1,14958	06	Neutral
Q 3-9	339	1	5	2,9646	1,35609	10	Neutral
Q 3-10	339	1	5	3,7257	1,31163	02	Agree
Positive Attitude	339	1	5	3,4540	0,59046	-	Neutral

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Source: Survey data, SPSS 14.0 output, 2012.

The table (12) above shows descriptive sample statistics for the positive attitudes of Higher School of Commerce graduate students. Analysing the table, we can see the overall mean of positive attitudes is (3.4540) with an average agreement of neutral. The standard deviation for positive attitudes equals 0.59046. This may indicate that the most data points are located close to the mean and the mean score represents the data quite well.

Statement Q 3-2: **By starting my own business, I would take responsibility**, has the highest mean which=4.1475 with an average agreement of agree. Followed by statements Q 3-10: **I'm eager to win and achieve my personal goals** and Q 3-1: **A career as an entrepreneur is totally attractive to me**, with a mean= 3.7257 and 3.6637 respectively with an average agreement of agree also. The other statement were ordered according to their mean also: Q 3-3, Q 3-7, Q 3-8, Q 3-5, Q 3-4, Q 3-6 and Q 3-9 with an average agreement of neutral.

### 2-2-2- Subjective Norms:

#### 2-2-3-1- Role Model:

**Table (13): Descriptive statistics of Role Model (Q 4-1-1)**

Item		Frequency	Percentage
<b>Do you have a role model (important others: could be a friend, colleague, famous...etc) involved in their own businesses?</b>	Yes	164	48.38
	No	175	51.62
	Total	339	100

Source: Survey data, SPSS 14.0 output, 2012.

From table (13) above, the proportion of students who answered the Q 4-1-1: **Do you have a role model (important others: could be a friend, colleague, famous...etc) involved in their own businesses**, by yes was 48.38%, where the proportion of students who answered no was 51.62%, implying that approximately the half of graduate students of the Higher School of Commerce have not a role model who could be a friend, colleague, famous...etc involved in their own businesses, and

that may explain the weak of the totally agreement of seeking self-employment over employment.

**Table (14): Descriptive statistics of Role Model**

N° of Question	Number of respondents	Minimum	Maximum	Mean	Std. Deviation	Rank	Average Scale
Q 4-1-2	164	1	5	3,6707	1,11932	01	Positive
Q 4-1-3	339	1	5	2,1563	0,93694	03	Disagree
Q 4-1-4	339	1	5	2,5251	1,02706	02	Neutral
Role Model	339	1	5	2,7883	0,98652	-	Neutral

Source: Survey data, SPSS 14.0 output, 2012.

Table above shows the descriptive statistics of role model statements according to the mean and standard deviation. It is seen from the table that the number of respondents who have a role model was 164 graduate students, the mean of the respondents' role model rating is (3.6707) with an average rating of positive.

Results of table (14) above indicate that the highest means of agreement are of Q 4-1-6: **How would you rate the experience of your role model of starting and managing their own businesses?** Which equal 3.0767 with an average agreement of positive, followed by Q 4-1-4: **I believe that my immediate surrounded people think that I should be an entrepreneur,** which equal 2.5251 with an average agreement of neutral. The lowest mean is of Q 4-1-3: **My immediate surrounded people value entrepreneurial activity above other activities and careers,** which equals 2.1563 with an average agreement of disagree.

### 2-2-3-2- Family Background:

**Table (15): Descriptive statistics of Family Background (Q 4-2-1)**

Item		Frequency	Percentage
<b>Have your parents or family members (could be a brother, sister...etc) ever started their own businesses?</b>	Yes	117	34.51
	No	222	65.48
	Total	339	100

Source: Survey data, SPSS 14.0 output, 2012.

From table (15) above, shows descriptive statistics of Q 4-2-1: **Have your parents or family members (could be a brother, sister...etc) ever started their own businesses**, 65.48% of students have not a parent or family member who ever started his or her own business in comparison to 34.51% who have, this may explain the weak of the totally agreement of seeking self-employment over employment.

**Table (16): Descriptive statistics of Family Background (Q 4-2-2 and Q 4-2-3)**

N° of Question	Number of respondents	Minimum	Maximum	Mean	Std. Deviation	Rank	Average Scale
Q 4-2-2	117	1	5	2.7179	0.99000	01	Neutral
Q 4-2-3	339	1	5	2,5988	1,22769	02	Neutral
Family Background	339	1	5	2,6583	1,22769	-	Neutral

Source: Survey data, SPSS 14.0 output, 2012.

Table above shows the descriptive statistics of Family Background statements according to the mean and standard deviation. It is seen from the table that the number of respondents who have a parent or one of their family members who ever started their own businesses was 117 graduate students, the mean of the respondents' rating to their experience of starting and managing their businesses is (2.7179) with an average rating of neutral.

Results of table (16) above reveal also that the mean of Q 4-2-3: **I believe that my family members think that I should be an entrepreneur**, is (2.5988) with an average agreement of neutral.

### 2-2-3- Perceived Behavioural Control:

#### 2-2-4-1- Access to Capital:

**Table (17): Descriptive statistics of them of Access to Capital**

N° of Question	Number of respondents	Minimum	Maximum	Mean	Std. Deviation	Rank	Average Scale
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	nts						
Q 5-1-1	339	1	5	2,0472	1,26777	02	Disagree
Q 5-1-2	339	1	5	2,3894	1,29245	01	Disagree
Access to Capital	339	1	5	2,2183	1,06982	-	Disagree

Source: Survey data, SPSS 14.0 output, 2012.

Results of table (17) above show descriptive analysis of Higher School of Commerce graduate students' access to capital. Results highlight that the highest mean is of the statement Q 5-1-1: **It is easy of getting a credit from my family** = 2.3894 with an average agreement: disagree, followed by the statements Q 5-1-1: **It is easy of getting a bank financing**, with a mean = 2.0472 with an average agreement: disagree also. The overall mean of access to capital is = 2.2183 with disagree average agreement also.

#### 2-2-4-2- Work Experience:

**Table (18): Descriptive statistics of Work Experience (Q 5-2-1/Q 5-2-3)**

Item		Frequency	Percentage
<b>Have you worked in your family business or an enterprise?</b>	Yes	96	28.32
	No	243	71.68
	Total	339	100
<b>Did you get involved in business creation training?</b>	Yes	158	46.61
	No	181	53.39
	Total	339	100

Source: Survey data, SPSS 14.0 output, 2012.

From table (18) above, the proportion of students who answered no on the Q 5-2-1: **Have you worked in your family business or an enterprise**, and the Q 5-2-3: **Did you get involved in business creation training**, was 71.68% and 53.39% respectively. Both proportions are high, implying that most graduate students of the Higher School of Commerce have not worked neither in their family business or



enterprise nor get involved in business creation training, and this may also explain the weak of the totally agreement of seeking self-employment over employment.

**Table (19): Descriptive statistics of Work Experience (Q 5-2-2 to Q 5-2-7)**

N° of Question	Number of respondents	Minimum	Maximum	Mean	Std. Deviation	Rank	Average Scale
Q 5-2-2	96	1	5	3,3542	1,35320	03	Neutral
Q 5-2-4	158	1	5	3.2658	0.78536	05	Neutral
Q 5-2-5	339	1	5	3,5693	0,91522	02	Neutral
Q 5-2-6	339	1	5	3,3068	0,90052	04	Neutral
Q 5-2-7	339	1	5	3,6195	1,21615	01	Agree
Work Experience	339	1	5	3.3019	0.73967	-	Neutral

Source: Survey data, SPSS 14.0 output, 2012.

The table (19) above shows descriptive sample statistics for the work experience of Higher School of Commerce graduate students. It is seen from the table that the number of respondents who have worked in their family business or an enterprise was 96 graduate students, the mean of the respondents' rating to their experience of working is (3,3542) with an average rating of neutral. It is seen also from the table that the number of respondents who get involved in business creation training was 158 graduate students, the mean of the respondents' rating to their experience of involvement is (3.2658) with an average rating of neutral also.

Results of table (19) above reveal also that the highest mean of work experience statements was of Q 5-2-7: **My business studies and training will aid me to start my own business**, which is=2.5988 with an average agreement of agree, followed by the two other statements Q 5-2-5: **I'm able to control the creation process of new business**, and Q 5-2-6: **I believe I would be completely able to start a business**, which their mean=3,5693 and 3,3068 respectively, with a neutral average agreement.

