

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

**Thesis Title:**

**How Should be the Focus on Entrepreneurial Programs to get  
Competent Entrepreneurs**

**« High Commerce School 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: Saleh-Eddine Bousseal**

**Supervised By: Professor Benaissa Annabi**

**2009 - 2010**



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## **DEDICATION**

To my dissertation committee, my sincere thanks for sharing your knowledge and being excellent at what you do.

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To the future readers of this thesis I dedicate this work

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# **General Introduction**

## **General Introduction**

In the past decade policy makers and economists have labeled entrepreneurship as one of the key factors to increase economic growth and innovation. Entrepreneurs are recognized as central to the process of mobilizing capital, adding value to natural resources, producing necessary goods and services, creating employment and developing the means by which trade is carried out.

Depending solely on natural supply of an entrepreneurial talents will leave the destiny of a nation to the vagary of the nature. So it is important to adopt means to develop such scarce human resources. In the wake of this development, entrepreneurship education programs are proliferating all over the world and numerous entrepreneurship programs have been introduced in many parts of the world (Brockhaus, et al., 2001).

In a study on entrepreneurs; Van der sluis et al (2005) found that the entrepreneurship education positively affects the entrepreneurial success. Hansemark (1998), also, examined how attending an entrepreneurship courses effect personality traits that are associated with entrepreneurs. It was found that entrepreneurship education participants exhibit a higher need for achievement and locus of control. Moreover, in Fayolle et al (2006) study on French university, it was found that the entrepreneurship courses have a positive impact on students entrepreneurial intention, who have not previously attended an entrepreneurship course and who have not been exposed to entrepreneurship through their family.

While it is not a difficult decision for universities to run entrepreneurial courses it is however a challenge to academicians to choose teaching methods that align to their course objectives, environments and even the type of students in the program. If scholars are able to dodge the question “can entrepreneurship be taught? They still will have to face the next question” How should it be taught?

We refer to the entrepreneurship program a concept which is broader than a course which includes a portfolio of complementary activities (teachable ones). Based on descriptions of entrepreneurship programs in the literature (Gartner and vesper 1994). The mission of these programs, is usually twofold. The first aim is to develop knowledge and a variety of entrepreneurial skills. The second aim of most programs is to increase awareness of entrepreneurship as a possible career opportunity so students will assess whether entrepreneurship is a suitable occupation for them. However, often such programs equate entrepreneurship with small business management and educate about entrepreneurship and enterprise rather than educating for entrepreneurship and how to get successful businessman (Solomon, 1989). what is currently needed is a very clear sense of priority. The priority should be inspiring and guiding potential entrepreneurs into the field and to enhance and to develop in them the skills, attributes, and behavior of the successful entrepreneur through specifically designed programs, which should be supported with appropriate teaching methods (PRATT model, 1998) and based on empirical research (C.A. albornoz, 2008).

In the psychology literature, intention 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 (Bird,1988; Katz and Gartner 1988, Krueger and Brazeal 1994). Intention models assume that external variables (demographic or background characteristics) do not directly affect the intention of performing a given behavior, or the behavior itself. That effect would be only indirect, through their influence on the antecedents of intention. According to this, one should expect intention to be better predicted through those antecedents. In this research study, we especially rely on two contributions, due to their influence on recent research. In the first place. Shapero and Sokol's (1982) theory of the "Entrepreneurial Event" and, secondly, the much more highly structured, theory of "Planned Behavior" (Ajzen, 1991).

The purpose of this research study is to provide some tentative implication for the development of entrepreneurship education practices in Algeria, suggested by reviewing

many articles and journals in the area of entrepreneurship education. We believe that there are significant cultural differences between different countries, which don't allow an easy transfer of the findings to Algerian context. This issue led us to focus more on the international and transcultural studies that were based on empirical research rather than on subjective intuition of experienced entrepreneurs or professors. Our used data for this research study is limited to Algerian final year students in the High Commerce School (Algiers), in 2011/2012 academic session. These category of students were chosen because they are about to face their professional career choice and they belong to the highest entrepreneurial inclination segment of the population.

### **The Contribution of This Paper is**

- ✓ To suggest a set of teachable competencies, those which have support on empirical research to feed entrepreneurship education in Algeria. And highlight the role of high education system in providing the appropriate environment to enhance the likelihood of students to be successful entrepreneurs. This is expected to increase our knowledge about the education entrepreneurship and the ways to enhance it.
- ✓ Review the literature necessary to building an adequate theoretical framework which take into consideration many connected factors to get competent entrepreneurs.
- ✓ The research study's aim is to take a fresh look into graduates (1) expectation on the factors motivating students when choosing jobs, (2) perception to the advantages and obstacles for being entrepreneur in Algerian environment as well as (3) assess their entrepreneurial intentions.

### **Significance of the study**

- ✓ Many governments around the world and the Algerian in particular are looking into ways to get more qualified entrepreneurs who can start their own business.

- ✓ Entrepreneurship is considered as a major factor that contributes in economic development by entrepreneurs' nature of creativity and innovation.
- ✓ Entrepreneurship has direct impact on the growth of the national economy, thus entrepreneurs should fully exploit the potentialities of the country's available resources.
- ✓ In order for individuals to discover their contribution to the economy and the society as a whole, they first have to learn about entrepreneurship.
- ✓ A need exists for more interaction between education environments and external organizations, so that present business thinking can be introduced into schools (white, 1993).

### **Objective of The Study**

The current study aims to examine the literature related to Entrepreneurship Education to understand what its current state is, in order to determine its best practices in Algeria.

### **Problem of The Study**

This research is concerned with the investigation of **How Should be the Focus on Entrepreneurial Programs to Get Competent Entrepreneurs**

Thus the problem of this study can be expressed through the following questions:

- ✓ What are the contributions of different schools of thoughts regarding the field of Entrepreneurship?
- ✓ What are the factors that shape people's entrepreneurial attitude orientations and by extension their entrepreneurial behavior?
- ✓ Which are the teachable contents that a person needs to perform effectively in a field of practice? And what are the main applied and advocated teaching methods?
- ✓ What is the association between the variables [ Gender, Personality traits, Attitudes towards (Income, Risk, Work Effort, and Independence), Creativity, and Environmental Factors] and entrepreneurship in case of Algiers High School of Commerce's students?

## **Hypotheses**

Douglas and shepherd (2000) have investigated why entrepreneurs act as entrepreneurs. They assume that the individual's utility from any particular occupation, whether self-employed or employed, depends on income (which depends in turn on ability), as well as working conditions such as decision-making control, risk exposure, work effort required and other working conditions. We test the hypothesis that the incentive to be an entrepreneur increases with the positiveness of one's attitudes toward income, risk, work load, and independence. And that the income play a critical role in maximizing the total utility that the individual will derive when choosing to be an entrepreneur. Thus, our first hypothesis is:

H1: The High School of Commerce students' incentive to be an entrepreneur is an outcome of maximizing the total utility which the individual derives from his attitudes towards income, risk, hard work or independence.

Our second hypothesis is:

H2: The variables: Gender, Personality traits, Attitudes towards (Income, Risk, Work Effort, and Independence), Creativity, and Environmental Factors do not directly affect the intention of performing an entrepreneur's behavior.

Josée Audet has tried to investigate about the effectiveness of the various pedagogical approaches used to achieve any of the entrepreneurial educational objectives. The article finds out that the choice of the assignment can have a significant impact on student's learning and his perception of an entrepreneurial career. Since for some students an increase in perceived desirability seems to have been accompanied by a somehow false



perception of feasibility, while for others, an increase in perceived feasibility brought about a decrease in perceived desirability. Thus, our third hypothesis is:

H3: Knowledge of the entrepreneurial environment and the consideration of several factors can effectively guide educators in their future design and application of the future program and will contribute to more realistic perceptions about entrepreneurship

## **Review of Literature**

C.A. Albornoz (2008) used PRATT (1998) teaching model to identify the teaching perspective that best fit each competency. The article elaborated teaching content from empirical research and suggested a sequence of how to present entrepreneurship content to new students.

The author presents a summary of the teachable content (KSA's) identified in the literature; these KSA's are grouped into four competencies: network, opportunity recognition, business creation and business development. These four competencies are related in some way to the research published on entrepreneurship journal and are very unique in term of being the first in extracting KSA from empirical research.

According to what was found on empirical research, these four over searching competencies or KSA should be included as part of entrepreneurship education process.

Johannisson (1991) proposed a conceptual classification with five level of learning from entrepreneurial education.

- ✓ Why entrepreneurs act (values, motivation)?
- ✓ What needs to be done (knowledge)?
- ✓ How to do it (abilities, skills)?

- ✓ Who should we know (social skills, networks)?
- ✓ Finally, when to act (experience and intuition)?

Azzedine Tounes (2003), tried to describe, explain and predict, in a context of teachings of entrepreneurship, the entrepreneurial intention among French students.

This thesis attempts to describe and explain the formation of the entrepreneurial intention of students following programs or courses in entrepreneurship. The central idea of the research is to understand the influence of those programs and courses, as well as the entrepreneurial intention of students.

By situating the research problem within a framework widely applied in entrepreneurship research, namely the model of the social dimensions of entrepreneurship A. Shapero and L.Sokol (1982), and the theory of planned behavior, I. Ajzen (1991), his research confirms that entrepreneurship is at the crossroads of several disciplines. By using a hypothetico-deductive approach relied on qualitative expert consultation, his model of entrepreneurial intention was validated.

Jens Mueller, Tan Wee Liang, Hu Hanjun and John Thornton; tried to comment on the applicability of the PETE (Practical Entrepreneurship Teaching Engagement) model (Mueller & thornton; 2005) which seeks to explain that the presence of several factors can improve the effectiveness of action learning. They suggested that the model can guide educators in their future design and application of the action-learning models.

Josée Audet has tried to investigate about the effectiveness of the various pedagogical approaches used to achieve any of the entrepreneurship educational objectives. In light of this, a class experiment was conducted among Commerce undergraduate students. These students were given a choice between two term projects in an entrepreneurship course: a business plan or a field study. The objective was to measure the impact of completing these different assignments on: 1) the students' perceptions of the desirability and

feasibility of starting their own venture, 2) their learning in terms of either skills or knowledge, and 3) their level of awareness to entrepreneurship and the small business context. The article finds out that the choice of assignment can have a significant impact on student's learning and his perception of an entrepreneurial career. It claims that a long debate can take place to whether we should favor assignments that enhance skills and abilities or knowledge and understanding, since for some field study students an increase in perceived desirability seems to have been accompanied by a somehow false perception of feasibility, while for some business plan students, an increase in perceived feasibility brought about a decrease in perceived desirability.

Jonas Gabrielson, Joakim Tell and Diamonto Politis; discussed how business simulation exercises can be used as platform to trigger students learning by providing them with a platform where they can merge theory with practice.

They claimed that the practices of action learning encourages critical thinking and supports the development of team work and leadership skills. And small business management education can be more effective in generating actionable and relevant knowledge by applying ideas and principles from the action learning.

Alain Fayolle and Benoit Gailly (2008) tried to offer a conceptual framework in entrepreneurship education largely inspired by education sciences and discuss its two main levels, the ontological and educational levels. Their framework is then used to discuss various types of entrepreneurship teaching programs, focusing on three broad categories of learning processes.

The article uses intensive reviews of literature in the fields of education and entrepreneurship. Their teaching framework and the derived propositions are intended to provide a bridge between education sciences and the field of entrepreneurship.

They suggested that there is a need to reconsider entrepreneurship education in its wide diversity, both from an ontological and pedagogical point-of-view. The range of theoretical choices, objectives, publics, pedagogical methods and institutional context

should be approached through the lenses of multiple teaching models and learning processes, which can be structured around a general framework.

Marry Jesselyn Co and Bruce Mitchell tried to offer recommendations for improving the developing field of entrepreneurship education in the south African higher education, through a nationwide e-mail survey, the respondents were academic staff members who are involved in teaching and researching entrepreneurship.

They suggested that Academics in high educations institutions have to continually update themselves by attending international conferences on entrepreneurship education to be exposed to new trends in teaching and curriculum development. If possible, these institutions should examine the possibility of creating linkages with international universities with strong entrepreneurship programs. These collaborations would benefit south African universities through “transfer of technology”

### **Research Scope**

Although the topic of this dissertation offers great research opportunities, it is necessary to define its scope in order for the dissertation to remain manageable.

First, the geographical location is limited to Algeria.

Second, this dissertation is focused on university-level students (the graduating students of High School of Commerce).

Third, the main variable is Entrepreneurial Intention (a predictor of the future entrepreneurial behavior). Which is the most appropriate objective of Education Entrepreneurship in our research.

Fourth, the content of an Entrepreneurship Education program is not the objective of this study; however, the content is of an importance to our study.

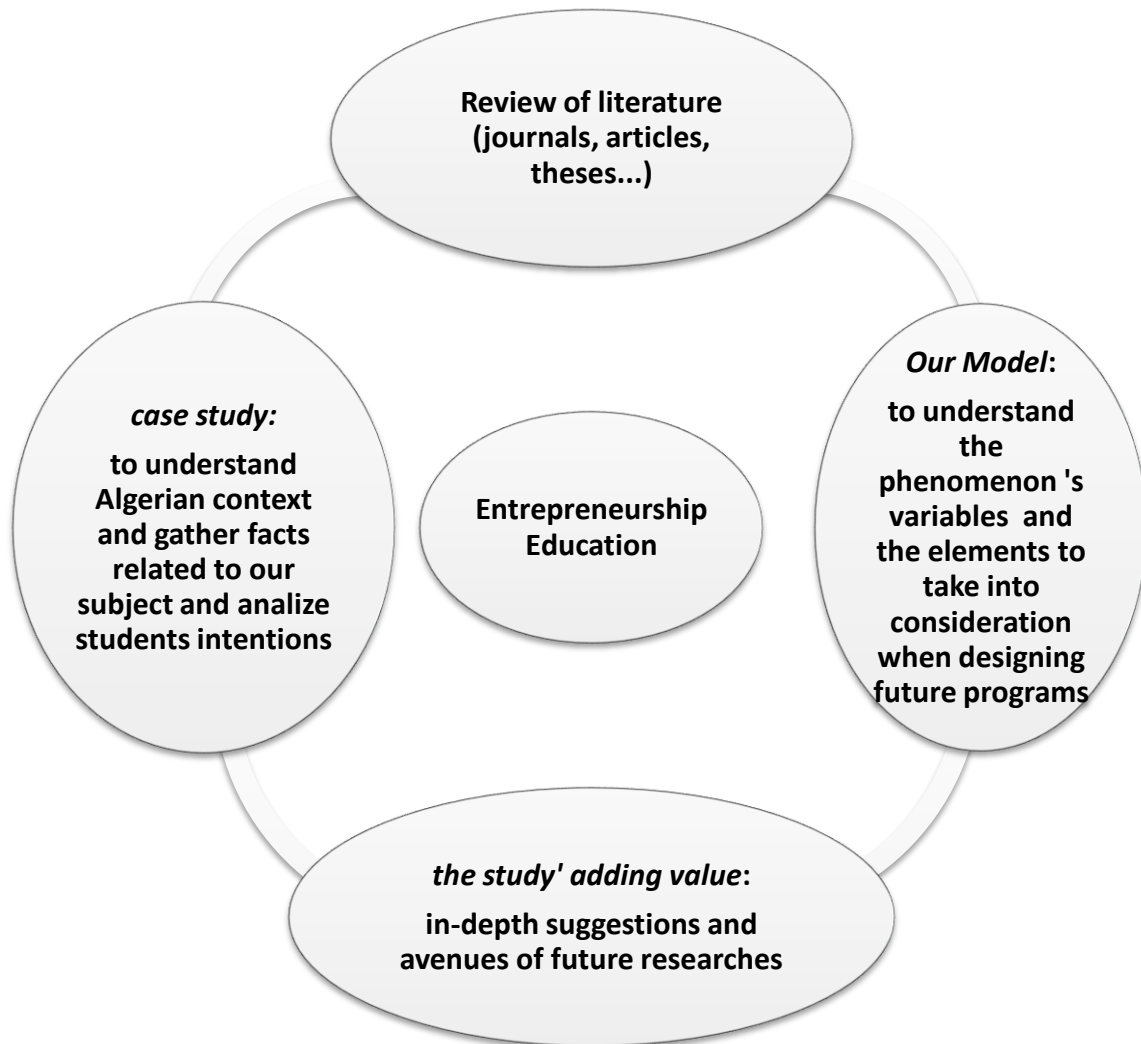
Finally, exogenous factors that impact Entrepreneurial Intentions for example, family or friends, the economic situations, the university, and professors are not taken into

account separately. They will be indirectly captured through other variables which are antecedents of intention but are not specifically identified and isolated.

### **Dissertation Structure**

Hereunder we will discuss in detail the methods utilized in order to answer the research questions. It was decided that 7 chapters will constitute the underpinning of our research study.

Before we proceed with dissertation structure, we would like you to have a vision Fig(1) on the steps to take in order to answer this research study's question.



**Figure (1): The Research Study's vision, Source: Done by the Student, 2012.**

**General introduction** introduces the research topic, elaborates on its relevance, and outlines the research questions. State the objectives of this research study. It examines past research which relates to the field of Education Entrepreneurship. It further explains the scope of the dissertation and concludes with the dissertation's structure (Fig 2).

**Chapter 1** discusses the meaning of entrepreneurship. Characteristics of entrepreneurs will be examined and analyses the stands of literature in the domain of Entrepreneurship. Hypotheses will also be developed.

In **Chapter 2** the meaning of Entrepreneurship Education will be discussed. The importance of Entrepreneurship Education will be considered, as this will help provide an understanding to the field and why it is an important area to be aware of. as well as the role, which the teacher plays in entrepreneurship education. followed by the learning styles of entrepreneurship and the content that should the entrepreneurship program contains.

After an in-depth review of the literature a theoretical framework in **Chapter 3** will be selected which will underlie this dissertation study. As well as intention theories are reviewed. Followed by some relevant models to our model. Then, our model will be presented to the reader.

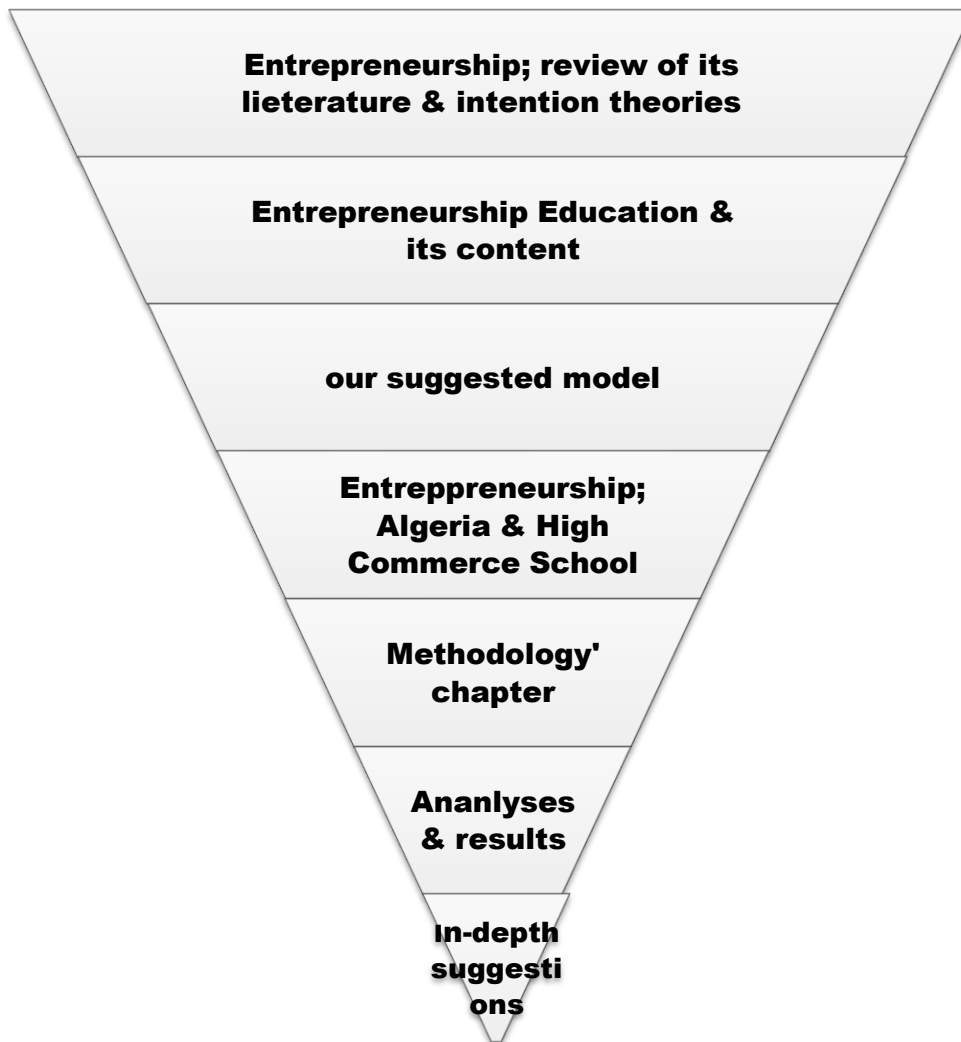
In the **Case Study' Chapter**, we try to shed some light on the actual situation of the entrepreneurship in Algeria. provide a general overview of entrepreneurship in Algeria, it will also take a look on governmental and non-governmental institutions involved in supporting and promising the entrepreneurship in Algeria.

**Methodology's Chapter** Provide a discussion to the most suitable design that can help answer the questions for this research. This chapter explains and justifies the research methodology used in the study and relates it to the research objectives.

In **Chapter 6** all data obtained from closed questions will be analyzed using a statistical software package (SPSS) and data from open-ended questions will be placed into frequency tables. This chapter gives a summary and discuss the main findings and

links them back to the objectives and hypotheses. it provides the results of the analyses for each research question.

The dissertation concludes with **Chapter 7**, which provides in depth-suggestions, elaborates on its limitations and provide further ideas for promising avenues of research. The appendices contain both versions (English and Arabic) of the questionnaire as outlined in the table of contents.



**Figure (2):Dissertation structure, Source: Done by the student, 2012.**

# **Chapter One:**

## **Entrepreneurship**



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## **Chapter One: Entrepreneurship**

### **Introduction**

Defining entrepreneurship is not an easy task, since the main line is there is no specific characteristic of an entrepreneur. Different definitions arise both from the coexistence of the various spheres which have interests in the field (academic, political and business) and from the diversity of approaches within each sphere. The volume of entrepreneurial literature proposes that psychological (personality/traits), demographics (gender, age, ethnicity) and socio-cultural factors (culture and education) may provide valuable insights into entrepreneurial behavior.

### **1.1. Entrepreneurship**

#### **1.1.1. Definition of Entrepreneurship**

The word entrepreneur is derived from the French “entreprendre”<sup>1</sup> which means “to undertake”, such simple meaning has flourished into a more complex one after centuries, where nowadays no one can define the single meaning of entrepreneurship itself and there are lots of debating to define the exact meaning of entrepreneurship.

In the traditional (classical view), “entrepreneurs are risk-taking individuals who buccaneering, egotistical, profit seeking, business people, quite unlike the average public sector manager” (Leadbeater & Goss, 1988, P 15).

Schumpeter (1934) focused on innovation as an integral role of the entrepreneur, who creates or expands a firm to supply needed inputs or outputs, or to connect different markets, and/or to create, expand or modify a market.

But nowadays, entrepreneurship is to foster entrepreneurial mindsets and skills among people (students).

### **1.2. Schools of Thoughts on Entrepreneurship**

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<sup>1</sup> Henry Pribadi (2005), “Defining and constructing the teaching model of entrepreneur education based on entrepreneurial intention model”, Jurnal Teknik Industry, Vol. 7, No. 1, PP. 67-82.

### 1.2.1. An Early Thought on Entrepreneurship<sup>1</sup>

Richard Cantillon (1680-1734) was the earliest scientist we know who paid considerable attention to the entrepreneur. He introduces the very concept of ‘entrepreneur’ and he was the first to acknowledge that there is an entrepreneurial function within the economic system. Ever since Cantillon’s publication “Essai sur la nature du commerce en general” in 1755, entrepreneurs appeared in economic theory as contributors to society’s economic value.

Cantillon recognizes in his economic system three types of agents: landowners (capitalists), (ii) entrepreneurs (arbitrators) and (iii) hirelings (wage workers). His perception of the market is one of the ‘self-regulating networks of reciprocal exchange arrangements’. The entrepreneur has a central role in this system because ‘he is responsible for all the exchange and circulation in the economy’. The class of entrepreneurs brings about an equilibrium of supply and demand.

The entrepreneurial class accomplishes its task by engaging in pure arbitrage. The motivating factor is the potential profit generated from the activity of ‘buying at a certain price and selling at an uncertain price’. Cantillon thus recognizes that arbitrage always involves uncertainty. According to Cantillon, entrepreneurs also engage in professional activities other than arbitrage (the farmer, transporter, banker, or the seller in the market place for instance). The distinguishing feature of the entrepreneurial task as compared to the other types of agents is its risk-bearing nature, which yields uncertain and non-contractually arranged incomes. Landowners and hirelings are not subject to uncertain incomes, the former because of their rents which are fixed by contract, the latter because of their fixed wages.

As the entrepreneur’s task is basically comprised of arbitrage, he should be alert and forward-looking but he needs not to be innovative. He adjusts the quantity supplied to existing demand; he does not increase or alter neither demand nor supply. And the entrepreneur should be well prepared to bear the inherent risk. An entrepreneur though

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<sup>1</sup> C. MIRJAM VAN PRAAG (1999), “Some classic views on entrepreneurship”, DE ECONOMIST 147, NO.3.

does not necessarily start his venture backed by his own capital. Capital can be borrowed on the (assumed perfect) money market by paying the price of the borrowing (interest) to the banker, another entrepreneurial profession.

Cantillon's theory of entrepreneurship is therefore<sup>1</sup> specifically defined but broadly applicable. Anyone who invests (in the sense of acquiring and employing resources) with the purpose of selling goods in the future at an uncertain price is an entrepreneur. The laws of demand and supply also determine the number of entrepreneurs in each occupation.

### **1.2.2. A Classical Thought on Entrepreneurship:**

In Jean-Baptiste Say's article (1767-1832) "Treaties on Political Economy or the Production, Distribution and Consumption of Wealth", the entrepreneur plays a central coordinating role both in production and distribution. Also within the firm, he is the coordinator and moreover the modern leader and manager. Say is the first economist who stresses this managerial role for the entrepreneur. Compared to other classical economists, Say gives a very prominent position to the entrepreneur in the entire system of production and consumption. He extends the entrepreneurial functions as defined by Cantillon. However, by treating entrepreneurship mainly as a superior kind of labor, 'Say consciously or unconsciously directed attention away from the uniqueness of the entrepreneurial role'

Say's theory of the entrepreneur in fact arises from his explicit rejection of the 'zero-sum game' economy (one man's gain is another man's loss. Instead, production gives existing materials (capital and nature) a utility they did not possess before. So, there is a creation of utility which Say calls the production of wealth. There are three types of industry that can create value: (i) the agricultural industry, (ii) the manufacturing industry, and (iii) the commercial industry. The working of each of these 'human' industries consists of three distinct operations that are seldom performed by one person: (a) theoretical knowledge construction, (b) the application of knowledge and (c)

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<sup>1</sup> Chris Brown, Mark Thornton, "Entrepreneurship theory and the creation of economics: insights from Cantillon's Essai", pp. 101-113.

execution. Within this division, ‘the application of knowledge to the creation of a product for human consumption’ (Say (1803, 1971), P.330) is the entrepreneur’s occupation. This ‘superior kind of labor’ is necessary to set industries in motion and thereby attain prosperity within a country.

