
Measuring Entrepreneurial Orientation Among University Students in Algeria: A Case Study of Tiaret University Students

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Abstract:

This study aims to measure the entrepreneurial orientation among university students in Algeria. To achieve this, we conducted a field study involving students from the Faculty of Economic, Commercial, and Management Sciences at Tiaret University. The study targeted a sample of 196 students, utilizing a questionnaire as the primary data collection tool. Data were processed and analyzed using the Statistical Package for the Social Sciences (SPSS) version 22. The findings indicate that entrepreneurial orientation contributes to preparing university students for the realities of the economic environment.

Keywords: Entrepreneurial Orientation, Students, Algeria

Introduction:

Entrepreneurial orientation is a key factor in determining the desire of university students to establish and create their own businesses. This orientation provides insight into whether individuals possess entrepreneurial culture and the spirit necessary for those with creative ideas to transform these into real-world projects. University students are supported in this endeavor because they represent a significant portion of society, with the academic qualifications, skills, and abilities needed to enter the world of entrepreneurship, aligning with the outcomes of university education.

Problem Statement: To what extent does entrepreneurial orientation contribute to motivating university students to create

private enterprises from the perspective of the Faculty of Economic Sciences, Commerce, and Management Sciences at the University of Tiaret?

Hypotheses: Entrepreneurial orientation does not contribute to motivating university students to create private enterprises from the perspective of the students at the Faculty of Economic Sciences, Commerce, and Management Sciences at the University of Tiaret.

The main hypothesis is divided into the following sub-hypotheses:

- **First Sub-hypothesis:** Entrepreneurial orientation does not contribute to establishing the characteristics that define an entrepreneur (abilities, knowledge, traits, and capacities) from the perspective

of the students at the Faculty of Economic Sciences, Commerce, and Management Sciences at the University of Tiaret.

Partial Hypotheses:

- Entrepreneurial orientation does not contribute to establishing the characteristics that define an entrepreneur (abilities, knowledge, traits, and capacities) in terms of gender from the perspective of the students at the Faculty of Economic Sciences, Commerce, and Management Sciences at the University of Tiaret.

- Entrepreneurial orientation does not contribute to establishing the characteristics that define an entrepreneur (abilities, knowledge, traits, and capacities) in terms of age from the perspective of the students at the Faculty of Economic Sciences, Commerce, and Management Sciences at the University of Tiaret.

- Entrepreneurial orientation does not contribute to establishing the characteristics that define an entrepreneur (abilities, knowledge, traits, and capacities) in terms of specialization from the perspective of the students at the Faculty of Economic Sciences, Commerce, and Management Sciences at the University of Tiaret.

- **Second Sub-hypothesis:** Entrepreneurial orientation does not prepare university students for the economic environment from the perspective of the students at the Faculty of Economic Sciences, Commerce, and Management Sciences at the University of Tiaret.

Partial Hypotheses:

- Entrepreneurial orientation does not prepare university students for the economic environment in terms of gender from the perspective of the students at the Faculty of Economic Sciences, Commerce, and Management Sciences at the University of Tiaret.

- Entrepreneurial orientation does not prepare university students for the economic environment in terms of age from the perspective of the students at the Faculty of Economic Sciences, Commerce, and Management Sciences at the University of Tiaret.

- Entrepreneurial orientation does not prepare university students for the economic environment in terms of specialization from the perspective of the students at the Faculty of Economic Sciences, Commerce, and Management Sciences at the University of Tiaret.

- **Third Sub-hypothesis:** Entrepreneurial orientation does not meet the expectations of the students at the Faculty of Economic Sciences, Commerce, and Management Sciences at the University of Tiaret upon graduation.

Partial Hypotheses:

- Entrepreneurial orientation does not meet the expectations of the students at the Faculty of Economic Sciences, Commerce, and Management Sciences at the University of Tiaret upon graduation in terms of gender.

- Entrepreneurial orientation does not meet the expectations of the students at the Faculty of Economic Sciences, Commerce, and Management Sciences at the University of Tiaret upon graduation in terms of age.

o Entrepreneurial orientation does not meet the expectations of the students at the Faculty of Economic Sciences, Commerce, and Management Sciences at the University of Tiaret upon graduation in terms of specialization.