#### 2-2-4-3- Quality of Social Support:

**Table (20): Descriptive statistics of Quality of Social Support**

N° of	Number	Mini	Maxi	Mean	Std.	Rank	Average
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Question	of respondents	mu	mum		Deviation		Scale
Q 5-3-1	339	1	5	2,8024	1,18890	02	Neutral
Q 5-3-2	339	1	5	2,3068	1,10686	03	Disagree
Q 5-3-3	339	1	5	2,1888	1,12255	04	Disagree
Q 5-3-4	339	1	5	3,1180	1,36880	01	Neutral
Quality of Social Support	339	1	5	2,6040	0,84925	-	Neutral

Source: Survey data, SPSS 14.0 output, 2012.

Table (20) above shows the descriptive statistics of quality of social support according to the mean and standard deviation. It is seen from the table that the average agreement for all quality of social support statements is neutral. The overall mean average of all aspects of quality of social support is (2.6040).

Table (20) above reveals that the highest mean of agreement of quality of social support statements is the mean of Q 5-3-4: **It is easy of finding the appropriate advices which I need to realise my idea or project**, which=3.1180 with an average agreement of neutral. The lowest mean of agreement of quality of social support statements is the mean of Q 5-3-3: **It is easy of finding the appropriate information which I need to realise my idea or project**, which=2.1888 with a disagree average agreement.

### 2-3- Control Variables:

#### 2-3-1- Gender:

**Table (21): Descriptive statistics of idea or project owning compared to gender**

	Entrepreneurial Intention				Total
	Yes	%	No	%	
Males	111	65.29%	59	34.71%	170
Females	111	65.68%	58	34.32%	169
Total	222	65.48%	117	34.51%	339

Source: Survey data, SPSS 14.0 output, 2012.

Table (21) above shows descriptive analysis of the **Q 2-1: Do you have an idea or a project to start a new business?** in comparison to gender. Results show that 65.29% of male respondents have an idea or project to start a new business with a number of 111 graduate students, where the same number was with female respondents who were representing a percentage of 65.68%. On the other hand the number of male graduate students who responded to this question (No) was 59 graduate students who represent 34.71%, while the number of females was 58 with a percentage of 34.32%. Results showed no differences between male and female gender in the matter of owning an idea or project to start a new business.

### 2-3-2- Age:

**Table (22): Descriptive statistics of idea or project owning compared to Age**

	Entrepreneurial Intention				
	Yes	%	No	%	Total
< 20	00	00%	00	00%	00
[20-22]	177	65.55%	95	34.45%	270
[23-25]	44	67.70%	21	32.30%	65
> 25	01	50%	01	50%	02
Total	222	65.48%	117	34.52%	339

Source: Survey data, SPSS 14.0 output, 2012.

Table (22) above shows descriptive analysis of the **Q 2-1: Do you have an idea or a project to start a new business?** in comparison to age. The number of graduate students who their ages were between 20 and 22 was 270 and it is the highest number, 65.55% of them say (Yes, we have an idea or project to start a new business), 34.45% say (No, we don't have). 67.70% of graduate students who say (Yes, we have an idea or project to start a new business) were their ages between 23 and 25, the rest of them say (No, we don't have). Graduate students who are over 25 years old were just 2 students; one of them has an idea or project to start a new business, the other one has not. Results showed the majority of graduate students who have an idea or project to start a new business are between 20 and 25 years old.

**2-3-3- Specialization:****Table (23): Descriptive statistics of idea or project owning compared to Specialization**

	Entrepreneurial Intention				
	Yes	%	No	%	Total
Accounting	62	66.66%	31	33.34%	93
Finance	57	65.51%	30	34.49%	87
Management	53	66.25%	27	33.75%	80
Marketing	50	63.29%	29	36.71%	79
Total	222	65.48%	117	34.52%	339

Source: Survey data, SPSS 14.0 output, 2012.

Table (23) above shows descriptive analysis of the **Q 2-1: Do you have an idea or a project to start a new business?** in comparison to specialization. Accounting specialization graduate students who say (Yes, we have an idea or project to start a new business) were the highest rate of 66.66% of respondents, followed by Management, Finance and Marketing specialization graduate students with a rate of 66.25%, 65.51% and 63.29% respectively. In contrast, the highest proportion of (No, we don't have) respondents was Marketing specialization graduate students with a rate of 36.71%, followed by Finance, Management and Accounting specialization graduate students with a percentage of 34.49%, 33.75% and 33.34% respectively.

**2-3-4- Ex-School:****Table (24): Descriptive statistics of idea or project owning compared to Ex-School**

	Entrepreneurial Intention				
	Yes	%	No	%	Total
Native of "ESC"	220	65.86%	114	34.14%	334
Came in the	01	33.33%	02	66.67%	03

3 <sup>rd</sup> year					
Came in the 4 <sup>th</sup> year	01	50%	01	50%	02
Total	222	65.48%	117	34.52%	339

Source: Survey data, SPSS 14.0 output, 2012.

Table (24) above shows descriptive analysis of the **Q 2-1: Do you have an idea or a project to start a new business?** in comparison to ex-school. Native students who begun their studies in the Higher School of Commerce (Algiers) were the majority of our sample, with a number of 334 graduate students, 65.86% of this number say (Yes, we have an idea or project to start a new business) comparing to 34.14% who say (No, we don't have). The rest which is the minority were contained: Three students who came in the 3<sup>rd</sup> year to (ESC) and four students who came in the 4<sup>th</sup> year to (ESC).

### 3- Simple Regression Analysis:

Regression analysis is a statistical tool for the investigation of relationships between variables. Usually, the investigators seek to ascertain the causal effect of one variable upon another—the effect of a price increase upon demand, for example, or the effect of changes in the money supply upon the inflation rate. To explore such issues, the investigator assembles data on the underlying variables of interest and employs regression to estimate the quantitative effect of the causal variables upon the variable that they influence. The investigator also typically assesses the “statistical significance” of the estimated relationships, that is, the degree of confidence that the true relationship is close to the estimated relationship (Alan O. Sykes, 2009).

Simple regression analysis is performed to test hypotheses of this study model. The objective for this test is to determine the existence of significant relationships between the independent constructs of the study model and the dependent variable of graduate student's entrepreneurial intention. Employment of this statistical procedure produces a calculated t value that is compared to a critical t value for a particular level of statistical probability. Obtaining a significant t value indicates that the results of the regression are indeed true and not the consequence of chance. Therefore, the high t

value at 0.95 ( $p < 0.05$ ) confidence level indicates that the independent variable greatly contributes to the variation in dependent variable.

If the sig. value is small enough (it has to be  $< 0.05$ ) it means that the result we are looking at is statistically significant, therefore the hypothesis that the given variables are independent (the null hypothesis) can be rejected.

The intensity of the relationship between the two variables (the dependent and independent variable) is calculated using the linear correlation coefficients (R) (R square) as well as the (adjusted R square).

**Test of Hypothesis 1: (Influence of positive attitudes on the student entrepreneurial intention):**

The effect of positive attitudes on a graduate student entrepreneurial intention is expressed by **H1**: A positive attitude towards creating an enterprise will lead to an intention to do it.

**Table (25): Simple regression of entrepreneurial intention in relation to positive attitudes**

<b>Model Summary</b>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	0.593	0.352	0.350	0.7956	

<b>Coefficients</b>					
Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-0.204	0.257		0.795	0.427
Positive Attitudes	0.991	0.073	0.593	13.527	0.000

Source: Survey data, SPSS 14.0 output, 2012.

Table (25) above shows the model summary which represents the linear correlation coefficients (R) (R square) as well the (adjusted R square), a strong positive

relationship was found between positive attitudes and the graduate student's entrepreneurial intention with a value of 35.2%, evaluation of the regression output indicated that 35.2% of the variance in students' entrepreneurial intentions can be explained by their positive attitudes towards entrepreneurship.

