

## A survey research of the reality of the entrepreneurial spirit from the point of view of master's students specializing in business administration

### Case study: Medea University

Benzerga Leila<sup>\*1</sup>, Laidani habiba<sup>2</sup>

<sup>1</sup>LOAD,Medea university, Algeria, benzerga.leila@univ-medea.dz,

<sup>2</sup>LOAD,Medea university, Algeria, laidani.habiba@univ-medea.dz

*Received : 06/03/2022*

*Accepted : 23/04/2022*

#### **Abstract:**

Our research aims at investigating the reality of the entrepreneurial spirit from the point of view of master's students specializing in business administration. A questionnaire will be used for the purpose of negating or proving the given research hypotheses, and the SPSS program in analyzing 169 questionnaires.

The findings of the research proved that students have the entrepreneurial personality features that help them achieve their practical goals, as a result of the university's interest in entrepreneurship through the incarnation of the entrepreneurial house at the university level on the one hand. On the other hand, entrepreneurship fits with the specialization of business administration. Not to mention that the opportunities and facilities provided by business incubators and support-providing bodies to embody students' ideas on the ground, and in light of this, the two researchers recommended a set of recommendations to enhance the entrepreneurial spirit of the university student.

**Key Words** : entrepreneurship, entrepreneurial spirit, students, Medea University.

**JEL Classification:**M26 ,c31

---

\*-Corresponding author: Laidani habiba, [laidani.habiba@univ-medea.dz](mailto:laidani.habiba@univ-medea.dz).

## 1. INTRODUCTION

As a result of the changes taking place in the international business environment and to achieve the requirements of sustainable development, entrepreneurship came into existence intending to provide jobs for university graduates to fulfill their desire of becoming more independent in building entrepreneurial projects. Accordingly, many countries have sought to explore mechanisms that spread the entrepreneurial spirit among young people and work to alleviate the problems that face new ideas to transform their ideas into successful projects, by providing them with the necessary advice regarding how to start projects to avoid all the risks they will face in the early stages of the start of projects.

Algeria, like other countries, has paid has considered development projects to reduce the rate of educated unemployment among university graduates. Authorities accompany project owners in developing their entrepreneurial thinking and investing in their capabilities to encourage local investments and contribute to the increasing economic growth.

### **Research problem:**

The role of universities is an important factor in establishing the concept of entrepreneurship among students by enhancing their knowledge to acquire a new set of skills to establish their businesses after graduation by providing an appropriate economic and organizational climate with the development of educational programs and their adaptation to the developments of the global economic environment. Therefore, we can pose the following research problem:

### **What is the reality of the entrepreneurial spirit among master's students of the Department of Management Sciences (specialization: Business Administration) at the University of Medea?**

This problem is divided into a set of questions:

- To what extent are the students of the Department of Management Sciences (specialized in Business Administration) at the University of Medea predisposed to the spirit of entrepreneurship?
- Does this predisposition differ according to gender and level?
- How can the teachings that students receive enable them to establish and run their own project based on their academic acquired background?

**Research hypotheses:** To answer the questions, the following hypotheses were developed:

**H1:** The degree of approval of the respondents from the Master's students majoring in Business Administration at the University of Medea that they possess the elements of entrepreneurial personality is greater than the degree of impartiality, which is 2.

**H2:** The degree of approval of the respondents from the Master's students majoring in Business Administration at the University of Medea on the contribution of knowledge

to the development of the entrepreneurial spirit is greater than the degree of impartiality, which is 2.

**H3:** There are statistically significant differences between the respondents' answers towards the study variables due to the personal variables (gender, level) at the level of statistical significance ( $\alpha=0.05$ ).