Research Objectives:

- To develop entrepreneurial orientation among university students.
- To predict the entrepreneurial orientation of university students.

Study Methodology: To address the research problem, we chose to follow the descriptive approach and relied on a field study by conducting a survey through sampling. The data were collected using a questionnaire tool and analyzed using the statistical software SPSS_22.

Theoretical Framework for Entrepreneurial Orientation

Definition of Entrepreneurial Orientation and Its Dimensions:

Definition of Entrepreneurial Orientation: Entrepreneurial orientation can be seen as the intention that mediates between entrepreneurial activities and external factors (demographic characteristics, skills, and social, cultural, and financial support). The intention to start a business explains why some individuals launch their own businesses before determining the type of business to be included. (GARO & BACH, p. 80) Bird (1988) described orientation as a process that begins with an individual's needs, values, habits, and beliefs. Thus, the creation of institutions is viewed as a direct

result of individuals' intentions, influenced by environmental variables. (SALEH, 2011, p. 66)

Dimensions of Entrepreneurial Orientation: Entrepreneurial orientation consists of five dimensions: (Ben Yahya and Haj Slimane, 2021, p. 203)

- **Autonomy:** Refers to the independence granted to an individual or group within an organization, contributing to the development of business concepts and visions.

- **Competitive Aggressiveness:** Represents the organization's choice to compete, striving to outperform its competitors, which places the organization in a combative position in response to competitors' actions.

- **Innovation:** Considered one of the most important components of entrepreneurial orientation, this confirms Schumpeter's (1942) conclusions that if the other dimensions exist without innovation, they have no real value. It involves readiness and engagement in creativity and experimentation by offering new services, thereby embracing and supporting creativity, renewal, and research and development.

- **Proactiveness:** Involves seeking opportunities with a forward-looking perspective, characterized by offering services and products before the competition, anticipating future demand, and developing new processes rather than merely responding to environmental changes. This can provide the organization with a competitive advantage by predicting future demand changes.

- **Risk-Taking:** Involves taking bold measures and venturing into the unknown,

allocating significant resources to explore uncertain environments.

2.2 Theories and Determinants of Entrepreneurial Orientation

Theories of Entrepreneurial Orientation:

- **The Theory of Reasoned Action (1975):** This theory aims to predict and understand behavior, assuming that behavior is determined by the intention to perform it. According to Ajzen & Fishbein (1975), the theory posits that orientation is determined by the individual's attitude toward the behavior and the importance placed on opinions and feedback when adopting the behavior. In this theory, the attitude is considered an evaluative measure of the subject, with the attitude toward behavior determined by behavioral beliefs representing the expected outcomes or consequences of the action. In other words, goal-directed behavior takes into account the expectations of the action and the returns associated with these outcomes. The more positive the evaluation or attitude, the stronger the intention to perform the behavior. If the individual perceives approval from important people, this increases the likelihood of achieving the behavior, and vice versa if disapproval is perceived. The theory assumes that people do what they intend to do, with the behavior being entirely under voluntary control, considering the available information and the implicit or explicit consequences of their actions.

- **The Theory of Planned Behavior:** This theory's roots trace back to the Theory of Reasoned Action (TRA) proposed by Ajzen & Fishbein, with one major

development—the addition of the Perceived Behavioral Control variable. This theory consists of three main variables:

- **Attitudes Toward the Behavior:** Represent the degree of positive or negative evaluation of performing a behavior. This attitude is determined by a set of individual beliefs about the positive or negative outcomes of performing the behavior.

- **Subjective Norms:** Refer to social and cultural pressures to perform or not perform a specific behavior, including peer and friend pressure to comply with certain norms.

- **Perceived Behavioral Control:** This is a new variable added to the Theory of Reasoned Action. According to Ajzen, orientation does not have a domain for disclosure, but it falls under the individual's voluntary control. Perceived behavioral control refers to the individual's knowledge and the degree of control they perceive over their own abilities, as well as the resources and opportunities to achieve the desired behavior. This variable plays an important role in predicting behavior, providing more accuracy, and serving as a mediator between orientation and commitment to action. (Tlas, 2020, pp. 97-98)

Determinants of Entrepreneurial Orientation: The determinants of entrepreneurial orientation include the following: (Ben Cheikh, 2017, pp. 281-282)

- **Attitudes:** Researchers define attitudes in various ways, with some focusing on the emotional component, describing it as the expression of an

individual's inner feelings reflecting their decision about something. Others focus on the cognitive component, defining it as a mental state organized from past experiences, influencing the individual's response to all related objects and situations. Some definitions consider all components, viewing attitudes as the individual's tendencies and readiness toward surrounding objects.