The coefficients of table (25) above show that:

- The constant, or intercept term for the line of best fit, when positive attitudes = 0, is -0.204 with a standard error of 0.257.
- The slope coefficient is 0.991 with a standard error of 0.073: a one unit change in the explanatory (independent) variable results in a 0.991 change in the dependent variable entrepreneurial intention.
- The t value = slope coefficient / standard error = 13.527, this shows the sig < 0.05 which means that the null hypothesis is rejected, so the positive attitudes towards creating an enterprise will lead to an intention to do it. Therefore, the t value (13.527) at 0.05 confidence level indicates that the independent variable (positive attitudes) greatly contributes to the variation in entrepreneurial intention.
- The standardized coefficient is 0.593: a one standard deviation change in the explanatory (independent) variable results in a 0.593 standard deviation change in the dependent variable entrepreneurial intention.

**Test of Hypothesis 2a: (Impact of role model on the student entrepreneurial intention):**

Impact of having a role model or important others who could be a friend, a colleague or a famous on the formation of a graduate student's entrepreneurial intention is posited by the assumption of **H2a**: Role model has a positive impact on the entrepreneurial intention.

**Table (26): Simple regression of entrepreneurial intention in relation to role model**

<b>Model Summary</b>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	0.366	0.134	0.132	0.9195	

<b>Coefficients</b>					
Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.872	0.116		24.793	0.427
Role Model	0.077	0.049	0.366	1.570	0.117

Source: Survey data, SPSS 14.0 output, 2012.

Table (26) above, shows the value of coefficient of determination R square = 0.134 which implies that 13.4% of the variation in entrepreneurial intention of such a student could be explained by the changes in the effectiveness in role model.

The coefficients of table (26) above show that:

- The constant, or intercept term for the line of best fit, when role model = 0, is 2.872 with a standard error of 0.116.
- The slope coefficient is 0.077 with a standard error of 0.049: a one unit change in the explanatory (independent) variable results in a 0.351 change in the dependent variable entrepreneurial intention.
- The t value = slope coefficient / standard error = 1.570, this shows the sig < 0.05 which means that the null hypothesis is accepted, this implies that entrepreneurial intention of graduate students is not significantly affected by their role model who they have.



- The standardized coefficient is 0.366: a one standard deviation change in the explanatory (independent) variable results in a 0.366 standard deviation change in the dependent variable entrepreneurial intention.

**Test of Hypothesis 2b: (Impact of family background on the student entrepreneurial intention):**

To detect the effect of a graduate student's family background (effect of his or parents...etc) on his or her entrepreneurial intention to be self-employed we posited the following assumption **H2b**: Family background has a positive impact on the entrepreneurial intention.

**Table (27): Simple regression of entrepreneurial intention in relation to family background**

<b>Model Summary</b>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	0.344	0.118	0.116	0.9279	

<b>Coefficients</b>					
Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.986	0.108		27.644	0.000
Family Background	0.363	0.054	0.344	6.727	0.000

Source: Survey data, SPSS 14.0 output, 2012.

Table (27) above shows the analysis of simple regression results of the impact of family background on the entrepreneurial intention of the graduate student. Model summary shows a coefficient of determination R square = 0.118 which implies that 11.8% of the variation in entrepreneurial intention of such a student could be explained by the changes in the effectiveness in role model.

The model t-value of 6.727 is significant and the Sig is  $< 0.05$ , which is smaller than the p-value of 0.05. Hence, we reject the null hypothesis and accept that there is a significant relationship between family background and entrepreneurial intention of the graduate student. In other words, family background has a positive impact on the entrepreneurial intention.

The slope coefficient is 0.363 with a standard error of 0.054: a one unit change in the explanatory (independent) variable results in a 0.363 change in the dependent variable entrepreneurial intention. The standardized coefficient is 0.344: a one standard deviation change in the explanatory (independent) variable results in a 0.344 standard deviation change in the dependent variable entrepreneurial intention.

**Test of Hypothesis 3a: (Impact of access to capital on the student entrepreneurial intention):**

The effect of access to capital on a graduate student entrepreneurial intention is expressed by **H3a**: Access to capital positively affects entrepreneurial intention.

**Table (28): Simple regression of entrepreneurial intention in relation to access to capital**

<b>Model Summary</b>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	0.127	0.16	0.13	0.61657	

<b>Coefficients</b>					
Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.369	0.123		27.454	0.000
Access to Capital	0.117	0.050	0.127	2.347	0.000

Source: Survey data, SPSS 14.0 output, 2012.

Table above shows the model summary which represents the linear correlation coefficients (R) (R square) as well the (adjusted R square), a positive relationship was found between a graduate student's access to capital and the his or her entrepreneurial intention with a value of 16%, evaluation of the regression output indicated that 16% of the variance in students' entrepreneurial intentions can be explained by the their access to capital.

The coefficients of table (28) above show that:

- The constant, or intercept term for the line of best fit, when access to capital = 0, is 3.369 with a standard error of 0.123.
- The slope coefficient is 0.117 with a standard error of 0.050: a one unit change in the explanatory (independent) variable results in a 0.050 change in the dependent variable entrepreneurial intention.
- The t value = slope coefficient / standard error = 2.347, this shows the sig < 0.05 which means that the null hypothesis is rejected, so access to capital positively affects entrepreneurial intention. Therefore, the t value (2.347) at 0.95 confidence level indicates that the independent variable (Access to capital) contributes to the variation in entrepreneurial intention.
- The standardized coefficient is 0.127: a one standard deviation change in the explanatory (independent) variable results in a 0.127 standard deviation change in the dependent variable entrepreneurial intention.

**Test of Hypothesis 3b: (Impact of work experience on the student entrepreneurial intention):**

Impact of having a work experience on the formation of a graduate student's entrepreneurial intention is posited by the assumption of **H3b**: Work experience positively affects entrepreneurial intention.

**Table (29): Simple regression of entrepreneurial intention in relation to work experience**

<b>Model Summary</b>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	0.116	0.013	0.010	0.9816	

<b>Coefficients</b>					
Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.160	0.225		14.042	0.000
Work Experience	0.308	0.084	0.116	2.140	0.000

Source: Survey data, SPSS 14.0 output, 2012.

Table (29) above, shows the value of coefficient of determination is weak with R square = 0.013 which implies that 1.3% of the variation in entrepreneurial intention of such a student could be explained by his or her work experience which he or she has before.

The coefficients of table (29) above show that:

- The constant, or intercept term for the line of best fit, when work experience = 0, is 3.160 with a standard error of 0.225.
- The slope coefficient is 0.308 with a standard error of 0.084: a one unit change in the explanatory (independent) variable results in a 0.308 change in the dependent variable entrepreneurial intention.
- The t value = slope coefficient / standard error = 2.140, this shows the sig < 0.05 which means that the null hypothesis is rejected, this implies that

entrepreneurial intention of graduate students will be significantly and positively affected by their work experiences which they have.

- The standardized coefficient is 0.116: a one standard deviation change in the explanatory (independent) variable results in a 0.116 standard deviation change in the dependent variable entrepreneurial intention.

**Test of Hypothesis 3c: (Influence of quality of social support on the student entrepreneurial intention):**

To detect the effect of quality of social support (effect of availability of information...etc) on a graduate student's entrepreneurial intention to be self-employed we posited the following assumption **H3c**: Quality of social support positively affects entrepreneurial intention.

**Table (30): Simple regression of entrepreneurial intention in relation to quality of social support**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.209	0.044	0.041	0.9664

Coefficients					
Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.996	0.170		17.675	0.000
Quality of Social Support	0.243	0.062	0.209	3.922	0.000

Source: Survey data, SPSS 14.0 output, 2012.

Table (30) above shows the analysis of simple regression results of the impact of quality of social support on the entrepreneurial intention of the graduate student. Model summary shows a weak coefficient of determination R square = 0.044 which

implies that 4.4% of the variation in entrepreneurial intention of such a student could be explained by the changes in the quality of social support.

The model t-value of 3.922 is significant and the Sig is < 0.05, which is smaller than the p-value of 0.05. Hence, we reject the null hypothesis and accept that there is a significant relationship between quality of social support and entrepreneurial intention of the graduate student. In other words, Quality of social support positively affects entrepreneurial intention.

The slope coefficient is 0.243 with a standard error of 0.062: a one unit change in the explanatory (independent) variable results in a 0.243 change in the dependent variable entrepreneurial intention. The standardized coefficient is 0.209: a one standard deviation change in the explanatory (independent) variable results in a 0.209 standard deviation change in the dependent variable entrepreneurial intention.

#### **4- Multiple Regression Analysis:**

Multiple regression analysis allows for the examination of relationships between several independent variables and one dependent variable. Additional to the independent variables' collective prediction of the dependent variable, this statistical method determines the individual contribution of each of the individual variables to the dependent variable, both directionally and magnitudinally (Haire et al., 1998).