**Research objectives:** They are reflected in the following points:

- Identifying the level of entrepreneurship among master's students, Department of Management Sciences (specializing in Business Administration) at the University of Medea;
- Identifying whether the acquired knowledge allows the student to think of establishing a small project and running it according to scientific basis that make it a successful business;
- Identifying the impact of personal variables (gender, level "first master, second master") on the level of entrepreneurial spirit among students of the Department of Management Sciences;
- Coming up with some recommendations to enhance the entrepreneurial spirit of university graduates to discover the world of small and medium enterprises.

## **2. The importance of the study:**

The importance of this paper lies in identifying the reality of the entrepreneurial spirit among university students and the need to strengthen it through developing the student's desire for initiative and independence in establishing small and medium enterprises. This studied subject is also very important to clarify some concepts and obtain information from the field as it targets a category that represents an important resource for economic activity and has a strong relationship with the field of business and management.

### **2.1 The concept of entrepreneurship**

Recent economic changes have prompted Algeria's interest in entrepreneurship. It is an entry point to develop the economy by establishing small and medium enterprises and consulting centers to support entrepreneurship among young people, especially university graduates.

- There seems to be lack of consensus on the definition and meaning of the word "entrepreneurship". For instance McClelland define it as a dynamic process created and managed by an individual who strives to exploit economic innovation to create new value in the market toward achieving a particular need. Similarly, Kurato (2005) gave their own definition and pointed that it's a process through which an individual exploit an opportunity and create value. In a related view, the organization.... (**Adekiya & Fatima, 2016, p. 118**)

- Entrepreneurship can be conceptualized as the discovery of opportunities and the subsequent creation of new economic activity, often via the creation of a new organization. **(Cuervo, Domingo, & Salvador, 2007, p. 2)**

Accordingly, entrepreneurship is a set of behaviors and interactions that lead to the creation of new businesses that search for change and rely on the inventiveness of the initiating individual, and their will to embody their ideas on the ground and take risks.

Any field of work is accompanied by a set of challenges. This requires the entrepreneurial motives to be available, but it is impossible to succeed in the business field unless the project owner has an entrepreneurial spirit.

## **2.2 The concept of the entrepreneurial spirit:**

Many researchers believe that the failure of most projects is due to the lack of entrepreneurship among young people, especially university students who are confronted with the reality of the labor market and the specter of unemployment. The question is, what do we mean by the entrepreneurial spirit?

—"A set of activities or actions aimed at identifying opportunities to create wealth"**(Bachelet & Caroline, 2004, p. 1)**

- "A set of qualities and aspirations, offered to an individual, which will give him the desire to create a business, and the ability to manage it correctly"**(Influent)**, Individuals with an entrepreneurial spirit are determined to try new things by being flexible and possessing creative ideas. These individuals don't need to have a desire to start a business. Their goal is to develop their ability to adapt to change by presenting their ideas and behaving flexibly.

Argue that, the entrepreneurial spirit has changed its core from creating businesses to developing competencies and capabilities. The aim is to openly embrace change and acquire skills and knowledge to experiment with new ideas, thus breaking the barrier of fear of change and gaining flexibility in dealing with developments **(Sofiane & Borma, 2018, p. 224)**. The researchers did not convene on these qualifications and abilities that are identified in some of the following points though:

- Discover and seize opportunities;
- Create value;
- Find creative ideas that allow to raise the challenge and make the right decisions;
- Challenge ambiguity and deal well with uncertainties ;
- Take risks and bring about change that allows for new gains;

believe that the controversy still exists about whether the entrepreneurial spirit is innate or can be replaced through education and training. This was developed by Peter Drucker when he deduced the spirit of entrepreneurship by talking about the "McDonald's" project as this project has become what it is by applying modern management concepts and focusing on the initiative factor in value creation **(Gharbi & Qahri, April 18-19, 2017, p. without page)**. Schumpeter described the actions of these creative

people as constructive destruction. They are people, who can disrupt the equilibrium position of supply and demand in the markets by introducing new products, they bring in huge profits from them, and they monopolize the markets for a period of time, even temporarily. According to this ability reflects the creative personality's potential to find new combinations of available possibilities, and in certain circumstances to introduce new ways of working, open new markets, and describe a new organizational method. (Falta & Berni, 6-7-8 April 2010, p. without page)

**3. Method and tools:** We supported this research with a survey to try to find out the reality of the entrepreneurial spirit among master's students majoring in Business Administration at the University of Medea, and to identify the differences between the surveyed on the subject of this paper according to their gender and educational level; There is no doubt that the subject and objectives of the study play an effective role in choosing its methodological framework.