The entrepreneur function within the distribution sector (which is the complement of the production sector in Say’s economy) is to gather the revenues from the products sold and to distribute these revenues amongst the production inputs: labor, capital and land. Those inputs (or their owners) are paid remuneration according to their efforts in the form of wages, interest, and rent, respectively. The entrepreneur has a key position within his own enterprise; he is the coordinator, modern leader and manager. However, the entrepreneur should perform tasks specific to the trade as well and he will (most of the time) also supply (at least part of) his own capital. He is a risk bearer as well: ‘there is a chance of failure pertaining to any entrepreneur activity, however well conducted. The entrepreneur may than lose fortune and in some measure his character’.

A successful entrepreneur should have many qualities. The combination of the various tasks ‘requires a combination of moral qualities that are not often found together. Judgment, perseverance and knowledge of the world as well as of the business... the art of superintendence and administration’ (Say (1803, 1971)), PP 330-331). Furthermore, a successful entrepreneur should have experience within, and knowledge of the occupation, and should be in position to provide the necessary funds.

According to Say’s classical economy, all prices are determined by supply and demand. ‘Thus, it is this class of producers, which accumulates the largest fortunes, whenever the productive exertion is crowned by unusual success’ (Say (1803, 1971), P. 332).

At the micro-level of the firm, the entrepreneur’s remuneration is determined as a residual payment: turnover minus the payments to the other inputs of the production process. If this residual is higher than the wage for management and some risk premium, implying positive profits, then the supply of entrepreneurs increases. If profits are negative, then firms go bankrupt until equilibrium prevails.

### 1.2.3. A Neo-Classical Thought on Entrepreneurship

The mainstream modern neo-classicists have apparently not cared to include the entrepreneur in their formalized model. However, earlier neo-classical theories paid considerable attention to the entrepreneur (before the 1930s). Marshall's (1842-1924) seminal work *Principles of Economics* (first published in 1890), shows that the entrepreneur was important in neo-classical thought. Marshall's theory attached a more prominent role to the entrepreneur than any other early neo-classical theory.

#### Marshall's point of view

In a Marshallian society, the entrepreneur's task is the supply of commodities and at the same time the provision of innovations and progress. Within the firm, the entrepreneur bears all the responsibility and exercises all control. He directs production, undertakes business risks, coordinates capital and labor, and he is both the manager and employer. The alert entrepreneur continuously seeks opportunities (innovations) to minimize costs for a given result.

Consequently, successful entrepreneurship obviously requires some skills and capacities. First of all, it requires general ability which depends on family backgrounds, education, and innate ability. Second, successful entrepreneurship requires specialized abilities such as knowledge of the trade, power of forecasting, of seeing where there is an opportunity, and of undertaking risks. Third, to perform his role as an employer the entrepreneur should be a 'natural leader of men' (Marshall (1890, 1930), p.298).

Thus, in the Marshallian analysis<sup>1</sup>, firms have to organize their production and marketing functions in an evolving economy which is an environment of uncertainty and change. Producers face the uncertainties in various ways:

- ✓ Estimating the pattern of consumer preferences and technologies available to meet them;
- ✓ Anticipating the actions of rivals;

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<sup>1</sup> Ahmet TiRyaki, "theories of entrepreneurship: Acritical overview"

- ✓ developing techniques to respond to changes in consumer preferences, to the emergence of new technologies or to new entrant firms;

Entrepreneurial supply is contained by the abilities required for it. Therefore, the entrepreneurial supply price, as determined by the equilibrating forces of supply and demand, is higher than the earnings in other occupation as long as there are still people with the required abilities and enough opportunity, fresh businessmen enter into the trade. If there are too many businessmen in command of capital to sustain the higher price, the ‘survival of the fittest’ principle, referred to by Marshall as the ‘substitution’ principle, determines who remains in the trade and who exists.

#### 1.2.4. Entrepreneurship and Schumpeter

Joseph Schumpeter (1883-1950) contributed significantly to the theory of entrepreneurship. Most of his ideas are reflected in his book “the theory of the economic development”, first published in 1911. His theory was the first to treat innovation as an endogenous process. He turned down the predominant paradigm of entrepreneurship as management of the firm and replaced it with an alternative one: the entrepreneur as leader of the firm (in modern business management language) and as the innovator and therefore, prime mover of the economic system. Schumpeter integrated the dynamics of technology and business enterprise by defining the entrepreneur as an innovator. He explicitly opposed the idea of the entrepreneur as a risk bearer and a capitalist. He integrated psychological theory in the economic theory of entrepreneurship.

Schumpeter (1934)<sup>1</sup> saw the entrepreneur as the major agent of economic development, defined by the “carrying new combinations” which in turn means “the competitive elimination of the old”. The concept of economic development covers the following five cases:

- ✓ The introduction of a new good or of a new quality of good;
- ✓ The introduction of a new method of production;

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<sup>1</sup>Salvatore Sciascia, Riccardo De Vita, (2004), “the development of entrepreneurship research” Liuc Papers n. 146, serie Economia aziendale, 19.

- ✓ The opening of new market;
- ✓ The conquest of new source of supply of raw materials or half-manufactured goods;
- ✓ The carrying out of the new organization of any industry.

The entrepreneur's task is to innovate and to lead, deciding which objectives to pursue rather than deciding on how to pursue them. He is not a risk-bearer or a supplier of capital. Both of these tasks are left to the banker.

Being apt and willing to take up an entrepreneurial task requires a rare attitude and a particular conduct. Leadership is required in order to 'lead' existing means of production into new channels (out of the accustomed ones). Moreover, the entrepreneur should not feel reluctant to do something new. 'This mental freedom is something peculiar and by nature rare' (Schumpeter (1991, 1939), P.86). By doing something new and thereby showing deviating behavior, opposition arises in the social environment. The entrepreneur should 'be strong enough to swim against the tide of the society in which he is living' (Heertje (1982), P.86). Furthermore, innovation requires some special psychological motives.

Entrepreneurs do not perform their task in the first place in order to satisfy their own consumption wants. The motivating factors of pursuing indirect instead of direct consumption are:

- ✓ The dream and the will to found a private kingdom in order to achieve social distinction. This dream is the more fascinating, and represent the less opportunity for achieving social distinction is available to an individual.
- ✓ The will to conquer, to fight, to prove oneself superior to others, to succeed for the sake of success itself, not for the fruits of success.
- ✓ The joy of creation, of getting things done, to exercise energy, to change for the joy of changing

Hence, being an entrepreneur is neither a profession, nor a lasting condition. Entrepreneurs do not form a social class, though successful entrepreneurship may lead to a certain class positions, accordingly to how the proceeds of the business are used. This

class position is also part of the remuneration of the entrepreneur. It can keep up for several generations by the inheritance of pecuniary results and entrepreneurial qualities.

### **1.2.5. Entrepreneurship and Knight**

Frank Knight's (1885-1972) major contributions to the theory of entrepreneurship are included in his doctoral dissertation "Risk, uncertainty and profit", first published in 1921. He was the first explicitly distinguisher between risk and (true) uncertainty. The economic function of the entrepreneur is bearing the real uncertainty. Knight has generalized Cantillon's theory of entrepreneurship. The entrepreneurs bear uncertainty (more specifically defined than Cantillon's risk), and entrepreneurship involves more than arbitrage only. Moreover, knight has contributed a thorough analysis of the motivations and characteristics needed to become a successful entrepreneur: a successful uncertainty-bearer and judgmental decision maker.

The characteristic feature of the society through which the entrepreneur gets his role is uncertainty. Uncertainty, unlike risk, comprises a type of probability for which there is no valid basis at all for classifying instances because it concerns the outcome of a unique event. Hence, judgment should be exercised both for the formation of an estimate and the estimation of its value. This true uncertainty forms the basis of Knight's theory of profit, competition and entrepreneurship. This kind of uncertainty, which had been ignored in economic theory before, is borne by a particular subset of individuals in society: the entrepreneurs.

The essence of the entrepreneur's position in a corporation is his responsibility for direction and control whenever uncertainty is involved. He exercises judgment effectively, he is the decision maker, and he takes the responsibility for his decisions. Decisions include the planning of where, when and what kind of products to create. In addition to these estimating and judicial tasks, the entrepreneur is responsible for guaranteeing the estimated values to the other parties involved with his firm. The entrepreneur assumes the uninsurable business hazard.

Entrepreneurial ability heavily depends on one's ability to effectively deal with uncertainty. Differences among individuals with respect to their ability to deal with



uncertainty give rise to dedicatedly allocating the entrepreneur's functions in the hands of those who are most able to deal with it. The power to effectively deal with uncertainty requires the following: a high degree of self-confidence, the power to judge your own personal qualities as compared to those of other individuals (competitors, suppliers, buyers, and employees), and a disposition to act on one's own opinion, a venturesome nature, and foresight. Entrepreneurship ability includes furthermore, besides the requirements for dealing with uncertainty, 'the power of effective control over men as well as the intellectual capacity to decide what should be done' (Knight (1921, 1971), P.269). Success as an entrepreneur depends furthermore on the availability of enough capital to guarantee factors their fixed remuneration. As long as a prospective entrepreneur believes in his own capacity and has the wealth to back up his judgment, he does not need to convince others in order to dispose of the necessary capital for starting a business. But if he is not wealthy enough, he must find external financial backing and hence must be able to convince this outside party that he is right.

The entrepreneurial task is rewarded with the residual income (profit), the reward for bearing uncertainty. The income of any particular entrepreneur will tend to be higher with greater ability and more good luck, given the division of social income and its underlying factors as given above. The Knightian entrepreneur is not only remunerated with profit; the prestige of entrepreneurship and the satisfaction resulting from being one's own boss should also be considered when studying entrepreneurial income.

Finally, as completion is assumed, the number of entrepreneurs operating in the market place depends upon demand and supply of entrepreneurial services. Demand for entrepreneurs depends directly upon the supply of other productive services and on the ability of individual entrepreneurs

#### **1.2.6. A Neo-Austrian Thought on Entrepreneurship**

Since Von Mises (1949) and later extensions by Kirzner (1973, 1979, 1997), new Austrian explanations have been sharply differentiated<sup>1</sup> from neoclassical approach. Neo-

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<sup>1</sup> Anthony Endres, Christine Woods, "Modern theories of entrepreneurial behavior: An Appraisal", Economic Working Papers, the university of Auckland, 2003

classicists analyze the market in a state of (general) equilibrium. Neo-Austrians consider it most unlikely that the market economy is close to a general equilibrium position at any time. They try to answer the question of how, if at all, market economies tend towards equilibrium. Neo-Austrians see such tendencies as arising out of the dynamics of discovery. Such discovery identifies opportunities for pure profit, which express, in turn, errors stemming from ‘utter ignorance’ utter ignorance means unawareness of a basic lack of information.

### **Kirzner’s point of view**

Kirzner gave the entrepreneur a pivotal position within the market process. Most of his ideas related to the entrepreneur can be found in his publication “Competition and Entrepreneurship” (1973).

The work of Kirzner was strongly influenced by the theories of Von Mises. The core concept underpinning Kirzner’s dissertation is “alertness”. This characteristic is the only one that can capture the essence of entrepreneurship. It consists in a specific type of knowledge: <sup>1</sup>“the kind of ‘knowledge’ required for entrepreneurship is ‘knowledge where to look for knowledge’. The word which captures most closely this kind of ‘knowledge’ seems to be Alertness. Entrepreneurial knowledge may be described as the ‘highest order of knowledge’, the ultimate knowledge needed to harness available information already possessed (or capable of being discovered)” (Kirzner, 1973)

Kirzner has clearly contributed to the Austrian mode of thinking as well as to the theory of entrepreneurship by stating that entrepreneurs are the persons in the economy who are alert to discover the exploit profit opportunities. They are, according to Kirzner, the equilibrating forces in the market process.

Yet, the equilibrium position itself is never reached; entrepreneurs may have erred in their assessments concerning the presence of profit opportunities or may have completely

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<sup>1</sup> Salvatore Sciascia, Riccardo De Vita, “the development of entrepreneurship research” Liuc Papers n. 146, serie Economia aziendale 19, aprile 2004.

overlooked them. Such errors are translated, in turn, into new opportunities for pure entrepreneurial gain (and new errors in turn).

The entrepreneurs only need to perceive profit opportunities in an earlier stage than others. He needs to be alert. Entrepreneurs are the most alert persons to profit opportunities in the economy. They have, more than average, the ability to learn from mistakes (in the sense of not perceiving the best opportunities).

### **1.3. The Entrepreneur's Characteristics**

To define the real characteristics that are associated with the requirements of an entrepreneur is not an easy task. Encouragement of individuals' imagination, flexibility and willingness to accept risk (Stevenson and Gumpert, 1992) are the short version of the characteristics for an entrepreneur, whereas there are longer versions that have been concluded<sup>1</sup> by others, such as "The Top Ten Characteristics Today's Entrepreneurs Share" (Soo, 1999).

- Recognize and take advantage of opportunities.
- Resourceful
- Creative
- Visionary
- Independent thinker
- Hard worker
- Optimistic
- Innovator
- Risk taker
- Leader

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<sup>1</sup> Henry Pribadi (2005), "Defining and constructing the teaching model of entrepreneur education based on entrepreneurial intention model", Jurnal Teknik industry, Vol. 7, No. 1, PP: 67-82, Juni.

In C MIRJAN VAN PRAAG's paper<sup>1</sup>, "Some Classic Views on Entrepreneurship" the author gave some insight into the determinants of a successful entrepreneurship regarding to the classic contributors (Cantillon, Say, Marshall, Schumpeter, Knight and Kirzner). This is summarized in this (table 1) below.

**Table(1):Determinants of Successful Entrepreneurs Discussed by the Classic Authors**

	Start as entrepreneur	Having success as entrepreneur
Say	Sufficient reputation to obtain capital	Judgment, perseverance, knowledge of the world, business and occupation
Marshall	Risk-lovers	Intelligence, general ability (dependent on family background and education) Knowledge of the trade Bear risk Leadership Own capital
Schumpeter	Willingness to start (higher if less alternative opportunity for social distinction, more ambition, energy, creativeness)	Leadership
Knight	Ability to obtain capital Willingness/ motivation	Ability to deal with uncertainty: self-confidence, foresight, intellectual capacity
Kirzner	Alertness	Creativeness and leadership to exploit opportunities

**Source: C. MIRJAM VAN PRAAG (1999)**

<sup>1</sup> C. MIRJAM VAN PRAAG (1999), "some classic views on entrepreneurship", DE ECONOMIST 147, NO.3.

## 1.4. Some Factors that Shape People's Entrepreneurial Attitudes

There are various motives to start a new venture and people differ in what gives them utility and this explains why some people intend to be self-employed while others intend to be employed.

This work aims to take actual and fresh look into graduates' expectation on the factors motivating people when considering jobs. So that our management educators can design programs which enhance the entrepreneurial abilities<sup>1</sup> and attitudes of the students and also for the students to consider their attitudinal make-up before committing to Entrepreneurship.

### Age:

Robinson, Stimpson, Huefner and Hunt<sup>2</sup> (1991) argue that attitudes are a better predictor of entrepreneurial tendencies than are characteristics. Attitudes are learned and while they do depend to some degree on one's upbringing, family values, work and social environment they can and do change over time as the individual interacts with the environment in which he/she lives and works. Exposure to new information and to the

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<sup>1</sup> Baumol (1990), Holmes and Schmitz (1990), and Gifford (1993) discuss entrepreneurial abilities and argue that people with greater such abilities will tend to self-select as entrepreneurs, the term 'entrepreneurial ability' is used here to encompass all the skills possessed by an Individual which contribute to his/her productivity on the job, and include an opportunity recognition and screening, business planning, creative problem solving , strategic marketing, financial management, human resource management and leadership and persuasive skills.

It is important to distinguish between abilities and attitudes, as will show that greater ability has a distinct impact on entrepreneurial intentions, whatever the attitudes of the individual.

<sup>2</sup> Peter B. Robinson; David V. Stimpson; Jonathan C. Huefner; H. Keith Hunt; (1991), "An Attitude Approach To The Prediction Of Entrepreneurship"; Entrepreneurship Theory and Practice; PP. 13-31;

attitudes of others as will occur in formal educational programs and in work experience, may be expected to change most people's attitudes to at least some extent.

Douglas and Shepherd<sup>1</sup> (2000) represent an individual's choice to be self-employed by a utility-maximizing model when people intend to be self-employed when the combination of income, risk, work effort required, and independence provides greater utility than does the corresponding combination for the best employment option.

We formulated our first hypothesis as:

***H1: The High School of Commerce students' incentive to be an entrepreneur is an outcome of maximizing the total utility which the individual derives from his attitudes towards income, risk, hard work or independence.***

The overall utility for a career option is the combination of the utilities (the product of a person's positive attitudes towards an attribute) and/or disutilities (the product of a person's negative attitudes towards an attribute).

**Ability and income:** this argument on relationship between ability and income has empirical support (Hayes and Schaefer, 1999; Card and Lemieux, 1996)

We consider that:

- ✓ Income increases as ability increases.
- ✓ Income is less in employment than in self-employment

***H1a: The more the consideration of income the greater the incentive to be self-employed***

**Attitudes to work effort:** work effort is defined as the product of time spent working and index of work intensity (Douglas and Shepherd, 2000).

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<sup>1</sup> Douglas, Evan J. Shepherd, Dean A. (2000); "Entrepreneurship As A Utility Maximizing Response"; Journal of business venturing, Vol. 15, p 231;

A person with a higher degree of work aversion (higher disutility weight) derives greater managerial disutility from a job that requires additional hours of work and greater intensity of effort than someone with less work aversion.

Therefore the level of aversion to work will influence the type of career chosen (Furnham and Koritsas, 1990; Douglas and Shepherd 2000)

We consider:

- ✓ People are work averse, they have a disutility weight for work effort
- ✓ The disutility weight for work effort decreases as ability increases
- ✓ Work effort is less in employment than in self-employment

***H1b: The more attitude to work provide a greater incentive to be self-employed***

**Attitudes to risk:** while employment options vary in the level of risk (an employee typically receives a salary or a wage that may or may not be supplemented by commissions and bonuses). Self-employment typically represents a riskier endeavor (Knight 1921, Duchesneau and Gartner 1990)

- ✓ A less risk averse person is more likely to choose self-employment (Rees and Shah 1986)
- ✓ People are risk averse, they have a disutility weight for risk
- ✓ The disutility weight for risk decreases as ability increases
- ✓ Risk is less in employment than in self-employment

***H1c: The more tolerant one is of risk bearing, the greater the incentive to be self-employed.***

**Attitudes to independence:** while some people may prefer to be directed and feel uncomfortable with the responsibility that comes with independence. We assume that people typically have a preference for independence.

- ✓ People are independence seekers, they have a utility for independence,
- ✓ The utility weight for independence increases as ability increases

- ✓ Independence is less for employment than for self-employment

**H1d: The greater the preference for independence or decision-making control, the greater the incentive to be self-employed.**

Douglas and Shepherd (2000) postulate that the individual chooses an entrepreneurial career path, or a career as employee or some combination of the two, according to which career path promises maximal utility (or psychic satisfaction).

To express the individual's current-period choice between employment and self-employment in the next period we specify that person's ability function as:

$$U_j = F(Y_j, W_j, R_j, I_j, O_j)$$

$U_j$ : represents the utility anticipated in the next period from  $J^{\text{th}}$  Job

$Y_j$ : represents the income anticipated

$W_j$ : represents the work effort anticipated

$R_j$ : represents the risk anticipated

$I_j$ : represents independence anticipated

$O_j$ : represents other working conditions

$J$ : 1, 2 being (self-employed or employed) in the next period

A number of researchers have attempted to consider factors such as gender, grade point average, duration and field of study and entrepreneurial family background as important factors affecting students' perception and attitudes towards new own business formation. And some of these factors clearly enhance such tendency (Oakey, mukhtar & kipling, 2002). The present study may provide an estimate of the association between the mentioned variables above (each one separately) hence the following question is examined in this study: **How is the relationship between: Age, Gender, Personality traits, Attitudes towards (Income, Risk, Work Effort, and Independence), Creativity, and Environmental Factors and Entrepreneurship Intention?**



Our second hypothesis is formulated as:

***H2:*** The variables: Gender, Personality traits, Attitudes towards (Income, Risk, Work Effort, and Independence), Creativity, and Environmental Factors do not directly affect the intention of performing an entrepreneur's behavior, its rather an indirect impact.

# **Chapter Two :**

**Entrepreneurship**

**Education**

## Chapter Two: Entrepreneurship Education

### Introduction

Most of what you hear about entrepreneurship, says America's leading management thinker, is all wrong. It's not magic; it's not mysterious; and it has nothing to do with genes. It's a discipline and, like any discipline, it can be learned". Peter F. Drucker.

### 2.1. Definition of Entrepreneurship as a Teaching Field

A recent work conducted by a European group of experts representing all EU member countries proposed a common definition<sup>1</sup>. The consensus reached led to the inclusion of two distinct elements:

- ✓ A broader concept of entrepreneurship education which should include the development of entrepreneurial attitudes and skills as well as personal qualities and which should not be directly focused on the creation of new ventures; and
- ✓ A more specific concept of new venture creation-oriented training (European commission, 2002)

In this light, if one defines the field of entrepreneurship as "the examination of how, by whom, and with what effects, opportunities to create future goods and services are discovered, evaluated and exploited "(Shane and Venkataraman, 2000 P 120). Then, entrepreneurship education should be defined as "knowledge transfer regarding how, by whom and with what effects, opportunities to create future goods and services are discovered, evaluated and exploited"(Hindle, 2007).

The definition by Gibb (1978, P 6) of an entrepreneur as an individual demonstrating a marked use of enterprising attributes such as 'initiative, persuasive power, moderate risk-

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<sup>1</sup> Alain Fayolle, "Essay on the nature of entrepreneurship Education", professor E.M. Lyon.

taking, creativity, independence, problem solving, need for achievement, imagination, leadership, hard work and internal locus of control' is a case in point.

### **2.1.1. Areas of Entrepreneurship Education**

Lankkannen<sup>1</sup> (2000) distinguishes two areas of entrepreneurship education.

- ✓ Education about entrepreneurship: this involves developing, constructing and studying the theories referred to the entrepreneurs. The firm creation, the contribution to the economic development, the entrepreneurial process and the small and middle sized firms.
- ✓ Education for entrepreneurship: this addresses present and potential entrepreneurs with the objective of developing and stimulating the entrepreneurial process, providing the entire tool necessary for the start-up of a new venture both within and outside an existing organization.

Thus, we can say that entrepreneurship is a composite skill. It includes imagination, readiness to take risk, ability to bring together and put to use other factors of production, capital, labor and land, as also intangible factors such as the ability to mobilize scientific and technological advances.

### **2.1.2. Entrepreneurship Education's Perspectives**

There are some advantages for the one who gets formal education when they do the Entrepreneurship. Certain area of expertise will boost the probability of being success in Entrepreneurship because they can help to minimize the failure risk of being Entrepreneur, which is financial risk, career risk, family and social risk, and the psychic risk (Liles, 1974)

One a half-century of research has revealed that teaching in adult and higher education is a complex pluralistic and multi-faceted enterprise. In reviewing thirteen studies conducted between 1983-1996, Kember (1997) found only five substantively

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<sup>1</sup> Mary Jesselyn Co and Bruce Mitchell, (2006), "entrepreneurship education in south Africa: a nationwide survey"; EMERALD Group Publishing limited education + training, Vol. 48, No. 5, pp. 348-359.

deferent views of teaching in higher education<sup>1</sup>. The five perspectives are labeled transmission, apprenticeship, developmental, nurturing and social reform. The point here is that instructor commitments influence too, as an instructor being more committed either with learners, contents, or contexts will determine the teachings approach to be adopted (Pratt, 2005), which is a quite accurate predictor of educators' future performance (Ajzen, 1991).

**Transmission:** Effective teaching requires a substantial commitment to the content or subject matter or content. Good teachers have mastery of the subject matter or content. Good teachers take learners systematically through sets of tasks that lead to content mastery. Good teachers are enthusiastic about their content and convey that enthusiasm to their students, and for many learners, they are memorable presenters of their content.

**Apprenticeship:** Effective teaching is a process of acculturating students into a set of social norms and ways of working. Good teachers are highly skilled at what they teach whether in classrooms or at work sites. Learning tasks usually proceed from simple to complex, allowing for different points of observation and entry depending upon the learner's capability. Good teachers know what their learners can do on their own and what they can do with guidance and direction, as learners mature and become more competent, the teacher's role changes and over time, teachers offer less direction and give more responsibility as they progress from dependent learners to independent workers.

**Developmental:** Effective teaching must be planned and conducted "from the learner's point of view". Good teachers must understand how their learners think and reason about the content. The primary goal is to help learners develop increasingly complex and sophisticated cognitive structures for comprehending the content. The key to changing those structures lies in a combination of two skills.

- ✓ Effective questioning that challenges learners to move from relatively simple to more complex forms of thinking.

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<sup>1</sup> Daniel D pratt, jobs B. Collins and Sandra Jarvis Selinger, (2001) "development and use of teaching perspective inventory (TPI), AERA, PP 1-9;

- ✓ “Bridging knowledge” which provides examples that meaningful to the learner.

Good teachers work hard to adapt their knowledge to each learner’s level of understanding and ways of thinking.

**Nurturing:** Effective teaching assumes that long-term, hard, persistent effort to achieve comes from the heart as well as the head. People are motivated and productive learners when they are working on issues or problems without fear of failure. Learners are nurtured by knowing that:

- a) They can succeed at learning if they give it a good try.
- b) Their achievement is a product of their own effort and ability, rather than the benevolence of a teacher.
- c) Their effort to learn will be supported by their teachers and their peers.

Good teachers promote a climate of caring and trust, helping people set challenging but achievable goals and providing encouragement and support.