A linear regression model was developed and tested to explain the relationship between the six independent variables of the model and the dependent one which is entrepreneurial intention. The regression model below was applied to establish the relationship between the study variables:

$$Y = a_0 + a_1X_1 + a_2X_2 + a_3X_3 + a_4X_4 + a_5X_5 + a_6X_6 + e$$

Where the Dependent Variable (Y) is: entrepreneurial intention.

$a_0, a_1, a_2, a_3, a_4, a_5, a_6$  are coefficients.

The Independent Variables are: ( $X_1$ ): Positive Attitudes, ( $X_2$ ): Role Model, ( $X_3$ ): Family Background, ( $X_4$ ): Access to Capital, ( $X_5$ ): Work Experience, ( $X_6$ ): Quality of Social Support.

Pearson correlation coefficient was used to determine the degree of association of the independent variables with the dependent variable and with one another.

Statistical method (step by step method) was used to control and measure the correlation between independent variables and gave the multiple regression model in its final form.

**Table (31): Pearson Correlation Matrix of entrepreneurial intention model**

	Entrepreneurial Intention	Positive Attitudes	Role Model	Family Background	Access to Capital	Work Experience	Quality of Social Support
Entrepreneurial Intention	Correlation Coefficient Sig. (2-tailed) N	1.00  339					
Positive Attitudes	Correlation Coefficient Sig. (2-tailed) N	0.593** 0.00 339	1.00  339				
Role Model	Correlation Coefficient Sig. (2-tailed) N	0.366** 0.00 339	0.204 0.604 339	1.00  339			
Family Background	Correlation Coefficient Sig. (2-tailed) N	0.344** 0.00 339	0.228 0.258 339	0.536** 0.00 339	1.00  339		
Access to Capital	Correlation Coefficient Sig. (2-tailed) N	0.127* 0.20 339	-0.063 0.246 339	0.080 0.141 339	0.337 0.659 339	1.00  339	
Work Experience	Correlation Coefficient Sig. (2-tailed) N	0.116* 0.033 339	0.357 0.625 339	-0.059 0.275 339	0.009 0.00 339	0.335 0.436 339	1.00  339
Quality of Social Support	Correlation Coefficient Sig. (2-tailed) N	0.209** 0.00 339	0.171 0.292 339	0.045 0.144 339	0.136 0.312 339	0.375 0.569 339	0.151 0.550 339

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table (31) above shows the matrix correlations of the independent variables with the dependent variable and with one another at the level of ( $p < 0.01$ ) and ( $p < 0.05$ ). As shown in the table above, students' entrepreneurial intention is significantly correlated with:

(1) Positive attitudes: ( $r = 0.593$ ;  $P < 0.01$ ) the Pearson's correlation coefficient of 0.593 at the level of 0.01 shows that the students' positive attitudes have a strong significant positive relationship with graduate students' entrepreneurial intention.

(2) Role model: ( $r = 0.366$ ;  $p < 0.01$ ) the Pearson's correlation coefficient of 0.366 at the level of 0.01 shows that the students' role model has a positive relationship with graduate students' entrepreneurial intention.

(3) Family background: ( $r = 0.344$ ;  $P < 0.01$ ) the Pearson's correlation coefficient of 0.344 at the level of 0.01 shows that the students' family background has a medium significant positive relationship with graduate students' entrepreneurial intention.

(4) Access to capital: ( $r = 0.127$ ;  $p < 0.01$ ) the Pearson's correlation coefficient of 0.127 at the level of 0.01 shows that the students' access to capital has a weak significant positive relationship with graduate students' entrepreneurial intention.

(5) Work experience: ( $r = 0.116$ ;  $p < 0.01$ ) the Pearson's correlation coefficient of 0.116 at the level of 0.01 shows that the students' work experience has a weak significant positive relationship with graduate students' entrepreneurial intention.

(6) Quality of social support: ( $r = 0.209$ ;  $p < 0.01$ ) the Pearson's correlation coefficient of 0.209 at the level of 0.01 shows that the students' quality of social support has a weak significant positive relationship with graduate students' entrepreneurial intention.

There were also significant correlations among the independent variables, such as:

Subjective norms variables: there was a strong significant positive relationship between role model and family background where the Pearson's correlation coefficient was  $= 0.536$  at the level of 0.01.

Table (32) below show the multiple linear regression model, with five explanatory variables, it indicates that the coefficient of determination  $R = 70.6\%$  which represent a good correlation between independent variables (positive attitudes, family background, access to capital, work experience and quality of social support). It



shows the R square value of 0.499 means that 49.9 % of the variation in entrepreneurial intention can be explained by this model (the five explanatory variables).

Table below shows the One Way Anova analysis of the model, which reveals the value of F calculated = (83.12) which is significant at 0.05 confidence level which means that our model has a good quality in all.

According to the results, we were found a significant relationship between two independent variables, where we found a correlation of ( $r = 0.536$ ,  $p < 0.01$ ) between role model and family background which is big than the R square of the model which was 0.499. We can assess the impact of the correlation on the regression results by leaving one of the two variables. Multiple linear regression results after the application of the appropriate method of selection (step by step method) found that role model is not significant at the level of 0.05, this finding is confirmed by the simple regression results which were found before about the entrepreneurial intention in relation to role model, the new form of our multiple linear regression model is presented in table (32) below.

**Table (32): Multiple regression of entrepreneurial intention model in relation to all the independent variables of the model**

<b>Model Summary</b>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	0.706	0.499	0.493	0.7027	

<b>Coefficients</b>					
Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-0.370	0.256		-1.446	0.149
Positive Attitudes	1.042	0.072	0.623	14.456	0.000
Family Background	0.341	0.045	0.323	7.637	0.000
Access to Capital	0.324	0.041	0.351	7.894	0.000
Work Experience	0.355	0.070	0.228	5.062	0.000
Quality of social Support	0.104	0.059	0.089	1.768	0.000

<b>Anova One Way</b>					
	Sum of squares (SS)	Df	Mean square	F	Sig.
Regression	164.197	4	41.094	83.12	0.00
Residual	164.930	334	0.494		
Total	329.126	338			

Source: Survey data, SPSS 14.0 output, 2012.

Looking at the results above our statistical model will be written as followed:

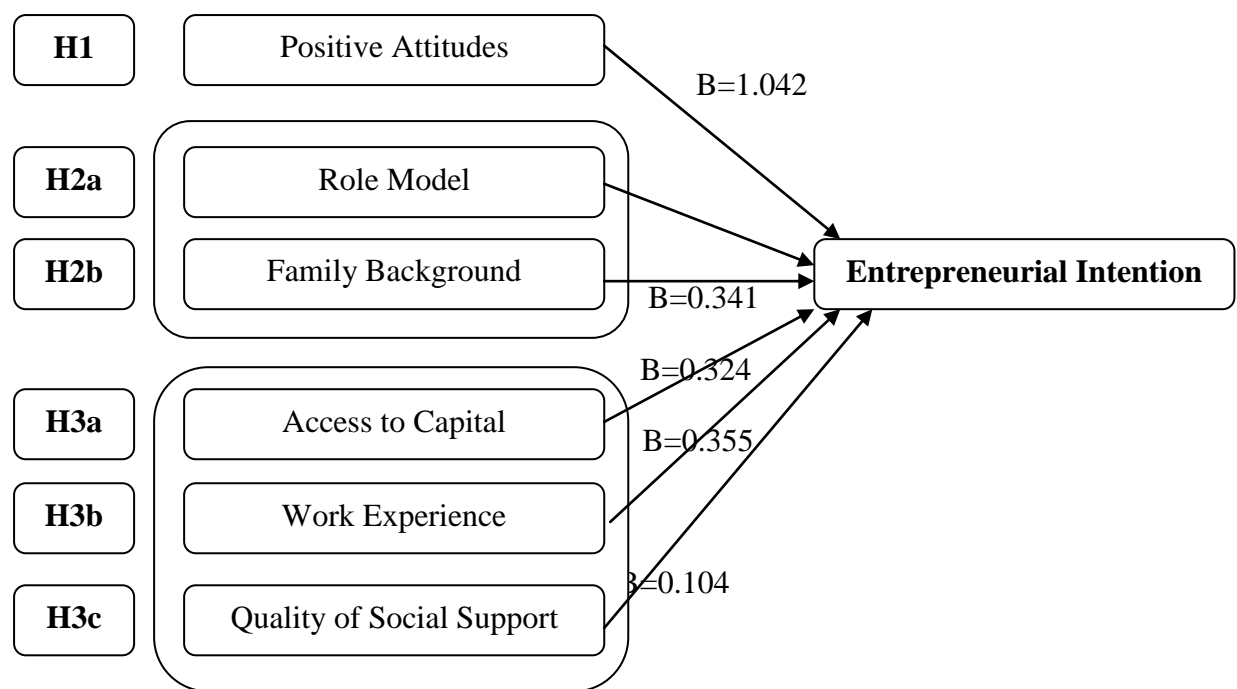
$$Y = -0.370 + 1.042X_1 + 0.341X_3 + 0.324X_4 + 0.355X_5 + 0.104X_6 + e$$

Results showed that all the coefficients of the model are significant at the level of Sig. < 0.05 except the constant coefficient with a value of (-0.370) was not significant.