**3.1 Research methodology:** The main objective of this research is to know the level of entrepreneurial spirit among master students, majoring in Business Administration at the University of Medea.

**3.1.1 Research Method:** The two researchers relied on the descriptive analytical approach to verify what this study aims to achieve to identify the entrepreneurial spirit among master's students of business administration at the Faculty of Economics, Commercial Sciences and Management Sciences - University of Medea- and to show the influencing factors that can lead to a set of suggestions.

### **3.1.2 Limitations of the study:**

The limitations we faced are cited in the following elements:

- **Objective limitations:** The students' inclinations towards a set of variables which are mainly the qualifications and abilities of the entrepreneurial personality and reflect its behavior and attitudes.
- **Spatial and human limitations:** This study was limited to master's students majoring in Business Administration - first and second year - at the Faculty of Economics, Commercial Sciences and Management Sciences - Medea University.

**3.2 Population and Sample:** The study population consists of 268 master's students majoring in Business Administration at the Faculty of Economics, Commercial Sciences, and Management Sciences at the University of Medea, who numbered 268, while the study sample was lesser, consisting of 169 students

**3.3 Research tool:** This research used a questionnaire prepared by the researchers specifically for this purpose. It consists of two parts (see Appendix No. 1). The first section included personal information about the study sample members. As for the second section, it was devoted to a set of direct questions in the form of a set of 29

phrases aimed at collecting the necessary information for the purpose of testing the research hypotheses. The triple scale that includes: (agree), (not sure), (disagree) is used. With regard to the statistical methods used in data analysis, the SPSS statistical program and its applications were used, using the following tests: Spearman correlation coefficient, Alpha Cronbach stability coefficient, sign test, Mann-Whiny test at the level of Statistical significance 0.05.

Considering that the questionnaire is one of the tools that enjoy high credibility, we check its quality first, and then we go to analyze the questionnaire statements and answer the hypotheses of the study.

**3.3.1 Reliability of the scale’s validity:**

In order to achieve a high degree of validity of the measurement tool, the final form of the questionnaire was validated and modified after being presented to a number of specialized professors. Their comments contributed to make some amendments to produce the final form of the questionnaire used in the research. The (**Spearman**) scale was also used to calculate the correlation coefficients between each statement and the total score for its domain. The following tables show the results of this test:

**Table 1:** Spearman correlation coefficient between each paragraph of the first field and the total score for thisfield :

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	Item statement/ Correlation coefficient
*5340.	342**0.	264**0.	354**0.	328**0.	493**0.	360**0.	254**0.	359**0.	178*0.	1470.	417**0.	293**0.	344**0.	179*0.	
0000.	0000.	0010.	0000.	0000.	0000.	0000.	0010.	0000.	0210.	0570.	0000.	0000.	0000.	0200.	Statistical value
The correlation is statistically significant at the level of significance $\alpha = 0.05(**)$ (*) The correlation is statistically significant at the level of significance $\alpha = 0.01$															

**Table 1** Shows the correlation coefficient between each of the paragraphs of the first field, which shows that the indicated correlation coefficients have a significance level ( $\alpha = 0.05$ ) because the probabilistic value is less than the significance level. Thus, the paragraphs of the first field are considered valid for analysis, except for statement no. (5): “You depend on yourself in accomplishing your tasks” which is deleted from the analysis.