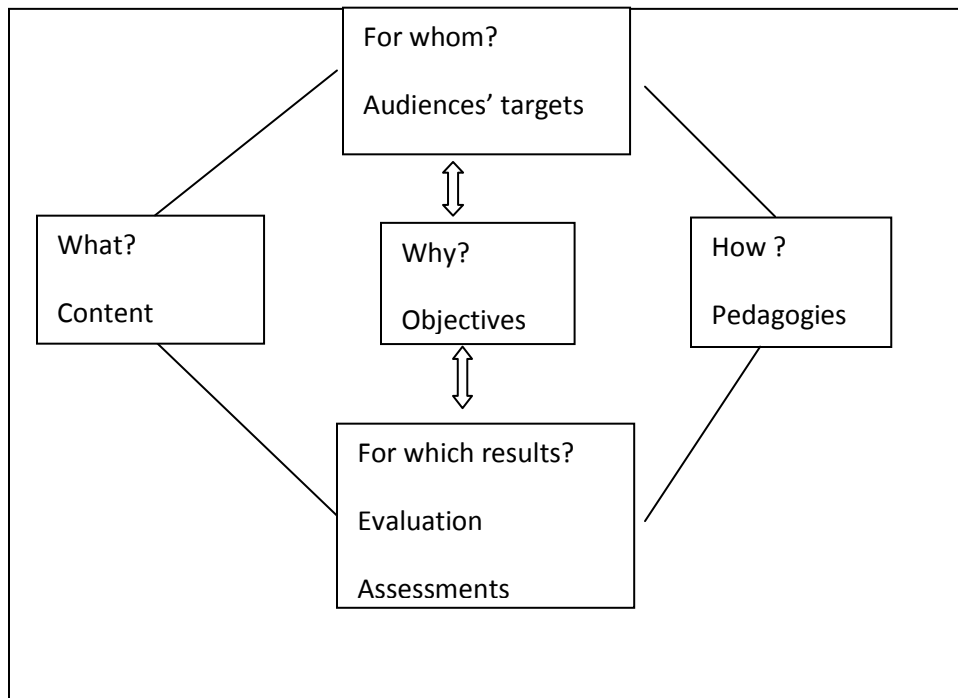
**Social reform:** Effective teaching seeks to change society in substantive ways. From this point of view the object of teaching is the collective rather than the individual. Good teachers awaken student to the values in ideologies that are embedded in texts and common practices within their discipline.

## 2.2. Entrepreneurship Education: A Conceptual Framework

Entrepreneurship Education has come a long way since the first ever entrepreneurship course proposed by Myles Mace at Harvard university (Katz, 2003). It provides knowledge, skills and abilities required to start a new venture and finally.

In our work we defend Alain Fayolle and Benoit Gailly’ (2008) conceptual framework in Entrepreneurship Education. They used intensive reviews of literature in the fields of Education and Entrepreneurship. And their teaching framework intend to provide a bridge between Education sciences and the field of Entrepreneurship, And fit well our research’ objectives and aspiration.

They suggested that there is a need to reconsider Entrepreneurship Education in its wide diversity, both from an ontological and pedagogical point-of-view. The range of theoretical choices, objectives, audiences, pedagogical methods and institutional context should be approached through the lenses of multiple teaching models and learning processes, which can be structured around this general framework (Fig 3).



**Figure (3): Alain Fayolle and Benoit Gailly' conceptual framework (2008)**

- ✓ Why (objectives, goals)
- ✓ For whom (targets, audiences)
- ✓ For which results (evaluation, assessments)
- ✓ What (contents, theories)
- ✓ How (methods, pedagogies)

### 2.2.1. The Why dimension:

The sources of those needs are multiple and concern various spheres including governments, institutions (universities, engineering and business school, public agencies), firms (large firms, SMEs) and individuals (students, would be entrepreneurs)

We believe that when designing a good Entrepreneurship teaching program. each participant should have only one objective of the presented herein:

- ✓ Learning to become an Enterprising individual.
- ✓ Learning to become an Entrepreneur (or an expert in the field of entrepreneurship)
- ✓ Learning to become an academic (teacher or researcher in the field of Entrepreneurship).

#### **2.2.1.1. Learning to Become an Enterprising Individual:**

This learning process meant to develop individuals' entrepreneurial spirit, to make them more entrepreneurial, first in terms of mindset, then through their actions. We consider that the process that turns an individual who is indifferent to entrepreneurship into an enterprising individual is characterized by two interlinked factors: the Desirability and Feasibility of the entrepreneurial act. (Shapero, 1975; Shapero and Sokol, 1982)

Intention models can therefore be used both as pedagogical guides and evaluation tools of educative actions (Fayolle, 2005, 2006)

Most models integrate contributions from the theories of Planned Behavior (Ajzen, 1991) Perceived Self-Efficacy and Social Learning (Bandura, 1986)

#### **2.2.1.2. Learning to Become an Entrepreneur:**

Such programs mostly intended for people engaged in an entrepreneurial project and who wish to benefit from some support and training. They can also be intended for students who want to learn about entrepreneurial situations and contexts. Such learning process must take into accounts the context and situations in which entrepreneurs really operate.

#### **2.2.1.3. Learning to Become an Academic in Entrepreneurship:**

This category of learning processes is aimed at helping people to become teacher and/or researcher in the field of entrepreneurship. The learning focuses on the theoretical



dimensions of the contents. It implies that they emphasize useful theories and methods to study Entrepreneurship and seek to help participants such as doctoral students to get a broad understanding of the variety of research designs, sampling criteria, data collection methods and analytical techniques which might be used to address research questions about creation of new venture, new organizations, new combinations and the like.

The question of designing and shaping such Entrepreneurship programs, in particular for PhD students, is of primary importance for the field itself and for all its stakeholders because these programs have to meet the needs of future researchers and contribute to develop legitimacy of Entrepreneurship as a scholarly discipline.

### **2.2.2. The for Whom Dimension:**

There are significant differences between courses intended for example to graduate management students and courses intended for student with scientific, technical or literary background or to teachers and PhD students. Which rise problems regarding the design and implementation of Entrepreneurship Education.

Educators particularly in the design phase have to understand their audience and gather knowledge regarding the general psychological characteristics, the background and social environment of the participants (bechard and grégoire, 2005)

### **2.2.3. The Which Results Dimension:**

The literature in education sciences highlights the fact that the evaluation question has to be raised as soon as a teaching program is designed (Mialaret, 2005). Evaluation criteria can be related to specific knowledge, specific skills and tools, level of interest, awareness or intention, degree of participation in the classroom or motivation, based on what the programs organizers want and able to measure.

Josée Audet has tried to investigate about the effectiveness of the various pedagogical approaches used to achieve any of the Entrepreneurship Educational objectives. In light of this, a class experiment was conducted among Commerce undergraduate students.

These students were given a choice between two term projects in an entrepreneurship course: a business plan or a field study. The objective was to measure the results and impact of completing these different assignments on:

- ✓ The students' perceptions of the desirability and feasibility of starting their own venture,
- ✓ Their learning in terms of either skills or knowledge, and
- ✓ Their level of awareness to entrepreneurship and the small business context.

His article finds out that the choice of assignment can have a significant (or even dangerous) results on student's learning. Thus, on the student entrepreneurial career's perception. It claims that a long debate can take place to whether we should favor assignments that enhance skills and abilities or knowledge and understanding, since for some field study students an increase in perceived desirability seems to have been accompanied by a somehow false perception of feasibility, while for some business plan students, an increase in perceived feasibility brought about a decrease in perceived desirability.

#### **2.2.4. The What Dimension:**

We can distinguish three main dimensions which orient and structure the contents of Entrepreneurship Education

**The Professional Dimension:** relate more specifically to practical knowledge

- ✓ know-what: what one has to do in order to decide and act in a given situation.
- ✓ know-how: how to deal with a given situation.
- ✓ know-who: who are the useful people and which are the useful networks in a given context.

**The Spiritual Dimension:** should enable individuals to position themselves in space and time as regards the entrepreneurial phenomenon.

- ✓ know-why: what leads ordinary human beings to do what entrepreneurs do.
- ✓ know-when: when is the right time to go ahead, is this a good project for me?

**Finally the Theoretical Dimension:** relates to the theories and scientific knowledge that are useful to master in order to understand the entrepreneurial phenomenon.

### **2.2.5. The How Dimension:**

Pedagogy is not an end, pedagogy is a means to achieve objectives as soon as objectives have been agreed upon and specific constraints have been identified, the right teaching methods can be selected. There appear to be no universal pedagogical recipe regarding how to teach entrepreneurship. The choice of techniques and modalities depends on the objectives and the contexts. Mainly, we can identify:

#### **2.2.5.1. Cognitive Learning:**

Cognitive learning corresponds to academic knowledge such as learning concepts. The basic idea of cognitive learning is an addressing of acquisition then employment of knowledge (Tennysson, 1981, 1990, 1993). As suggested by a recent study which clearly shows that an entrepreneurial education program has positively influenced attitudes toward entrepreneurial behavior, perceived behavioral control and entrepreneurial intention (we assume that cognitive learning can also influence perceived entrepreneurial competences).

#### **2.2.5.2. Experiential Learning:**

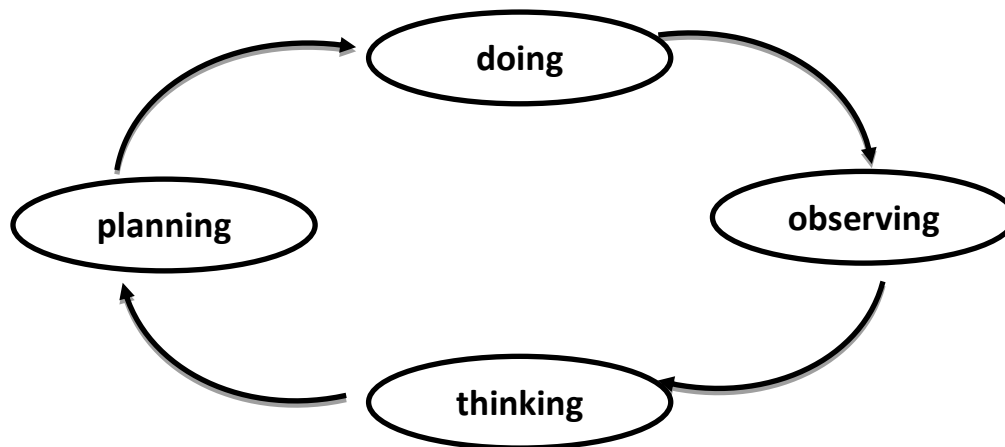
Experiential learning can be traced back to that famous dictum of Confucius around 450 BC: “Tell me and I will forget. Show me, and I may remember. Involve me, and I will understand.” As Brookfield (1983) has commented, writers in the field of experiential learning have tended to use the term in two senses. On the one hand the term is used to describe the sort of learning undertaken by students who are given a chance to acquire and apply knowledge, skills and feelings in an immediate and relevant setting. The second type of experiential learning is “educational that occurs as a direct participation in the event of life” (Houle 1980:220) here learning is not sponsored by some formal educational institution but by people themselves. It is learning that is achieved through reflection upon everyday experience and is the way that most of us do our learning.

- ✓ Action learning

Howell (1994) quotes Morgan's definition directly: "Action learning is both a concept and a form of action which aims to enhance the capacities of people in everyday situations to investigate, understand and, if they wish, to change those situations in an ongoing fashion, with a minimum of external help.

McGrill and Beaty (1992) defined action learning as a process where the learner learns through experience by thinking through past events, seeking ideas that make sense of the event and help them to find new ways of behaving in similar situations in future.

To learn, people need to pass through a cyclical learning process<sup>1</sup>, which includes drawing out their beliefs and mental models about a topic (Planning) so that these can be tested in practice (Doing), reflected upon (Observing) and integrated with new or more refined ideas (Thinking). By concluding the cycle it is possible to continue planning the next steps in order to test new ideas and advance towards personal goals. The four steps in the experientially-based action learning cycle are illustrated in this Figure 4



**Figure (4): McGrill and Beaty (1992)**

✓ Business Simulations

Business Simulation are games that are created to model some aspects of reality in a risk-free, repeatable and controllable environment (Hequet 1995). Through business

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<sup>1</sup> Antonites, Alexander Josef, (2003), "An action learning approach to entrepreneurial creativity, innovation and opportunity finding", Doctoral thesis.

simulations, participants are faced with managerial issues and problems where they must choose their courses of action, by doing this they get a chance to know how they can relate research, theory and management concepts in practical settings. As much, simulations help people to observe their behaviors and the effects those behaviors have on business-related outcomes, which also give them the opportunity to react, learn and take corrective action in real time.

Although not as common as the case method that is widely used in business school teaching, the use of business simulations is not necessarily as rare as one could expect as a complement to traditional lectures. Faria (1998), for example, reported in his survey of US business schools that as many as 97.5% used some kind of computer-based business simulation somewhere in their programs. It is important to emphasize that simulations in themselves are not enough to trigger effective actions learning in a business course setting. Instead, this requires a pedagogical design that embeds the experiential practice gained from business simulations in a broader theoretical framework.

As the audience may impact effectiveness of teaching practices, the instructor commitments can also influences<sup>1</sup>. In our research study, we try to consider the **“by whom?” dimension**. So, we suggest adding this question to Alain Fayolle and Benoit Gailly’ model (mentioned above). It is important since, an instructor being more committed either with learners, contents, or contexts determines the teaching approach to be adopted by him (Pratt, 2005)

- ✓ Educators committed to the learning that is occurring with the students primarily aspire to help their students gain confidence, self-esteem and dignity they do not care much about schedules or programs, they focus on the student.
- ✓ Educators committed to disseminating content feel a strong devotion to the discipline they practice. They expect learners to become dedicated to the field too.

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<sup>1</sup> According to Ajzen’s (1991), an individual’s intention to perform a given behavior is a quite accurate predictor of the actual performance of such behavior.

- ✓ Educators committed to the context of learning aim to place learning in authentic framework of practice (Pratt 2005), they think significant learning only happens when practiced in real world.

Therefore, we consider that

- ✓ Better understanding of teachers' entrepreneurial attitude and self-efficacy is prominently urgent if entrepreneurship educators are to create more efficacious and competent entrepreneurs out of today students;
- ✓ Measuring teachers' attitudes toward a particular subject and their perceptions about their capacity to successfully teach that subject is the first step in improving a positive attitude and strong self-efficacy among the students (Tschannen – Moran et al, 1998);
- ✓ The more teachers are engaged in the process of learning a specific field, the better they can involve their students in the process of learning that field (Tschannen – Moran and Johnson, 2011)

Thus, our third hypothesis is formulated as:

**H3: Knowledge of the entrepreneurial environment and the consideration of several factors can effectively guide educators in their future design and application of the future program and will contribute to more realistic perceptions about entrepreneurship**

### 2.3. Entrepreneurship Education Content

In our study we defend what (C.A Alborno, 2008) proposed in his article<sup>1</sup> “Toward a set of trainable content on entrepreneurship education”. The contribution his paper was to provide a set of KSA (knowledge, skill and attitudes) able to be taught that have support on empirical research rather than subjective intuition of experienced entrepreneurs or professors. Another important innovation provided by the article is to bring adult

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<sup>1</sup> Carlos A Alborno, 2008; “Toward a set of trainable Content on Entrepreneurship Education: A review of entrepreneurship research from an educational perspective”; Journal of technology Management & innovation, Volume 3; special issue I, PP. 86-98;

education literature to observe that not all entrepreneurship content should be taught using the same teaching perspective.

The article is a literature review of four entrepreneurship journals (Journal of Small Business Management; Journal of Business Venturing; Entrepreneurship Theory and Practice; Techno-Entrepreneurship) published between 2000 and mid-2008. To constitute teachable content, research had to inform at some extent about how to start or run a business and the author was looking for ideas, concepts, models, skills' description, tips, process, entrepreneurial experiences in about 414 article that was found.

The acronym KSA stands for knowledge, skill and attitudes.

- ✓ Knowledge includes three level of information processing, in the basic level information is stored for future uses (declarative), in the second level information is organized for effective retrieval (procedural) and in the third level information finally is understood for opportune and optimal application (strategic). The highest level of information is the strategic level and includes the two others (Kraiger, Ford, Salas, 2003).
- ✓ Skills refer to the capacity to perform a set of tasks (Dunnette, 1976). A person may have knowledge about what and when to do something but still unable to do it. The two levels of skills acquisition are compilation (lower level) and automaticity (higher level) in the compilation stage a person needs to think about what he is doing while performing. A person who masters the skill and uses it often reaches automaticity.
- ✓ The last letter of KSA stands for Attitudes, Attitudes are people's beliefs that support or inhibit behavior (OSkamps, 1991). The beliefs that a person holds about something determines their paradigm. Attitudes affect motivation and motivation affects how much effort a person is willing to make to achieve a goal.

After content analysis, four general themes were created to frame entrepreneurial competencies or KSAs that should be taught:

- a) Networks
- b) Opportunity recognition

- c) Business creation
- d) Business development

**2.4.1. Networks:** Successful Entrepreneurs use their networks intensively to access resources, influence norms, change practices and develop trustfulness.

**2.4.2. Opportunity Identification:** The second set of KSA's developed from the literature is related to the entrepreneurs' s ability to identify and exploit opportunities, Four ways in which opportunities are identified<sup>1</sup>: active search, passive search, fortuity discovery (which adopt the ontological perspective that opportunities "exist out there" and it is the job of the entrepreneur to uncover these opportunities), and the fourth is the creation of opportunities (which is consistent with the ontological perspective that opportunities are a product of one's mind). Entrepreneurs with higher prior knowledge and interchange of information of customer problems identify more opportunities and opportunities with higher degrees of innovation.

**2.4.3. Business Creation:** literature has found that risk is an important element of the entrepreneur's environment. The uncertain nature of consumer and competitive responses to most entrepreneurial decisions make consideration of the risk on every task for most entrepreneurs (Forlani and Mullins). The importance of risk management stands on the fact that while risk taking often lead, to higher level of rewards it can also lead to the demise of the business that the entrepreneur puts so much time and effort in building.

**2.4.4. Business Development:** After entrepreneurs have recognized the opportunity for business and have finally put the components in place, the next step is to make the business grow. In order to succeed in developing

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<sup>1</sup> Dawn R. Detienne; Gaylen N Chandler; "Opportunity Identification and Its Role in the Entrepreneurial Classroom: A Pedagogical Approach and Empirical Test"; Academy of Management Learning and Education, 2004, Vol. 3, No. 3, 242-257.



their businesses, entrepreneurs use all their KSA to disclose new opportunities, opening new markets, attracting new customers; writing business plan is probably the most widely used teaching tool in entrepreneurship education and training<sup>1</sup>, since the careful preparation of a business plan provides an entrepreneur with an opportunity to pull together all facets of a new venture, to examine the consequence of different strategies and tactics and to determine the human and financial requirements for launching and building an idea into a viable venture (Timmons et Al, 1985). Although business plan competitions are created to primarily encourage the creation of new enterprises, participants gain important and long-lasting benefits<sup>2</sup> such as entrepreneurial skills development, increased self-confidence and risk-taking propensity and access to mentors and networking opportunities. This “real world” practical education is not only important in successful business start-ups, it is in high demand from employers (Russel et all, 2008)

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<sup>1</sup> Maali H.ASHAMALLA, John N.ORIFE, IVAN Abel; “Business plan: are they relevant to venture capitalists?”; *Journal of small business and entrepreneurship* 21, No. 4 (2008); PP. 381-392.

<sup>2</sup> JULIAN E. LANGE, ALEKSANDAR MOLLOV, MICHAEL PEARLMUTTER, SUNIL SINGH & WILLIAM D. BYGRAVE; “Pre-start-up Formal Business Plans and Post-start-up Performance: A Study of 116 New Ventures”; *Venture Capital*, Vol. 9, No. 4, 237 – 256, October 2007.

# **Chapter Three :**

## **The Research's Entrepreneurial Model**

## Chapter Three: The Research's Entrepreneurial Model

### Understanding the Entrepreneurial Process

The Entrepreneurship process<sup>1</sup> is a course of action that involves<sup>2</sup> all functions, activities and action associated with identifying and evaluating perceived opportunities and the bringing together of resources necessary for the successful formation of a new firm to pursue and seize the said opportunities (Bygrave, 1997: 2; Cornwall & Naughton, 2003: 62)

Gruber (2002: 193) identifies three distinct stages, namely the pre-founding stage (opportunity identification and evaluation); a founding stage (business plan, resource gathering, incorporation and market entry); and an early development stage (building the company and market penetration).

Based on Moore's model, Bygrave (2004) presents the Entrepreneurial process as a set of stages and events that follow one another [i]<sup>3</sup>. These stages are: the idea or conception of the business, the event that triggers the operations, implementation and growth. In his model of the entrepreneurial process (Figure 5), Bygrave (2004) highlights the critical factors that drive the development of the business at each stage. According to Bygrave (2004, p.5), "as with most human behavior, Entrepreneurial traits are shaped by **personal attributes and environment**".

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<sup>1</sup> In conceptualizing entrepreneurship we could differentiate between concepts

1- entrepreneur: individual actor in the market

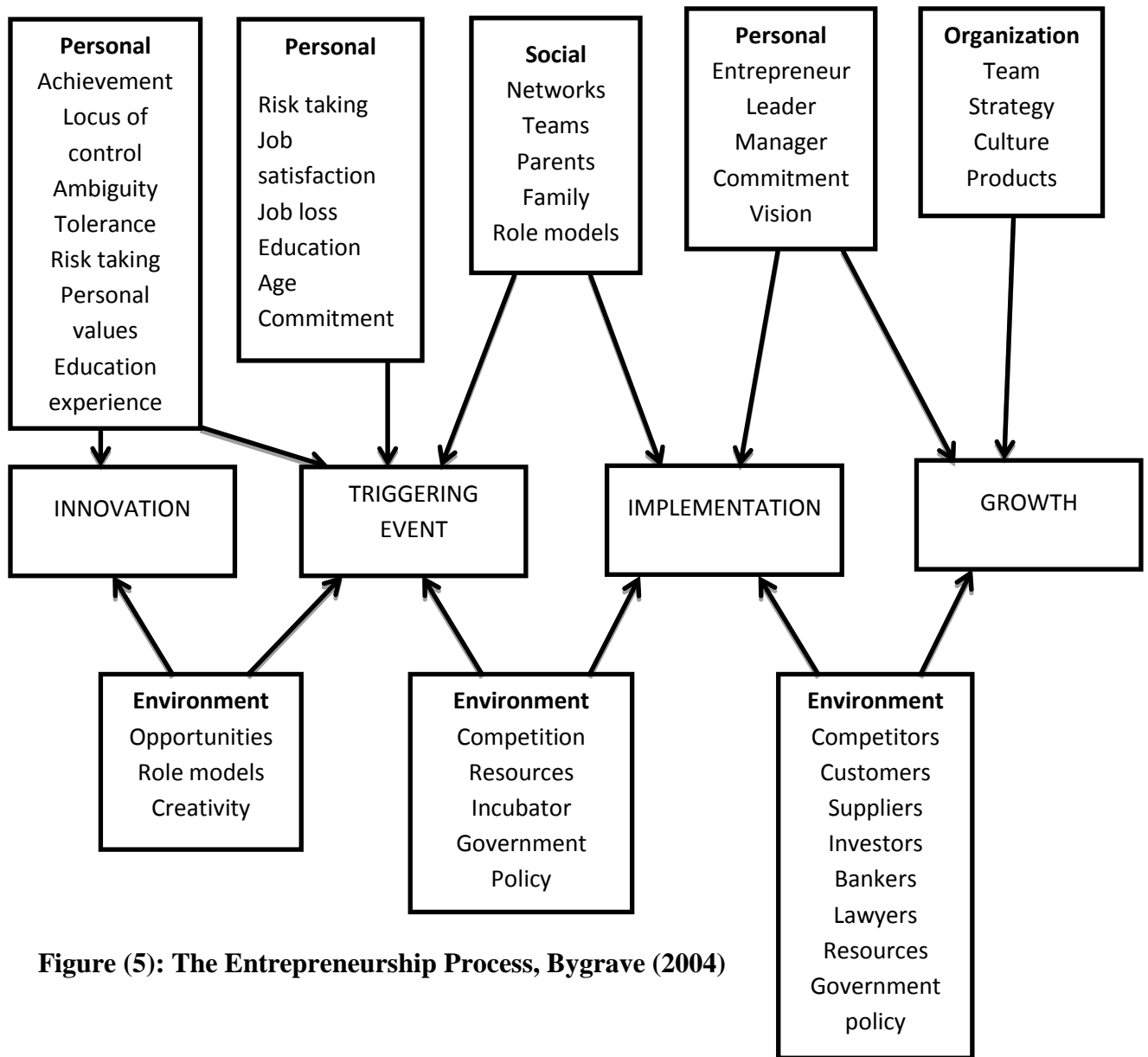
2- entrepreneurial: behavior in the market

3- entrepreneurship combines the actor (entrepreneur) and the behavior in the market

4- entrepreneurial process: combines time dimension and behavior in the market

<sup>2</sup> Vania Maria Jorge Nassif, Alexandre Nabil Ghobril, Newton Siqueira Da Silva, "understanding the entrepreneurial process: a Dynamic Approach", Brazilian Administration review, Curitiba, V. 7, n. 2, Art. 6, PP. 213-226, Apr./June 2010.

<sup>3</sup> [\*] will be used in our thesis, as elements and ideas which the researcher will take into consideration when designing the research study model.



**Figure (5): The Entrepreneurship Process, Bygrave (2004)**

Personal Attributes [ii] are the characteristics of Entrepreneurs that make them different from non-Entrepreneurs. In looking to the identification and understanding of the behavior that may lead an Entrepreneur to success, studies by McClelland (1965) set forth the following Entrepreneurial characteristics: seeking opportunities and initiatives, identification of opportunities, ability to react to frustration and ‘stressing’ situations, demand for quality and efficiency, commitment, establishing goals, planning and systematic monitoring, persuasion and a network of contacts, and independence. Timmons (1978) agrees that certain personal attributes, such as the need for realization, a

propensity for taking calculated risks, and locus of control (an intense desire to be in control of one's own destiny), are observed in the majority of successful Entrepreneurs.

Referring to environmental factors [iii], Bygrave (2004) underlines the influence that the local environment has on the willingness of the Entrepreneur to open a business. He refers to Silicon Valley, where a set of favorable conditions, such as support from public policies, proximity to universities, access to technology and availability of financial resources combine to make this a good location for new ventures.

Environmental also include sociological factors [iv] such as: role models, family responsibilities, the trade-off between the experience that comes with age and the optimism and energy of youth, and contacts (a network of personal relationships). Concerning role models, Bygrave (2004, P. 7) emphasizes that they "are very important because knowing successful Entrepreneurs makes the act of becoming one yourself seem much more credible". Bygrave (2004) states that environmental factors interact with personal characteristics to increase the tendency toward opening one's own business.

The model shows some factors connected to personal attributes [v] in the idea generation stage: achievement, the entrepreneur's control locus, ambiguity tolerance, risk taking, personal values, education and experience. Other factors connected to personal attributes, such as job dissatisfaction, age and loss of job combines with sociological and environmental factors to trigger the decision to begin the venture.

In the succeeding stages of the business, from implementation to full organizational development in the growth stage, other personal attributes become important. These are: vision, leadership, entrepreneurial spirit, management ability and commitment.

