



The Entrepreneurial Orientation Of University Students: A Case Study Of El Oued University Students

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ARTICLE INFO	ABSTRACT
Received:20/04/2024 Accepted:26/05/2024 Published: 30/05/2024	This study aimed to explore the entrepreneurial passion among university students at El Oued University. The descriptive-analytical method was employed, and a questionnaire was used as a data collection tool. The study was conducted on a sample of 200 students. Data was analyzed using the SPSS.V25 software. The results revealed that students possess personal traits and entrepreneurial capabilities that qualify them to become successful entrepreneurs. The findings also indicated that students follow various entrepreneurial education programs and training courses to establish their entrepreneurial projects. Additionally, the results showed that support structures and the social environment significantly contribute to fostering creative ideas and enhancing their entrepreneurial orientation, according to the study sample.
	Keywords: Entrepreneurial passion, entrepreneurial education, students' entrepreneurial orientation.

Introduction:

The university student is considered one of the pillars of society that contributes to the country's development and economic growth through their creative ideas and educational competence. Therefore, the state places great importance on this group by nurturing their creative ideas and encouraging them to turn these ideas into entrepreneurial projects in the real world.

The university aims to shape the student on sound principles by instilling initiative, willpower, and self-confidence, as today's student will be tomorrow's entrepreneur. The university also contributes by offering various educational programs to enhance self-efficacy, develop the student's abilities, and improve their entrepreneurial behavior, which positively reflects their thinking and ability to analyze situations and provide the best ideas.

1-1 Research Problem:

Based on the above, the study's problem is reflected in the following main question:

- To what extent do students at El Oued University exhibit entrepreneurial orientation?

From this main question, the following sub-questions can be posed:

- Do students at El Oued University possess personal traits and entrepreneurial abilities that qualify them to become successful entrepreneurs?
- Do they follow entrepreneurial education programs and training courses to establish their own entrepreneurial projects?
- Do support structures and the social environment contribute to fostering creative ideas and promoting the entrepreneurial orientation of students?
- Are there statistically significant differences in students' entrepreneurial orientation attributed to general variables?

1-2 Study Hypotheses:

To answer the sub-questions, the following hypotheses can be formulated:

- First hypothesis: The student possesses personal traits and entrepreneurial abilities that qualify them to become a successful entrepreneur.

- Second hypothesis: The student follows various entrepreneurial education programs and training courses to establish their entrepreneurial project.
- Third hypothesis: Support structures and the social environment contribute to fostering the student's creative ideas and entrepreneurial orientation.
- Fourth hypothesis: There are statistically significant differences in students' entrepreneurial orientation attributed to general variables.

1-3 Importance of the Study:

The importance of the study lies in addressing the topic of entrepreneurial passion among university students, specifically a case study of El Oued University students. This group represents one of the most important pillars that the state seeks to develop. The importance of this study is reflected in the following:

- Providing a theoretical framework for both entrepreneurship and the entrepreneurial intentions of university students.
- Identifying the characteristics that distinguish entrepreneurs.
- Understanding the external and internal support structures that contribute to motivating students.
- Highlighting the university's role in promoting the entrepreneurial orientation of students.

1-4 Study Objectives:

- Clarifying the reality of entrepreneurial orientation among students at El Oued University.
- Understanding the economic and social importance of entrepreneurship.
- Identifying the determinants of entrepreneurial intention.
- Determining the factors influencing the entrepreneurial intentions of university students.
- Contributing ideas related to the most important facilities that support entrepreneurial spirit at the university.

1-5 Study Methodology:

To achieve the study's objectives, the descriptive-analytical method was used to analyze the collected data and information and to determine the findings. The study aimed to measure the level of entrepreneurial passion among university students through a case study of El Oued University students. In the fieldwork aspect, a questionnaire was used, and forms were distributed electronically to gather the necessary data on the topic. These forms were then processed and analyzed using the statistical software Portable IBM SPSS Statistics v25 to obtain meaningful indicators and results, which were translated into recommendations that support the study's topic and contribute to solving the problem.

1-6 Study Structure:

The study is divided into four parts. The first part deals with the elements of the introduction. The second part covers previous studies. The third part focuses on the theoretical literature of the study's variables. The fourth part includes the practical side, where the methodology of the field study, the results of statistical analysis, and hypothesis testing are discussed.