**Table 2:** Spearman correlation coefficient between each paragraph of the second field and the total score for this field

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	Item
583 <sup>**</sup> 0.	465 <sup>**</sup> 0.	512 <sup>**</sup> 0.	492 <sup>**</sup> 0.	522 <sup>**</sup> 0.	501 <sup>**</sup> 0.	552 <sup>**</sup> 0.	402 <sup>**</sup> 0.	519 <sup>**</sup> 0.	522 <sup>**</sup> 0.	543 <sup>**</sup> 0.	526 <sup>**</sup> 0.	584 <sup>**</sup> 0.	456 <sup>**</sup> 0.	386 <sup>**</sup> 0.	Correlation coefficient
0000.	0000.	0000.	0000.	0000.	0000.	0000.	0000.	0000.	0000.	0000.	0000.	0000.	0000.	0000.	Statistical value
The correlation is statistically significant at the level of significance $\alpha = 0.01(**)$ Source: by the researcher based on the spss program.															

**Table (2)** Shows the correlation coefficient between each of the paragraphs of the second field, which shows that the indicated correlation coefficients are significant at a significance level ( $\alpha = 0.05$ ) because the probabilistic value is less than the level of significance. Thus, the paragraphs of the second field are considered valid for analysis without deletion

### 3.3.2 Stability of the study tool:

The stability of the study tool means that the data collection tool gives the same results if it is repeated again under the same conditions. The (Alpha Cronbach) method was used to measure the stability coefficient of the questionnaire statements, and it was a coefficient of the total items of the scale (Alpha = 0.741). This is sufficient to ensure the validity of the study scale.

## 4. Findings and discussion:

### 4.1 Interpretation of the fields of study:

In this context, the results obtained statistically which are related to the fields of the study questionnaire will be presented with the aim of addressing the problem and verifying hypotheses using a set of statistical tools. We relied on the sign test to test the following statistical hypothesis:

**The null hypothesis:** The median of the answer score is equal to the degree of neutrality, which is 2.

**Alternative Hypothesis:** The median answer score is not equal to 2.

If the probability value is greater than the level of statistical significance  $\alpha = 0.05$ , the null hypothesis is accepted, and in this case the median of the views of the study members about the phenomenon under study does not differ from the degree of neutrality, which is 2. But if the probabilistic value is less than the level of statistical significance  $\alpha = 0.05$ , the null hypothesis is rejected and the alternative hypothesis stipulating that the median of the study sample differs from the degree of neutrality is accepted. In this case the degree of response can be determined by comparing the response median with the degree of neutrality.

**4.1.1 Answer to the first hypothesis:**

H1: The degree of approval of the respondents from the Master’s students majoring in Business Administration at the University of Medea that they possess the elements of entrepreneurial personality is greater than the degree of impartiality, which is 2.

After conducting the sign test, the following results were obtained

**Table3:** The result of the sign test for the firstfield

field	14	13	12	11	10	9	8	7	6	5	4	3	2	1	Item/ statement
169	115	137	117	135	146	74	130	112	131	154	53	129	103	143	The number of positive signs
0	3	1	2	4	2	15	2	7	2	4	52	1	4	2	The number of negative signs
0	51	31	50	30	21	80	37	50	36	11	64	39	62	24	Neutrality
169	169	169	169	169	169	169	169	169	169	169	169	169	169	169	Total
-12.923	-10.218	-11.492	-10.450	-11.026	-11.755	-6.148	-11.054	-9.534	-11.099	-11.854	0.000	-11.139	-9.474	-11.626	Z value
0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	Sig value
3	3	3	3	3	3	2	3	3	3	3	3	2	3	3	General median
The level of statistical significance at $\alpha = 0.05$															
Source: by the researchers based on the questionnaire using the spss program															

