

*The role of motivations and skills in developing women  
entrepreneurship among university graduates*

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*Received: 15/05/2021*

*Accepted: 03/12/2021*

*Published: 31/01/2022*

**Abstract:**

*In this study, we have tried to demonstrate the importance of Entrepreneurial skills and motivations in promoting the spirit of entrepreneurial, concentrating on the most important concepts related to entrepreneurship. The field study is a survey of a sample (120) of girls students in different specialties at the University of Oran. We have used the SPSS V 20.*

*The results confirmed that there is a statistically significant effect of management skills, technical skills and personal skills as well as the motivations for entrepreneurship.*

**Keywords:** *Entrepreneurship; entrepreneurial spirit; entrepreneurial skills; entrepreneurial motivations.*

## **1. INTRODUCTION**

In the last decade of the twentieth century, international interest in entrepreneurship has grown in an unprecedented way. Many international organisations have made considerable efforts to embrace the concept. Entrepreneurship is one of the most important sources of development for different countries. It has become one of the most important topics in recent years and the focus of attention of many countries that have realised its importance. It has become the focus of governments and many researchers, especially with the growing position of these institutions in the economies of countries, both developed and poor, regardless of their level of development.

All of these countries consider entrepreneurship as a key driver and an indispensable element in transforming the culture of society into an entrepreneurial culture. It is also a key entry point for the economic

development of the different communities by supporting businessmen, new entrepreneurs and those with creative ideas, this attention is due to the role they play in the different strategic programs of future development: elimination of unemployment, reduction of poverty, creation of employment and contribution to economic growth.... Thus, we will focus on the entrepreneur and the different variables that enable him/her to create his/her project such as entrepreneurial motivation, environment, risk (adventure) and skills.

In other words, an entrepreneurial project can only be realised in the field if the entrepreneur has skills (relational, technical and managerial skills).

The reality of women entrepreneurs in Algeria indicates that their percentage is still low despite the development observed in recent years, notably in the textile, real estate and service sectors, while it has recently been trending towards the industrial, import and export sectors. Therefore, women's entrepreneurial skills need to be developed. Thus, entrepreneurial skills are essential for the development of female entrepreneurship. The research topic addresses the following issue:

**To what extent do entrepreneurial skills and motivations contribute to the activation of entrepreneurship?**

To further investigate the main question, the following sub-questions were asked:

- ✓ To what extent do management skills contribute to entrepreneurship among female students?
- ✓ To what extent do personal skills contribute to promoting entrepreneurship among female students?
- ✓ To what extent do technical skills contribute to promoting entrepreneurship among female students?
- ✓ To what extent does entrepreneurial motivation contribute to enhancing students' entrepreneurship?
- ✓ To what extent do students control their entrepreneurial skills?

**Hypotheses:**

To answer the questions, a set of hypotheses need to be tested for validity:

- **Hypothesis 1:** There is no statistically significant impact of managerial skills in promoting entrepreneurship among university students.
- **Hypothesis 2:** There is no statistically significant impact of personal skills in promoting entrepreneurship among university students.
- **Hypothesis 3:** There is no statistically significant impact of technical skills in promoting entrepreneurship among university students.
- **Hypothesis 4:** There is no statistically significant impact of skills in promoting entrepreneurship among university students.
- **Hypothesis 5:** There is no statistically significant impact of motivation in promoting entrepreneurship among university students.

**Importance of research:**

The importance of this study is to promote entrepreneurship and to clarify the most important entrepreneurial skills that women entrepreneurs need to have in order for their businesses and activities to succeed, in addition to highlighting the relationship between entrepreneurial orientation and motivation as well as entrepreneurial skills.

The topic of entrepreneurship is very important to clarify concepts and visions and get abstract facts about this topic, and to reach conclusions and recommendations in this regard can be used in the future. This research also aims to study the entrepreneurial skills that need to be available to women entrepreneurs that help them to manage and run their organisation, which is the reason for their success or failure.

**Research methodology:**

The study is based on a sample of student in Oran's university. The study is based on the descriptive and analytical approach to analyze and interpret the concept of entrepreneurship, entrepreneur and the most important motivations and skills to be available in the young man in order to identify the extent of these skills in activating the entrepreneurial orientation of students. The SPSS 20 program was used to process and analyze the data

collected from the study sample. The most important thing is that most of the respondents do not have high management skills, only personal, technical and motivation skills. This has led to the failure of many projects of National Agency for Support to Youth Employment (ANSEJ). In order to answer the problem and reach the goal of this paper, the research was divided into two main axes:

- **Entrepreneurship : Literature Review**
- **Empirical Research Study**

## **2. Entrepreneurship: Literature Review**

International interest in entrepreneurship has increased in the last decade of the twentieth century in an unprecedented way. This growing interest, appreciated by various researchers, is due to the increasing positive effects of entrepreneurship on many levels and aspects of sustainable economic, social, political and even environmental development. Many organisations have made considerable efforts to embrace the concept.