Values of these coefficients have a meaning of their effect on the model; each coefficient represents the change in the dependent variable (entrepreneurial intention) when it's happened a one unit change in the explanatory (independent) variable while the other explanatory variables are kept constants.

Results of coefficients above indicate that positive attitudes is the best explainer variable of entrepreneurial intention among the other ones, where the B value = 1.042, its meaning is that a one unit change in the positive attitudes variable results in a 1.042 change in the dependent variable entrepreneurial intention. It is followed by work experience, family background and access to capital variables with an overall contribution in the explanation of the model of (0.355), (0.341) and (0.324) respectively. It is ending by quality of social support variable with an explanation contribution of (0.104).

**Figure (06): The Entrepreneurial Intention statistical model**



Source: Done by the student, 2012.

# **Chapter Five:**

## **Conclusions and Recommendations**

## Chapter Five: Conclusions and Recommendations

Chapter four of this thesis represented the questionnaire of the research and how it is built. Then it provided a brief introduction of the approach used in the study, and discussed the sampling issues and highlighted the collection procedures and the measurement instrument.

This final chapter concludes the thesis and provides an analysis of the research findings including the implications and conclusions of the research relevant to the research hypotheses presented in Chapter Four. The findings of the hypotheses are summarised with relevant discussion about each of the observed relationships. This chapter proceeds as follows. First of all it summarises the research and then it provides an analysis and summary of the results followed by a presentation of the implications of the research. Finally it discusses the limitations of the research and suggestions for future research.

### 1- Summary of the Research:

In the previous chapter, the data were analysed to test the research hypotheses derived from three general research directives. The overriding questions were as follows:

- What are the determinants of the entrepreneurial intention in an Algerian context?
- What are the main antecedents which facilitate or inhibit Algerian students to behave entrepreneurially?
- Why do Algerian students seek self-employment over employment?

More specifically, the current research examined the impact of the entrepreneurial intention antecedents and predictors of (positive attitudes, role model, family background, access to capital, work experience and quality of social support) on the graduate students' self-employment intentions. To succinctly recap, a review of the relevant literature has been considered entrepreneurial intention as the key element to understand the new-firm creation process. Furthermore, entrepreneurial intention is said to be a reliable predictor or measure of entrepreneurial behaviour and entrepreneurial activity (Krueger et al., 2000). In combination, desirability of a behaviour (attitudes

toward a behaviour), subjective norms (important others thoughts and beliefs) and feasibility of a behaviour (beliefs about the ability to perform a specific behaviour) lead to the formation of a behavioural intention (Ajzen, 2001).

Entrepreneurial intention is defined in this thesis as the student's attention after a formation of certain beliefs and attitudes to be self-employed. The importance of intention as an antecedent to a planned behaviour has received attention in the entrepreneurship literature given that the act of self-employment is intentional by nature. It has been shown that attitude toward self-employment, subjective norms and perceived behavioural control (entrepreneurial self-efficacy), positively influence self-employment intention and the likelihood of future entrepreneurial action (Krueger et al., 2000).

A research model was developed from the theory of Ajzen (1991) and the model of Shapero and Sokol (1982) and has been further enhanced in this thesis to test antecedents to entrepreneurial intention. Self-reported data collected from three hundred and thirty nine graduate students in the Higher School of Commerce were used to test the hypotheses and examine students' positive attitudes, subjective norms and perceived behavioural control of their entrepreneurial intentions.

The findings of this thesis contribute to the entrepreneurial intentions literature. Firstly, there is a paucity of research in the entrepreneurship domain that has empirically tested the cognitive impact of the components of theory of planned behavior on the Algerian students' entrepreneurial intention formation employing a quantitative method. This thesis addresses that issue, and additionally replicates previous findings from the psychological literature relating to the cognitive processes of behavioural intentions.

Secondly, support was found for the theoretical entrepreneurial intentions model of this thesis, incorporating graduate students' positive attitudes, subjective norms (family background) and perceived behavioural control as significant antecedents to graduate students' self-employment intentions, and role model as non-significant antecedent to graduate students' self-employment intentions.

## 2- Analysis and Summary of Results:

The results in general provide a good support for the positive impact of entrepreneurship antecedents on graduate students' entrepreneurial intentions. Table (33) below gives a summary of hypotheses tests.

**Table (33): Summary of hypotheses and major results**

Hypothesis	Result
<b>H1:</b> A positive attitude towards creating an enterprise will lead to an intention to do it.	Supported
<b>H2a:</b> Role model has a positive impact on the entrepreneurial intention.	Rejected
<b>H2b:</b> Family background has a positive impact on the entrepreneurial intention.	Supported
<b>H3a:</b> Access to capital positively affects entrepreneurial intention.	Supported
<b>H3b:</b> Work experience positively affects entrepreneurial intention.	Supported
<b>H3c:</b> Quality of social support positively affects entrepreneurial intention.	Supported

Source: Done by the student, 2012.

Test of Hypothesis 1: **A positive attitude towards creating an enterprise will lead to an intention to do it**, was supported and confirming that the students' positive attitudes will lead to an entrepreneurial intention to be self-employed.

This hypothesis was derived from the psychological literature and the supported relationship is consistent with Shapero and Sokol's Entrepreneurial Event (1982) and Ajzen's Theory of Planned Behaviour (1991). Shapero and Sokol's Entrepreneurial Event (1982) shows entrepreneurial intention is a product of an individuals' perceptions of desirability of entrepreneurship affected by their own personal attitudes, values and feelings, which are a result of their unique social environments. Ajzen's Theory of Planned Behaviour (1991) shows positive attitudes are determined by a student's beliefs and perceptions about self-employment and by their personal attitude towards the idea of starting their own business. Beliefs and perceptions are formed by exogenous factors such as informational cues from one's environment (e.g. previous experiences, education, role models). From these informational cues students could either form a favourable or unfavourable attitude toward self-employment (Krueger et al., 2000).

In other words, students who perceived self-employment as a desirable career option formed stronger self-employment intentions than those students who did not perceive self-employment as a desirable career option. In addition, a student who believes he or she would be capable of self-employment is likely to form an intention to be self-employed, providing self-employment is a desirable career option. Accordingly, results in this thesis showed that perceived desirability of self-employment made the strongest contribution to explaining graduate students' entrepreneurial intentions, when the Pearson's correlation coefficient of positive attitudes was 0.593 at the level of 0.01 and the B coefficient was 1.042 which means that the students' entrepreneurial intention is strongly correlated with their positive attitudes.

Ajzen (2001) posited that the more favourable an individual's attitude toward a behaviour, the higher the probability of intent to perform that behaviour. Shapero's (1982) SEE model included an evaluative measure of attitude being the desirability of performing the behaviour required to start a new entrepreneurial venture. Empirical support for the relational link between attitudes and intentions is strong from previous studies which have confirmed the appropriateness of the application of behavioural intentions models in entrepreneurship research (Ajzen, 1985; Davidsson, 1995; Krueger et al., 2000).

It follows that students with strong favourable positive attitudes toward self-employment would be more likely to develop strong entrepreneurial intentions compared to students with unfavourable attitudes towards self-employment.

Tests of Hypothesis 2a: **Role model has a positive impact on the entrepreneurial intention**, was rejected and confirming that role model has not a significant affect on the entrepreneurial intention of graduate students.