- **Subjective Norms:** Represent the influence of social or cultural pressures on individuals to perform or not perform a particular behavior. They also reflect the individual's perceptions and beliefs about whether people or groups approve or disapprove of a certain behavior.

- **Entrepreneurial Spirit:** Refers to the set of values that a person possesses, such as initiative, creativity, and everything related to achieving goals, including responsibility and the desire for change. Entrepreneurial behavior is seen as a result of the individual's entrepreneurial spirit.

- **Intention Toward Entrepreneurial Orientation:** Any human behavior involves choosing between a set of alternatives, whether choosing to follow a certain behavior or avoiding it. If the measure of behavioral intention is used as a basis for predicting personal behavior, the individual can be presented with a set of alternative behavioral actions and asked to identify the alternative behavior they intend to pursue. This method is called "intention choice." (Rahm, 2018, p. 346)

2.3 Previous Studies

. **Study by Hamza Lafkir (2009) titled: Evaluation of Training Programs for Supporting Entrepreneurship with a Case Study of the CREE GERME**

Program Adopted by the Chamber of Handicrafts and Trades - Setif

The study's problem revolves around whether specialized training programs can foster entrepreneurial spirit among participants, enabling them to establish and manage their own enterprises effectively. The study aimed to precisely define the concepts of entrepreneurship and the entrepreneur, highlighting the most important characteristics and features associated with them. It also emphasized the critical importance of evaluation in the success of any training program, detailing the key steps and levels of evaluation while attempting to understand the methodology of the training program adopted by the National Chamber of Handicrafts and Trades as a model for entrepreneurship support training programs. The descriptive-analytical method and survey technique were used in the case study.

The study concluded that training plays a significant role, especially in fostering an entrepreneurial spirit, as it equips participants with the positive attitudes, knowledge, and skills necessary to perform their roles. Moreover, no training program can achieve its maximum potential benefits without a proper evaluation process. It is observed that this study focused on the training programs adopted by the Chamber of Handicrafts and Trades and their role in promoting entrepreneurial orientation, whereas our study seeks to determine the role of university education in fostering entrepreneurial orientation.

. **Study by Al-Yamin Falta and Latifa Berni (2010) titled: Training Programs**

and Their Importance in Enhancing the Entrepreneurial Spirit

This exploratory study was conducted on a sample of students from the Faculty of Economic, Commercial, and Management Sciences at Mohamed Khider University of Biskra. The knowledge and skills received by the students were considered the content of the training programs. The researchers adopted a hypothetical model built to assess the entrepreneurial spirit among the faculty students and to determine the extent to which the current training programs contribute to preparing students to integrate into the practical life and explore the world of small and medium enterprises by starting their own small projects.

The study was applied to 330 graduating students from the Faculty of Economic Sciences, who were surveyed and their responses analyzed using the SPSS statistical program. The study concluded that although there are positive and statistically significant correlations between entrepreneurial spirit as a dependent variable and the various components of the training programs as independent variables, which explains the importance of training programs in enhancing entrepreneurial spirit among students, the training programs at the faculty do not significantly contribute to enhancing the entrepreneurial spirit among students.

. Study by El-Joudi Mohamed Ali (2015) titled: Towards Developing Entrepreneurship through Entrepreneurial Education: A Study on

a Sample of Students from the University of Djelfa (Ph.D. Thesis)

The study aimed to identify strategies and programs of entrepreneurial education and their contents, as well as to explore the existence of a significant correlation between the entrepreneurial spirit of students at the University of Djelfa and the knowledge provided by the current programs in entrepreneurial education, which enable them to establish and manage a small project successfully. The study found that master's students specializing in entrepreneurship in the sample have an entrepreneurial personality that reflects a high degree of entrepreneurial spirit. There is a significant and positive correlation between students' entrepreneurial spirit and various technical, personal, and managerial skills. The study also revealed no significant differences in students' entrepreneurial spirit attributable to personal characteristics such as gender, age, educational level, or educational system.