### **2.1 Entrepreneurship and Entrepreneur Definition**

In this area, we have the following elements: Entrepreneurship and the definition of an entrepreneur.

#### **2.1.1 Entrepreneurship Definition**

The term entrepreneurship has recently gained currency in the management sciences. It is a series of steps in which opportunities are discovered to create future goods and services that are divided and exploited (Laviolette & Loue, 2006, p. 3). The European Union (EU) defines entrepreneurship as the ideas and means to create and develop a business by combining risk, innovation and management efficiency within a new or existing institution (Debah, 2011, p. 17).

Entrepreneurship involves several processes of designing, launching and managing a new business, which is often a small business in the first place. It is an "ability and willingness to develop, organise and manage a business venture with all the risks involved in order to make a profit." "Business Dictionary".

Entrepreneurship is the ability to use existing resources and exploit new opportunities. The Organisation for Economic Co-operation and Development recognises its crucial role in economic growth and emphasises

its multidimensional nature (OECD, 1988).

This organisation defines entrepreneurship as a dynamic activity that aims to create value by producing or developing economic activity and by identifying and exploiting new products, methods or markets, a process by which an entrepreneur generates new and innovative ideas, identifying new opportunities, providing and mobilising resources, offering employment opportunities and creating modern projects and innovative and sophisticated institutions.

It is an activity that is concerned with the creation of different profit-making ventures while knowing the possibility of risk. It depends on the initiative to carry out a new project using the available resources that allow to obtain profits. This requires overcoming risk and taking advantage of many different motivations that influence entrepreneurship, including the desire to succeed, to earn money and wealth, excellence and brilliance, and above all the desire to feel important and independent. Thus, entrepreneurship is the ability of an individual to turn ideas into action. It includes creativity, innovation, risk-taking, the ability to plan and manage projects to achieve goals.

According to (Drucker, 1970), “entrepreneurship is about taking risk”. He is an individual who habitually creates and innovates in order to build something of accredited value around perceived opportunities. (EROĞLU & PIÇAK, 2011, p. 146).

Briefly, entrepreneurship is the process of identifying opportunities and strengths that enable dreams to be realised in order to develop a new business by dealing effectively with threats and risks.

### **2.1.2 Entrepreneur definition:**

There are several definitions of an entrepreneur:

An entrepreneur is a person who is able to recognise and seize opportunities when others cannot. An entrepreneur is a person who is willing to take risks that others do not. He is a person who starts and builds successful businesses (Khadri & Ben Taher, 2013, p. 4).

According to "Julien" and "Marchesney", he is a person who carries a set of basic characteristics: Imagines the new and has great confidence in himself, enthusiastic and steel who loves to solve problems and loves

management, who struggles with routines and rejects difficulties and obstacles (Saabi, 2009, pp. 4-5) and . (Ramzi, 2003, p. 23).

An entrepreneur is an unconventional person who performs business in a distinctive and innovative way and, most importantly, he is able to make decisions in mysterious circumstances with high risk. A person with economic behavior and a strong motivation to achieve the goal, he is a man with distinctive performance and vivid imagination (Ahmed & Barham, 2008, pp. 7-10). According to (Schumpeter, 1965) entrepreneurs are "individuals who exploit market opportunity through technical and/or organizational innovation". He is also defined as a person who knows to seize opportunities for profit, but must be insured for the dangers. J.Schumpeter defined Entrepreneur as a creative person who drives economic growth. He creates new combinations of means of production wich takes the following forms, produce new goods and services, introduce new production methods, open new markets, new sources of supply and even a new organizational approach.

P. Druker defines him as a person who can divert economic resources from low to high productivity (Zayed, 2010, p. 7).

An entrepreneur is a person who takes up the participative identification of a business opportunity, organizes a venture and assumes the risk of undertaking the business. (Al Mutairi & Al Mutairi, 2013, p. 107).

The entrepreneur, as defined by Joseph Schumpeter, is that creative and innovative person, who knows how to take advantage of opportunities and predict the future to showcase innovative products, and that person with the ability and energy to eliminate the tendency to routine and achieve creativity.

However, an entrepreneur is not a fictional person, but a character who acts alone and independently. Resistant, rebellious, and iconic (Hernndez, 2001, p. 13). Joseph Schumpeter has defined him as an innovator person.