The above table shows the results of the sign test for the first field, all of which indicate that they are statistically significant, because the probabilistic value is (0.000) which is less than the level of statistical significance ( $\alpha = 0.05$ ), where the general median is (3.00). This indicates that the study sample members agreed upon what was stated in it. This result is due to the fact that the master’s students majoring in Business Administration at the University of Medea have a personality that reflects their entrepreneurial spirit. It also explains the importance of accessing the world of entrepreneurship for university students, especially after the issuance of a set of laws by official bodies to provide the legal framework for the creation and promotion of small and medium enterprises. But to build the entrepreneurial personality of the university student who wants to enter entrepreneurship after graduation, universities and training centers should pay attention to preparing training programs to spread the concept of entrepreneurship among students and make them aware that entrepreneurship is a choice and not an alternative, especially in the current economic conditions, as well as provide them with the skills necessary to build their projects

**4.1.2 The answer to the second hypothesis:** the degree of approval of the respondents from the Master’s students majoring in Business Administration at the University of Medea regarding the



contribution of the learnings to the development of the entrepreneurial spirit is greater than the degree of neutrality which is 2.

**Table 4:** After conducting the sign test, the following results were obtained

field	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	Item/ statement
159	137	111	120	114	98	139	132	120	108	125	100	95	106	124	102	The number of positive signs
7	10	12	12	13	13	12	8	8	14	5	12	10	9	10	16	The number of negative signs
3	22	46	37	42	58	18	29	41	47	39	57	64	54	35	51	Neutrality
169	169	169	169	169	169	169	169	169	169	169	169	169	169	169	169	Total
11.720	10.392 -	8.836 -	9.313 -	8.874 -	7,973 -	10.254 -	10.395 -	9.811 -	8.420 -	10.437 -	8.221 -	8.198-	8.952-	9.762-	7.825-	Z value
0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	Sig value
3	3	3	3	3	3	3	2	3	3	3	3	3	2	3	3	General median
The level of statistical significance at $\alpha = 0.05$																
Source: by the researchers based on the questionnaire using the spss program																

The above table shows the results of the sign test for the second domains, which all indicate that they are statistically significant; because the probability value is (0.000) which is less than the level of statistical significance ( $\alpha = 0.05$ ). The general median was (3.00), which indicates that the study sample members agreed upon what was stated therein. **This result is attributed** to the fact that the knowledge that the student receives during his course allows them to acquire technical, administrative and personal skills, which connect with each other to form the entrepreneurial personality; which indicates that the contents of educational curricula contribute to some extent in providing students with a set of the aforementioned skills, particularly after including the module of entrepreneurship in some majors. Not to mention that the student receives lectures on subjects that play the role of the basis contributing to a large degree in achieving profits for their project, such as human resources management, strategic management, organization theory, accountancy, business management, conflict management, crisis management, commercial law, and business law ....;

Here, it should be noted that the role of the university is to enhance entrepreneurship awareness, provide students with knowledge and stimulate their motivation to set up pioneering projects to build an effective economic system. These projects are best activated under the umbrella of higher education institutions through what is known as entrepreneurial education, instead of letting the students face the hazards of the market,

and working on changing their beliefs that once they obtain their degree, they can be employed in a position that matches their specialty. state that most studies have proven that entrepreneurial education is the basic building block towards instilling the spirit of entrepreneurship and risk taking and increasing the chances of success. Accordingly, it can be said that the general objective of entrepreneurial education is mainly to enable the student to focus on entrepreneurial work skills and the necessary knowledge related to how the project will start and manage successfully; Achieving this goal requires a set of strategies identified by researchers in some of the following points (**Boutoura, Boutoura, & Hourri, 11-12 Decembre 2018**):

- **Simulation and Games:**

It allows the students to try new and sometimes unexpected situations allowing them to face failures and develop the resilience needed to survive in the future.

- **Teaching by experience and practice:** by exposing the student to real situations in the entrepreneurial work environment, to gain new experiences, knowledge and skills, and to build better perceptions of the entrepreneurial profession before entering the field of self-employment and entrepreneurship;

- **Creative problem solving method:** an organized method in which the student thinks about solving a problem that he feels exists and needs to be solved.