. Study by Ben Atta Mohamed (2015) titled: Influence of Culture and Environment on Entrepreneurial Intention - A Field Study to Obtain a Ph.D. in Economic Sciences from the University of Tlemcen

The study explored the issue of the impact of cultural and environmental factors on entrepreneurial intentions in a sample of 220 Algerian students from the universities of Bejaia and Mascara. It focused on one of the five factors in Stephan's (2007) model influencing individuals' entrepreneurial intentions, namely: regional culture. The study introduced self-

efficacy as a mediating variable between this culture and students' entrepreneurial intentions.

The study concluded that regional culture has no impact on students' entrepreneurial intentions, with the exception of some partial variables that were found to have a negative impact, such as the ability to engage in entrepreneurship, fear of entrepreneurship, and taking responsibility. This is confirmed by some theories (Hofstede et al., 2004) which argue that the relationship between culture and entrepreneurship is negative in societies where the prevailing culture is not conducive to entrepreneurship.

3. Field Study

3.1 Main Study: The characteristics of the study sample are as follows:

Gender Variable: Table 01: Distribution of Sample by Gender

Gender	Frequency	Percentage
Male	348	60%
Female	232	40%
Total	580	100%

Source: Prepared by the authors based on SPSS_22 outputs.

It is observed that the majority of the sample is Male, accounting for 60% of the students.

Age Variable: Table 02: Distribution of Sample by Age

Age Group	Frequency	Percentage
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Age Group	Frequency	Percentage
Under 30	432	74.48%
30 to 40	98	16.9%
41 and above	50	8.62%
Total	580	100%

Source: Prepared by the authors based on SPSS_22 outputs.

It is observed that the majority of students are under the age of 30, accounting for 74.48%.

Experience Variable: Table 03: Distribution of Sample by Experience

Experience	Frequency	Percentage
Less than 10 years	404	69.65%
More than 10 years	176	30.35%
Total	580	100%

Source: Prepared by the authors based on SPSS_22 outputs.

It is noted that the majority of respondents have less than 10 years of experience, accounting for 69.65%.

Educational Level Variable: Table 04: Distribution of Sample by Educational Level

Educational Level	Frequency	Percentage
Bachelor's Degree	330	56.9%
Master's Degree	118	20.34%
Doctorate	82	14.14%
Ph.D.	50	8.62%

Educational Level	Frequency	Percentage
Total	580	100%

Source: Prepared by the authors based on SPSS_22 outputs.

It is evident from the table that the majority of students hold a Bachelor's degree, making up 56.9% of the sample.

Specialization Variable: Table 05: Distribution of Sample by Specialization

Specialization	Frequency	Percentage
Economic Sciences	84	14.48%
Financial Sciences	126	21.73%
Commercial Sciences	96	16.55%
Management Sciences	274	47.24%
Total	580	100%

Source: Prepared by the authors based on SPSS_22 outputs.

It is observed that the majority of students are specialized in Management Sciences, representing 47.24% of the sample.

Father's Occupation Variable: Table 06: Distribution of Sample by Father's Occupation

Father's Occupation	Frequency	Percentage
Employee	258	44.48%
Self-employed	100	17.24%
Unemployed	222	38.28%

Father's Occupation	Frequency	Percentage
Total	580	100%

Source: Prepared by the authors based on SPSS_22 outputs.

It is clear that the majority of the fathers are employees, accounting for 44.48%.

Mother's Occupation Variable: Table 07: Distribution of Sample by Mother's Occupation

Mother's Occupation	Frequency	Percentage
Employee	91	15.69%
Self-employed	69	11.90%
Unemployed	420	72.41%
Total	580	100%

Source: Prepared by the authors based on SPSS_22 outputs.

It is noted that the majority of the mothers are unemployed, representing 72.41% of the sample.

Period of Intention to Establish a Business: Table 08: Distribution of Sample by Period of Intention to Establish a Business

Period of Intention	Frequency	Percentage
During studies	276	47.59%
During preparation of thesis	120	20.71%
Not sure	184	31.70%

Period of Intention	Frequency	Percentage
Total	580	100%

Source: Prepared by the authors based on SPSS_22 outputs.