2- Previous Studies:

- **Study by Salwa, Ahmed Amin, and Wassan, Nasser Mohammed (2018):** Titled "University Students' Attitudes Toward Entrepreneurship," this study highlighted the measurement of attitudes of students at the College of Basic Education at Salahaddin University, Erbil, towards the subject of entrepreneurship and examined the statistical significance of gender differences (male-female) in their attitudes. The study employed the descriptive method and conducted a field study on a random sample of 196 fourth-year students. A revised and developed scale consisting of four areas and 42 items was used to measure students' attitudes. The study found positive attitudes toward entrepreneurship among the students, with statistically significant differences between the means and the expected values. The study also found statistically significant gender differences in students' attitudes, with male students showing more positive attitudes than female students.
- **Study by Haqayen (2023):** Titled "Determinants of Entrepreneurial Intentions: A Case Study of Master's Students at Biskra University," this study focused on identifying factors that influence students' entrepreneurial intentions, examining the direct and indirect relationships between factors such as perceived desire, perceived feasibility, and entrepreneurial intentions, with entrepreneurial opportunities as a mediating variable. The study used structural equation modeling to test the overall model, distributing 1,001 questionnaires to a stratified random sample of students at Mohamed Khider University, Biskra. Results indicated no significant positive impact of perceived desire dimensions (personal traits, perceived social norms) on the formation of entrepreneurial intentions and opportunities, while perceived feasibility dimensions (self-efficacy, social efficacy) had a significant positive impact.
- **Study by Sofiane and Hisham (2018):** Titled "The Culture of Entrepreneurial Spirit Among Young University Students in Jijel: A Field Study of a Sample from Jijel University," this study aimed to measure the

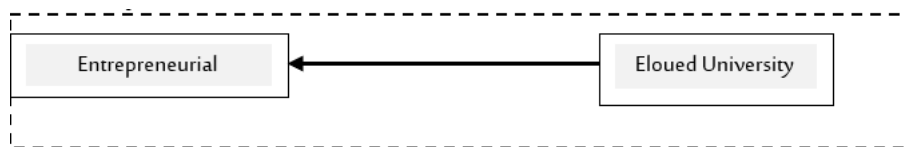
university's contribution to fostering a culture of entrepreneurship among young university students and understand their view of entrepreneurship in Jijel. A questionnaire was distributed to a sample of 35 Master's students at the Faculty of Economics and Business. The study concluded that the university's contribution needs reconsideration in many aspects, and students had a negative perception of entrepreneurship due to numerous challenges and shortcomings that hinder engagement in this field.

2-1 Similarities and Differences Between This Study and Previous Studies

This study shares similarities with previous studies in that they all target university students to measure their entrepreneurial intentions as a dependent variable, with the university acting as an independent variable. All the studies used questionnaires as a tool for data collection, and both previous studies and the current study employed the descriptive-analytical method. Additionally, the findings across all studies emphasize the need to encourage students toward entrepreneurial orientation.

As for the differences, this study diverges from previous ones in terms of the environment, time frame, and target sample. It investigates the extent of entrepreneurial intention among university students by highlighting the role of the university, particularly in light of the increased attention and support from the government toward entrepreneurship, startups, and the recent laws and facilitation measures in favor of these entities. Regarding data collection methods, this study used an electronically distributed questionnaire targeting students from all fields of study.

2-2 Study Model



Source: Prepared by the researchers based on previous studies.

3. Literature Review

3-1 Entrepreneurship and Entrepreneurial Intention

3-1-1 Definition of Entrepreneurship

Richard Cantillon (1680–1733) was the first to introduce the concept of entrepreneurship in economic theory. He defined the entrepreneur as a person who takes risks, applying this concept to farmers, artisans, and professionals who buy goods at known prices to sell at unknown future prices. According to him, the entrepreneur bears risks because they are uncertain whether prices will rise or fall (Nadia, 2011, p. 24).

Burch defines "Entrepreneurship" as "a set of activities that involve recognizing opportunities and meeting needs and desires through creativity and the establishment of enterprises" (Ahmed & Wafaa, 2015, p. 13).