- **Role-playing policy:** where the students role-play hypothetical social situations, and through this strategy they learn how to listen well and how to think alone;

- **Field visits to some of the leading businesses:** with the aim of getting to know them, their capabilities, capabilities, and the scope of their activities and works.

**4.1.3 The answering to the third hypothesis:** It included the following: "**There are statistically significant differences between the respondents' answers towards the study variables due to the personal variables (gender, level) at the level of statistical significance ( $\alpha=0.05$ ).**"

To answer this hypothesis, the Mann-Whitney test was used to find out whether there were statistically significant differences when comparing the averages of two sets of data. If the probability value is greater than 0.05, we accept the null hypothesis. That is, the average scores of the first sample are equal to the average scores of the second sample, and therefore the differences between the two samples are not significant and vice versa.

This hypothesis is divided into the following two sub-hypotheses:

**The first sub-hypothesis:** "There are statistically significant differences between the respondents' answers towards the study variables due to the gender variable at the level of statistical significance ( $\alpha=0.05$ )."

**The second sub-hypothesis:** "There are statistically significant differences between the respondents' answers towards the study variables due to the level variable (first year, second year) at the level of statistical significance ( $\alpha=0.05$ )."

**4.1.3.1 The effect of the gender variable on the views of the study sample towards the study variables:** After conducting the (Mann-Whitney) test, the following results were obtained:

**Table 5:**Results of the Mann-Whitney test on the presence of statistically significant differences attributable to gender.

fields	Mean		Statistical test	Probability value
	males	Females		
<b>First field</b>	92.35	92.18	-1.595	1110.
<b>Second field</b>	15.70	80.28	-1.552	1210.
<b>Source:</b> by the two researchers based on the spss program				

It is noted from the results of this test that: the probabilistic value is greater than 0.05, and therefore we accept the null hypothesis that the average answer scores on the questionnaire items are equal, and therefore there are no statistically significant differences in the entrepreneurial spirit due to the gender variable. In our view, this is due to the university teaching policy in educational institutions, which is does not make any gender discrimination on the one hand, and on the other hand, the access of Algerian women into all fields of work, almost without exception.

**4.1.3.2 The effect of the level variable on the views of the study sample towards the study variables:** After conducting a test (Mann-Whitney), the following results were obtained.

**Table 6:**Results of the Mann-Whitney test on the presence of statistically significant differences attributable to the level

fields	Mean		Statistical test	Probability value
	First year	Second year		
<b>First field</b>	85.45	86.31	.1650-	.8690
<b>Second field</b>	84.15	82.50	.4820-	.6300
<b>Source:</b> by the two researchers based on the spss program				

It is noted from the results of this test that: the probabilistic value is greater than 0.05, and therefore we accept the null hypothesis that the average answer scores on the questionnaire items are equal. Accordingly, there are no statistically significant differences in the entrepreneurial spirit due to the level variable. In our view, this is due to the educational program for the first level, master's 1, which enables the student to grasp the basic knowledge that allows them to form opinions - even theoretically - that are not very different from their counterparts at the level of master's 2.

## **5. Conclusion:**

Entrepreneurship is one of the strategies to reduce unemployment, especially for university students. The latter, through their acquired knowledge, is able to create their own small enterprise. Therefore, it is necessary to pay attention to the orientations of this student and to develop his entrepreneurial spirit. They must also be motivated and

provoked to realize how to achieve his ambitions, and develop his capabilities in a way that makes him have the ability to take initiative, take responsibility and move capital better. On the other hand, entrepreneurship will move from a mere phenomenon to a culture.