It is observed that the intention to establish a business was formed mainly during the period of studies.

Study Reliability: Table 09: Cronbach's Alpha Coefficient for Measuring the Reliability of the Study Tool

Study Dimensions	Reliability Coefficient
Entrepreneur's Capabilities	0.673
Entrepreneur's Knowledge	0.623

Study Dimensions	Reliability Coefficient
Entrepreneur's Traits	0.523
Entrepreneur's Ability	0.811
Economic Environment	0.679
Training Evaluation	0.690
Overall Reliability of the Questionnaire	0.834

Source: Prepared by the authors based on SPSS_22 outputs.

The results show that the Cronbach's Alpha coefficient values are suitable for the statistically acceptable criteria, confirming that the questionnaire has a high degree of reliability.

Internal Validity Reliability: Table 10: Correlation Coefficient for Validity Study

Statement	Correlation	Significance Level (sig)
1	0.318**	0.000
2	0.314**	0.000
3	0.136**	0.057
4	0.739**	0.000
5	0.743**	0.000
6	0.684**	0.000
7	0.747**	0.000
8	0.533**	0.000
9	0.765**	0.000
10	0.716**	0.000
11	0.695**	0.000
12	0.269**	0.000
13	0.399**	0.000
14	0.349**	0.000
15	0.474**	0.000

Statement	Correlation	Significance Level (sig)
16	0.469**	0.009
17	0.496**	0.000
18	0.383**	0.000
19	0.643**	0.000
20	0.635**	0.000
21	0.787**	0.000
22	0.781**	0.000
23	0.742**	0.000
24	0.767**	0.000
25	0.590**	0.000
26	0.724**	0.000
27	0.640**	0.000
28	0.743**	0.000
29	0.562**	0.000
30	0.374**	0.000
31	0.502**	0.000
32	0.653**	0.000
33	0.647**	0.000

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

Source: Prepared by the authors based on SPSS_22 outputs.

It is clear that the correlation coefficient values of each statement with its axis are positive and statistically significant at the 0.01 level or lower, indicating the internal consistency validity of the tool.

3.2 Presentation of Results:

- **Sub-Hypothesis 1:** Entrepreneurial education does not contribute to the establishment of the traits that characterize the entrepreneur (abilities, knowledge, traits, entrepreneurial skills) from the

perspective of the students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret.

Table (11): Arithmetic and Theoretical Means for the Entrepreneurial Axis

Entrepreneurial Axis	Arithmetic Mean	Theoretical Mean
Abilities	19	20
Knowledge	21	23
Traits	21	19
Skills	13	14

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

- **Abilities Dimension:** The arithmetic mean for the abilities dimension equals 19, which is smaller than the theoretical mean for the dimension, which is 20. Thus, the proposed hypothesis is confirmed.
- **Knowledge Dimension:** The arithmetic mean for the knowledge dimension equals 21, which is smaller than the theoretical mean for the dimension, which is 23. Thus, the proposed hypothesis is confirmed.
- **Traits Dimension:** The arithmetic mean for the traits dimension equals 21, which is greater than the theoretical mean for the dimension, which is 19. Thus, the proposed hypothesis is not confirmed.
- **Skills Dimension:** The arithmetic mean for the skills dimension equals 13, which is smaller than the theoretical mean for the dimension, which is 14. Thus, the proposed hypothesis is confirmed.

Sub-Hypothesis 1:

There is a statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of gender in the abilities characteristic.

Table (12): Results of the "t" Test between Males and Females in the Abilities Characteristic

Gender	"t" Test	Significance Level
Males	-0.56	0.51 Not significant
Females		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is no difference between males and females in their perspectives on the abilities characteristic.

There is a statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of age in the abilities characteristic.

Table (13): ANOVA Results for Age Groups in the Abilities Characteristic

Age Group	ANOVA	Significance Level
Under 30 years	0.51	0.74 Not significant
31 to 40 years		
41 years and above		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is no statistically significant difference in age concerning the abilities characteristic.

There is a statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of specialization in the abilities characteristic.

Table (14): ANOVA Results for Specializations in the Abilities Characteristic

Specialization	ANOVA	Significance Level
Economic Sciences	9.38	0.01 Statistically significant
Finance and Accounting		
Commercial Sciences		
Management Sciences		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

The table indicates that there is no statistically significant difference in specialization concerning the abilities characteristic.