Dolling describes entrepreneurship as the process of creating an innovative economic entity to achieve profit or growth under conditions of risk and uncertainty (Islam, 2023, p. 17).

Joseph Schumpeter (1934) gave a broader definition of entrepreneurship, describing it as "the process of innovating and developing ways to exploit business opportunities." Schumpeter identified five types of new combinations:

- Innovating a new product;
- Introducing a new production method;
- Opening or entering a new market or distribution channels;
- Acquiring a new source of raw material supply to offer a product in the market;
- Establishing a new institution or industry.

According to pioneers of the Harvard School of thought, entrepreneurship is achieved by creating and establishing multiple organizations and investing in them to develop the national economy and bring about positive changes. One of its leaders, Howard Stevenson, a Harvard University professor in the early 1990s, defines entrepreneurship as the identification and pursuit of business opportunities by individuals or organizations, transforming them into reality. According to this school, entrepreneurship is achieved through three dimensions (Magdy, 2009, p. 26):

- Changes in the economic system, as previous scholars defined entrepreneurship differently according to the circumstances of their times;
- Creating organizations, a requirement for investment and innovation, which governments alone cannot bear, thus individuals must be encouraged to participate;
- The entrepreneur's role is to generate profits, allowing them to accumulate wealth, ensuring continuity and thus promoting macroeconomic growth.

One of the most recent definitions is provided by Alain Fayolle, who describes entrepreneurship as a unique socio-economic phenomenon through which wealth is created. This phenomenon is characterized by

uncertainty and risk, requiring individuals with specific behaviors such as embracing change, taking collective risks, and initiative (Alain, 2003, pp. 17-18).

Based on these definitions, entrepreneurship can be defined as "a set of creative ideas that contribute to the creation or development of an innovative activity or organization to achieve profit, growth, and distinction by exploiting available environmental opportunities under conditions of risk and uncertainty."

3-1-2 Definition of Entrepreneur

The term "Entrepreneur" originated in France in the 16th century, derived from the verb "Entreprendre," meaning to undertake or commit. The English language uses the same word "Entrepreneur" to convey the same meaning as in French (Al-Joudi, 2015, p. 20).

According to Schumpeter, the entrepreneur is the internal catalyst for change in the capitalist system, as economic life is always initiated by the actions of a strong individual, spreading from there. The entrepreneur is the central figure in the process, motivated not only by money but also by the joy of creation and the dream of building an empire. The entrepreneur, in his view, is the hero of the capitalist process and the innovator of its evolving changes, rather than social organizations (Abdli & Sayah, 2014, p. 149).

An entrepreneur is also defined as a person with an innovative vision, who aims to solve complex, unsolved problems, or at least solve them more effectively. Entrepreneurs may start with minimal capital or resources, accepting the consequences of founding a business, which involves taking risks and intensifying efforts to achieve what others might deem unrealistic. In other words, while others focus on the problem, the entrepreneur seeks solutions (Najlaa, Saeed, Sayed, & Mohamed, 2023, p. 46).

An entrepreneur is someone who has the will and independence, and if provided with sufficient resources, can turn a new idea or invention into an innovation. They seek to realize financial returns through risk-taking and are characterized by creativity, courage, and self-confidence (Wafaa, 2010, p. 10).

Based on these definitions, an entrepreneur can be defined as "an individual characterized by will, risk-taking, independence, self-confidence, and initiative, who possesses an innovative vision and transforms a new idea or innovation into reality to achieve financial returns in a risky and uncertain environment."

3-2 Entrepreneurial Intention

3-2-1 Definition of Entrepreneurial Intention

Entrepreneurial intention is defined as: "The intention toward behavior can be a strong indicator of that behavior. Entrepreneurial intentions, which form the first step in a series of actions toward organizational establishment, are critical for the emergence of the firm. In its linguistic sense, intention refers to the purpose or determination to act," and in its broader sense, it refers to a heart-driven inclination toward what is perceived as beneficial, whether immediate or future (Nabil & Waleed, 2022, p. 98).

It is also described as "the cognitive representation of both the opportunities and the goal that the individual seeks to achieve, as well as the practical plan the person intends to use to achieve that goal" (Reem, 2021, p. 368).