The findings of this research provide insight into the impact of role models on the career choice of graduate students. The founded insignificant relationship between role models and the respondents' entrepreneurial intention indicates that the graduate students who have role models are not necessarily affected by them to form an entrepreneurial intention to start a new business. This result was the opposite of what was confirmed by past studies findings which showed that access to role models should therefore have a positive influence on an individual's entrepreneurial



intentions by helping to overcome fear, lack of experience, and various practical hurdles (typical start-up issues like developing market and supply contacts, planning facilities, working with government and regulators, finding partners and employees, or securing financing), Exposure to entrepreneurs provides a person not only with familiarity, but with an experienced network that can provide advice, insight, and encouragement (Mark P. et al., 2009). Dyer (1994) shared similar views and suggested that among the antecedents that appeared to influence an individual's decision to become an entrepreneur, social factors such as the family support, important others support and the social environment in which they grow up and survive in have a significant impact on their career choice and orientation. Contrary to what we found, in an Algerian context this is may be due to the lack of the antecedents mentioned before, lack of impotent others support –support can be with orientation and advices, presenting real successful experiences in opened lecturers...etc- affect inversely the entrepreneurial intention of graduate Algerian students of being self-employed.

Tests of Hypothesis 2b: **Family background has a positive impact on the entrepreneurial intention**, was supported and confirming that students who have one of their family members an entrepreneur, this will affect their entrepreneurial intention positively.

As suggested by the results of this study, a respondent's family background helps to build and raise graduate students' entrepreneurial intentions. Students with family members who are entrepreneurs are more likely to intend to start their own businesses. Unsurprisingly, the expected supportiveness of family reactions to entrepreneurship is positively related to intentions. Conversely, students who expect that their families will react negatively are less likely to intend to pursue entrepreneurship. Graduate students of Higher School of Commerce as shown by our results are likely to expect their families to be supportive of entrepreneurship. This result is confirmed by past research findings also which were mentioned before in our thesis, claiming that having an entrepreneurial family background points towards a higher likelihood of self-employment (Scherer et al., 1989; Koh, 1995; Tackey and Perryman, 1999; Scott and Twomey, 1988).

Tests of Hypothesis 3a: **Access to capital positively affects entrepreneurial intention**, was supported and confirming that students who can easily find financial resources and support, this will affect their entrepreneurial intention positively.

Access to capital has been considered one important basic resource that an individual will require to start up a new business. Our results showed the importance of financial resources to facilitate entrepreneurship and increase the chances of starting up a business. The availability of capital to graduate students will determine not only the extent of their entrepreneurial intention and entry, but it can also determine the performance and survival of their businesses. Such capital can be pooled from a family member's own wealth and funds from formal financial institutions (banks and business creation associations). Previous studies which can play the role of support such Delmar and Davidson (2000) who showed that self-employed individuals and nascent entrepreneurs have significantly higher levels of individual financial resources than the employed. Henley (2005) also found similar significant positive effects of family financial capital on the transition into self-employment of their children.

Tests of Hypothesis 3b: **Work experience positively affects entrepreneurial intention**, was supported and confirming that students who have past work experiences, this will affect their entrepreneurial intention positively.

Findings of our results showed that many of graduate students who have an intention to be self-employed have work experiences and that effect their entrepreneurial intention positively. Past research such as Kolvereid (1996) found that individuals with prior work experiences had significantly higher entrepreneurial intentions than those without such experiences.

Tests of Hypothesis 3c: **Quality of social support positively affects entrepreneurial intention**, was supported and confirming that students who can easily find the appropriate information and social support, this will affect their entrepreneurial intention positively.

Results of this study showed that social support have an impact on the likelihood of graduate students' entrepreneurial intention formation. Social support which contains venture creation associations and networks, they represent means for students to reduce risks and transaction costs of business start-ups and also to improve

access to business ideas, knowledge and capital. Past studies support our study findings, they suggested that social network consists of a series of formal and informal ties between the central actor and other actors in a circle of acquaintances and represents channels through which students get access to the necessary resources and information for business start-up, growth and success. However they found that social support has significant relationship with the seeking of students for self-employment, it is particularly important in gaining access to the financial capital necessary to perceive or exploit a new venture opportunity (Kristiansen, 2003; Aldrich & Zimmer, 1986).

### **3- Research Recommendations:**

The findings of this thesis suggest that positive attitudes, family background and perceived behavioural control (access to capital, work experience and quality of social support) are useful for research into entrepreneurial intentions.

Results of this research may imply the following recommendations:

Understanding how self-employment intentions are formed may provide opportunities to stimulate growth in the economy through new business creation initiatives. A significant implication of this thesis is that by knowing how self-employment intentions are formed among students it may be possible to influence the process to encourage entrepreneurial behaviour.

Results of this study may also provide additional insight into the benefits of offering and including entrepreneurship education programmes into the Higher School of Commerce curriculum to encourage and increase both positive attitudes and perceived behavioural control towards self-employment. As stated previously in our review of literature, education about entrepreneurship is important. Understanding more about the student's needs of such programmes provides the opportunity to set and enhance programmes to suit the specific needs of them. Therefore it is recommended to promote entrepreneurship and awareness of entrepreneurial opportunities among students by conducting conferences, workshops and seminars. For example some programs are primarily aimed at teaching students the basics of launching a business or business planning, whilst others have the broader aim of teaching the essence of entrepreneurship. Whatever the program objectives, setting up

these programmes and assessing their impact on students' career intentions is additionally important to higher education policy makers (educators).

In addition, the current study provided empirical support for the relationship between access to capital and the quality of social support as triggers or boundaries for graduate students in start-ups and the entrepreneurial intention of them to be self-employed. Given that, the results of this thesis suggest that the boundaries which inhibit graduate students to enter the world of entrepreneurship can be omitted through: a) the establishment of mentor programs with successful entrepreneurs; b) increased availability of information and advice needed in the start-up process; and c) facilitating the access to bank loans and financial resources.

#### **4- Limitations and Future Researches:**

Similar to previous studies, the present study is not an exception and has some noticeable limitations.

First limitation of this study is that the sample size which was limited and taken from just the graduate students of Higher School of Commerce. The larger sample size will be more appropriate to reach to more generalize outcome of the study.

Secondly, this thesis has focussed on the impact of the cognitive approach on the entrepreneurial intention of graduate students, where the impact can be researched larger than that. Future research is recommended to fully detect and evaluate the other different approaches such as the economic, managerial and sociological effect on the formation of the student's entrepreneurial intention. The evaluation of such impacts is important to the widespread development of entrepreneurship across institutions and higher schools and to the development of entrepreneurship in society.

Thirdly, another limitation of the study is that young graduate students are not involved in the business activity practically but it is their intention to join entrepreneurship in future. In other words, this thesis has focussed only on the prediction of entrepreneurial intentions, not realisation of these intentions. The graduate students may be enthusiastic about intention to create new venture because their options are limited. Further investigation is needed to examine whether their intention will remain the same level when wide options will be opened in front of them.

Finally, given the potential to explain future entrepreneurial behaviour through behavioural intentions models (Ajzen, 1991; Shapero and Sokol, 1982), understanding the impact of social environment and students' attitudes towards self-employment is of importance to educators, and public policy makers. It is felt that some antecedents of a great entrepreneurial intention can be have more impact than other antecedents have in an Algerian context, this thesis provides the basis for further studies to understand more about the affects of these antecedents on students' entrepreneurial intentions.

# **Conclusion**

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## Conclusion

The primary purpose of this study was to answer the question of whether Algerian students (graduate students of Higher School of Commerce) have an entrepreneurial intention to be self-employed or not and understand more about their entrepreneurial intentions, thereby developing a model that linked entrepreneurial intention, amongst other factors, to the formation of such behavioural intentions.

In summary, the findings of this study imply that graduate students of Higher School of Commerce have an entrepreneurial intention to be self-employed in general, both descriptive and hypothesis tests showed that the general orientation to those students is seeking self-employment over employment. The thesis general results are satisfactory, since most hypotheses have been confirmed and supported. In particular, five of the six original core-model relationships were significant. The positive attitudes found to be from the main antecedents of the graduate students entrepreneurial intention, family background of the student has a positive significant relationship with his or her intention to start a new business; the student's access to capital, work experience and his or her good quality of social support exert a positive impact on a students' intention to be self-employed. In the research model, the formations of self-employment intentions are positively associated with the preference for a career in self-employment based on both a student's positive attitudes of self-employment and social environment. This graduate student's preferences of seeking self-employment over employment have been shown to be affected by a student's previous family business experience, work experience, and accumulation of knowledge from their business studies.