The model suggests an evolving dynamic in the attributes of the entrepreneurs: behavioral profiles change and additional abilities develop as the organization grows in size and in complexity. As such, it describes an aggregate vision of the dynamics of the Entrepreneurial process, showing the shifting importance given to personal, sociological and environmental attributes throughout the evolution of the business. The model is coherent to life-cycle theory (Adizes, 1990; Churchill & Lewis, 1983; Greiner, 1998; Kelly & Marram, 2004), whose approach considers that planning actions occur in forward stages.

### 3.1. Theories of Intention

#### 3.2.1 The Theory of Planned Behavior

The theory of planned behavior<sup>1</sup>: is an extension of the theory of reasonable action (Ajzen & Fishbein & Ajzen, 1975). Made necessary by the original model's limitations in dealing with behaviors over which people have incomplete volitional control. As in the original theory of reasoned action, a central factor in the theory of planned behavior is the individual's intention to perform a given behavior.

Intentions are assumed to capture the motivational factors that influence a behavior, they are indication of how hard people are willing to try, or how much an effort they are planning to exert, in order to perform the behavior. As a general rule, the stronger the intention to engage in a behavior, the more likely should be its performance. Although some behaviors may in fact meet this requirement quite well, the performance of the most depends at least to some degree on such non-motivational factors as availability of requisite opportunities and resources (time, money, skills, cooperation of others...(Ajzen, 1985)). Collectively, these factors represent people's actual control over the behavior.

Ajzen<sup>2</sup> (1991) argued that considered actions are preceded by conscious decisions to act in a certain way. He further theorized that these intentions were the result of attitudes formulated through life experiences, personal characteristics and perceptions drawn from these prior experiences. He proposed that the three determinants of intention were as follows (Figure 6):

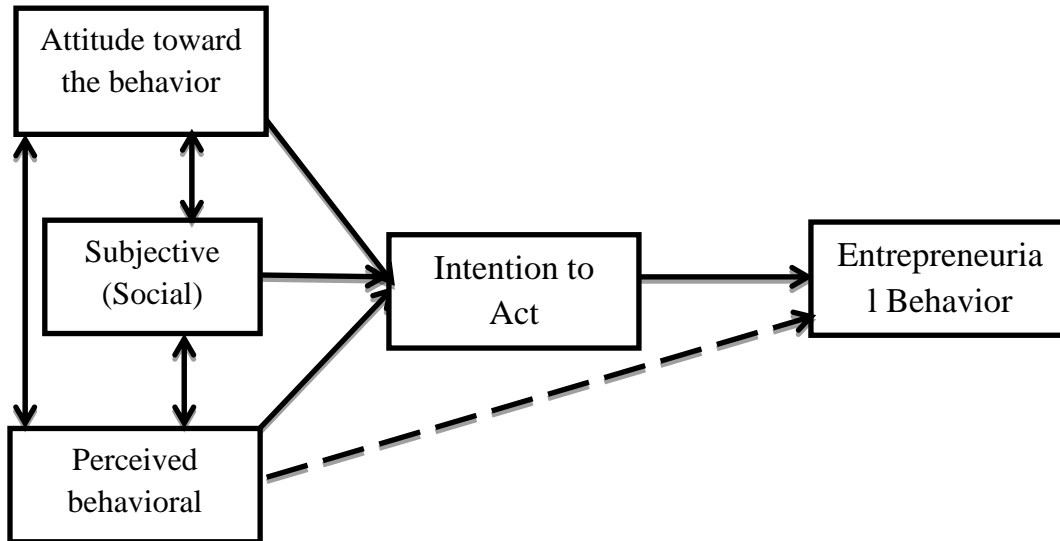
- ✓ Attitude toward the behavior: attitude is a composite variable comprised of both cognitive and affective elements that support this mindset toward entrepreneurship as a lifestyle or career or activity.
- ✓ Subjective norm: this variable would be influenced not only by broad cultural attitudes toward entrepreneurship, but also the attitudes of particular individuals, groups and networks the person is most influenced by, such as family, friends, peers and significant 'others'.

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<sup>1</sup> Icer Ajzen, "the theory of planned behavior", university of Massachusetts at Amherst. Organizational behavior and human decision processes 50, 179-211 (1991).

<sup>2</sup> Kermit W. Kuehn, "ENTREPRENEURIAL INTENTIONS RESEARCH: implications for entrepreneurship education", journal of Entrepreneurship Education, Volume 11, 2008.

- ✓ Perceived behavioral control: this variable is recognized as most impacted by and closely related to Bandura's (1986) perceived self-efficacy, a person's belief they can execute a particular action.



**Figure (6): Theory of Planned Behavior<sup>1</sup>, (Ajzen, 1991)**

### 3.2.2 Model of the Entrepreneurial Event

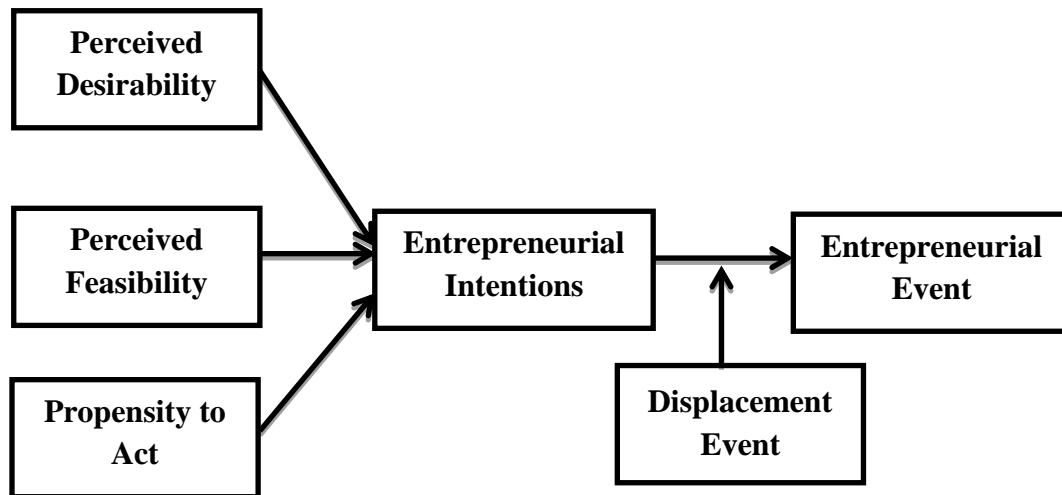
It considers firm creation as the result of the interaction among contextual factors, which would act through their influence on the individual's perceptions.

Central to their model (Shapiro & Sokol, 1982) were the perceptions by the individual of the desirability and feasibility of launching a new venture combined with some propensity to act on opportunities, and then triggered by a displacement event. While many variables would be expected to influence an individual's intentions to act in a certain way, research supports the mediating effect for the three variables outlined in the model, namely perceived desirability, perceived feasibility and propensity to act (Kruger, 1993) (Figure 7).

- ✓ Displacement events: were conceptualized as situations, positive, such as an opportunity is presented to get into business for oneself, or negative, such as being laid off from a job, or more neutral as in life-transition situations, such as

<sup>1</sup> Kermit W. Kuehn, "ENTREPRENEURIAL INTENTIONS RESEARCH: IMPLICATION FOR ENTREPRENEURSHIP EDUCATION", Journal of entrepreneurship education, Volume 11, 2008

- graduating from college. To Shapero and Sokol, these were necessary to break people out of the 'ruts' they develop over time.
- ✓ Perceptions of desirability are influenced by this broader stream of cultural/social elements that help form our opinions and attitudes toward any particular action. For example, if parents are self-employed in their own businesses, this makes entrepreneurship more salient and potentially more attractive.
  - ✓ Perceived feasibility: reflects the level or degree of personal competence to start a business as felt by the person. It is self-efficacy that has repeatedly been identified as the critical antecedent variable to subjects' feasibility perceptions (Krueger and Brazeal, 1994; Chen, Greene, and Crick, 1998; Krueger et al, 2000).
  - ✓ Propensity to act: reflects a person's predisposition to act on a decision. Shapero and Sokol's (1982) model proposes an individual's willingness to act on choices. This variable has been argued elsewhere to be similar to risk-taking propensity and tolerance of ambiguity, defined as a person's willingness to take action when outcomes are not known (Shane, 2003). As far as measures of this variable, some have favored internal locus of control as an orientation to control life events, as has 'learned optimism' (Krueger et al, 2000).



**Figure (7): Modified Entrepreneurial Event Model, (Krueger et al, 2000)**

### 3.2. The Theoretical Model of Our Research

Our study is focused on a moment phase of the Entrepreneurial process.



The theory of planned behavior is an extension of the Theory of Reasoned Action (Ajzen and Fishbein, 1980), including the factor of perceived behavioral control. According to Ajzen's (1991) an individual's intention to perform a given behavior is a quite accurate predictor of the actual performance of such behavior. In the context of new venture creation, this means that an individual intention to start a business should be a good indicator that this individual will indeed start his own firm. The first claim is that intention is the result of three conceptual determinants.

- ✓ Attitudes towards behavior: the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question (Ajzen, 1991)
- ✓ Subjective norms: perceived social pressures to perform or not to perform the behavior (Ajzen, 1991). For example: in France, the failure of a company is often negatively perceived whereas in the united states, a person can often undergo several failures and still undertake new attempts at creating a successful business.
- ✓ Perceived behavioral control: perceived ease or difficulty of performing a behavior (Ajzen 1991)

Our theoretical approach is based on the Theory of Planned Behavior [vi]. It is important to note that the theory is used not as a predictor of the Entrepreneurial behavior, but as a powerful model of conceptualizing Entrepreneurial Intention and its antecedents.

According to Shapero and Sokol's model of the Entrepreneurial Event (1982) the intention to initiate a venture is largely driven by one's perception of the desirability and feasibility of such endeavor [vii]. From an educational perspective, this means that the best way for an instructor to increase the level of Entrepreneurial activities of his students is to impact on their perceptions of the desirability and feasibility of starting a venture, thereby increasing the strength of their Entrepreneurial Intentions (Audet, 2001; Krueger, Reilly and Carsrud, 2000; Reitan, 1996). Perception of feasibility is enhanced when individuals have direct experience in overcoming obstacles through effort and perseverance (Wood and Bandura, 1989); completing a business plan should provide the students with such highly valuable hands-on experience, thus giving them a higher sense of their own skills and abilities to start a business. Other researchers have found that

Entrepreneurship Education had a positive impact, enhancing these characteristics and the likelihood of Entrepreneurial action at some point in the future.

The orientations and behaviors of students and young graduates are influenced by a number of personal and environmental factors (Liithje and Franke, 2003)

✓ Environment Impact

While there is a consensus among researchers that the environment influences organizational development, the internal perspective considers that the affective<sup>1</sup> and cognitive abilities<sup>2</sup> of Entrepreneurs evolve over time<sup>3</sup>, allowing them to face hostile environments, independent of barriers, lack of resources or any other challenge that may arise along the way [viii].

✓ Values Aspects

Personal values are important factors when it comes to understanding the affective and cognitive aspects and the competencies (Elizur, Borg, Hunt, & Beck, 1991). According to Elizur et al. (1991), they are strongly influenced<sup>4</sup> by family, education and religion. Personal values are normative standards utilized by a person to judge and select between alternative behavioral models. Schwartz (1994) and Schwartz and Sagiv (1995) state that values are also criteria that contribute to the evaluation of a person's actions. Rokeach (1973) confirms through his studies that values have different levels of importance and

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<sup>1</sup> **Affective aspects** (Perseverance, courage, will-power, initiative, willingness to take risks, personal motivation, facing challenges, passion for the business, follow tastes, autonomy, self-confidence, independence)

<sup>2</sup> **Cognitive aspects** (Assuming calculated risks, ability to establish partnerships, defining goals, planning skills, knowing one's limits, eloquence communication skills)

<sup>3</sup> Vania Maria Jorge Nassif, Alexandre Nabil Ghobril, Newton Siqueira Da Silva, "understanding the entrepreneurial process: a Dynamic Approach", Brazilian Administration review, Curitiba, V. 7, n. 2, Art. 6, PP. 213-226, Apr./June 2010.

<sup>4</sup> Vania Maria Jorge Nassif, Alexandre Nabil Ghobril, Newton Siqueira Da Silva, "understanding the entrepreneurial process: a Dynamic Approach", Brazilian Administration review, Curitiba, V. 7, n. 2, Art. 6, PP. 213-226, Apr./June 2010.

vary from person to person. If these values contain affective components they stimulate a person's reaction to defend them, and then if integrated with the cognitive aspects, they will be stronger and will determine personal attitudes and behaviors. Due to this, our framework will incorporate the values in the affective and cognitive aspects [ix].

In their study<sup>1</sup>. Anil Chadrakumara, Anura Zoysa, Athula Manawaduge argue that managerial and entrepreneurial orientations on the part of the manager have different effects on company performance. After analyzing a sample of 204 owner managers of Sri Lankan companies, they claim that **Entrepreneurial orientation has a more positive impact on firm performance than does managerial orientation [x]**.

Norbert Kailer<sup>2</sup> suggested key elements to be considered in the design and structure of Entrepreneurial courses [xi]. His paper analyzed surveys given to students, alumni and academic staff of universities in the German speaking area; and suggested four elements. **(1) tackling anticipated obstacles for business start-ups in the curriculum; (2) establishing networks with Entrepreneurs; (3) developing start-up teams with a broad competence portfolio; (4) modular structure of the program.**

In one of our most interesting results<sup>3</sup>, it was revealed that the impact of Entrepreneurial Education program [xii] on Entrepreneurial Intention is significantly dependent **on the student's perspective on Entrepreneurial Intention**. These results lead to ask some new and important research questions. For example, depending on the type of Entrepreneurial Education programs are there some ways and tools for selecting students and orienting them with an appropriate Entrepreneurship Education programs which fits to their profile and background?

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<sup>1</sup>Anil Chadrakumara, Anura Zoysa, Athula Manawaduge , "effects of the entrepreneurial and managerial orientations of owner-managers on company performance: An empirical test in Sri Lanka", international Journal of management, Vol. 28, No. 1, part 1, PP. 139-158, March 2011.

<sup>2</sup> Norbert Kailer, "entrepreneurship education: empirical findings and proposals for design of entrepreneurship education concepts at universities in German-speaking countries", Journal of enterprising culture, Vol. 17, No. 2, pp. 201-231, (June 2009)

<sup>3</sup> Fayolle, Alain; Gailly Benoit, Lassas-clerc Narjisse, "effect and counter-effect of entrepreneurship education and social context on student's intentions", Estudios de Economia Aplicada, Vol., 24-2; Pags 509-523, 2006.

**E. Autio et Alii (1997) model<sup>1</sup>**

Inspired by the work of P. Davidsson (1995) and Shapero & Sokol (1982); E. Autio et Alii (1997, P. 134, 136-137) tested the model below using a sample of 1956 student (Swedish, Finnish, Americans and Asians) in technical sciences. The motive behind their international comparisons was the need to verify how strong is the Theory of Planned Behavior in prediction of entrepreneurial career.

For this purpose, they introduced variables expressing (image and payoff) that students consider when opting for entrepreneurial career. It appears from their analyses that conviction and career preferences are the most important factors that shape students' entrepreneurial Intention [xiii]. And this supports Shapero & Sokol (1982) and Ajzen (1991)' finding. Image refers to the attitudes (Ajzen, 1991), and perception of desirability Shapero & Sokol (1982); Image is influenced by educational level, work experience, and relatives. General attitudes (need for success, autonomy, change, money) are also effected by relatives, work experience and educational level (whereas, university environment supports entrepreneurial aspirations to express themselves). (See Figure 8)

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<sup>1</sup> Azzedine Tounes, "L'Intention Entrepreneuriale, une recherche comparative entre des etudiants suivants des formation en entrepreneuriat (Bac + 5) et des etudiants en DESS CAAE", these pour le doctorat, 15 December 2003. Rouen, France.

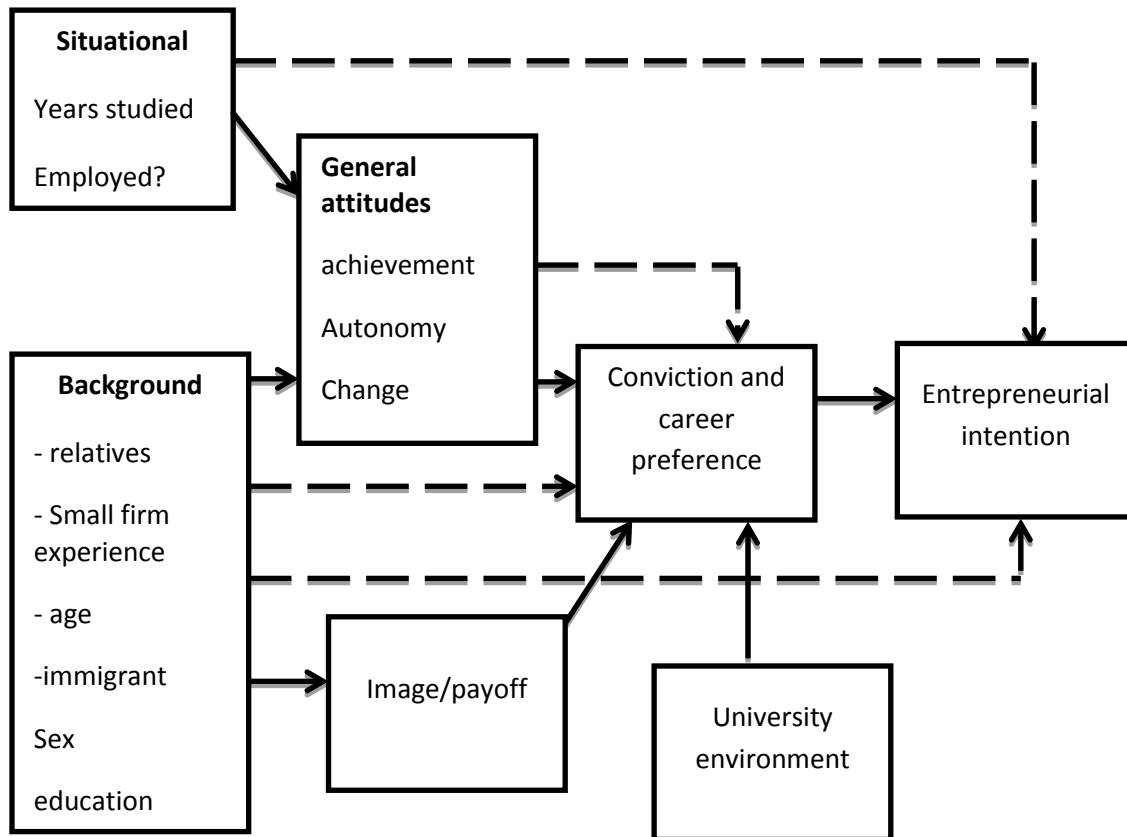


Figure (8) : E. Autio et Alii (1997) Model

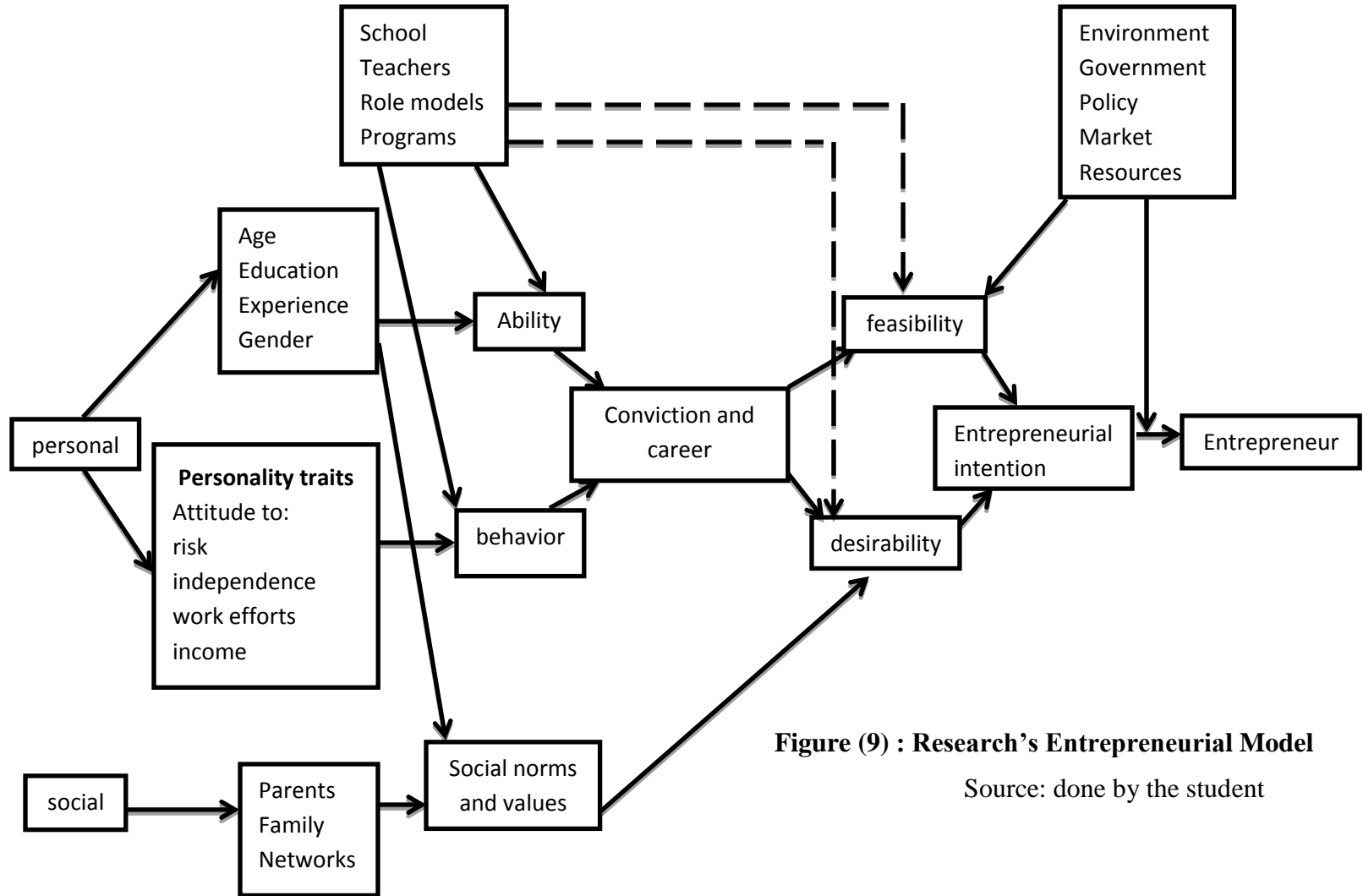


Figure (9) : Research's Entrepreneurial Model

Source: done by the student

# **Chapter Four :**

## **Case Study**

## Chapter Four: Case Study

### 4.1. Entrepreneurship in Algeria

#### 4.1.1 Overview on the Algerian Economy<sup>1</sup>

Following the crisis in Algeria during the 80's and the intervention of the International Monetary Fund in the Algerian economy, several reforms have been undertaken ( financial, economic, legal, etc...) these reforms have had a negative impact on the Socio-economic environment marked primarily by: An increase in poverty, layoffs, business closures, high inflation and rising unemployment. It was a must, especially as the security and political circumstances have plunged the country into an unprecedented crisis.

With high oil prices, Algeria, a dependent country to more than 90% of the hydrocarbons resources, was able in 2012, to exceed 200 billion in foreign exchange reserves. As of today, the external debt is almost cleaned. However, "the growth rate achieved remains low compared to developing countries knowing the same favorable and engaging at the same level investment" as Mr. EL Siagh Hashemi, President and CEO of Strategica<sup>2</sup> research firm.

The oil reserves have a limit and cannot meet the current and future needs of the country; then, it is important for the government to develop other resources to support the economy. Entrepreneurship, including the creation of companies, is a means of economic development that allows over the attainment of value added and improving national growth, combating against unemployment and informal work, is the new engine of the economy. In Algerian many devices and programs, such as pre-employment contact program and the device microcredit, have been applied to encourage the creation of small and medium enterprises (SMEs) and micro enterprises to absorb the excessive

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<sup>1</sup> BENREDJEM redha, "L'inattention entrepreneuriale: l'influence des facteurs lies a l'individu et au melieu", Cahier de recherche: 2009-21 E4.

<sup>2</sup> The daily news EL WATAN, January, 15<sup>th</sup> 2008.



unemployment of youth. The Algerian government objective is to provide hundred thousand SMEs traced by the program of the president of the republic.

Despite the government's efforts in the field against unemployment and encouraging entrepreneurship, the results are mixed with many creation but part in the informal sector. Algerian Entrepreneurship remains down compared to neighboring countries.

### **Resources in Algeria**

Algeria has a substantial and diversified natural wealth, especially in hydrocarbons, where it occupies the 15<sup>th</sup> range in field of oil reserves (45 billion of tons in oil equivalent), the 18<sup>th</sup> in the field of production, and the 12<sup>th</sup> in exports.

Its capacities of refining may reach 22 million of tons per year. Concerning the gas, Algeria occupies the 7<sup>th</sup> range in the world in field of proved resources, the 5<sup>th</sup> in production and the 3<sup>rd</sup> in exports.

A real giant of energy, Algeria, strong of 50% of reserves, of 48% of the total production and of the impressive rate of 94% of natural gas exports, has no rival in the Mediterranean where it is ranked the 1<sup>st</sup> oil and natural gas producer and exporter.

Algeria is the third supplier of the European Union in natural gas and its forth supplier in energy. In addition to these two wealth, Algeria hides in its underground huge deposits of phosphate, Zinc, Gold, Uranium, iron, tungsten, Kaolin, etc.

In addition, Algeria has a very attractive solar potential (3000 hours of sunshine per year).