Furthermore, entrepreneurial intention refers to an individual's desire to own their own business or start a new activity. Historically, intentions have been used to describe the self-prediction of engaging in a specific behavior. Once intentions are formed, the actual behavior is expected to follow. Intention is the best single predictor of actual behavior, according to social and psychological studies, and many studies support the validity of predicting actual behavior from intentions (Hamli & Houhou, 2019, p. 629).

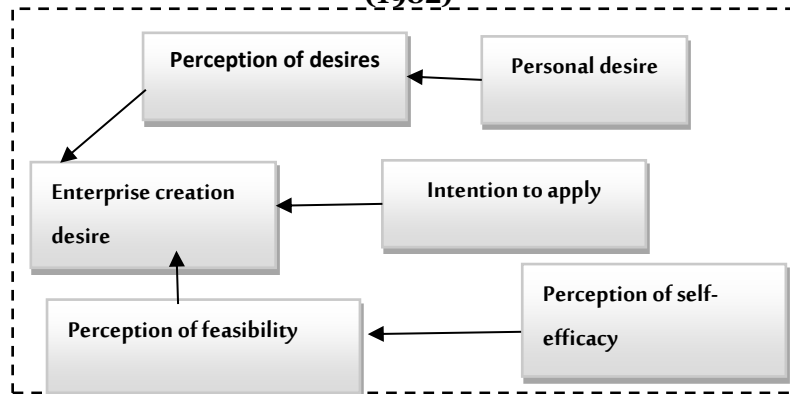
Based on these definitions, entrepreneurial intention can be defined as "the self-prediction of engaging in entrepreneurial behavior, driven by an individual's internal desire to start or create a new business in the future."

3-2-2 Models Explaining Entrepreneurial Intention

3-2-2-1 The Entrepreneurial Event Model (EEM) by Shapero and Sokol (1982)

Shapero and Sokol (1982) are among the pioneers who focused on factors explaining the choice of entrepreneurship as a career path. They presented a model for the formation of the entrepreneurial event based on the concept of transitions. The core idea of this model is that "for an individual to initiate a major and significant life change, such as deciding to establish their own business, this decision must be preceded by an event that disrupts and breaks the usual routine" (Anine, 2013, p. 170).

Figure 01: Entrepreneurial Event Model of Entrepreneurial Intention by Shapero and Sokol (1982)

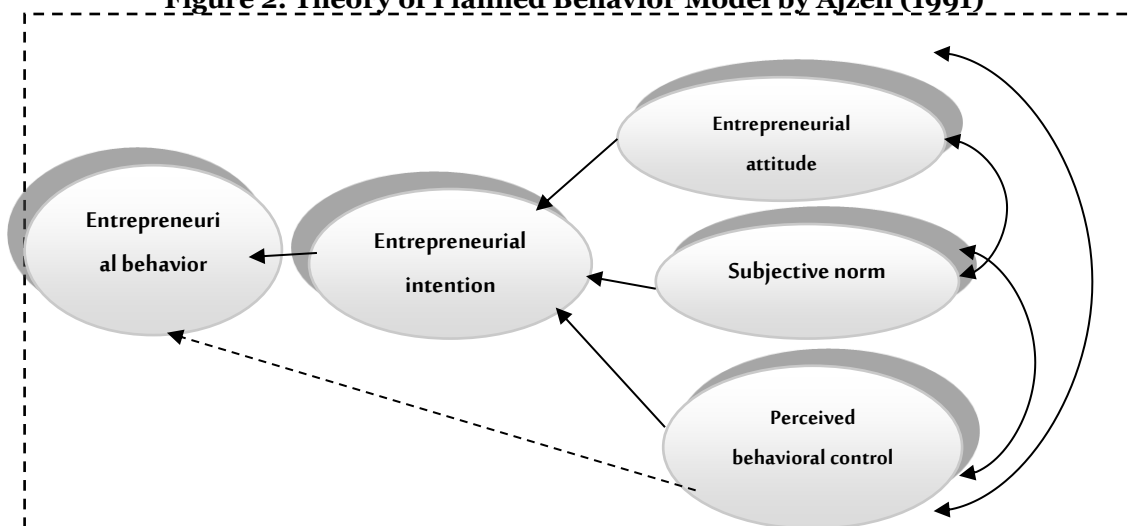


Source: (Youssef, 2018, p. 26)