Sub-Hypothesis 2:

There is a statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of gender in the knowledge characteristic.

Table (15): Results of the "t" Test between Males and Females in the Knowledge Characteristic

Gender	"t" Test	Significance Level
Males	0.09	0.94 Not significant
Females		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is no difference between males and females in their perspectives on the knowledge characteristic.

There is a statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of age in the knowledge characteristic.

Table (16): ANOVA Results for Age Groups in the Knowledge Characteristic

Age Group	ANOVA	Significance Level
Under 30 years	0.09	0.96 Not significant
30 to 40 years		
41 years and above		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is no statistically significant difference in age concerning the knowledge characteristic.

There is a statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of specialization in the knowledge characteristic.

Table (17): ANOVA Results for Specializations in the Knowledge Characteristic

Specialization	ANOVA	Significance Level
Economic Sciences	16	0.01 Statistically significant
Finance and Accounting		
Commercial Sciences		
Management Sciences		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is a statistically significant difference in specialization concerning the knowledge characteristic.

Sub-Hypothesis 3:

There is a statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of gender in the traits characteristic.

Table (18): Results of the "t" Test between Males and Females in the Traits Characteristic

Gender	"t" Test	Significance Level
Males	-0.48	0.55 Not significant
Females		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is no difference between males and females in their perspectives on the traits characteristic.

There is a statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of age in the traits characteristic.

Table (19): ANOVA Results for Age Groups in the Traits Characteristic

Age Group	ANOVA	Significance Level
Under 30 years	1.73	0.18 Statistically significant
30 to 40 years		
41 years and above		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is no statistically significant difference in age concerning the traits characteristic.

There is a statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of specialization in the traits characteristic.

Table (20): ANOVA Results for Specializations in the Traits Characteristic

Specialization	ANOVA	Significance Level
Economic Sciences	6.21	0.01 Statistically significant
Finance and Accounting		
Commercial Sciences		
Management Sciences		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is a statistically significant difference in specialization concerning the traits characteristic.

Sub-Hypothesis 4:

There is a statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of gender in the skills characteristic.

Table (21): Results of the "t" Test between Males and Females in the Skills Characteristic

Gender	"t" Test	Significance Level
Males	-0.44	0.63 Not significant
Females		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is no difference between males and females in their perspectives on the skills characteristic.

There is a statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of age in the skills characteristic.

Table (22): ANOVA Results for Age Groups in the Skills Characteristic

Age Group	ANOVA	Significance Level
Under 30 years	0.039	0.96 Not significant
30 to 40 years		
41 years and above		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is no statistically significant difference in age concerning the skills characteristic.

There is a statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of specialization in the skills characteristic.

Table (23): ANOVA Results for Specializations in the Skills Characteristic

Specialization	ANOVA	Significance Level
Economic Sciences	16.78	0.01 Statistically significant
Finance and Accounting		
Commercial Sciences		
Management Sciences		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is a statistically significant difference in specialization concerning the skills characteristic.

Sub-Hypothesis 2: Entrepreneurial education does not contribute to preparing university students for the reality of the economic environment from the perspective of the students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret.

Table (24): Arithmetic and Theoretical Means for the Economic Environment Dimension

Dimension	Arithmetic Mean	Theoretical Mean
Economic Environment	13.45	12.5

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that the arithmetic mean for the economic environment dimension, which

is 13.45, is greater than the theoretical mean for the dimension, which is 12.5. Thus, the proposed hypothesis is not confirmed.

Partial Hypothesis for the Economic Environment Dimension:

There is a statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of gender in the economic environment dimension.

Table (25): "t" Test Results between Males and Females in the Economic Environment Dimension

Gender	"t" Test	Significance Level
Males	0.94	0.357 Not significant
Females		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is no difference between males and females in their perspectives on the economic environment dimension.

There is a statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of age in the economic environment dimension.

Table (26): ANOVA Results for Age Groups in the Economic Environment Dimension

Age Group	ANOVA	Significance Level
Under 30 years	2.71	0.08 Statistically significant
30 to 40 years		
41 years and above		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is no statistically significant difference in age concerning the economic environment dimension.