### **Incentives for Investment in Algeria**

- ✓ Geostrategic position allowing proximity to the European, African, and Arab markets.
- ✓ 7 border markets (Tunisia, Libya, Niger, Mali, Morocco, Western Sahara, Mauritania)
- ✓ Membership in the agreement of the Arab Free Trade Area.
- ✓ Membership in perspective in the World Trade Organization.
- ✓ Important tax incentives, up to 10 years of exemption, depending on the location and size of the project

- ✓ Partial or total reimbursement of expenses related to infrastructure works within the framework of derogatory scheme.
- ✓ Reduction in employers' contribution to social security for the recruitment of young job seekers
- ✓ Concession land by mutual agreement
- ✓ Discounts on the price of the rental fee on the land and property acquired within the framework of the realization of the investment

### Investment Declaration Statistics

These statistics data constitute an alive data base of the agency

years	Number of projects	%	Amount (Million of DA)	%	Employment	%
2002	523	1%	104,804	2%	30,674	4%
2003	1,882	4%	403,758	6%	37,579	5%
2004	903	2%	240,847	3%	25,007	3%
2005	873	2%	206,731	3%	44,244	6%
2006	2,226	5%	509,350	7%	62,887	8%
2007	4,556	10%	655,670	9%	91,808	12%
2008	7,133	15%	1,773,545	26%	97,698	13%
2009	8,024	17%	469,205	7%	72,440	10%
2010	6,759	14%	401,348	6%	67,594	9%
2011	6,999	15%	1,352,811	20%	133,824	18%
2012	7,715	16%	815,545	12%	91,415	12%
<b>Total General</b>	<b>47,593</b>	<b>100%</b>	<b>6,933,614</b>	<b>100%</b>	<b>755,170</b>	<b>100%</b>

Investment Evolution [www.andi.dz](http://www.andi.dz)

**Table (2): Investment Declaration Statistics, [www.andi.dz](http://www.andi.dz) 16 January, 2012**

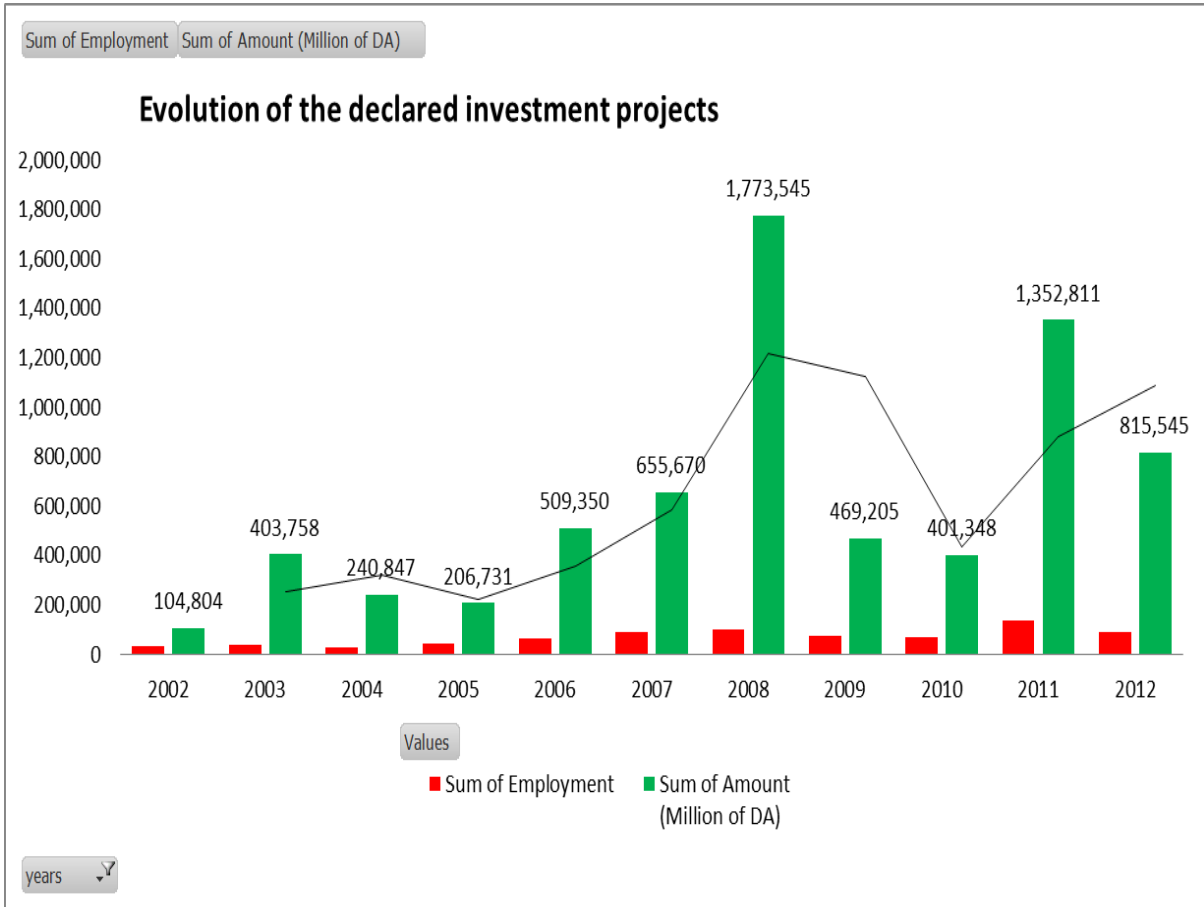


Figure (10) : Evolution of the Declared Investment Projects; Source: [www.andi.dz](http://www.andi.dz) 16 January, 2012

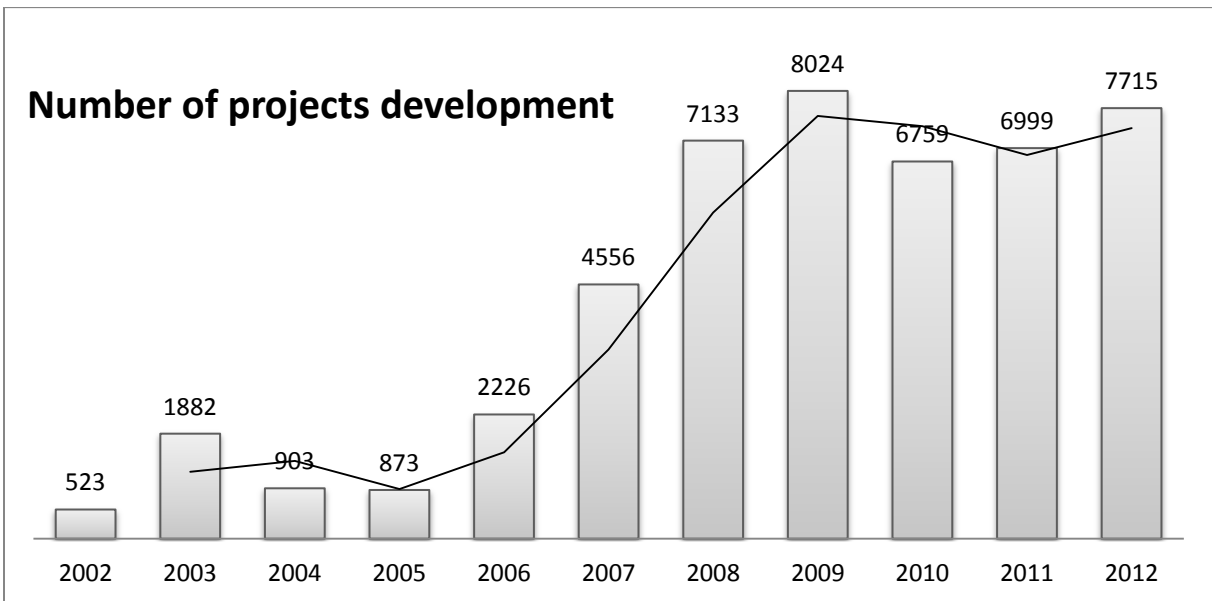


Figure (11) : Number of Project Development, Source : [www.andi.dz](http://www.andi.dz)

### **The SME's Sector**

Law 01-18 of 21 December 2001 defines SMEs as any company producing goods and / or services whereas:

- ✓ Employing 01-250 people;
- ✓ Whose annual turnover does not exceed 2 billion DA or whose annual balance sheet total does not exceed 500 million dinars And whose capital is owned as to 25% or more by one or more other companies.

The number of SMEs over the period 2002 - 2009 shows an average rate of growth around 9% or an average of 25,000 SMEs in the last five years (SMEs numbers represent a part from the overall number of projects presented above). Which has exceeded the target of 100,000 set by the SMEs Program 2005-2009.

In the 2011's first half . 642,913 SMEs have been reported, which provide more than 1.6 million jobs. This development is the result of public policies to support the creation and sustainability of small and medium businesses.

#### **4.1.2. Mechanisms, Organizations and Agencies in Supporting and Promoting Small and Medium Enterprises**

In addition, the Ministry of Small and Medium Enterprises, there are other governmental organisms and specialized organizations and agencies that play an active role in the development of small and medium enterprises.

##### **4.1.2.1. By The State:**

##### **l'Agence Nationale de Soutien à l'Emploi des Jeunes (ANSEJ):**

Founded in 1996, ANSEJ<sup>1</sup> is a public institution for the encouragement, support and assistance to young unemployed holders of project idea of entrepreneurship.

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<sup>1</sup> <http://www.ansej.org.dz/> January 16, 2012

Through the stages of creating and expansion of its business, ANSEJ offer the young developer:

- Free of charge assistance (welcome – information – support – training);
- Tax benefits (TAV exemption and reduction of rates in the implementation phase and tax exemption during operation);
- Financial assistance

Under the supervision of the Ministry of Labor and Employment, the Agency's main tasks in connection with other concerned agencies and organizations:

- To support, advice and assist young entrepreneurs in the context of the implementation of their investment projects;
- To manage, in accordance with laws and regulations, the grants from the National Fund to Support Youth Employment, including aids and interest rate bonuses, within the envelopes made available by the Minister of Labor and Employment;
- Monitor investments made by young entrepreneurs by ensuring compliance with the terms of the specifications that bind to the agency;
- Maintain ongoing relationships with banks and financial institutions, the implementation of the financing plan and monitoring the implementation and operation of projects.

### **l'Agence Nationale de gestion du Micro crédit (ANGEM)**

Established in 2002, the National Agency for management of microcredit (ANGEM)<sup>1</sup> aims to promote self-employment, working from home and craft activities in the urban and rural areas, encourage the emergence of economic and cultural production which generate income in rural areas, and develop the spirit of entrepreneurship. Its main tasks are to manage the device's micro accordance with the laws and regulations. The National Agency for Management of Micro Credit began operations in October 2004. At the end of 2005, 40 023 applications were recorded.

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<sup>1</sup> <http://www.angem.dz/> January 16, 2012

### **Agence Nationale de Développement de l'Investissement (ANDI)**

Created in the framework of first generation reforms in Algeria during the nineties, the Agency<sup>1</sup> in charge of investment, aiming to adapt to the change of the economic and social situation of the country has experienced evolution. Initially APSI, Agency of Promotion, Support and Follow-up of Investment from 1993 to 2001, then ANDI, National Agency of Investment Development, this governmental institution aims at promoting, accompanying and making the investment easier.

ANDI has for mission to

- ✓ Welcome, advice and accompany investors at central and regional structures
- ✓ Inform investors through namely its web site, promotion supports and information points on occasion of economic events organized in Algeria or abroad
- ✓ Ensure the execution concerted with the concerned institutions (Customs, taxes,...) on the decisions of encouragement to investment
- ✓ Contribute to implement policies and strategies of development, in synergy with the concerned economic sectors
- ✓ Put at the disposal of the potential investors its partnership

#### **4.1.2.2. Other Than the State**

##### **L'Academie Algerienne de L'Entrepreneuriat**

On the initiative of MDI Alger business school, l'Academie Algerienne de l'entrepreneuriat<sup>2</sup> was created on Oct 4, 2010, with the mission to promote action for the development of entrepreneurship in Algeria. In the context of industrial processes, development of new technologies and competitive changes, the academy conducts

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<sup>1</sup> <http://www.andi.dz/fr/> 16 January, 2012

<sup>2</sup> <http://www.aae.mdi-alger.com/> 16 January, 2012

awareness raising, training, incentives and support for entrepreneurs to face these new challenges

### **It Targets**

- ✓ Young entrepreneurs or future entrepreneurs: Major players with a positive impact on economic growth;
- ✓ Professionals: whose role is to advise, support, fund and support projects led by young entrepreneurs;
- ✓ Institutional investors: with decision-making powers and regulatory;
- ✓ The academic: teachers, trainers and researchers who are responsible for creating and transmitting knowledge and skills related to entrepreneurial activities, while supporting business plan and first steps of creating;

### **Its Objectives**

#### awareness raising

- ✓ Conduct training materials to raise awareness of entrepreneurship (guides and booklets, audio and video...)
- ✓ Conduct awareness meetings in the form of seminars, conference to teachers, researchers, head of schools and universities, students, entrepreneurs and other actors.
- ✓ Raise the government and institutions' awareness to the importance of entrepreneurship in the economic development of Algeria, to facilitate and motivate the creation of businesses (including providing entrepreneurs with suitable and attractive tax regime, facilitating the process of business creation in both time and formalities required)
- ✓ Creation of a prize "Young Entrepreneur Award" annually closing event

### **Training Actions**

- ✓ Create a series of seminars about entrepreneurship, for young entrepreneurs
- ✓ Training of modern business plan
- ✓ Promote partnership with foreign universities and colleges
- ✓ Develop a training for trainers in entrepreneurship

**Research Actions**

- ✓ Communicate studies and actions with relevant agencies (schools, universities, media, forums, government and local authorities...)
- ✓ Creating an entrepreneurial research awards, presented annually
- ✓ Assist in the creation of a resource center available to all researchers in entrepreneurship
- ✓ Promote research field applied to Algeria, linking world's professionals and the world of research

**4.2. Higher Education in Algeria<sup>1</sup>**

**Types of Higher Education Institutions:** There are two types of institutions in the field of higher education

- ✓ public academic, cultural and vocational institutions under the supervision of the Ministry of Higher Education and Scientific Research: [universities; dispersed university campuses; *écoles normales supérieures*; national tertiary schools devoted to particular scientific or vocational disciplines (*écoles nationales supérieures*)].
- ✓ public institutions under the authority of other ministries but under the educational supervision of the Ministry of Higher Education and Scientific Research: [higher national training institutes; *écoles d'ingénieurs*].

The number of students attending institutions of higher education is approximately 1 210 000 (aggregate figure for all three cycles and continuing education). 60% of graduating students are female.

**Curriculum Content**

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<sup>1</sup> [http://eacea.ec.europa.eu/tempus/participating\\_countries/overview/Algeria.pdf](http://eacea.ec.europa.eu/tempus/participating_countries/overview/Algeria.pdf)



Curricula are compiled by higher education institutions on the basis of the objectives of their respective training and research policies, their capacity, their areas of specialization and the needs of their socio-economic environment.

### **Research Activities**

Algeria aims to establish a national system with effective links between industry, universities and research establishments. In the Act of 4 April 1999, as amended and extended by the Act of 23 February 2008, scientific research and technological development had come to the fore as national priorities. It also defines objectives and the means to be used to achieve them.

Initial analyses of the application of the Act show that, in spite of the efforts that have been made, the level of sourcing research and its current status have not served to change the country's role as an importer of goods, technology, services, know-how and scientific culture.

### **University-Enterprise Cooperation**

One of the objectives of course reform is to place universities at the heart of the country's economic development by ensuring the production and dissemination of knowledge, mastery of technology, promotion of research and development (R&D) and training of the human resources on which these aspects depend.

## **4.3. The High Commerce School**

The High Commerce<sup>1</sup>School was founded in 1900, under the French ruling. On February 18<sup>th</sup>, 1966, in compliance with the presidential degree (66-43), the school was therefore linked to the university of Algiers to fulfill its mission and serve the nation, in 1985, the school went back to its autonomy vis-à-vis the university of Algiers. In compliance with the presidential decree (85-160) dated June 18th 1985, the school was therefore installed under the supervision of the ministry for the higher education and scientific research.

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<sup>1</sup> <http://www.esc-alger.com/> January 15, 2012

**Main task:**

The High School of Commerce is the academic and practical training of the senior executives who are in charge of the commercial and financial management of the companies and administrations.

**Organization:**

The School is mainly based upon the following structures:

**1. Service Schooling:**

This is in charge of registrations and transfers as well as the programming of rooms to be used.

**2. Service of Teaching and Trainings:**

It has the responsibility of checking the course of the studies and teaching program and to elaborate with other structures the exams calendars to ensure a good function of teaching programs, to gather the information, analyze it and release it, to ensure a good course of pedagogical activities and implement a permanent training as well as organized training actions too.

**3. Post-Graduation Service:**

It is in charge of the registrations management and to take care of any possible transfers of students files to post graduation, elaborate exams calendars for a good unfolding, to prepare the jury's post-graduation works.

**4. Improving the Teachers' Efficiency Service Together with University****Relationships:**

- To promote, organize and follow the relations of the institute with the universities and national and foreign institutes,
- To organize meetings and conferences as well as exchanges of teachers, researchers, students, and documentation.

**5. Main Committees of The School:****A. The Scientific Committee:**

The scientific committee, beside its administration mission, this committee also provides its advice on the organization and contents of the programs delivering its assessment on research activities of the institute as well as research works being carried out. It also proposes in matters of post-graduation the opening, the renewal, the closing of the branches, the number of positions the scientific committee participates in the development and to the promotion of research giving all the importance to the good teaching management, the execution of the programs and also at the scientific level of teaching provided.

**B. The Board of Management:**

The essential mission of this committee consists in ensuring the follow-up and the good run of the various activities of the School. It studies all the questions in relation to the good run of the school. The director is the first person who is responsible for its management, and is assisted by an assistant manager in charge of general administration, the assistant-manager of the studies and the assistant-manager of the post-graduation and the educational research.

**D. The Scientific Council:**

It meets once a week to deal with questions in relation to pedagogy. The meeting is held in presence of all the executives and heads of departments. The aim is to ensure that all conditions are gathered for a better organization of pedagogy, to enable teachers accomplish their mission within a reasonable frame and for students to carry out their studies in better conditions.

# **Chapter Five :**

## **Research Methodology**

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## Chapter Five: Research Methodology

### Introduction

The main attitude of an individual to get involved in the field of entrepreneurship is driven by at least five main factors such as personal elements/trait, personal environment factors, personal objective factors, business environment factor and business idea factor (Naffziger, Homby & Kuratko, 1994). They can be categorized as push factors and pull factors.

After stating the research objectives of this study, it is important to discuss the most suitable research design that can help answer the objectives for this research. This chapter explains and justifies the research methodology used in this study and relates it to the research objectives. Whereas, a questionnaires were the main form of data collection in this study it was important for the questionnaire design to complement the research objectives for this study.

### 5.1. Research Objectives and Hypotheses

5.1.1. **Objective:** we try to analyze the impact of background, the push, and the pull factors of the high school of commerce' students to become an entrepreneur, in order to discover how they differ; the results will serve as a basis for designing entrepreneurial curriculum

#### 5.1.2. Hypotheses

**H1:** The student's incentive to be an entrepreneur is an outcome of maximizing the total utility which the individual derives from his attitudes towards Income, Risk, Work Effort or Independence.

**H2:** The variables: Age, Gender, Personality traits, Attitudes towards (Income, Risk, Work Effort, and Independence), Creativity, and Environmental Factors do not directly affect the intention of performing an entrepreneur's behavior.

## 5.2. Case Study

As discussed this research study was focused on a case study at High Commerce School (Algiers) analyzing the graduating students. We have chosen to focus on students at the graduate level, because this level of studies is suitable for our study' objectives. Since the student are about to finish their studies and start their launch their career experience.

## 5.3. Data Collection

The main reason for choosing questionnaires<sup>1</sup> as the means of data collection was because of questionnaires are a quick and cost effective mean of data collection; "questionnaire can be designed to determine what people know, what they think, or how they act or plan to act. They can measure subject's factual knowledge about a thing or a number, people's opinions, attitudes and motives for behaving in certain ways. They can be used to measure the frequency of past behaviors or to predict future actions" (Mcnabb 2002: 126).

## 5.4. Questionnaire Development

The development of the questionnaire occurred in several steps following guidelines in the literature. As a starting point the literature was carefully reviewed to identify similar previous studies, and which had used the Theory of Planned Behavior, and published in the highly respected journals of entrepreneurship.

In our research, the questionnaire was mostly designed upon reviewing the literature on entrepreneurship intention (Schumitt\_roderrund, 2004; Schumitt\_roderrund, 2007) which has been successfully employed in past entrepreneurship research (Obschonka et al, 2010) and using previous research in relation to Entrepreneurship Education in High Commerce School held by Professor Annabi. Thus, the questionnaire was deemed to be relevant for the research questions and adapted to the specific context of this thesis. The questionnaire was divided into four sections.

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<sup>1</sup> Zacharias Prodromou; "An Analysis Of Entrepreneurship Education (BIRMINGHAM BUSINESS SCHOOL 2007-2009) , P 51;

Overall, the items included in the questionnaire have been measured using 5-point likert-type scales, or by means of ordinal scales with three or four categories. Nevertheless, when necessary, dichotomic answers (yes/no) or nominal variables have been used.

In order to increase acceptance of the questionnaire, a statement highlighting the importance of this research and a short background of its objectives:

“Thank you very much for participating in this important study. This study will highlight the students’ perception on attitudes and intentions towards being entrepreneur and their concerns and aspirations. The data will be assessed by the researcher and all personal data will be kept strictly confidential”

### **5.5. Data Analysis Procedures**

Data analysis procedures comprise statistical analyses of the questionnaire data with the computer software Statistical Package for the Social Sciences (SPSS). Figure (12) provide an overview of the sequence of procedures undertaken for the data analysis.

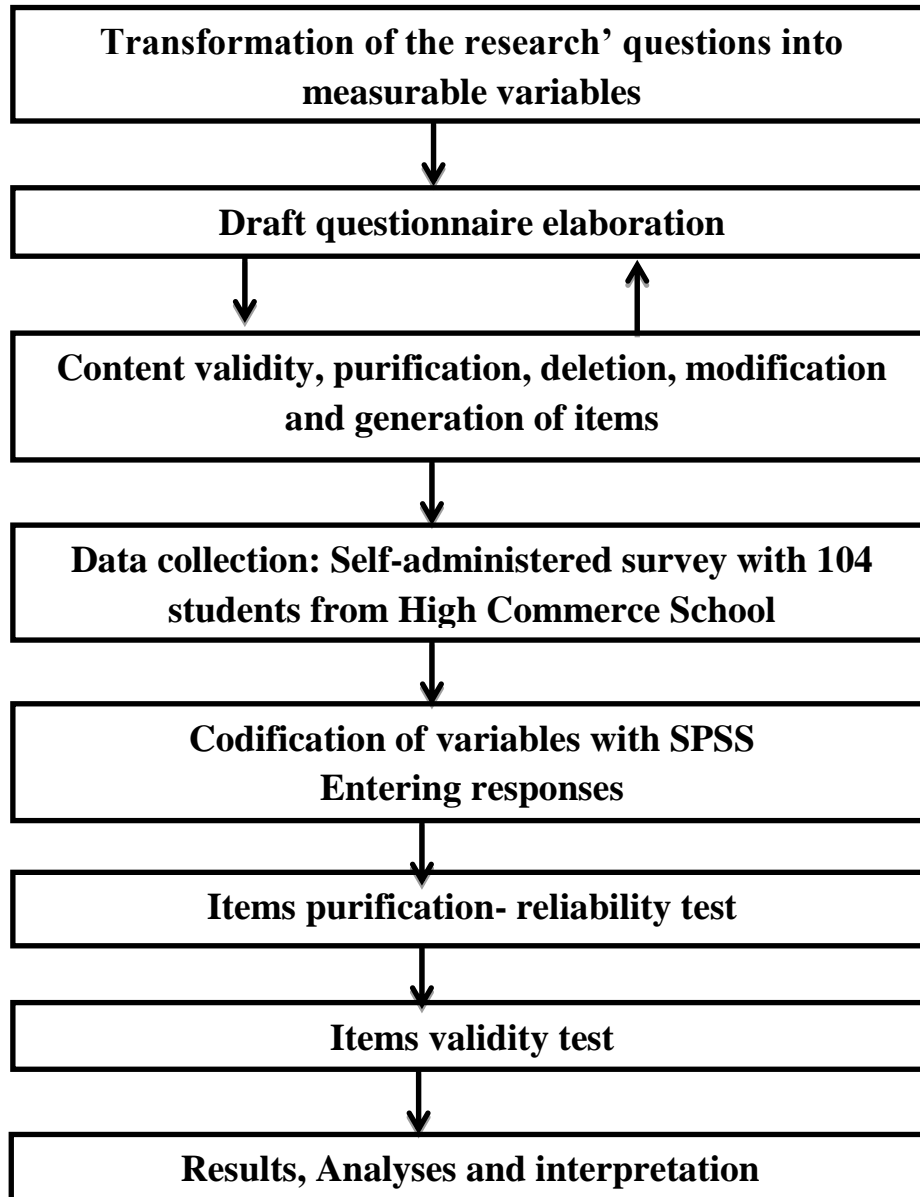
**Data Analyses Phases:**

Figure (12): Data Analyses Phases, Done by the Student, 2013



### 5.6. Questionnaire Design:

The seventeen question were categorized in four main sections

**Section A** involves requesting the respondents to provide information about their demographic profile such as age, gender and their family entrepreneurship background.

#### Question 1:

Male

Female

#### Question 2:

Below 20 year

Between 20-22

Above 22

#### Question 3:

Is one of your parents an entrepreneur

Yes

No

**Section B** focuses on the main issue of this study, in that it assesses the how and the extent to which different factors and personality traits can impact the entrepreneurial intention. For this

- ✓ We try to understand why some people intend to be self-employed while others intend to be employed
- ✓ We try to assess the results of the combination of **income, risk, work effort required and independence**. And their relation to the choice of being self-employed. Douglas and Shepherd (2000)
- ✓ Boyd and Vozikis (1994) argue, a person intentions to create a new business will be strongest when he or she has a high degree of self-efficacy<sup>1</sup>. Therefore we asked a question in this regards.

**Question 4:**

To what extent do you agree or disagree with the following factors which lead a person to decide to be self-employed

The factors	I strongly don't agree	I don't agree	neutral	I agree	I strongly agree
1- To Have autonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2- Confidence in the success of the product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3- Create his own job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4- The desire to take initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5- To manage working hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> Entrepreneurial self-efficacy is defined as the students' confidence in successfully performing certain tasks, And which can result in increased intention towards entrepreneurship.

6- Difficulty to integrate with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7- To get out of restrictions (pressures, fixed working hours)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8- To avoid work imposed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9- The desire to work differently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10- Being in comfortable financial situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11- The desire to own money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12- To have responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13- Desire to realize one's own dream	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14- To have compensation based on merits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15- To keep a large proportion of the result	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16- To have the power to make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17- To participate in the whole process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 5:**

In your opinion, to what extent the following factors are considered when deciding not to be self-employed (to be employee)

	Not interesting at all	Not interesting	neutral	Interesting	Very interesting
1- Stability and job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2- Avoid work load and working for long hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3- Preferring fixed working hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4- Avoid pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5- Avoid responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6- Have opportunity to career progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 6:** Early inventive activities

In the following we are interested in creating behavior during your leisure time activities when you were 14 or 15 years old. Please indicate how often you undertook creative activities in the following domains

	Never	Sometimes	medium	Often	Very often
1- Music (inventing songs, playing melodies composed by yourself using an instrument)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2- Painting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3- Technical construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4- Repair work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5- Gardening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6- Chemical experiment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7- New games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8- Decorative works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 7:**

How likely is that you will be involved in the creation of new venture

Highly possible

Possible

I do not think so

It is impossible

**Question 8:**

Do people surrounding you (parents, family, friends, professors, role models) influence you to create a new venture

Yes

**Section C**

This section's aim is to understand the students' perception to the term **Entrepreneurship** as well as ask for their opinions concerning Entrepreneurship Education.

**Question 9:**

In your opinion, do you think Entrepreneurship courses is a must and should be included in the school curriculum?

Yes

I do not care

No

**Question 10:**

In your opinion, which activity you believe it will enhance student’s enterprising behavior?