3-2-2-2 Theory of Planned Behavior Model by Ajzen (1991)

This theory was developed from the Theory of Reasoned Action proposed by Fishbein and Ajzen in 1975. Ajzen introduced a third variable, which he named "perceived behavioral control," and called his new model the "Theory of Planned Behavior." According to this model, an individual's intention to perform a specific behavior is influenced by three main factors: attitudes toward the behavior, subjective norms, and perceived behavioral control (Ben Aissa & Kerbouche, 2018, p. 47), as shown in the figure below:

Figure 2: Theory of Planned Behavior Model by Ajzen (1991)



Source: (Ajzen, 1991, p. 182)

- **Subjective Norms:** These result from the individual's perception of social pressure from family, friends, and colleagues to become an entrepreneur in the future. Cultural factors can also influence the individual, such as having an entrepreneurial role model in their environment, as well as psychological motivators like the need for self-fulfillment and the pursuit of independence.
- **Attitudes Towards Behavior:** Attitudes are defined as "the tendency to respond positively or negatively towards something, a person, an organization, or an event." It also translates to the degree of positive or negative evaluation of the behavior the individual intends to undertake, based on the expected outcomes from that behavior (expectations).
- **Perceived Behavioral Control:** This involves the degree of knowledge and the level of control the individual perceives over their behavior, their confidence in their abilities, and the necessary resources and opportunities that enable them to achieve the desired behavior.

3-3 The Reality of Entrepreneurship at the University of El Oued

3-3-1 Definition of the University of El Oued Business Incubator The University of El Oued Business Incubator was established by Ministerial Decision No. 118 dated October 8, 2020, under the supervision of Mr. Ammar Farhati, the University President, and Dr. Farhat Mohamed Fouad as the Incubator Director. The Business Incubator of the University of El Oued is part of the higher education and scientific research sector. It focuses on individuals with university qualifications, whether students or researchers, who have the ability to use modern technological techniques to present creative projects and startups, whether these projects

involve products, services, business models, or inventions in sectors such as technology and artificial intelligence, commerce, industry, communications and information technology, pharmacy and medicine (health), energy and renewable energies, recycling and environment, or any technology aimed at investing available resources to support and sustain startups, and to develop their work to elevate them to the status of successful organizations that represent a point of economic launch and growth according to sustainable development principles. (Mohamed, 2023, p. 111)

3-1-2 The Entrepreneurship House at the University of El Oued The Entrepreneurship House at the University of Chahid Hamou Lachheb participated in the Algerian Quality and Innovation Days in its second edition, organized by the Directorate of Industry and Mines. The Entrepreneurship House also contributed to the fair held on this occasion by presenting successful experiences. The Director of the Entrepreneurship House also delivered a presentation during an informational awareness day, addressing the developmental roles of startups. The event also included several presentations on innovation, quality, and creativity from legal, economic, and practical perspectives. (Zadi & Abd El Hamid, 2021, pp. 101-102)

4- Methodological Procedures for the Applied Study

4-1 Study Population and Sample Due to the difficulty of meeting the study sample consisting of students from the University of El Oued, the survey was distributed indirectly by converting it from a paper format to an electronic one. The link was sent via email and Facebook. Ultimately, we received a total of 200 valid responses. An Excel file was downloaded from the electronic survey link, and after examining all the responses, it was found that they were all valid for statistical analysis using the SPSS (Statistical Package for the Social Sciences) program.