Through our paper we offer a set of suggestions to enhance the entrepreneurial spirit of the university student:

- ✓ Changing the university's role from focusing on employment to graduating students capable of creating job opportunities and being self-reliant in setting up projects;
- ✓ Relying on field education and education based on problem solving to provide the student with the skills and knowledge necessary for the formation of the entrepreneurial personality;
- ✓ Enhancing the role of the Entrepreneurship House at the University of Medea, and organizing educational and awareness raising days at the level of all university faculties to spread the entrepreneurial culture. Building a bank of ideas in order to build investment projects after graduation;
- ✓ Establishing a partnership with the private sectors to develop the entrepreneurial spirit of the university student by giving examples of the successes achieved by these entrepreneurs;
- ✓ Adapting entrepreneurial decisions to the developments of the current environment;
- ✓ Training professors of entrepreneurship on methods that are used in international universities instead of the classic methods of teaching;
- ✓ Developing the entrepreneurial spirit of the university students in order to launch their entrepreneurship initiatives through study days in the presence of models of graduate and successful youth in establishing their projects through support institutions.
- ✓ Creating an entrepreneurial culture in the university community to access pioneering projects, since it is the nucleus of the economic and social structure;
- ✓ Organizing competitions for creative ideas by the University of Medea to encourage students to engage in entrepreneurial work, to finance first-ranked projects in cooperation with youth support and employment institutions, and to establish business incubators at the university level;
- ✓ Adapting entrepreneurial education programs to the needs of individuals to enhance their entrepreneurial orientation;

## **6. Bibliography List :**

- **in Arabic language:**

1. فنيط سفيان، بورمة هشام، 2018، ثقافة وروح المقاولاتية لدى الشباب الجامعي في ولاية جيجل، دراسة ميدانية: لعينة من الشباب الجامعي بجامعة جيجل، مجلة نماء للتجارة والاقتصاد، عدد خاص، جامعة محمد الصديق بن يحيى بجيجل، الجزائر، المجلد 1، عدد خاص، ص 220-240.

2. اليمين فالتة، برني لطيفة، 6-7-8 أبريل 2010، البرامج التكوينية وأهميتها في تعزيز روح المقاوالتية، ملتقى دولي حول: المقاوالتية – التكوين وفرص الأعمال-، جامعة محمد خيضر ببسكرة، الجزائر.
3. مختاري مصطفى، غربي يسين سي لخضر، قهيري فاطنة، 18-19 أبريل 2017، نحو استدامة المشاريع المقاوالتية من خلال التعليم المقاوالتية، - التجربة الجزائرية وبعض التجارب العالمية-، مؤتمر دولي حول: المقاوالتية المستدامة بين إشكالية البقاء وحتمية الابتكار، جامعة عبد الحفيظ بوالصوف بميلة.
4. فضيلة بوطورة ، بوطورة فاطمة الزمراء، هواري أحلام، 11-10 ديسمبر 2018، أهمية ودور دار المقاوالتية في الجامعة الجزائرية في نشر الثقافة المقاوالتية، دراسة حالة دار المقاوالتية بجامعة تبسة، ملتقى حول: الجامعة المقاوالتية: التعليم المقاوالتية والابتكار، جامعة مصطفى اسطمبولي بمعسكر، الجزائر.

• **Titles translated into english language:**

1. FeniteSofiane, BormaHichem, 2018, **The Entrepreneurial Culture and Spirit of University Youth in Jijel State, Field Study: A Sample of University Youth at Jijel University**, Namaa Journal of Trade and Economics, Special Issue, University of Mohamed Seddik ben YahyaJijel, Algeria, Volume 1, No. Special, pp. 220-240.
2. El YamineFalta, BerniLatifa, 6-7-8 April 2010, **Training Programs and their Importance in Enhancing Entrepreneurship Spirit**, International Forum on: Entrepreneurship - Training and Business Opportunities - Mohamed Khider University of Biskra, Algeria.
3. Mokhtari Mustapha, GharbiYassine Si Lakhdar, QahiriFatma, April 18-19, 2017, **Towards the Sustainability of Entrepreneurial Projects through Entrepreneurial Education, - The Algerian Experience and Some International Experiences-**, International Conference on: Sustainable Entrepreneurship between the Problem of Survival and the Inevitability of Innovation, Abd University HafezBoulsof of Mila.
4. FadilaBoutoura, Boutoura Fatima Zahra, HouariAhlam, 11-10 December 2018, **the importance and role of the Entrepreneurship House at the Algerian University in spreading entrepreneurial culture, a case study of the Entrepreneurship House at the University of Tebessa**, a forum on The Entrepreneurial University: Entrepreneurial Education and Innovation, MostafaIstambouli University of Mascara, Algeria