In addition, this thesis provides further support for the use of Ajzen's Theory of Planned Behaviour (1991) and Shapero and Sokol's Entrepreneurial Event (1982) as the basis for an entrepreneurial intentions model to test the antecedents to entrepreneurial intention.

Similar to prior research that investigated entrepreneurial intentions in a general sense (Krueger et al., 2000), the findings of this thesis support the positive associations between entrepreneurial intentions and positive attitudes, subjective

norms and perceived behavioural control towards self-employment in line with more recent research.



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# **Appendixes**

**Appendixes:****Appendix 01: Questionnaire (English format)****Questionnaire about the Entrepreneurial Intention among Algerian Students**

For the fulfilment of the requirements for the degree of commercial and financial sciences magister, a survey is conducted as part of this research which is about “The Entrepreneurial Intention among Algerian Students – Higher School of Commerce Students case study-“. It aims to search whether Algerian students have the entrepreneurial intention to be self-employed (to start their own business) or not? And what are the determinants and antecedents of that intention?

The time you spend on this survey questionnaire will not exceed 15 minutes. We guarantee you the total confidentiality of your answers. We are grateful for your effort of completing this questionnaire.

**PS:** Put the mark (X) in the square which indicates your situation or opinion.

Indicate your level of agreement with the following statements from 1 (total disagreement) to 5 (total agreement).

**1- Demographic Variables:**

**1-1- Name:** .....

**1-2- Age:** .....

**1-3- Gender:**

Male       Female

**1-4- Major (specialisation):**

Accounting       Finance       Management       Marketing

**1-5- Ex-school:**

Native of “ESC”       Came in the 3<sup>rd</sup> year       Came in the 4<sup>th</sup> year

**2- Entrepreneurial Intention:**

**2-1- Do you have an idea or a project to start a new business?**

Yes       No       (Please, go to statement N°2-7)

**2-2- How this idea or project was born?**

2-2-1- Come after meetings with entrepreneurs	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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2-2-2- Come from your business studies which you have followed	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2-2-3- Come after a job or training	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2-2-4- By reading the specialised press	Yes <input type="checkbox"/>	No <input type="checkbox"/>

**2-3- How much time do you spend now in information researching for better formalizing the following aspects of your idea or project?**

Aspects	Never	Rarely	Sometimes	Often	Always
2-3-1- The market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-3-2- The product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-3-3- Building the business plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-3-4- Other (thanks for précising )	.....				

**2-5- From whom?**

2-5-1. Organisations or associations specialised in enterprise creation supporting	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2-5-2. Professions chamber	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2-5-3. Your school/university studies	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2-5-4. Other (thanks for précising )	.....	

**2-6- Can you tell us about the following aspects of your idea or project?**

Aspects	Nothing clear	Rather clear	Clear	A few clear	Totally clear
2-6-1. Do you have an idea about your future customers?	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2-6-2. Do you have an idea about your future suppliers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-6-3. Do you have an idea about your future competitors?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

2-6-4. Do you have an idea about your financial resources needs of starting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
2-6-5. Do you have an idea about your human resources needs of starting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

**2-7- In how much time do you think you're going to realise your idea or project creation?**

• Less than 1 year	<input type="checkbox"/>
• Between 1 year and less than 3 years	<input type="checkbox"/>
• Between 3 years and less than 5 years	<input type="checkbox"/>
• More than 5 years	<input type="checkbox"/>

Statements	Totally disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Totally agree (5)
2-8- I have very high intention of ever starting a business.					
2-9- I expect I'll start up a business because there won't be a job available.					
2-10- If I'll given a choice between self employment and being employed, my preference would be self employed.					

**3- Positive Attitudes:**

Statements	Totally disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Totally agree (5)

3-1-	A career as an entrepreneur is totally attractive to me.					
3-2-	By starting my own business, I would take responsibility.					
3-3-	By starting my own business, I would have authority.					
3-4-	By starting my own business, I would be more independent.					
3-5-	I like to dare challenges, thus I would start my own business.					
3-6-	Being an entrepreneur implies more advantages than disadvantages to me.					
3-7-	Being an entrepreneur makes me rich and famous.					
3-8-	Being an entrepreneur makes me satisfied and respects myself.					
3-9-	Being an entrepreneur allows me to be more innovative than others.					
3-10-	I'm eager to win and achieve my personal goals.					

**4- Subjective Norms:**

**4-1- Role model:**

**4-1-1- Do you have a role model (important others: could be a friend, colleague, famous...etc) involved in their own businesses?**

Yes  No  (Please, go to statement N°4-1-3)

**4-1-2- If yes, how would you rate their experience of starting and managing their own businesses?**

Absolutely negative (1)	negative (2)	Neutral (3)	Positive (4)	Absolutely positive (5)

Statements	Totally disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Totally agree (5)
4-1-3- My immediate surrounded people value entrepreneurial activity above other activities and careers.					
4-1-4- I believe that my immediate surrounded people think that I should be an entrepreneur.					

#### 4-2- Family background:

4-2-1- Have your parents or family members (could be a brother, sister...etc) ever started their own businesses?

Yes  No  (Please, go to statement N°4-2-3)

4-2-2- If yes, how would you rate their experience of starting and managing their own businesses?

Totally negative (1)	negative (2)	Neutral (3)	Positive (4)	Totally positive (5)

Statements	Totally disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Totally agree (5)
4-2-3- I believe that my family members think that I should be an entrepreneur.					

#### 5- Perceived Behavioural Control:

5-1- Access to capital:

Statements	Totally disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Totally agree (5)
5-1-1- It is easy of getting a bank financing.					

5-1-2- It is easy of getting a credit from my family					
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**5-2- Work experience:****5-2-1- Have you worked in your family business or an enterprise?**

Yes  No  (Please, go to question N°5-2-3)

**5-2-2- If yes, how would you rate your experience of working or getting involved in that?**

Totally negative (1)	negative (2)	Neutral (3)	Positive (4)	Totally positive (5)

**5-2-3- Did you get involved in business creation training?**

Yes  No  (Please, go to statements N°5-2-5)

**5-2-4- If yes, how would you rate your experience of getting involved in that?**

Totally negative (1)	negative (2)	Neutral (3)	Positive (4)	Totally positive (5)

Statements	Totally disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Totally agree (5)
5-2-5- I'm able to control the creation process of new business.					
5-2-6- I believe I would be completely able to start a business.					
5-2-7- My business studies and training will aid me to start my own business.					

**5-3- Quality of social support:**

Statements	Totally disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Totally agree (5)
5-3-1- I have a good network to start my own business.					
5-3-2- The venture creation associations would ease to me the creation process.					
5-3-3- It is easy of finding the appropriate information which I need to realise my idea or project.					
5-3-4- It is easy of finding the appropriate advices which I need to realise my idea or project.					

#### Appendix 02: Questionnaire (Arabic format)

##### استبيان حول الفكر المقاولاتي بين الطلبة الجزائريين

أنا طالب بالمدرسة العليا للتجارة بصدد تحضير مذكرة تخرج تحت عنوان "نية المقاولاتية بين الطلبة الجزائريين - دراسة حالة: طلبة المدرسة العليا للتجارة -" والتي تدخل ضمن متطلبات نيل شهادة الماجستير في العلوم التجارية و المالية تخصص "إدارة الأعمال". تهدف هذه الدراسة إلى بحث و معرفة ما إذا كان الطلبة الجزائريين يملكون فكر مقاولاتي و النية في بدء مشروعهم الخاص، و ما هي أهم سوابق و محددات هذه النية. الوقت الذي ستقضونه في الإجابة على هذا الاستبيان لن يتعدى 15 دقيقة، نحن نضمن لكم الثقة التامة على إجاباتكم كما نقدر لكم مجهوداتكم بالمساهمة في إثراء هذا الموضوع بالتكرم بالإجابة عن أسئلة هذا الاستبيان الموضوع بين أيديكم.