4-2 Tool and Method of the Study To collect the necessary information for this study and achieve its objectives, a questionnaire was used as the main tool to assess entrepreneurial passion among university students. The questionnaire was developed based on the theoretical framework and related previous studies. Several existing questionnaires on the study topic were reviewed. The final questionnaire consisted of 37 questions, divided into the following parts:

- **Part 1:** Includes personal information of the study sample, such as gender, age group, university level, and major. A specific section about work was also included:
 - **Question 1:** Have you worked before? Yes/No
 - **Question 2:** Do you prefer to work after graduation? Employee in a job / Employee in your own project (starting a business)
- **Part 2:** Concerns the study's dimensions:
 - **General Dimension:** Entrepreneurial intention, divided into six dimensions numbered from statement 1 to statement 37.
 - Dimension 1: Personal Traits
 - Dimension 2: Self-Efficacy
 - Dimension 3: Entrepreneurial Learning
 - Dimension 4: Entrepreneurial Training
 - Dimension 5: Entrepreneurial Attitude
 - Dimension 6: Social Norms
- **Scale Used in the Questionnaire:** A five-point Likert scale was used, which is commonly used in such studies. It allows respondents to express their agreement on a scale from Strongly Disagree (1) to Strongly Agree (5), with varying weights assigned to each option reflecting the level of agreement. The following table shows the levels of agreement according to the five-point Likert scale.

Table 1: Levels of Agreement According to the Five-Point Likert Scale

range of the weighted average	LABEL	
[1.80-1.00]	1	Strongly disagree
[2.60-1.81]	2	disagree
[3.40-2.61]	3	Natural
[4.20-3.41]	4	Agree
[5.00-4.21]	5	Strongly Agree

Source: Prepared by the researchers

From the table above, we observe that the five-point Likert scale is divided into five ranges. The first range of [1.00-1.80] represents the degree of agreement "Strongly Disagree," followed by the range [1.81-2.60] which

represents "Disagree," while the range [2.61-3.40] represents "Neutral." The range [3.41-4.20] represents "Agree," and the range [4.21-5.00] represents "Strongly Agree."

4-3 Reliability of the Study Tool

Reliability of the questionnaire means that it should yield the same results if redistributed multiple times under the same conditions and circumstances, indicating stability in the study's questionnaire results without significant changes when redistributed to the study sample at different times. To test the reliability of the questionnaire, the Cronbach's alpha coefficient was used.

Table 2: Cronbach's Alpha Coefficient for the Study Tool Dimensions

Cronbach's Alpha coefficient	Items number	Study Dimensions
0.725	8	Dimension 1: Personal Traits
0.839	8	Dimension 2: Self-Efficacy
0.939	8	Dimension 3: Entrepreneurial Learning
0.867	5	Dimension 4: Entrepreneurial Training
0.629	3	Dimension 5: Entrepreneurial Attitude
0.864	5	Dimension 6: Social Norms
0.937	37	Study Focus: Entrepreneurial Intention

Source: Prepared by the researchers based on the outputs of SPSS.V25

The table above shows the results of the reliability test for the questionnaire using Cronbach's alpha coefficient. The Cronbach's alpha value for the first dimension, Personal Traits, was estimated at (0.725), for the second dimension, Self-Efficacy, it was (0.839), for the third dimension, Entrepreneurial Learning, it was (0.939), for the fourth dimension, Entrepreneurial Training, it was (0.867), for the fifth dimension, Entrepreneurial Attitude, it was (0.629), and for the Social Norm, it was (0.864). All values for the study dimensions are greater than 0.6, indicating the reliability of the study tool, which means there is validity and stability in the study dimensions, thus the questionnaire is considered reliable.

5- Analysis of Study Results

5-1 Analysis of Personal and Employment Data of the Study Sample

We will attempt to identify the distribution of the study sample according to employment variables as shown in the table:

Table 3: Distribution of the Sample Members According to Employment Variables

rate%	التكرار	Study variables	
51.5	103	male	gender
48.5	97	female	
%100	200	Total	
40	80	From 20 to 25	age
6	12	From 26 to 30	
18	36	From 31 to 35	
19	38	From 36 to 40	
17	34	More than 40 years old	
%100	200	Total	
29	58	Bachelor	Educational level
3	6	Master 1	
68	136	Master 2	
%100	200	المجموع	
38	76	No	Did you work before
62	124	yes	
%100	200	Total	
43	86	Clerk	If you are working, then where?
57	114	Personal business	
%100	200	Total	

Source: Prepared by the researchers based on SPSS.V25 outputs

- **Gender:** The study sample is distributed by gender with a majority of males, numbering 103, representing 51.5%, followed by females, numbering 97, representing 48.5% of the total. This disparity can be explained

by the fact that both male and female university students have entrepreneurial aspirations and intentions to start their own projects. Additionally, the entry of women into the workforce and their desire for financial independence by starting projects supports the status of women in society.