There is a statistically significant difference between students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of specialization in the economic environment dimension.

Table (27): ANOVA Results for Specializations in the Economic Environment Dimension

Specialization	ANOVA	Significance Level
Economic Sciences	6.35	0.01 Statistically significant
Finance and Accounting		
Commercial Sciences		
Management Sciences		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is a statistically significant difference in specialization in the economic environment dimension.

Sub-Hypothesis 3: Entrepreneurial education does not meet the expectations of the students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret upon graduation.

Table (28): Arithmetic and Theoretical Means for the Training Evaluation Dimension

Dimension	Arithmetic Mean	Theoretical Mean
Training Evaluation	13	14.75

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that the arithmetic mean for the training evaluation dimension, which is 13, is smaller than the theoretical mean for the dimension, which is 14.75. Thus, the proposed hypothesis is confirmed.

Partial Hypothesis for the Training Evaluation Dimension:

There is a statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of gender in the training evaluation dimension.

Table (29): "t" Test Results between Males and Females in the Training Evaluation Dimension

Gender	"t" Test	Significance Level
Males	0.52	0.65 Not significant
Females		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is no difference between males and females in their perspectives on the training evaluation dimension.

There is a statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of age in the training evaluation dimension.

Table (30): ANOVA Results for Age Groups in the Training Evaluation Dimension

Age Group	ANOVA	Significance Level
Under 30 years	1.94	0.13 Not statistically significant
30 to 40 years		
41 years and above		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is no statistically significant difference in age concerning the training evaluation dimension.

There is a statistically significant difference between students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of specialization in the training evaluation dimension.

Table (31): ANOVA Results for Specializations in the Training Evaluation Dimension

Specialization	ANOVA	Significance Level
Economic Sciences	8.65	0.01 Statistically significant
Finance and Accounting		
Commercial Sciences		
Management Sciences		

Source: Prepared by the two doctors, based on the outputs of SPSS_22.

It is clear that there is a statistically significant difference in specialization in the training evaluation dimension.

4. Analysis of Results:

- **Sub-Hypothesis 1:** Entrepreneurial orientation does not contribute to establishing the traits that distinguish the entrepreneur (capabilities, knowledge, traits, entrepreneurial skills) from the perspective of the students of the Faculty

of Economic and Commercial Sciences and Management Sciences at the University of Tiaret. This hypothesis was confirmed for three dimensions: capabilities, knowledge, and entrepreneurial skills, except for the traits dimension, which was found to be established.

- **Sub-Hypothesis 2:** Entrepreneurial orientation does not contribute to preparing university students for the reality of the economic environment from the perspective of the students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret. The result was contrary to the proposed hypothesis, and thus the hypothesis was not confirmed.

- **Sub-Hypothesis 3:** Entrepreneurial orientation does not meet the expectations of the students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret upon graduation. The statistical result was consistent with the proposed hypothesis, and thus the last hypothesis was confirmed.

5. Conclusion:

In this study, we attempted to measure the entrepreneurial orientation of university students in Algeria. After processing and analyzing the results of the questionnaire, we arrived at the following conclusions:

- Entrepreneurial orientation does not contribute to establishing the traits in the dimensions of capabilities, knowledge, and skills, but it does contribute to establishing the traits in the traits dimension.
- There is no statistically significant difference between students of the Faculty

of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of age in the dimensions of capabilities, knowledge, traits, and skills.

- There is a statistically significant difference between students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in terms of specialization in the dimensions of capabilities, knowledge, traits, and skills.
- Entrepreneurial orientation contributes to preparing university students for the reality of the economic environment.
- There is no statistically significant difference between students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in the economic environment dimension in terms of age, but there is a statistically significant difference in terms of specialization.
- Entrepreneurial orientation does not meet the expectations of the students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret upon graduation.
- There is no statistically significant difference between male and female students of the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Tiaret in the training evaluation dimension in terms of age, but there is a statistically significant difference in terms of specialization.

Recommendations:

- There is a need to train professors and organize lectures, workshops, and seminars to enhance the entrepreneurial orientation of students.

- Attention should be given to creative students and supported to bring their innovations to real products and projects that can be implemented in the real world.

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