- Competitions on business plans
- Meeting with entrepreneurs
- Creating club for entrepreneurship students
- Enable the students to provide advisory services to SMEs

**Question 11:**

In your opinion, what should we plan to do to have productive Entrepreneurship program

.....

**Section D**

It examines the respondent’s mentally readiness to be involved in the world of Entrepreneurship, their awareness of the different mechanism established by the Algerian state to help youth creating their own business and their perception to the obstacles in the business industry. Specifically this section requests to answer factors relating to Economi-Environmental factors.

**Question 12:**

Have you thought to be self-employed

- Yes  No

If YES, what is the likelihood that you will be involved in the creation of new venture

While studying

Just after graduation

About 3-4 years after graduation

After 5 years

**Question 13:**

In case you would like to pursue a career as self-employed, which sector you intend to invest in?

Agriculture, livestock and beekeeping

Crafts

Feed material

Building materials

Construction, public works and water works

Freight and passenger transport

Communications



Accounting and tax expertise

Textiles and garments

Computer services

Services provider

Industrial products

Distributions

Medical equipment

Education

**Questions 14:**

Do you have an idea about the mechanisms established by Algerian state to help youth creating their own business

Yes

No

If YES, which of these are you accustomed to

National Agency for Youth employment (ANSEJ)

National Agency for the Management of Small Loans (ANGEM)

National fund for unemployment insurance (CNAC)

**Question 15:**

Which type of funding you intend to use when carrying on your own business

Type of funding	No	maybe	Yes
1- Personal saving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2- Loan from family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3- Loan from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4- Bank loan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5- A youth agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 16:**

Which are the main obstacles that prevent you launching your own business

- Lack of capital
- Lack of mortgages
- Lack of ambition

Financial risks	<input type="checkbox"/>
Competition with the informal sector	<input type="checkbox"/>
Family's restrictions	<input type="checkbox"/>
Lack of professional networks	<input type="checkbox"/>
Lack of good opportunities	<input type="checkbox"/>
Load of work	<input type="checkbox"/>
Lack of training	<input type="checkbox"/>
Hardiness to find customers	<input type="checkbox"/>
Lack of confidence	<input type="checkbox"/>
Lack of needed skills	<input type="checkbox"/>
Heavy responsibility	<input type="checkbox"/>
Fear of the unknown	<input type="checkbox"/>
Others	<input type="checkbox"/>

# **Chapter Six :**

## **Research Analyses &**

### **Results**

## Chapter Six: Research Analyses & Results

### Introduction

This research study focuses on entrepreneurship intention among students in High Commerce School. The data collection was done on self-administration by the student. The students were given a half-an hour to complete the questionnaire. In total, 97 responses were collected. The study's aim is to understand:

- ✓ The interest of the students in becoming entrepreneurs
- ✓ Understanding the relationship between the students' personality traits and Entrepreneurship intention?
- ✓ Understanding the influences of environmental factors on the students' Entrepreneurship intention?

This study examines these issues by way of questionnaire survey. Students' responses were gathered most of the time on 5 point Likert Scale ranging from 1= "most preferred" to 5= "least preferred"

### 6.1. Results

This section presents the results of this study, the results are categorized into four sections, the demographic profile, the relation between entrepreneurship intention and personality traits, the entrepreneurship education, and the relationship between environmental factors and entrepreneurial intention.

Before testing the hypothesis of this study, the responses received were analyzed to determine reliability of the questionnaires. Description analysis is used to identify the most influencing factor towards intention.

**Table (3): Cronbach's Alpha Test of Reliability**

Scale	Cronbach's Alpha
Income	0.71
Personal Treats	0.57
Independence	0.59
Environmental factors	0.53
Work Effort	0.42

The Cronbach's Alpha test was used as reliability coefficient that indicates how well the terms in a set are positively correlated to one another. The results of this test show that the variables in this study are reliable being, Income (0,71); Personal treats (0,57); Independence (0,59); Environmental factors (0,53); Work effort (0,42) (less reliable).

Student's primary motivations to start-up were probed once all the related information from the respondents was entirely obtained. In order to establish instrument reliability, Cronbach's coefficient alpha was computed, which indicates that the instrument was reliable in its measurement of determinants for start-ups.

Descriptive statistics and Data regression analysis were used to unfold the information embedded in the survey data.

- ✓ Description statistics include numbers, tables, charts and graphs which are used to describe and present our obtained data.
- ✓ Regression analysis is a statistical tool for the investigation of relationships between variables. We are going to assess the "statistical significance" of the estimated relationships. Which means, the degree to confidence that the true relationship is close to the estimated relationship. Simple regression analysis is performed to test the hypotheses of this study; where calculated t value is compared to critical t value. Obtaining a significant t value indicates that the results of the regression are indeed true. Therefore, a 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 the result we are looking at is statistically significant (the null hypotheses can be rejected).

### 6.1.1. Demographic profile

The final sample totaled 97 students, as shown in table (4), 55 (56,70%) were males and 42 (43,30%) females. Subjects were primarily graduating students (fourth year) 42 (43,30%) student, and 33 student were first year master (34,02%), then 22 post-graduate student (22,68%). In fact, there were 50 student (51,55%) who were aged between 22 and 24, while 47 student (48,45%) above 24.

Out of 97 students, 26,80% of the respondents come from families who have already gone into entrepreneurship whilst the remaining 73,20% do not have families in entrepreneurship career.

**Table (4): Descriptive Statistics of the Sample Demographic Profile**

		Frequency	Percent	Valid
<b>Gender</b>	Male	55.00	56.70	56.70
	Female	42.00	43.30	43.30
	<b>Total</b>	<b>97.00</b>	<b>100.00</b>	<b>100.00</b>
<b>Age</b>	Below 22	0.00	0.00	0.00
	22-24	50.00	51.55	51.55
	Up to 24	47.00	48.45	48.45
	<b>Total</b>	<b>97.00</b>	<b>100.00</b>	<b>100.00</b>
<b>Level</b>	1	33.00	34.02	34.02
	2	42.00	43.30	43.30
	3	22.00	22.68	22.68
	<b>Total</b>	<b>97.00</b>	<b>100.00</b>	<b>100.00</b>
<b>Q4</b>	1	26.00	26.80	26.80
	2	71.00	73.20	73.20
	<b>Total</b>	<b>97.00</b>	<b>100.00</b>	<b>100.00</b>

### 6.1.2. The relation between entrepreneurship intention and personality traits

This study examined whether business students have an intention to pursue into Entrepreneurship. Using questionnaire survey on 97 students in High School of Commerce, the results show that more graduating students have a desire to pursue into Entrepreneurship, table (5) show that almost (87%) of the respondents who are

about to graduate have intention to pursue Entrepreneurship, only (13%) of the students who don't feel that they are going to become entrepreneurs. Whereas, only 26,80% of respondents came from family members who are entrepreneurs themselves.

This point provide indication that there may be other factors that can play an important role in influencing the respondents to pursue an Entrepreneurship career.

**Table (5): Cross-Section Descriptive Statistics of the Sample Demographic Profile**

		Level				Q4		
		1	2	3	Total	1	2	Total
Gender	Male	24	15	16		14	41	55
	Female	9	27	6		12	30	42
	Total	33	42	22		26	71	97
Age	2	19	26	5		13	37	50
	3	14	16	17		13	34	47
	Total	33	42	22		26	71	97

#### 6.1.2.1. Gender and entrepreneurship intention

Results revealed insignificant correlations between gender and student's perception of their entrepreneurial attitude orientation and future entrepreneurship career

(suggesting that gender does not hold predictive value for understanding student's Entrepreneurship intention).

#### 6.1.2.2. Self-efficacy

Borrowing from Bandura's work on social learning theory (Bandura, 1982; Wood & Bandura, 1989), we can expect that individuals will prefer situations in which they anticipate high personal control, but avoid situations in which low control is anticipated. Following this logic, individual career paths should reflect personal assessments of capabilities for various occupations. Extending these ideas to entrepreneurial activity suggests that those individuals who believe they are capable of performing the roles and tasks of an entrepreneur (i.e., who have strong beliefs in their entrepreneurial self-efficacy) will engage in activities associated with firm start-ups (Boyd & Vosikis, 1994; Scherer, Adams, Carley & Wiche, 1989). People who are



comparatively high on the dimensions of entrepreneurial self-efficacy should perceive more opportunities in a given situation.

Theoretically, self-efficacy mediates the relationship between environment factors and human behavior (Chen, Greene, and Crick 1998; Bandura 2001). This suggest that student's perception of their ESE can play a significant role in fostering their entrepreneurial intention

**Table(6) : Descriptive Statistics of the Sample' Self-Efficacy**

Q	Statement	N	Mean	Std. Dev
Q5.2	Confidence in the success of the product	81	3.67	0.98
<b>Self-Efficacy</b>		81	3.67	0.98

### 6.1.2.3. Attitudes

An entrepreneurial attitudes covers aspects that help individuals to take actions, the major reasons for the preference to be self-employed are the wish for owning money and to be in comfortable financial situations table (7), personal independency, getting out of restrictions (pressures, fixed working hours), the desire to realize one own dream, to have autonomy, the freedom of choosing time and place to work, and the realization of business opportunity table (8).

The Utility – Maximizing model (Douglas and Shepherd) acknowledge that people differ in terms of their attitudes (utility or disutility weights) toward job attributes which impact their career choice. In our case it seems that the preference for self-employment are based more or less on the disadvantages of being employee (push factors) rather than the advantages of being self-employment (pull factors).

**Table(7) : Descriptive Statistics of the Sample' attitude to income**

Q	Statement	N	Mean	Std. Dev	Average scale
Q5.13	Being in comfortable financial situations	81	3.86	0.96	Agree
Q5.14	The desire to own money	80	3.89	1.16	Agree
Q5.18	To have compensation based on merits	80	3.84	1.00	Agree
Q5.19	To keep a large proportion of the results	80	3.63	1.16	Agree
<b>Income</b>		<b>78</b>	<b>3.62</b>	<b>0.64</b>	Agree

**Table(8) : Descriptive Statistics of the Sample's Independence**

Q	Statement	N	Mean	Std. Dev	Average scale
Q5.1	To Have autonomy	96	4.32	0.85	Strongly Agree
Q5.3	Create his own job	96	3.93	0.94	Agree
Q5.5	To manage working hours	92	3.62	1.17	Agree
Q5.8	Difficulty to integrate with others	96	2.46	1.32	Disagree
Q5.10	To get out of restrictions (pressures, fixed working hours)	96	3.43	1.39	Neutral
Q5.11	To avoid work imposed	81	3.28	1.33	Neutral
Q5.16	Desire to realize one own dream	78	4.40	1.00	Strongly Agree
Q5.20	To have power to make decisions	79	3.86	0.89	Agree
<b>Independence</b>		<b>68</b>	<b>3.64</b>	<b>0.55</b>	

**Table (9): Descriptive Statistics of the Sample' attitude to work efforts**

Q	Statement	N	Mean	Std. Dev
Q7.2	Avoid work load and working for long hour	81	2.52	1.09
Q7.4	Avoid pressure	81	2.13	1.13
<b>Work Effort</b>		<b>78</b>	<b>3.71</b>	<b>0.85</b>

#### **6.1.2.4. Risk-taking**

Risk-taking propensity can reasonably be expected to be included in any profile of what might make entrepreneurs distinctly different. However, our research on risk-taking propensity has not yielded clear evidence of the relationship.

In our study, we assume that environmental issues depend on the type of opportunity that entrepreneurs have a particular orientation toward. Therefore, that opportunity will determine the amount of the risk propensity to take. For example, risk-taking when a student intend to create his project (a management school) is different when for example the same student intend launch a manufacturing project. (that's why risk-taking is not a reliable variable)

### **Correlation Matrix**

Table (10) : Pearson Correlation Matrix for the Independent Variables

	Env.Factors	Personal Treats	Income	Independence	Self-Efficacy	Work Effort	Level	Sex	Age	Q4
EnvFactors	1.00									
PersTreats	0.17	1.00								
Income	0.37	0.23	1.00							
Independence	0.12	0.61	0.40	1.00						
Self-Efficacy	-0.01	0.22	0.09	0.22	1.00					
WorkEffort2	-0.24	-0.02	0.06	0.15	0.06	1.00				
Level	0.19	0.28	0.01	0.36	0.12	0.00	1.00			
Sex	0.08	0.16	0.10	0.22	-0.02	0.03	0.08	1.00		
Age	0.08	-0.01	0.06	0.07	0.06	0.03	0.27	-0.05	1.00	
Q4	0.18	-0.09	0.21	-0.15	0.04	-0.04	-0.04	-0.12	-0.08	1.00

Source: Survey data, SPSS 14.0 output, 2013.

A problem which often arises in conducting regression analysis is the presence of multicollinearity between independent variables. This occurs when two or more exogenous variables are highly correlated which makes it difficult to determine the individual contribution of each variable to the prediction of the dependent variable (Barrow, 1988).

Several techniques have been suggested by statisticians to detect multicollinearity (see Kennedy, 1985, for the discussion of these techniques). One popular technique for detecting multicollinearity is through the use of a correlation matrix. A high correlation between any pair of independent variables may indicate the presence of multicollinearity. However, the problem here is that there is no agreement on what is considered high. For example, according to Kennedy (1985) absolute correlation coefficients of 0.8 or 0.9 indicate high correlation, while Anderson et al. (1993) consider an absolute correlation coefficient high if it exceeds 0.7 for any two of the independent variables. A complete correlation matrix incorporating all the variables was run (Table 10), and results indicate that the highest correlation exists between the two variable: personal treats and Independence with a correlation of 61%. This means that the model does not suffer from multicollinearity problem.

#### **6.1.2.5. The Impact of the Demographic Profile on Entrepreneurial Intention**

To test the hypothesis that says that the Demographic Profile has an impact on Entrepreneurial Intention, an ANOVA test is conducted. (Table 11) shows that all the demographical characters tested have no effect on the intention. In other words, there is no significant difference in the Entrepreneurship Intention between students from different educational levels ( $F=0.560$ ,  $\text{sig}=0.570$ ). There is no significant difference in the entrepreneurial intention between groups with different gender ( $T= 0.09$ ,  $\text{sig}=0.76$ ) and between groups from different classes of age ( $T=0.62$ ;  $\text{sig}=0.430$ ). In addition, there is no significant difference in entrepreneurial intention between students whose parents are entrepreneurs and those whose parents are not ( $F=0.336$ ,  $\text{sig}= 0.564$ )

**Table (11): The Impact of the Students' Demographic Profile on Entrepreneurial Intention**

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig
Level	Between Groups	0.770	2	0.390	0.560	0.570
	Within Groups	52.720	77	0.680		
	Total	53.490	79			
Gender	Between Groups	0.060	1	0.060	0.090	0.760
	Within Groups	54.140	78	0.690		
	Total	54.200	79			
Age	Between Groups	0.420	1	0.420	0.620	0.430
	Within Groups	53.800	79	0.680		
	Total	54.220	80			
Q4	Between Groups	0.229	1	0.229	0.336	0.564
	Within Groups	53.993	79	0.683		
	Total	54.222	80			

Source: Survey data, SPSS 14.0 output, 2013.

#### 6.1.2.6. The Impact of Income, Independence Work Effort, Personal Treats, Self-Efficacy and Environmental Barriers on Entrepreneurial Intention

To test the hypothesis that says there is an impact of income on entrepreneurial intention, t-test is conducted (table 12) and results show that there is a significant Impact of income on in Entrepreneurial Intention beyond 5% level of significance. (T=2.019; sig=0.046).

**Table (12): The Impact of Income on the Entrepreneurial Intention**

ANOVA					
	Sum of Squares	df	Mean Square	T	Sig
Between Groups	10.750	11	0.977	2.019	0.046
Within Groups	24.679	51	0.484		
Total	35.429	62			

Source: Survey data, SPSS 14.0 output, 2013.

According to t-test, (table 13) shows that there Is a significant positive impact of income on entrepreneurial intention beyond 10%. ( $t=1.85$ ,  $sig=0.05$ ).

**Table (13): The Impact of Independence on the Entrepreneurial Intention**

ANOVA					
	Sum of Squares	df	Mean Square	T	Sig
<b>Between Groups</b>	12.829	17	0.755	1.853	0.055
<b>Within Groups</b>	16.292	40	0.407		
<b>Total</b>	29.121	57			

Source: Survey data, SPSS 14.0 output, 2013.

Table (14) shows that there is a significant positive effect of work effort on the entrepreneurial intention of students ( $t=2.011$ ,  $sig= 0.066$ ) beyond 10%.

**Table (14): The Impact of Work Effort on the Entrepreneurial Intention**

ANOVA					
	Sum of Squares	df	Mean Square	T	Sig
<b>Between Groups</b>	8.614	7	1.231	2.011	0.066
<b>Within Groups</b>	42.835	70	0.612		
<b>Total</b>	51.449	77			

Source: Survey data, SPSS 14.0 output, 2013.

Table (15) shows that there is a strong significant effect of environmental barriers on the entrepreneurial intention beyond 5% ( $t=2.24$ ,  $sig= 0.013$ )

**Table (15): The Impact of the Environmental Barriers on the Entrepreneurial Intention**

ANOVA					
	Sum of Squares	Df	Mean Square	T	Sig
<b>Between Groups</b>	3.083	16	0.193	2.245	0.013
<b>Within Groups</b>	4.807	56	0.086		
<b>Total</b>	7.890	72			

Source: Survey data, SPSS 14.0 output, 2013.

Table (16) shows that there is no significant impact of personal treats on the entrepreneurial intention. ( $t= 1.08$ ,  $\text{sig}=0.4$ )

**Table (16): The Impact of Personal Treats on the Entrepreneurial Intention**

ANOVA					
	Sum of Squares	df	Mean Square	T	Sig
Between Groups	8.328	16	0.521	1.084	0.400
Within Groups	19.689	41	0.480		
Total	28.017	57			

Source: Survey data, SPSS 14.0 output, 2013.

Table (17) shows that there is a significant effect of self-efficacy on the students' entrepreneurial intention beyond 5% ( $t=2.53$ ,  $\text{sig}=0.04$ )

**Table (17): The Impact of Self-Efficacy on the Entrepreneurial Intention**

ANOVA					
	Sum of Squares	df	Mean Square	T	Sig
Between Groups	6.493	4	1.623	2.536	0.047
Within Groups	45.441	71	0.640		
Total	51.934	75			

Source: Survey data, SPSS 14.0 output, 2013.

### 6.2.3. The Entrepreneurship Education

With a conscious of the fact that higher education shoulder a responsibility of initiating and nurturing entrepreneurial skills among the students, and with a view to strengthen entrepreneurship

To the statement whether the students agrees that Entrepreneurship courses should be included in the academic curriculum and offered as a module, 83% of the responses were positive and very encouraging, it means that the students are not only positively inclined towards opting for the course, but also are interested for the development of the same and to know how to set up an enterprise and how to become Entrepreneurs, rather than job seekers.



Question was posed in relation to the faculty. Opinions were solicited. 46% of them agree that they need to be trained and some felt that training may be given for educators. It was also felt that a minimum core professors should be continuously involved in research and consultancy (students also believe (36%) that enabling them to provide advisory services will help develop the needed skills)

#### 6.2.4. The relationship between environmental factors and entrepreneurial intention

**Table (18): Students' Expected Time to Become Entrepreneurs**

		Frequency	Percent
Q11. How likely is that you will be involved in the creation of new venture	Highly possible	35	36.08
	Possible	49	50.52
	I do not think so	8	8.25
	It is impossible	5	5.15
	<b>Total</b>	<b>97</b>	<b>100.00</b>

Source: Survey data, SPSS 14.0 output, 2013.

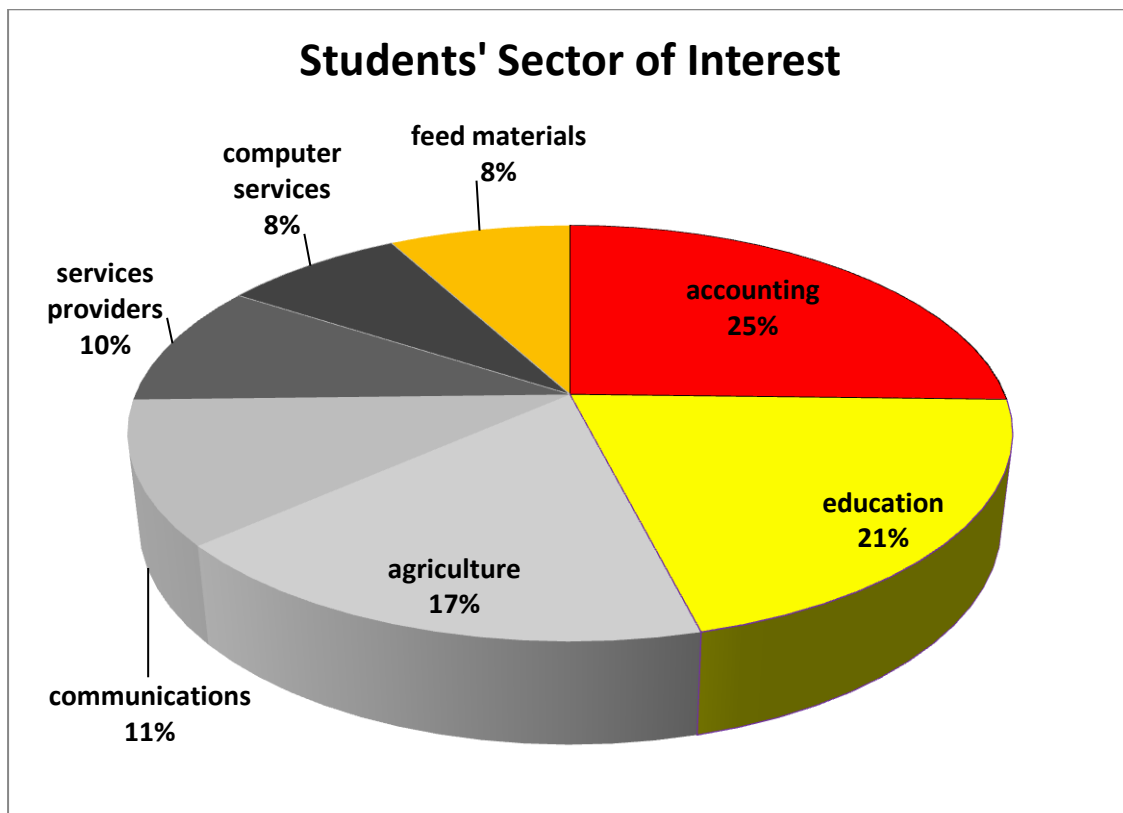
To the question as to whether they would like to become entrepreneur in future, nearly 87% of the respondents stated that they would like to become one. The next question was about the time frame required to start an enterprise. Majority stated that they needed about three to four years' time to be an Entrepreneur. There was about 25% of the sample who agreed that probably they can launch their future enterprises just after graduating, and also 21% of the students stated that they need more than five year to organize themselves and set-up their enterprises.

**Table (19): Students' Motivation to Become Entrepreneurs**

		Statement	Frequency	Percent
Q.17	Have you thought to be self-employed	While studying	1	1.03
		Just after graduation	24	24.74
		About 3-4 years after graduation	40	41.24
		After 5 years	20	20.62
		Missing (No)	12	12.37
		Total	85	87.63

Source: Survey data, SPSS 14.0 output, 2013.

The question enquired about the type of enterprise the students would like to set up in the future. Auditing and accounting services was opted by 25% (whereas the majority are males), followed by Education 21% (whereas the huge majority are females), Agriculture (17%), and least preference was given to service sector and communication. Which somehow indicates that the students are aware of their existing skills and that some fields require certain special skills. (Figure 13)

**Figure (13): Students' Sector of Interest, Done by the Student 2013.**

A related variable is to know whether the students have any role models or surrounding people (parents, family, educators) to be inspired by them. 63% of the respondents stated in affirmative which is quite less encouraging one as we may conclude that more than 34% of them do not have any role model or influencing people. Probably, this is an important dimension to be noted and needed attention.

All the respondents agreed that governmental support is required to start an enterprise. In other words, support systems need to be provided, in the form of favorable legislations, policies and encouragement. However, even though the students feel that governmental support is required, some of the students are not aware of various types of schemes, loans facilities provided by the government (22% do not have any idea, while others' awareness differ upon the mechanism, for instance ANSEJ (78%), ANJEM (42%), CNAS(37%); we consider that this matter is very serious and needs a very careful intention).

**Table (20): Students Knowledge about Mechanisms of Helping Youth**

	Statement		Frequency	Percent
Q.20	Do you have any idea about the mechanisms established by the Algerian state for job creation	Yes	74	76.29
		No	21	21.65
		Missing	2	2.06
		Total	97	100.00

Source: Survey data, SPSS 14.0 output, 2012.

It is clear that the students are interested in starting an enterprise of their own but are not very much aware about the options available for them, nor about the government support system. Thus, awareness and propagation about various programs offered by the government need to be done among the student community.