- **Age:** From the table above, we observe the distribution of the study sample by age, with the majority being in the 20 to 25 years age group, numbering 80, representing 40%. This is followed by the 36 to 40 years age group, numbering 38, representing 19%, the 31 to 35 years age group with 36, representing 18%, those over 40 years old with 34, representing 17%, and finally the 26 to 30 years age group with 12, representing 6% of the total. This distribution is explained by the fact that the university student sample, mostly young, is characterized by activity, vitality, and work.
- **Educational Level:** From the table, we see the distribution of the study sample by university level, with the majority being at the Master's level 2, numbering 136, representing 68%. This is followed by the Bachelor's level with 25, representing 29%, and Master's level 1 with 6, representing 3% of the total. This indicates that graduating university students are thinking about their entrepreneurial projects as they transition from academic to practical life, aiming for financial independence. Furthermore, all university disciplines, including economic and commercial sciences, management sciences, and natural and technological sciences, engaged with the study topic.
- **Previous Work Experience:** The table shows that the majority of the study sample has worked before, with 62% of the sample answering "Yes," numbering 124, and 38% answering "No," numbering 76. This is attributed to the fact that most of the sample is in their academic journey, especially the male students who engage in practical activities alongside their studies.
- **Field of Work:** The table shows that the majority of the study sample at the University of Hamma Lakhdar in El-Oued prefer working on their own project, representing 57%, while 43% prefer working in a job. This discrepancy is explained by the fact that despite the challenges of starting a project, individuals prefer to continue with it due to the financial and moral benefits, the realization of their creative ideas from concept to actual project, and the self-confidence gained from being a successful entrepreneur, as opposed to working in a job with routine activities that do not enhance their skills or abilities.

5-2 Analysis of Study Variables

In this section, we will review the key findings of the applied study as follows:

Table 4: Relative Importance Ranking of Study Variables

Direction	Rank	Standard Deviation	Mean	Dimension
High	1	0.477	4.19	Dimension 1: Personal Traits
High	3	0.623	4.03	Dimension 2: Self-Efficacy
High	5	0.872	3.57	Dimension 3: Entrepreneurial Learning
High	2	0.581	4.15	Dimension 4: Entrepreneurial Training
High	4	0.674	3.99	Dimension 5: Entrepreneurial Attitude
High	6	0.944	3.44	Dimension 6: Social Norms
High		0.834	4.13	General Mean of Entrepreneurial Intent

Source: Prepared by the researchers based on SPSS.V25 outputs

The data in the table above indicate that the level of entrepreneurial intention among students is high, with a mean score of 4.13 and a standard deviation of 0.834, which falls within the range [3.41 – 4.20], representing a high level. The results show that:

- **Personal Traits** ranked first with a mean score of 4.19 and a standard deviation of 0.477.
- **Entrepreneurial Training** ranked second with a mean score of 4.15 and a standard deviation of 0.581.
- **Self-Efficacy** ranked third with a mean score of 4.03 and a standard deviation of 0.623.
- **Entrepreneurial Attitude** ranked fourth with a mean score of 3.99 and a standard deviation of 0.674.
- **Entrepreneurial Learning** ranked fifth with a mean score of 3.57 and a standard deviation of 0.872.
- **Social Norm** ranked sixth with a mean score of 3.44 and a standard deviation of 0.944.

All study dimensions show a high level of entrepreneurial intention.

5-3 Presentation and Analysis of Hypothesis Test Results

To test these hypotheses, a One-Sample T-Test was used to compare the overall mean of responses with the hypothesized mean of 3 at a significance level of 0.05, according to SPSS. The following table shows the results of this test:

Table 5: Results of Hypothesis Testing

Decision			الفرق بين المتوسطين	Significance Level (sig)	Degrees of Freedom	Calculated T Value
	Difference Between Means	95% Confidence Level				
Accept Hypothesis	1,1890	1,0485	1,11875	0,000	199	31,397
Accept Hypothesis	0,9519	0,7786	0,86525	0,000	199	19,700
Accept Hypothesis	0,8154	0,6206	0,71800	0,000	199	14,538