##### ملاحظة:

- يطلب وضع علامة (X) في الخانة التي تعبر عن وضعيتك أو رأيك الخاص.
- أشر إلى درجة توافقتك مع العبارات التالية من 1 (لا أوافق بشدة) إلى 5 (أوافق بشدة). (كلمة مقول تعني أي شخص يملك مشروع ما أو مؤسسة ما.)



و لكم منا جزيل الشكر و الامتنان...

### 1. البيانات الشخصية:

1 1 - الاسم و اللقب: .....

1 2 - السن: .....

1 3 - الجنس:

ذكر  أنثى

1 4 - التخصص:

مالية  محاسبة  تسيير  تسويق

1 5 - القوم إلى المدرسة:

منذ السنة الأولى  في السنة الثالثة  في السنة الرابعة

### 2. النية المقاولاتية:

2 1 - هل لديك فكرة أو مشروع لبداية مؤسسة جديدة؟

نعم  لا  (من فضلكم انتقلوا إلى العبارة رقم " 2-

"7)

2 2 - كيف ولدت (نشأت) هاته الفكرة أو المشروع لديك؟

<input type="checkbox"/> نعم <input type="checkbox"/> لا	• جاءت بعد اجتماع أو اختلاط مع مقولين.
<input type="checkbox"/> نعم <input type="checkbox"/> لا	• جاءت بعد دراستك علوم التجارة و المالية.
<input type="checkbox"/> نعم <input type="checkbox"/> لا	• جاءت بعد عمل أو تدريب.
<input type="checkbox"/> نعم <input type="checkbox"/> لا	• جاءت بعد إطلاعك على الصحافة المقروءة المتخصصة.

2 3 - كم من الوقت تقضيه في محاولة الفهم الجيد للجوانب التالية لفكرتك أو

مشروعك؟

العنصر	أبدا	نادرا	أحيانا	عاديا	دائما
• السوق					
• المنتج					
• إعداد مخطط الأعمال					
• أخرى (شكرا للتحديد)					.....

2 4 - من قبل من؟

<input type="checkbox"/> نعم <input type="checkbox"/> لا	• المنظمات أو الجمعيات المتخصصة في المساعدة على إنشاء المشاريع.
<input type="checkbox"/> نعم <input type="checkbox"/> لا	• غرفة الحرف و المهن.
<input type="checkbox"/> نعم <input type="checkbox"/> لا	• دراستك: المدرسية/ الجامعية.
..... .....	• أخرى (شكرا للتحديد)

### 5 2 - هل بإمكانك إخبارنا عن الجوانب التالية لفكرتك أو مشروعك؟

العناصر	وا ضحة تماما	وا ضحة قليلا	وا ضحة نوعا ما	وا ضحة واضحة	ليس واضحة
• هل تملك فكرة عن زبائنك في المستقبل.					
• هل تملك فكرة عن مورديك في المستقبل.					
• هل تملك فكرة عن منافسيك في المستقبل.					
• هل تملك فكرة عن مصادر تمويلك لمشروعك.					
• هل تملك فكرة عن الموارد البشرية لمشروعك.					

### 6 2 - كم تعتقد أنه سيلزمك من الوقت لتجسيد فكرتك أو مشروعك؟

<input type="checkbox"/>	• أقل من سنة.
<input type="checkbox"/>	• بين سنة و ثلاث سنوات.
<input type="checkbox"/>	• بين ثلاث سنوات و خمس سنوات.
<input type="checkbox"/>	• أكثر من خمس سنوات.

أو افق بشدة	أو افق (4)	م حايد (3)	لا أوافق (2)	لا أوافق بشدة	العبـارات

(5)				(1)	
					7 2 - لدي نية قوية لبدء مشروع جديد
					8 2 - أعتقد أنني سأبدأ مشروع خاص لأنه لن تكون لدي فرصة متاحة للتوظيف
					9 2 - إذا منحت فرصة الاختيار بين العمل لحسابي (تأسيس مشروع خاص) و وظيفة ما سأختار الأولى بالتأكيد

## 3. المواقف الايجابية:

أو افق بشدة (5)	أو افق (4)	م حايد (3)	لا أوافق (2)	لا أوافق بشدة (1)	العبارة
					1 3 - مهنتي كمقاول (مالك مشروع خاص) تبدو لي جذابة
					2 3 - مع بدء مشروع خاص سأتحمل المسؤولية
					3 3 - مع بدء مشروع خاص سأملك التحكم فيه
					4 3 - مع بدء مشروع خاص سأكون مستقلاً أكثر
					5 3 - أنا جريء على التحديات و بالتالي سأبدأ مشروع خاص
					6 3 - كوني مقولاً يعني لي كثيراً من المزايا أكثر من العيوب
					7 3 - كوني مقولاً يجعلني غنياً و مشهوراً
					8 3 - كوني مقولاً يرضيني و يزيد احترامي لنفسني
					9 3 - كوني مقولاً يجعلني أكثر إبداعاً من الغير
					10 3 - أنا حريص على النجاح و بلوغ أهدافي الشخصية

## 4. المعايير الاجتماعية (الذاتية):

## 1 4 - الشخص النموذج:

1 1 4 هل لديك مثال نموذجي (شخص مؤثر في المجتمع) أو قدوة لديه مشروع ما؟  
 نعم  لا  (من فضلكم انتقلوا إلى العبارة رقم " 4-

("3-1)

2 1 4 إذا أجبت بنعم، كيف تقيم تجربته في بدء و إدارة هذا المشروع؟

سلبية جدا (1)	سلبية (2)	محايد (3)	ايجابية (4)	ايجابية جدا (5)

أو افق بشدة (5)	أو افق (4)	م حايد (3)	لا أو افق (2)	لا أو افق بشدة (1)	العبارة
					3 1 4 الأشخاص المحيطون بي يولون أهمية لعمل المفاوضات أكثر من المهن الأخرى
					4 1 4 أعتقد أن الأشخاص المحيطين بي (الزملاء و الأصدقاء) يعتقدون أنه يجب أن أصبح مقاولاً

2 4 - الخلفية العائلية:

1 2 4 هل كان أو لدى والداك أو أحد من أفراد عائلتك مشروع ما؟

نعم  لا  (من فضلكم انتقلوا إلى العبارة رقم " 4-

"3-2)

2 2 4 إذا أجبت بنعم، كيف تقيم تجربتهم في بدء و إدارة هذا المشروع؟

سلبية جدا (1)	سلبية (2)	محايد (3)	ايجابية (4)	ايجابية جدا (5)

أو افق بشدة (5)	أو افق (4)	م حايد (3)	لا أو افق (2)	لا أو افق بشدة (1)	العبارة
					3 2 4 أعتقد أن عائلتي يعتقدون أنه يجب أن أصبح مقاولاً

5. التحكم في السلوك التصوري:

1 5 - الحصول على رأسمال:

أو افق بشدة (5)	أو افق (4)	م حايد (3)	لا أو افق (2)	لا أو افق بشدة (1)	العبارات
					<b>1 1 5</b> من السهل الحصول على قرض بنكي أو مساعدة مالية لبدء مشروعك الخاص
					<b>2 1 5</b> من السهل الحصول على قرض أو مساعدة مالية من عائلتي لبدء مشروعك الخاص

**2 5 - الخبرة العملية:**

**1 2 5** هل سبق لك العمل في مشروع يخص العائلة؟

(من فضلكم انتقلوا إلى الجدول الموالي)  نعم  لا

**2 2 5** إذا أجبت بنعم، كيف تقيم تجربتك هاته؟

سلبية جدا (1)	سلبية (2)	محايد (3)	ايجابية (4)	ايجابية جدا (5)

**3 2 5** هل سبق لك العمل في شركة ما؟

(من فضلكم انتقلوا إلى الجدول الموالي)  نعم  لا

**4 2 5** إذا أجبت بنعم، كيف تقيم تجربتك هاته؟

سلبية جدا (1)	سلبية (2)	محايد (3)	ايجابية (4)	ايجابية جدا (5)

أو افق بشدة (5)	أو افق (4)	م حايد (3)	لا أو افق (2)	لا أو افق بشدة (1)	العبارات
					<b>5 2 5</b> أعتقد أنني قادر على بداية مشروعك الخاص
					<b>6 2 5</b> أنا قادر على التحكم و إدارة عملية البدء لمشروعك الجديد
					<b>7 2 5</b> دراستي للعلوم التجارية و المالية من شأنها مساعدتي في بدء مشروعك الجديد