Financing constraints are one of the biggest concerns impacting potential entrepreneurs. In our sample we can notice that students will rely more on mechanisms established by the government (51%), bank loan (47%), and personal savings (32%). It is well known that self-financing is an important option for people

when financing entrepreneurship. However, it is not evident for students or young person have this option. Thus we need students to be aware of the opportunities that are available for them and also try to understand their rejection for some option (which are mainly related to our religion sensitivities)

**Table (21): Students' Financing Sources**

	Type of funding		Frequency	Percent
	Personal saving	Yes	31	31.96
		Maybe	32	32.99
		No	26	26.80
		Missing	8	8.25
		<b>Total</b>	<b>97</b>	<b>100.00</b>
	Loan from family	Yes	13	13.40
		Maybe	43	44.33
		No	35	36.08
		Missing	6	6.19
		<b>Total</b>	<b>97</b>	<b>100.00</b>
	Loan from parents	Yes	29	29.90
		Maybe	31	31.96
		No	26	26.80
		Missing	11	11.34
		<b>Total</b>	<b>97</b>	<b>100.00</b>
	Bank loan	Yes	46	47.42
		Maybe	12	12.37
		No	29	29.90
		Missing	10	10.31
		<b>Total</b>	<b>97</b>	<b>100.00</b>
	A youth agency	Yes	49	50.52
		Maybe	20	20.62
		No	18	18.56
		Missing	10	10.31
		<b>Total</b>	<b>97</b>	<b>100.00</b>

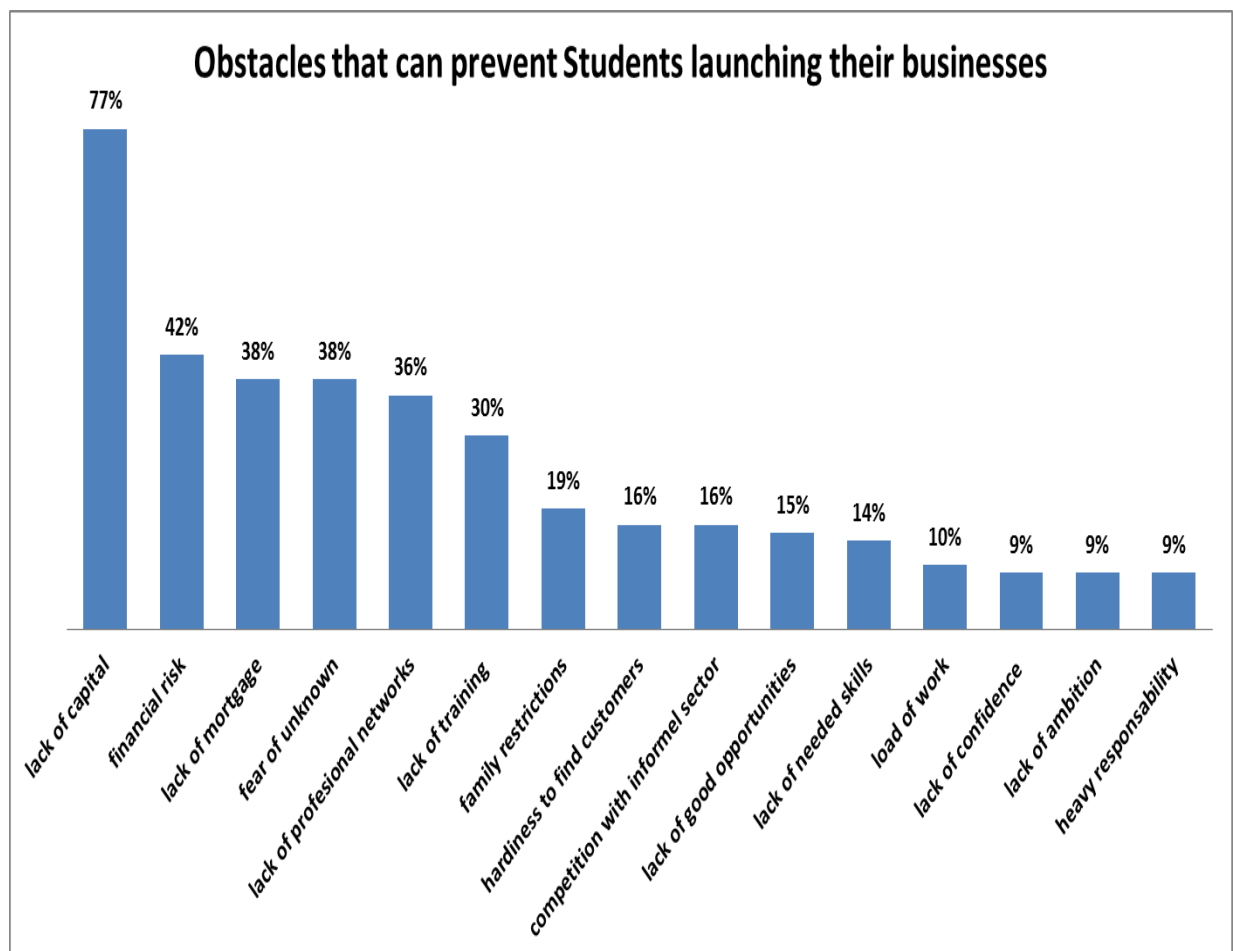
Source: Survey data, SPSS 14.0 output, 2012.

To the constraints that the students esteem as obstacles. A question was asked in this regards, and the answer was mainly the lack of capital (77%), financial risk

(42%), lack of mortgage (38%), lack of professional networks (36%), and lack of training (30%). (Figure 14)

Thus, we assume that the students give much consideration to risk (whether, financial risk or risk of the unknown) which consider legitimate and logic due to the lack of experience.

Respondents also feel that networking is necessary and will be helpful, in fact supporting organizations should come forward for this endeavor of national importance. Students also feel the need to undergo training on entrepreneurship program. The enthusiasm shown by them is very encouraging.



**Figure (14): Obstacles that can Prevent Students Launching their Businesses, Done by student, 2013**

### 6.3. Summary of Results:

#### **To the Question: What are the Contributions of Different Schools of Thoughts Regarding the Field of Entrepreneurship?**

This research study tried to give an overview of some important classic contributions relating to today's empirical research subjects. The classic contributions considered are Cantillon, Say, Marshall, Schumpeter, Knight and Kirzner. Their views were compared to each other as well as to some recent results of empirical research into the determinants of successful entrepreneurs.

For each of these economists, answers were provided for these five questions:

- 1- What is the position of the entrepreneur within the economic system as described by the contributor?
- 2- What is the entrepreneur's position within the firm?
- 3- How is the entrepreneurial task defined?
- 4- What is the entrepreneurial ability or personality needed in order to successfully perform the task?
- 5- What determines supply and demand in the market for the entrepreneurs?

Even if it wasn't highly supported by our SPSS analyses, we assume that risk-aversion has a significant negative effect on the choice for entrepreneurship, which corroborates the theories by Cantillon, Say, Marshall and Knight.

Besides education, according to Marshall, family background would also affect a person's general ability and thereby his success as an entrepreneur. The data partially support Marshall's statement that having a father who is entrepreneur affect the probability of becoming a successful entrepreneurs.

Schumpeter and Knight both stressed the importance of the motivating factors that make people start as entrepreneur.

#### **To the Question: What are the Factors that Shape People's Entrepreneurial Attitude Orientations and by Extension Their Entrepreneurial Behavior?**

There are several characteristics that are associated with being entrepreneurs like recognize and take advantage of opportunities, resourceful, creative, visionary, independent thinker, hard worker, optimistic, innovator risk taker, leader.

There were various motives to start a new venture. Douglas and Shepherd (2000) represent an individual's choice to be self-employed by a utility maximizing model when people intend to be self-employed when the combination of income, risk, work effort required, and independence provides greater utility than does the corresponding combination for the best employment option.

The overall utility for a career option is the combination of the utilities (the product of a person's positive attitudes towards an attribute) and/or dis-utilities (the product of a person's negative attitudes towards an attribute)

In our research study, the deciding factors to become entrepreneur were analyzed in order to discover how they differ, it was revealed that the major reasons for the preference to be self-employed are the wish for owning money and to be in comfortable financial situations (*H1a: the more the consideration of Income the greater the incentive to be self-employed, is Supported*), personal independency, getting out of restrictions (pressures, fixed working hours), the desire to realize one own dream, to have autonomy, the freedom of choosing time and place to work, and the realization of business opportunity (*H1d: the greater the preference for Independence or decision-making control, the greater the incentive to be self-employed, is Supported*). However, our research on risk-taking propensity has not yielded clear evidence of the relationship. Thus, (*H1c: the more tolerant one is of Risk Bearing, the greater the incentive to be self-employed, is Rejected*). Our research study has also failed to predict the relationship between attitude toward work effort and choosing to be employed or self-employed. Thus, (*H1b: the more attitude to Work provide a greater incentive to be self-employed, is Rejected*)

The Utility – Maximizing model (Douglas and shepherd) acknowledges that people differ in terms of their attitudes (utility or disutility weights) toward job attributes which impact their career choice. In our case it seems that the preference for self-employment are based more or less on the disadvantages of being employee (push factors) rather than the advantages of being self-employment (pull factors) which is still an outcome of maximizing the total utility. Thus Our first hypothesis

**H1: *the student's incentive to be an entrepreneur is an outcome of maximizing the total utility which the individual derives from his attitudes towards Income, Risk, Work Effort or Independence, is Supported.***

**To the Question: Which are the Teachable Contents that a Person Needs to Perform Effectively in a Field of Practice? And What are the Main Applied and Advocated Teaching Methods?**

Our research study defended what (C.A. Albornoz, 2008) proposed in his paper. His paper provided a set of content that have support on empirical research (after reviewing 414 article in four entrepreneurship journals published between 2000 and mid-2008). The content aims to develop a set of Knowledge, Skills, and Attitudes in the students.

In reviewing thirteen studies conducted between 1983-1996, Kember (1997) found only five substantively deferent views of teaching in higher education. The five perspectives are labeled Transmission, Apprenticeship, Developmental, Nurturing and Social Reform.

Concerning pedagogy, there appear to be no universal pedagogical recipe regarding how to teach entrepreneurship. However, the choice of techniques and modalities depends mainly on the contexts and the results we aim to achieve.

**To the Question: What is the Association Between the Variables [ Gender, Personality Traits, Attitudes towards ( Income, Risk, Work efforts, and Independence), Creativity, and Environmental factors ] and Entrepreneurship in Case of Algerian High Commerce School' Students?**

Our study focuses on entrepreneurship intention among business undergraduates in High Commerce School in order to analyze and discover the different deciding factors.

Using questionnaire survey on 97 students in High Commerce School, the results show that more graduating student have a desire to pursue into entrepreneurship. Overall, the findings in this study provide useful insights on the factors influencing entrepreneurship intention. Such results indicate that the way an individual thinks



significantly influences their decision to pursue as an entrepreneur. However, this study could not provide evidence on how different variables can influence the students to become entrepreneurs but rather, tried to inform what is the association.

Results revealed insignificant correlations between gender and student's perception of their entrepreneurial attitude orientation and future career (gender does not hold predictive value for understanding student's entrepreneurship intention). We assume that Personality Traits and attitudes towards (Income, Risk, Work efforts, and Independence) have a strong influence on the intention to be entrepreneur.

We assume also that environmental factors (whether the influence of family or university, or even the national environment) do have influence on the decision to be self-employed. We note especially that governmental support is very required to start an enterprise, and support means and systems need to be established and carefully oriented to help youth.

Career intention is seen as antecedent of behavior, intentions in turn are determined by attitudes and attitudes are affected by exogenous influences such as traits and situational variables (Ajzen 1991; Krueger et al 2000)

We believe that our research study corroborates with E. Autio et Alii (1997); it appears from their analyzes that conviction and career preferences are the most important factors that shape students' entrepreneurial intention which are in turn influenced by educational level, relatives, general attitudes. We believe that entrepreneurship education and university environment support entrepreneurial aspirations to express themselves.

Thus, **the hypothesis H2: *the variables [ Gender, Personality Traits, attitudes towards (Income, Risk, Work Efforts, and Independence), Creativity, and Environmental factors ] do not directly affect the intention of performing an entrepreneur's behavior, is Supported.***

Bygrave (2004) states that environmental factors interact with personal characteristics to increase the tendency toward opening one's own business. He underlines the influences that the local environment has on the willingness of the entrepreneur to open a business; and refers to Silicon Valley, where a set of favorable

conditions, such as support from public policies, access to technology and availability of financial resources combine to make this a good location for new ventures; Environmental also include sociological factors such as role models, family responsibilities, the trade-off between the experience that comes with age and optimism and energy of youth, and contacts (a network of personal relationships).

It was revealed that entrepreneurial intention is significantly dependent on the student's perspective on entrepreneurial intention. In addition to the idea that conviction and career preferences are the most important factors that shape students' entrepreneurial intention.

As the audience may impact the effectiveness of teaching practices, the instructor commitments can also influences. An instructor being more committed either with learners, contents, or contexts determines the teaching approach to be adopted by him (Pratt, 2005). Thus, the pedagogical approach favored by an instructor is a function of his own understanding of the factors leading to start-up of new ventures. Therefore, better understanding teachers' entrepreneurial attitude and self-efficacy is prominently urgent if entrepreneurship educators are to create more efficacious and competent entrepreneurs out of today students.

Norbert kailer, suggested key elements to be considered in the design and structure of entrepreneurial courses. His paper analyzed surveys given to students, alumni and academic staff of universities; and suggested four elements (1) tackling anticipated obstacles for business start-ups in the curriculum; (2) establishing networks with entrepreneurs; (3) developing start-up teams with a broad competence portfolio; (4) modular structure of the program.

Thus, a greater knowledge of the entrepreneurial environment will surely contribute to more realistic perceptions about entrepreneurship. It will also directly provide a greater awareness about the existence of that professional option, and will make the intention to become an entrepreneur more credible.

Therefore, **the hypothesis H3: *Knowledge of the entrepreneurial environment and the consideration of several factors can effectively guide educators in their future design and application of the action-learning and will contribute to more realistic perceptions about entrepreneurship, is Supported.***

# **Chapter Seven :**

## **Suggestions**

## **Limitations &**

## **Future Research**

## Chapter Seven: Suggestions, Limitations & Future Research

### Thesis Suggestions: Introduction

This section sets out practical actions that businesses, governments and civil society organizations can take to create an enterprise culture in their community. The recommendations are based on practical experience. There are recommendations each for public authorities, businesses, universities and for civil society organizations.

Our aim is not to prescribe a single strategy, which can be unrealistic. Our goal is rather to highlight some key issues, to identify existing obstacles and to propose a range of solutions, taking into account the different levels of responsibility (public policy, institutions and educators, relevant stakeholders).

### 7.1. Measures to Overcome The Barriers Facing Youth<sup>1</sup> in Algeria

#### 7.1.1. Public Authorities

Overall, it can be claimed that providing Entrepreneurship Education at higher educational institutions has a positive effect on Entrepreneurship. And on the employability of individuals in terms of job experience. Thus, we suggest:

- ✓ Establishing a steering group (including the Ministry of Education, Finance; Employment; Higher Education and Scientific Research) across primary, secondary, and higher education. This would lead the Algerian government to develop a coherent national strategy for Entrepreneurship Education, clearly linked to an agreed framework of desired outcomes.
- ✓ Adopt legislation supporting relations between private business and universities, including allowing professors to work part-time with business.
- ✓ Create regional centers responsible for coordinating, organizing and promoting entrepreneurship action (e.g. entrepreneurship house in France<sup>2</sup>).

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<sup>1</sup> Youth entrepreneurship, "children youth", the world bank. Volume 2, number 6, June 2008

<sup>2</sup> The mission that has been assigned to the house of entrepreneurship is:

- Developing the Entrepreneurial culture among students and ensure the emergence of new entrepreneurs.

These centers could build up a critical mass of activities at a local level, encourage the sharing of best practice and tools, provide support for networking among educators, entrepreneurs and students. Action would include training teachers, and mobilizing entrepreneurs to operate in the classroom.

- ✓ **National and local governments should work together to make business registration as efficient as possible** The time and cost involved in registering a new business creates significant deterrents, in particular to young people who lack the means or confidence to persist against administrative obstacles.
- ✓ **Governments should encourage schools and colleges to run business plan competitions that promote start-up opportunities,** Business plan competitions have been shown to provide an effective and engaging means to introduce a variety of business-related subjects to new audiences. Establish awards for entrepreneurial universities, teachers and students.
- ✓ **improving the administrative and regulatory framework**
  - Supportive taxation regulation
  - Reform of bankruptcy laws
  - Wider dissemination of information about changes to business regulations

#### **7.1.2. Businesses:**

- ✓ **Banks and microfinance institutions should partner with community organizations to improve young people's access to financing** Banks and even microfinance institutions are unable – or unwilling – to reach vulnerable sectors of society excluded from finance, such as disadvantaged youth.

Lack of adequate start-up capital is a dilemma that faces entrepreneurs of all ages, but it is particularly difficult for young people due to their lack of security (substantive credit history, sufficient collateral or guarantees) and of credibility (lack of experience). Before targeting youth with particular credit strategies and initiatives, it is important to understand the nature of the

problem. The financing requirement can be fulfilled by various types of funding mechanisms:

- **Grant financing:** It can be an important source of finance for people who lack access to bank loans. Although, It has been argued that programs should deal with constraints to access to commercial finance rather than providing free money (moral hazard)
  - **Debt financing:**
    - Soft loans involve the provision of credit at no or very low-interest terms, although there may be eligibility criteria such as having a business plan, demonstrating commitments, ability to repay the loan and having reasonable equity participation.
    - Micro loans are small loans offered by micro finance institutions
    - Loans guarantee schemes, the government assumes some or all of the credit risk involved in lending to young entrepreneurs. This is potentially an efficient means to facilitate young people's access to conventional financing, however, loan guarantee schemes must be designed carefully to minimize the likelihood of "moral hazard"
  - **Equity financing**
    - Own and family resources, most emerging small business of young people are launched with personal savings or financing provided by friends and family. This kind of funding can be further strengthened through tax incentives or a general reduction of administrative and regulatory costs
    - Angels and venture-capital investors, private sources are more common in developed countries where considerable research is conducted before choosing a start-up with high-growth potential
- ✓ **Creating links between new entrepreneurs and established companies can bring multiple benefits.** The value of support through advice, networks and other relationships cannot be overestimated for a new entrepreneur. In addition, business start-ups provide a boost to their local

economy, increasing overall market size and potentially contributing to supply and distribution chains of existing companies.

- ✓ **Companies should provide internships, apprenticeships and training programs in order to strengthen the local enterprise culture.** For those leaving the formal education system, one of the main challenges is understanding, and being equipped for, the world of work. Direct and early insights will raise jobseekers' confidence and new entrants' efficiency, and the private sector can play a valuable role in shaping education policies that ensure those leaving full-time education have the skills and qualifications needed for future employment or enterprise.
- ✓ **Companies that partner with youth enterprise charities can make a significant impact on the local communities they serve and in which their employees live.** Through sharing their experience and expertise companies can make a tangible difference to the services that the charities provide

### **7.1.3. At the University Level**

Entrepreneurship education can foster greater personal responsibilities, flexibility and creativity necessary to cope with today's uncertain employment paths. Education's mission should be to incorporate Entrepreneurship Education within all disciplines, to infuse students with the entrepreneurial mindset, and encourage our members to work together to create educational opportunities to meet the demands of a global economy.

to make Entrepreneurship Education at higher education institutions obligatory and expand this type of education to other disciplines than economics and business and business/management administration.

- Universities should have a strategy and action plan for teaching and research in entrepreneurship
- Universities should embed entrepreneurship in all faculties. One effective way of doing so will be to establish an entrepreneurship education department responsible for disseminating entrepreneurship throughout the institution. This role should be played by the business school, where there is one.
- An introduction to entrepreneurship and self-employment should be offered to all undergraduate students during their first year. In addition, all students should be given the opportunity to attend seminars and lectures in the subject.

Therefore, as a minimum requirement, all universities should provide at least one entrepreneurship course.

- Universities should have incentive systems for motivating and rewarding faculty staff in supporting students interested in entrepreneurship and new business start-ups, and should acknowledge the academic value of research and activities in the entrepreneurial field.
- Encourage the spontaneous initiatives of students. Existing students' organizations aimed at developing entrepreneurial projects and activities, and of building contacts with the business world, should be given the best conditions to operate and should be supported.
- **Specific attention to female students** Female value their entrepreneurial characteristics, skills and knowledge less than male and they are less inclined to become an entrepreneur. Specific attention to this group of students is justified.
- **Value the impact on society** Improving the entrepreneurial key competence is expected to have an impact on society. Entrepreneurship education has a positive effect in the extent to which individuals set up non-commercial projects. Entrepreneurship programs should therefore not only focus on the use of entrepreneurial competences in working life, but also on the personal and social life.
- **The more intense the contact with entrepreneurs is, the more contracts are established, the more can be learnt from these role-models (Galloaway et al., 2006).** Field studies, trainee programs in start-up companies, project-based activities, discussions, and interviews are only few possibilities to set-up contracts between students and entrepreneurs. Also the discussions of business failures could provide for important insights.
- There is a need to graduate enough PhD students in entrepreneurship who can become teachers

#### **7.1.4. Civil Society Organizations**

Those organizations that specialize in supporting young entrepreneurs should have a valuable role to play in communicating the potential benefits of starting a business to wider audiences



- ✓ **Community organizations should provide volunteer opportunities for young people to work in the community**, local voluntary experience can equip young people with useful skills to continue along the path towards employment and entrepreneurship, as well as a sense of commitment to their community
- ✓ Business associations should encourage the involvement of their members in teaching entrepreneurship within educational establishments, as well as in taking an active role in organizing business plan competitions and in providing support for getting the winning ideas off the ground. Industry should provide sponsorship and funding for start-ups created by students, within incubators or as a result of business plan competitions.
- ✓ Changing cultural practices and beliefs around entrepreneurship is a long-term process. These efforts generally focus on four issues
  - Understanding cultural influences on entrepreneurship and assessing the attitude of young people
  - Promoting role models
  - Youth business fairs, expositions and competitions
  - Public relations campaigns, internet and media coverage

These words spoken 37 years ago by a true Caribbean intellectual and leader are as relevant today as they were then. *Creation A Nation Of Entrepreneur* (Sir Arthur Lewis)

“To be a good business man (or woman) one needs to know something about business management and to have access to credit, but above all one needs to have the right personality: our deficiencies lie here rather than in the colleges, in the law, or in the banking system. Personality is formed on one’s mother’s knee. One’s image of the kind of person one wishes to be is absorbed from one’s culture as one grows up. We shall not be well endowed with business types until our society learns to appreciate the business-like personality, and absorbs this appreciation into the cultural framework of boyhood, girlhood and adolescence. This is a matter of the time taken to diffuse cultural change, rather than a matter of race, climate, past servitude, or other such popular explanations. The current European-American-Soviet economic

superiority stems from their having gained a start 150 years in learning the secrets of creating high level technology and of organizing things efficiently. In the process their cultures have modified themselves to absorb respect and appreciation for the businesslike personality, and to pass this on to each new generation. Diffusion of cultural change from one part of the world to another used to take several centuries, but nowadays, with instantaneous communications, it is only a matter of decades...”

## **7.2. Suggestions for The Designing of The Entrepreneurship Education Program**

When planning an entrepreneurship curriculum, barriers anticipated by the future entrepreneurs should be taken into consideration (Hannon, 2005) as well as the time span between the completion of studies and start-up activities.

### **7.2.1. Selection of The Right Student**

An important standard, if not the most important, in that of selectivity in student admission (McMullan and Gillin 2001). Empirical finding indicate that the conviction to start up a new venture is to some extent a question of personality structure and attitude towards Entrepreneurship (Brockhaus and Horwitz 1986; Shaver and Scott 1991; Luthje and Franke 2001). Entrepreneurship education will therefore not have the same effect on all students.

The stimulating activities should primarily focus on the “right” students, students who want more from their study than a compact set of guidelines. Students who believe that through mastering the details of this subject matters and thinking about them, they can become a constructive and valuable voice in the conversation of the humanity. It is important to note, that in fact it is possible to educate even students who not initially fulfill the required criteria.

On the supply side, the school ought to think about the distinctive competencies and needs of the particular students it wishes to attract.

The selection of students could improve the number of start-ups because the teachers of the course could elect the students interested in starting a business and not just those with general interest.

Thus, focusing the Entrepreneurship Education on selected students seems to be a major field for improvement. However, in case the objective is to increase the awareness about Entrepreneurship We can admit any student.

### 7.2.2. Selection of The Right Educators:<sup>1</sup>

Many of the younger cadre (who completed Entrepreneurship programs) can be eligible for the appointment to the Entrepreneurship Educators staff. However, they may not have much direct involvement in business (which rise the distinction between Knowledge and capability). A substantial belief is that only those who had forged in fire of practical experience have the right to teach Entrepreneurship.

Students need “role models” of successful business practitioners. These key persons might help to establish a stimulating atmosphere for potential Entrepreneurs. Exposure to real-world entrepreneurs is likely to support the transfer of tacit knowledge between Entrepreneurs and students. By this, the founding of a new business becomes more feasible and desirable for the students (Johannisson, Halvarsson and Lovstal 2001). These practitioners has to be joined by highly respectable academic educators to ensure that theory-based knowledge and new research findings are integrated into the courses (vesper and McMullan 1988).

Thus, we aim that in any Entrepreneurship program to be introduced be a well-balanced, well mixed program team of committed good teachers. This may mean a higher proportion of team-teaching and multiple presenters within one subject. In a very different way, students would undoubtedly benefit.

In addition, better understanding teacher’s entrepreneurial attitudes and self-efficacy<sup>2</sup> is prominently urgent if Entrepreneurship Educators are to create more efficacious and competent Entrepreneurs out of the today students. However, there are few researches on teachers’ attitude and self-efficacy in Entrepreneurship Educational settings. Measuring teacher’s attitudes toward a particular subject and their perceptions about their capacity to successfully teach that subject is the first step in improving a positive attitude and strong Self-Efficacy among the students (Tschannen-moran et al., 1998). It is argued that the more teachers are engaged in the

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<sup>1</sup> Teaching entrepreneurship at university: from the wrong to the right philosophy, Kevin Hindle.

<sup>2</sup> Z.A. lope Pihie; A. Bagheri; “are teachers qualified to teach entrepreneurship? An analysis of entrepreneurial attitudes and self-efficacy”, Journal of applied Sciences 11(18): 3308-3314, 2011

process of learning a specific field, the better they can involve their students in the process of learning that field (Tschannen-Moran and Johnson, 2011).

However, it is evident that successful implementation of Entrepreneurship depends on factors that impact on how teachers execute their roles. Teacher's training should emphasize appropriate methods that promote Entrepreneurship as outlined by literature. Teachers must also be provided with support by different stakeholders (government through the ministry, community, training institutions, and the schools). Examination also play a very important role. Thus, the way the subject is being assessed should be reviewed to accommodate the nature of Entrepreneurship.

### **7.2.3. Selection of The Content's Educational Delivery**

Traditional educational methods (lectures) seem not to be the effective way to establish entrepreneurial traits and attributes among students. The use of experience-based teaching methods is crucial to developing entrepreneurial skills and abilities. So we should provide students with a platform where they can merge theory with practice. Therefore, first an improvement of the overall attitude toward entrepreneurship is the major goal.

#### Theory-Based Knowledge

In order to generate theory-based knowledge, it is essential to ground Entrepreneurship Education on theoretical frameworks and empirical research findings. Students have to be encouraged to apply their theoretical and conceptual knowledge when interpreting text cases, when developing business plans and when implementing new venture projects. Good teaching will help students to use theories as a tool to answer practical questions (Fiet 2001).

#### Experiential Learning and Real-World Experiences

- Involvement in "hands-on" projects of opportunity identification and new venture creation would be a central part of education programs. In this respect, business plans are an useful approach. They teach the application of theoretical concepts and academic knowledge to business reality (Kelmar 1992). Creation of business plan is the most popular type of teaching method in Entrepreneurship courses/curriculum offered by colleges and universities in the world. even though, creation of business plans methodology does not assure by itself the active-applied and active-

experimentation learning style required by the Entrepreneurial Education. However, it could be used to help the students learn more things about their business idea through the experiences of other people. In the case of a business creation course, the course should lead to the creation of new companies, with backing of financial institutions or universities. In absence of this support, the teachers should help the students to use the different programs for start-ups offered by the public administrations (ANSEJ, ANGEM, CNAC, ANDI...)

- Online distance education courses in business creation and Entrepreneurship Education are possible and successful (Hnake, 2005). Kotey (2006), Sooner (1999), Gubernick and Ebeling (1997) found that distance-learning students out-perform internal students. Didia and Hasnat (1998) found a positive association between age and student performance and argued that maturity is beneficial to the learning process. Adams and Hancock (2000) established that the amount of work experience was a better predictor of successful performance in an MBA programs. although, within the literature there are some evidence of the contrary, but the growth in popularity of distance learning courses is indisputable (Cheung and Kan, 2002).