Source: Prepared by the researchers based on SPSS.V25 outputs

- **Results of Hypothesis 1:** The results shown in the table above indicate that the significance level is (Sig=0.000), which is lower than the imposed standard error level ($\alpha \leq 0.05$). Therefore, it can be concluded that students at the University of El-Oued possess personal traits and entrepreneurial skills that qualify them to be successful entrepreneurs. The table also shows the difference between the general and hypothetical mean, estimated at (1.11875), with a confidence interval of [1.0485-1.1890] at 95% confidence. This indicates that the general mean of responses exceeds the hypothetical mean (3). The general mean score for the dimension, estimated at (4.11), falls within the range [3.41-4.20], representing a high level of agreement on the dimensions of personal traits and self-efficacy of university students.

Conclusion of Hypothesis 1: We accept the hypothesis that students possess personal traits and entrepreneurial skills that qualify them to be successful entrepreneurs.

- **Results of Hypothesis 2:** The results of Hypothesis 2 indicate that the significance level is (Sig=0.000), which is lower than the imposed standard error level ($\alpha \leq 0.05$). Therefore, it can be concluded that university students at the University of El-Oued follow various entrepreneurial education programs and training courses to establish their entrepreneurial ventures. The table shows the difference between the general and hypothetical mean, estimated at (0.86525), with a confidence interval of [0.7786-0.9519] at 95% confidence. This indicates that the general mean of responses exceeds the hypothetical mean (3). The general mean score for the dimension, estimated at (3.86), falls within the range [3.41-4.20], representing a high level of agreement on the dimensions of entrepreneurial learning and training.

Conclusion of Hypothesis 2: We accept the hypothesis that students follow various entrepreneurial education programs and training courses to establish their entrepreneurial ventures.

- **Results of Hypothesis 3:** The table above indicates that the significance level is (Sig=0.000), which is lower than the imposed standard error level ($\alpha \leq 0.05$). This suggests that both support structures and the social environment contribute to reinforcing the creative ideas of students' entrepreneurial orientation. The table shows the difference between the general and hypothetical mean, estimated at (0.71800), with a confidence interval of [0.6206-0.8154] at 95% confidence. This indicates that the general mean of responses exceeds the hypothetical mean (3). The general mean score for the dimension, estimated at (3.71), falls within the range [3.41-4.20], representing a high level of agreement on the dimensions of entrepreneurial attitude and social norms.

Conclusion of Hypothesis 3: We accept the hypothesis that support structures and the social environment contribute to reinforcing the creative ideas of students' entrepreneurial orientation at the University of El-Oued.

Summary: Through the review of previous studies and theoretical and practical analysis, the following conclusions were reached:

- Students possess personal traits and entrepreneurial skills that qualify them to be successful entrepreneurs. Results show they follow various entrepreneurial education programs and training courses to establish their ventures.
- Support structures and the social environment contribute to reinforcing the creative ideas of students' entrepreneurial orientation at the University of El-Oued.

- There are statistically significant differences in entrepreneurial orientation attributed to personal variables, while no significant differences are found regarding the academic level based on the sample responses.

Study Recommendations: In light of the conclusions reached about the entrepreneurial passion of students at the University of El-Oued, the following suggestions are proposed for improvement:

- Universities and the social environment should make greater efforts to promote entrepreneurial culture and encourage students to establish their own entrepreneurial projects.
- Create a digital platform connecting all students to keep them updated on the latest developments in the business environment.
- Develop curricula across various disciplines focusing on the practical aspects of entrepreneurial education.
- Promote entrepreneurial thinking among students through showcasing successful projects and organizing field visits to leading business institutions.
- Establish relationships between students and support agencies by signing agreements between different support structures and the university to facilitate feasibility studies and project implementation.
- Conduct advertising campaigns and training workshops on entrepreneurship, and invite successful entrepreneurs for motivational lectures to inspire students.
- Raise awareness about the importance of entrepreneurial intention among university students, and provide training through seminars, conferences, and specialized programs to develop their skills and evaluate the results through ongoing field monitoring. Reassess the entrepreneurial strategy to include and instill an entrepreneurial culture among students.

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