• **in French language :**

1. Remi Bachelet, CalorineVerzat; **Mesure l'esprit d'entreprendre des élèves ingénieurs**, Communication au 3<sup>eme</sup> congrès de l'académie de l'entrepreneuriat « Itinéraire d'entrepreneur », mars, 2004, Lyon
2. Blog influent, **Esprit d'entreprendre et développement économique**,] sur site ]:bloginfluent.fr/esprit-entreprendre, consulté le : 19-02-2022.

• **Titles translated into english language:**

1. RemiBachelet, CalorineVerzat; **Measures the entrepreneurial spirit of engineering students**, Communication at the 3rd congress of the academy of entrepreneurship "Itinerary of the entrepreneur", March, 2004, Lyon
2. Influential blog, **Entrepreneurship and economic development**,] on site [:bloginfluent.fr/esprit-entrepreneur, consulted on: 02-19-2022.

• **in english language:**

1. Alvaro Cuervo, DomoingRibeiro, Salvador Roing, **Entrepreneurship : concepts, theory and perspective**, Spring science and business medea, New York, 2007.
2. AdewelaA, Adekiya, Fatima Ibrahim, **Entrepreneurship intention among students, the antecedent role of culture and entrepreneurship training and development**, The international Journal Of Management Education, volume14, issue2, 2016, p116-132;

## 7. Appendices

### Research questionnaire

In the context of conducting an exploratory study on “The reality of the entrepreneurial spirit among students of the Department of Management Sciences at the University of Medea, majoring in Business Administration”, we are honored to put in your hands this form in order to obtain information that serve the objectives of this study, so we kindly ask you to answer the questions objectively, and that Put a tick (\*) in the appropriate box.

#### 1. Personal data

**Gender** Male  Female   
**Level:** First year  Second year

#### 2. Answer the following questions frankly

Statement	I agree	I am not sure	I disagree
<b>You think you :</b>			
Look to the future with optimism, despite the obstacles surrounding you			
Can be a successful leader			
Desire to succeed and you are not afraid to fail			
Make decisions in situations of uncertainty			
Rely on yourself to get the job done			
Seek to learn from past failures and experiences			
You can introduce new ideas in your field			
Make decisions on your own or share them with others			
Try again if you stumble			
You have the ability to take risks and know how to take it			
Seize opportunities and exploit them to achieve your goals			
Initiate solutions to work problems			
Believe in turning your ideas into action			
can take responsibility for your decisions, whatever their impact			
Make change that allows for new gains to occur			
<b>The knowledge you received during your university journey will help you in</b>			
Developing an initial idea to start creating a small business			
Embodying your abilities and qualifications at work			

***A survey research of the reality of the entrepreneurial spirit from the point of view of master's students specializing in business administration Case study: Medea University***

Managing your business successfully			
Analyzing the business environment to determine the degree of impact of environmental variables on your business			
Applying modern methods of administrative management			
Making strategic decisions to achieve goals			
Managing your business according to the scientific foundations			
Developing and diversifying your business's activities			
Seizing opportunities to gain a competitive advantage			
Improving your skills in the use of information technology			
Adopting creative problem solving methods			
Preparing action plans for future projects			
Developing your skills in gathering the information you need			
Controlling communication skills with others			
Developing a spirit of creativity and personal innovation			