- Physical business simulation exercise: LEGOLAS; which is a business simulation exercise created to guide students/managers through their own experientially – based learning cycles. It has been developed in several versions by different teachers/researchers during more than 10 years (e.g., Rundquist and Gronevall 2007). The simulation exercise creates a series of related work problems that call for both thinking and action. It has no fixed solutions that have to be discovered but, rather, presents a number of problem situations, which are developed through the course of actions by the participants. Thus, although there are some limitations to what can be done, the results or outcomes of the business simulation are to a large extent dependent on the creative efforts and the resulting actions in the team. The overall aim of the business simulation is to let participants work on physical managerial tasks under ‘close – to –reality’ conditions, where they, in collaboration with others, can practice theory as well as theorize about practice based on their own and others’ experiences. LEGOLAS should ideally be used as a supplement to a series of lectures, presentations or seminars on a designated theory or theoretical topic. It works well together with topics such as work organization, operation management and logistics. The outcome of business simulation exercises depends very much on the ability to

create a positive learning environment characterized by openness and mutual respect among course participants, so that they are encouraged to share their experiences and ideas with each other. Another area that fits nicely with the simulation is leadership and people management.

#### **7.2.4. Knowledge About Innovative Opportunities**

Students in a business management major should be stimulated to productive interaction with students from technical majors. It is also a good idea to deal with problems relating to patent pending laws, and intellectual property rights.

#### **7.2.5. Selection of The Pedagogical Strategies**

Entrepreneurship should be designed through understanding of the profile and background of the audience, particularly in terms of prior entrepreneurial exposure.

In line of the objectives and audience characteristics the identification of the relevant evaluation criteria and their effective measurement methods should be defined for each entrepreneurship education program.

Classroom Assessment Techniques (CATS): Odubnmi (1983) stresses the use of the ongoing classroom assessment as a way to monitor and facilitate student's Entrepreneurial skills. An example of the CAT is to ask students to write a "minute paper" responding to questions such as :

- ✓ What was the most important thing you learned in today's class?
- ✓ What question related to this session remains uppermost in your mind?

The educator selects some of the papers and prepares responses for the next class meeting.

This strategy if well utilized is capable of developing Entrepreneurial skills such as risk taking, as it will empower the student to try new methods as oppose to the traditional approach they are used to in learning situation.

Discussion method: Using prepared questions, the educator leads students through a discussion allowing them to construct a conclusion for the case. This strategy will develop Entrepreneurial skills in educators and their students as it will give them opportunity to: evaluate all reasonable inferences, consider a variety of possible viewpoints or perspectives, remain open to alternative interpretations, accept new

priorities in response to re-evaluation of the evidence or reassessment of our real interests and do not reject unpopular views out of hand

Using questions: this strategy identifies ways of using questions in the classroom:

- **Reciprocal peer questioning:** following lecture, the educator displays a list of questions stems (such as, “what are the strengths and weaknesses of ...”) students must write questions about the lecture material. In small groups, the students ask each other the questions. Then, the whole class discusses some of the questions from each small group.
- **Reader’s questions:** require students to write questions on assigned reading and turn them in at the beginning of class. Select a few of the questions as the impetus for class discussion.

Conference style learning: The educator is a facilitator of a conference. Students must thoroughly read all required material before class. Assigned reading should be able to be understood by the students, but also be challenging. The class consists of the students asking questions of each other and discussing these questions. The educator does not mean remain passive, but rather, helps “direct and posing strategic questions and helping students build on each other’s ideas” (Graysson, 1997).

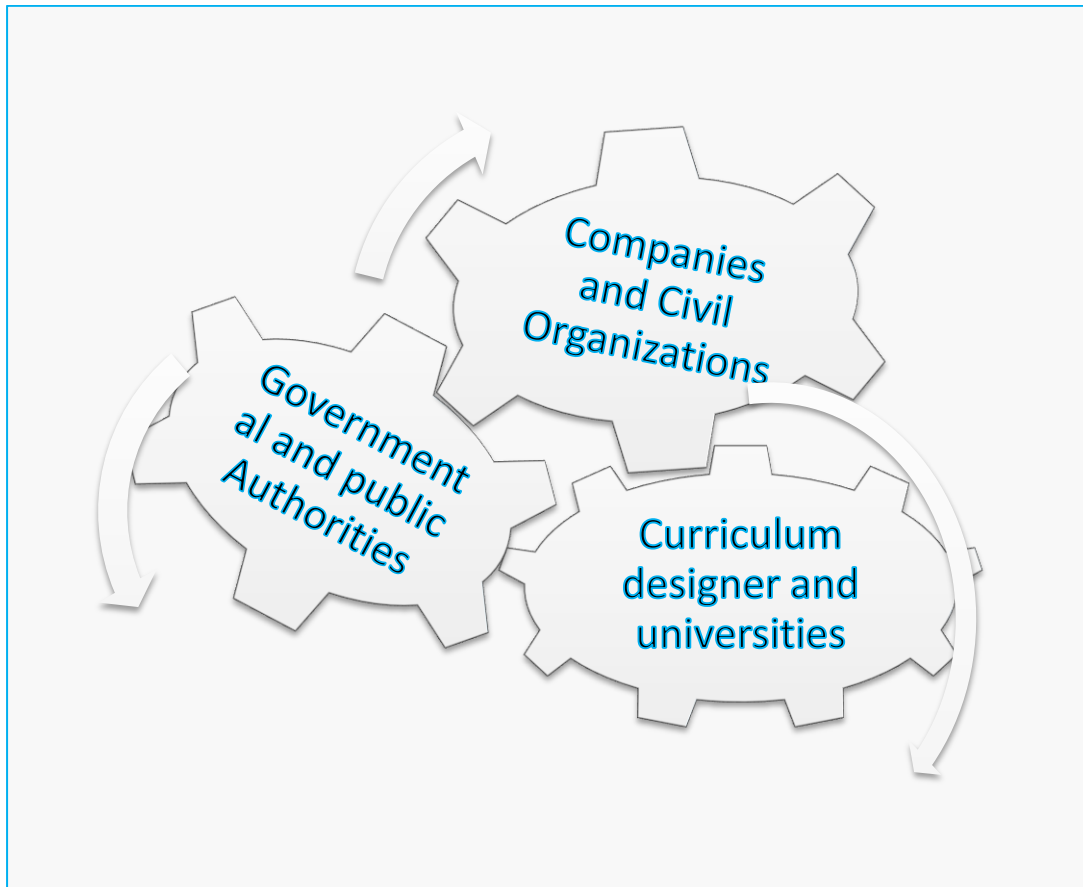
Generally, the following factors should guide the educator when choosing a method for a lesson.

- The experience and competency of the educator himself.
- The previous experience, maturity and ability of the students.
- The availability of the teaching aids,
- Time available for preparation and for workshop practice

However, the teachers should master the purpose which each method serves in a learning situation in order to know when best to employ each.

The research study suggests interesting finding and makes important tri-party contributions (see Figure: 15) for students as future entrepreneurs; for policy makers in governmental and public authorities and for decision makers in large established companies and civil organizations and for the decision makers or curriculum designers of universities. The relation is strongly related to each other, and in order to

achieve the aspired goals of entrepreneurship, the three parties should closely work together in overcoming the discussed obstacles.



**Figure (15): Tri-parties Relation and Contribution to Entrepreneurship, Done by the Student.**

Teachers as decision makers should understand what economic, educational and political changes in order to foster the development of entrepreneurial skills of students. Students in schools have to realize that in order to succeed in the work places of the future; they have to prepare themselves for the entrepreneurial path ahead regardless of their chosen discipline. In effect, educators have to be able to find out for themselves whether they act entrepreneurially, where their strengths and weaknesses regarding entrepreneurial skills are and what they themselves can do to improve them in globalized teaching enterprise. At university entrepreneurship ought to be taught: experientially; creativity; joyously; respectfully; adaptively and – dare one day it – entrepreneurially.

Important thing to shed some lights on is the reality that the Algerian government through its different institutions (ANSEJ, ANGEM, and ANDI ...) has come a long



way in helping youth establishing new start-ups. In addition to the initiative of 'L'Academie Algerienne de L'Entrepreneuriat'. However it is up to youth to stop relying just on what others can do for them, but they have to take on the relay and get the needed willing and courage to move things forward and work for a better future for themselves first, and for Algeria second.

### **7.3. Limitations / Future Research**

Although many conclusions were drawn upon in the previously one must not forget the possible limitations, which could have affected the findings in this research. The final chapter of this study focuses upon the limitations present in this study as well as possible areas which could be examined in the future as a result of the findings.

#### **7.3.1. Limitations**

A major limitation in this study is the novel nature of the field of entrepreneurship and likewise the content of education entrepreneurship in this context.

Many important findings have been obtained as a result of this study but one significant limitation is that the study was focused solely on high school of commerce it does not allow generalizations of the findings. Future studies could include other Algerian schools and universities, so larger sample could be used to support the findings in the present study.

Other limitations present in this research include the low response rate achieved, which in effect limited the amount of significant tests, which could have been performed for this group of students. This could be a possible area for future research.

there could be other models that could be adapted in examining entrepreneurship intention. Perhaps, in the future, other studies could examine this issue by integrating other models.

#### **7.3.2. Future Research**

Although the findings in this research cannot be generalized they can be used as basis for future research in many different areas in order to help further expand the field of Entrepreneurship Education. For example:

Further research is also needed into enhanced teaching methodologies such as the use of new technologies. Although this has been briefly touched upon in this research it is important to examine students' perceptions about new technologies such as video feeds and web casts because it is necessary to move away from traditional teaching methods and it is inevitable.

In future researches we can evaluate the direct (short term) effect of early Entrepreneurship Education (first year of university) in the development of cognitive and non-cognitive entrepreneurial skills and entrepreneurial intentions. The effects of time and duration on entrepreneurial is of great interest for education research.

Other important questions to guide future research topics might include:

- What are the strengths and weaknesses of apprenticeships vis-à-vis other methods of teaching any subject matter in general, and Entrepreneurship in particular?
- Could business schools be induced to adapt and diversify their educational approaches to suit different subject matter and different student needs using different approaches than those that currently prevail?
- What is the effect of entrepreneurship on performance (earning) while growing business

**The field of Entrepreneurship Education research would benefit from further research in the following areas:**

- What methods seem to be the most used in school practice? Second, how and in what direction teachers' training could be developed? and third, how can methods used in Entrepreneurship/enterprise Education be measured?
- What specific profiles derive the most benefit from Entrepreneurship Education would potentially save on resources? The entire subject of target-specific Entrepreneurship Education merits more attention from researchers.
- What content, design and delivery are optimal for each target group?
- What kind of Entrepreneurship Education program should be offered for what kind of group participants? and what would be realistic success measures? Arguably, objectives should be different for school students VS. university students VS. mature adults.

It would be useful to examine if the high level of entrepreneurial self-efficacy among teachers leads to implementing experiential and innovative entrepreneurship teaching methods

It is of great theoretical and practical value to assess entrepreneurship teachers' self-efficacy through a scale specifically developed for measuring entrepreneurship teaching self-efficacy.

A large number of ventures do not achieve success. One of the main reasons for the high mortality rate<sup>1</sup> is the Entrepreneurs' lack of ability to develop and manage their businesses (SEBRAE, 2005). This underpinning the importance of understanding the dynamics of Entrepreneurship and the role of the Entrepreneur as the main actor in this process.

The effects of the entrepreneurial and managerial oriented courses on company performances. And what is the impact of entrepreneurship education on entrepreneurship skills and motivation.

In general, experimental evidence exists that use of contextualized learning is more effective than traditional instruction for most learners. Do students learn better in contextual education than in traditional education?

#### **7.4. Contribution**

Overall this research has contributed to the field of Entrepreneurship Education. And the findings in this study provide useful insights on the factors influencing entrepreneurship intention, which could assist individuals to become successful entrepreneurs and in turn, contributing to the growth of the country economies and global competitiveness.

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<sup>1</sup> Vania Maria Jorge Nassif, Alexandre Nabil Ghobril, Newton Siqueira Da Silva, "understanding the entrepreneurial process: a Dynamic Approach", Brazilian Administration review, Curitiba, V. 7, n. 2, Art. 6, PP. 213-226, Apr./June 2010.

We hope that a basis benchmark has been signaled for further applied research into this vital area of education for both academic and national interest. For the best of our knowledge this is the first study to look at the education entrepreneurship in Algeria.

We hope our thesis is of value to open up this discussion, as we would like to develop useful practices for teachers to utilize in entrepreneurship education. This thesis offers information on entrepreneurship education practices and it points out many interesting themes.

Educators and policy makers benefit from this study as it provides a differentiated picture of why entrepreneurship education is a must in our universities. We believe that entrepreneurship education is crucial for facilitating entrepreneurship and engage young people to launch and create their own business. What is needed is a better understanding of the mechanisms of impact on entrepreneurship education in relation to its participants.

# **General Conclusion**

## General Conclusion

The entrepreneurial sector is particularly interesting because of its close relationship to innovation and technological progress and the perception that is the “engine of growth” of the economy in the sense that the entrepreneurial sector is a disproportionate supplier of employment growth. It follows from this perception that modern economies would thrive on a healthy and vibrant entrepreneurial business sector. Therefore, training in entrepreneurship should focus on getting young people to understand how they can practically apply and combine their knowledge to create value. This will equip the young people for further education if they are willing to deepen their knowledge in entrepreneurship, so the focus should be more on concrete and real entrepreneurial activities.

The results we have presented here should be viewed as initial findings that describes our data set, so it can be used in the work to develop courses in entrepreneurship and be of a great value in relation to the efforts and investments in the education.

Overall, the findings in this study provide useful insights on the factors influencing entrepreneurship intention. Such understand could assist individuals to become successful entrepreneurs and in turn, contributing to the growth of the country economies and global competitiveness (which is one of the study’s objectives)

There is a lot of work that is needed to be done. even though in the countries that do have active enterprise education programs, the topic still faces numerous constraints like;

- ✓ Inadequately and poorly integrated curricula
- ✓ Outdated learning methods and inadequately trained educators
- ✓ Insufficiently career information and assistance

Small and medium-sized enterprises (SMEs) are important engine of growth, jobs, and social cohesion. However, the creation, survival and growth of SMEs is often hampered by access to finance. A challenge that is a core of this scoreboard on financing SMEs and entrepreneurs which is now widely recognized.

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This framework is also useful for thinking about the appropriate role of public policy in stimulating entrepreneurship. Promoting entrepreneurship is an important goal of many governments and should be the case for our Algerian government.

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# Appendixes



## Appendixes:

### Appendix 01: Questionnaire (English format)

Dear Mrs., Mr.

We are greatly honored to inform you that we pay great attention to this survey because it will enable us to

- Understanding entrepreneurship's dimension in the university
- Understanding the students' concerns and intentions regarding entrepreneurship
- Understanding the student's needs and aspirations regarding entrepreneurship

We guarantee you that the data will be assessed by the researcher and all personal data will be kept strictly confidential

Thank you very much for participating in this important study.

Saleh-eddine Bousselsal

second year Magister

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

**The Questionnaire:****Section A:** demographic profile and background.**Question 1:**Male Female **Question 2:**Between 18 - 20 year Between 20-22 Above 22 **Question 3:**

Is one of your parents an entrepreneur

Yes No **Section B:** the entrepreneurial intention.**Question 4:**

To what extent do you agree or disagree with the following factors which lead a person to decide to be self-employed

The factors	I strongly don't agree	I don't agree	neutra l	I agree	I strongly agree
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To Have autonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidence in the success of the product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create his own job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The desire to take initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To manage working hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty to integrate with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To get out of restrictions (pressures, fixed working hours)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To avoid work imposed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The desire to work differently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being in comfortable financial situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The desire to own money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To have responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desire to realize one's own dream	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To have compensation based on merits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To keep a large proportion of the result	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To have the power to make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To participate in the whole process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 6:**

In your opinion, to what extent the following factors are considered when deciding not to be self-employed (to be employee)

	Not interesting at all	Not interesting	neutral	Interesting	Very interesting
Stability and job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Avoid work load and working for long hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preferring fixed working hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoid pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoid responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have opportunity to career progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 7:** Early inventive activities

In the following we are interested in creating behavior during your leisure time activities when you were 14 or 15 years old. Please indicate how often you undertook creative activities in the following domains

	Never	Sometimes	medium	Often	Very often
Music (inventing songs, playing melodies composed by yourself using an instrument)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Painting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Technical construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repair work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gardening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemical experiment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New games Decorative works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 8:**

How likely is that you will be involved in the creation of new venture

Highly possible

Possible

I do not think so

It is impossible

**Question 9:**

Do people surrounding you (parents, family, friends, professors, role models) influence you to create a new venture

Yes

No

**Section C :** the students' perception to the term **Entrepreneurship Education****Question 9:**

In your opinion, do you think Entrepreneurship courses is a must and should be included in the school curriculum?

Yes

I do not care

No

**Question 10:**

In your opinion, which activity you believe it will enhance student's enterprising behavior?

Competitions on business plans

Meeting with entrepreneurs

Creating club for entrepreneurship students

Enable the students to provide advisory services to SMEs

**Question 11:**

In your opinion, what should we plan to do to have productive Entrepreneurship program

.....

.....

**Section D:** the student's readiness to be involved in the world of Entrepreneurship

**Question 12:**

Have you thought to be self-employed

Yes

No

(please to go to Question 13)

If YES, what is the likelihood that you will be involved in the creation of new venture

While studying

Just after graduation

About 3-4 years after graduation

After 5 years

**Question 13:**

In case you would like to pursue a career as self-employed, which sector you intend to invest in?

Agriculture, livestock and beekeeping

Crafts

Feed material

Building materials

Construction, public works and water works

Freight and passenger transport

Communications



- Accounting and tax expertise
- Textiles and garments
- Computer services
- Services provider
- Industrial products
- Distributions
- Medical equipment
- Education

**Questions 14:**

Do you have an idea about the mechanisms established by Algerian state to help youth creating their own business

Yes  No  (please to move to Question 15)

If YES, which of these are you accustomed to

- National Agency for Youth employment (ANSEJ)
- National Agency for the Management of Small Loans (ANGEM)
- National fund for unemployment insurance (CNAC)

**Question 15:**

Which type of funding you intend to use when carrying on your own business

Type of funding	No	maybe	Yes
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Personal saving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loan from family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loan from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bank loan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A youth agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 16:**

Which are the main obstacles that prevent you launching your own business

- Lack of capital
- Lack of mortgages
- Lack of ambition
- Financial risks
- Competition with the informal sector
- Family's restrictions
- Lack of professional networks

- Lack of good opportunities
- Load of work
- Lack of training
- Hardiness to find customers
- Lack of confidence
- Lack of needed skills
- Heavy responsibility
- Fear of the unknown
- Others

**Extra comments:**

.....  
.....

First name: .....

Last name: .....

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

السيدة , السيد,

يشرفنا كثيرا أن أقدم لكم هذا الاستقصاء المتعلق بالريادية (المقاولاتية) (Entrepreneuriat). و نعلمكم أننا نولي اهتماما كبيرا بهذا الاستقصاء لأنه سيمكننا من الإجابة على الأسئلة التالية :

1. دراسة بعض الأبعاد الريادية في الجامعة.
2. معرفة اهتمامات و نوايا الطلبة فيما يتعلق بالريادية.
3. فهم إدراك طلبة الجامعة لاحتياجاتهم و تطلعاتهم في هذا الموضوع.

و في الأخير, سيدتي, سيدي تأكد (ي) أن الإجابات التي ستقدمونها ستبقى شخصية, وأننا نضمن ان لا تستخدم إلا في أغراض علمية بحتة.

شكرا جزيلاً على مشاركتكم القيمة في هذا الاستقصاء.

طالب السنة الثانية ماجستير

بوالصلصال صلاح الدين

الاستقصاء

## أولاً: مكانة و خلفية المستقصى منهم

السؤال رقم 1:

الجنس: ذكر  أنثى 

السؤال رقم 2 :

من 18 إلى 20 سنة  من 20 إلى 22 سنة  22 سنة وما فوق 

السؤال رقم 3:

هل إن احد الوالدين من أرباب العمل

نعم  لا 

## ثانياً: نوايا الطلبة في البدا في إنشاء مؤسساتهم

السؤال رقم 4:

حسب رأيك, ما هي الأسباب التي تدفع بالشخص إلى إنشاء و/أو الانطلاق في مشروع ما؟ (حدد درجة الموافقة أو عدم الموافقة على كل واحدة من الاسباب التالية بوضع إشارة (x) في الخانة التي تعبر عن رأيك):

العوامل التي تدفع بالشخص إلى إنشاء مؤسسة	لا أوافق تماماً	لا أوافق	محايد	أوافق	اوافق بشدة
1. الرغبة في تحقيق الاستقلالية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. الثقة بقدرة المنتج أو الخدمة على النجاح	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. خلق منصب شغل خاص به
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. الرغبة في المبادرة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. القدرة على التحكم في أوقات عمله
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. انتهاز فرصة سانحة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. نتيجة صعوبة الاندماج مع العمال الآخرين
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. للخروج من القيود المفروضة (ساعات عمل ثابتة، ضغوط إدارية، الخ)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. لتجنب العمل المفروض عليه و اختيار ما يناسبه
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. الرغبة في النظر للعمل بطريقة مغايرة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. تمتعه بوضع اقتصادية (مالية) ملائمة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. الرغبة في كسب المال
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. الرغبة في المسؤولية
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. الرغبة في التحدي (تحقيق حلم)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. التحصل على عائد يناسب الجهد المبذول
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. التحصل على نسبة كبيرة من

					النتيجة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. حرية اتخاذ القرارات
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. الاضطلاع بكل ما يحدث حوله

السؤال رقم 5:

حسب رأيك, ما مدى الأهمية التي يوليها الشخص الذي لا يفضل أن تكون له مؤسسته الخاصة للعوامل التالية

ليست مهمة اطلاقاً	ليست مهمة	حيادية	مهمة	مهمة جداً	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. الاستقرار و الأمن الوظيفي
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. تجنب العمل لساعات متأخرة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. تفضيله لجدول عمل ثابت
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. لتجنب الضغط النفسي
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. لتجنب المسؤولية
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. البحث عن التدرج الوظيفي

السؤال رقم 6 :

عندما كنت في سن المراهقة, كم من وقت فراغك كنت تخصص للأنشطة الترفيهية التالية (ضع علامة (x) في الخانة التي تعبر عن رأيك

النشاط	كثير جداً من الوقت	وقت معتبر	متوسط	مرات قليلة	نادراً
الموسيقى	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الرسم
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الأشغال اليدوية
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	تصليح المعدات المعطلة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الإعتناء بالنباتات
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	تجارب كيميائية
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ألعاب جديدة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	إبداع تصاميم جديدة

السؤال رقم 7:

هل تعتقد أن احتمال امتلاكك مؤسسة خاصة في المستقبل سيكون:

- قويا
- متوسطا
- ضعيفا
- ضعيف جدا

السؤال رقم 8:

هل يمارس الأشخاص الذين يحيطون بك (الوالدين, الإخوة, الأصدقاء, الزملاء أو الأساتذة) تأثيرات للانطلاق في مشروعك؟

- نعم  لا



### ثالثاً: رؤية الطلبة لمشروع لتدريس المقاولاتية

السؤال رقم 9:

حسب رأيك, هل تعتقد ان تدريس المقاولاتية هو أمر الزامي و دات أولوية

نعم

لا اهتم

لا

السؤال رقم 10:

في رأيك ما هي الأنشطة التي يمكن من خلالها تشجيع و تنمية الريادية لدى الطلبة؟

- إجراء مسابقات حول خطط الأعمال (business plan) و المبادرات الريادية
- عقد لقاءات مع الممارسين
- إنشاء نوادي الطلبة للرياديين
- تقديم الطلبة لخدمات استشارية للمؤسسات الصغيرة و المتوسطة

السؤال رقم 11:

حسب رأيك, كيف يجب أن يكون التخطيط لبناء برنامج فعال يخص تدريس المقاولاتية

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## السؤال رقم 12:

هل فكرت في يوم من الأيام أنك ستنتقل في مؤسستك أو العمل لنفسك؟

نعم  لا  (إذا كانت الإجابة لا، الرجاء الانتقال للسؤال 14)

إذا كانت الإجابة بنعم، فهناك احتمال أن تبدأ في مشروعك

- خلال الدراسة في الجامعة
- مباشرة بعد التخرج من الجامعة
- خلال 3 سنوات إلى 4 سنوات بعد التخرج من الجامعة
- بعد أكثر من 5 سنوات من التخرج

## السؤال رقم 13:

ما هو قطاع النشاط الذي تنوي الاستثمار فيه؟

- الزراعة و الثروة الحيوانية و تربية النحل
- الحرف اليدوية (الفخار، النسيج، المجوهرات)
- التغذية
- مواد البناء
- البناء و الأشغال العامة و المياه
- الشحن و نقل المسافرين
- الاتصالات
- القانون، الخبرة المحاسبية و الجباية
- المنسوجات و الملابس الجاهزة و الجوارب
- خدمات الكمبيوتر

- الخدمات المقدمة إلى المؤسسات
- المنتجات الصناعية
- التوزيع
- المعدات الطبية
- التعليم

#### رابعاً: استعداد الطلبة للانطلاق في مشاريعهم

السؤال رقم 14:

هل تعرف مختلف الآليات التي وضعت في الجزائر لمساعدة الشباب على الانطلاق في مشاريعهم الخاصة؟  
 نعم  لا  (إذا كانت الإجابة لا, الرجاء الانتقال للسؤال 15)

إذا كان الجواب بنعم, من بين هذه الهيئات التالية, ماهية تلك التي تعرفها؟

- الوكالة الوطنية لتشغيل الشباب (ANSEJ)
- الوكالة الوطنية لإدارة القروض الصغيرة (ANGEM)
- الصندوق الوطني للتأمين ضد البطالة (CNAC)
- أخرى  أذكرها.....

السؤال رقم 15:

ما هو نوع التمويل الذي تنوي استخدامه للانطلاق في مشروعك؟

نوع المورد	نعم	من الممكن	لا
المدخرات الشخصية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	قرض من العائلة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	قرض من الوالدين
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	قرض بنكي
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	وكالة لمساعدة الشباب

السؤال رقم 16:

ما هي العقبات الرئيسية التي يمكن أن تمنعك من امتلاك مؤسستك؟

- عدم وجود راس مال كاف
- عدم وجود ضمانات مالية لتقديمها إلى المؤسسات المالية
- عدم الاهتمام أو الطموح
- المخاطر المالية
- المنافسة من القطاع غير الرسمي
- القيود العائلية و المهنية
- قلة العلاقات المهنية
- نقص الفرص المربحة
- حجم العمل الضروري
- الافتقار إلى التكوين في ميدان الأعمال
- صعوبة في العثور على الزبائن
- نقص الثقة في النفس
- قلة المهارات الواجب التحكم فيها
- المسؤولية الثقيلة

- الخوف من المجهول
- أخرى .....أذكرها

إضافات أخرى

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**البيانات الشخصية:**

الاسم و اللقب : .....