The entrepreneur is defined as a "person or group of persons who creates, develops and implements a company for which he assumes the risks and who implements financial, human and material means to ensure its success and to make a profit " (El Alaoui, Ismaili, Ibnrisso, & Abouljaouad, 2018, p. 333).

Thus, an entrepreneur is a person who has the power of self-control and has the will and ability, independently - if he has sufficient resources - to

transform a new idea or invention into an embodied innovation on the ground. He is an innovative creator with an independent personality, and his active mentality goes beyond borders and frameworks, familiar, based on important information, in order to achieve financial returns. He must be a leader and employer in order to achieve what he thinks and characterized in addition to the above boldness, self-confidence, knowledge in management, and creativity and implementation of what is planned.

The entrepreneur is generally intimately associated with the terms risk taking, innovation, and proactivity (anticipations of events), and hunting business opportunities. He is an agent of change.

(Hisrich, 1990) defined an entrepreneur as “someone who demonstrates initiative and creative thinking, is able to organize social and economic mechanisms to turn resources and situations to practical account, and accepts risk and failure”. (Thomas & Mueller, 1990). (EROĞLU & PIÇAK, 2011, p. 146).

### **3. Definitions of entrepreneurial skills and motivations.**

The entrepreneur must control the methods and tools of setting up the project, and and the way of doing business and communication skills and management. He must acquire the necessary expertise and skills in the field of financial issues, market recognition and marketing, management assets, insurance, economics, labor law and legal affairs when establishing Company (Sayah, 2019, p. 161). Among the skills required for the entrepreneur after the company’s establishment is the ability to manage the company's development, to search for new ways, to be competitive and improve the market position, and to discover new markets. Entrepreneurs need to acquire the necessary skills to ensure the success of their projects. In this section, we will look at the different definitions of entrepreneurial competences, motivations and types.

#### **3.1 Entrepreneurial Skills Definition**

Skills are defined as 'the sum of three types of knowledge: theoretical knowledge and practices (experience) and post-behavioral (analyzes) mobilized or mobilizable, used by an individual to accomplish their tasks in a better way.' Skills are energies and behaviours directed to achieve a particular goal, in a certain situation.

### 3.1.1 Types of skills:

One of the most important qualities of entrepreneur risk and adventure. So we find that compared to other individuals, the entrepreneur has a set of characteristics that help him to face these risks (Khalout, 2010, p. 4).

He must have certain entrepreneurial skills, which are divided into three types (Laviolette & Loue, 2006, pp. 4-7):

- **Technical Skills:** Technological skills include a group of skills that help the individual to control communication technology and keep pace with technological development, which is represented by experience, knowledge and high technical ability in activities in various fields. (Hisrich & Peters , 2002, p. 320). He also requires skills in writing, analysing the internal and external environment, adapting to its variables, handling various technological tools, networking and training, teamwork and others.
- **Management skills:** Entrepreneur has a set of management skills to be able to manage his financial and human resources efficiently, and helps the individual to make a decision and build a clear strategy in the organization. These include management skills such as planning, organising, controlling, forecasting, co-ordinating, goal setting and decision making, conducting human relations, marketing, sales management and various projects, as well as accounting and financial skills and the ability to negotiate effectively and to evaluate effectiveness and performance.
- **Personal skills:** Entrepreneur is characterized by a set of skills or qualities inherited from his ancestors or from his environment, which facilitates the choice of his or her entrepreneurial orientation, such as creativity, innovation and the pleasure of adventure. He is characterized by the spirit of leadership, perseverance, seriousness in the work and vision for the future. These characteristics can be summarized in the following table (Sayah, 2017, p. 79):

**Table N° (01) : Entrepreneurial Skills Types**

<b>Personal skills</b>	<b>Management skills</b>	<b>Technical skills</b>
<ul style="list-style-type: none"> <li>• Commitment</li> <li>• Risk</li> <li>• Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Setting goals</li> <li>• Ability to conduct and organize work</li> <li>• Decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental monitoring</li> <li>• Teamwork</li> <li>• Building</li> </ul>



<ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Leadership</li> <li>• Self-confidence and optimism</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing</li> <li>• Finance</li> <li>• Accounting</li> <li>• Oversight</li> <li>• Negotiation</li> </ul>	<ul style="list-style-type: none"> <li>relationships and networks</li> <li>• Training skills</li> </ul>
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**Source:** Sayah Fatima, 2017, The Role of Motivations and Entrepreneurial Skills in Promoting Entrepreneurship among University Graduates: An Empirical Study of a Sample of Master Students of Oran University. Journal of the Institute of Economic Sciences, Volume 3, p. 79.

### **3.2. Entrepreneurial Motivation Definition:**

Entrepreneurial motivation is the process of transforming a normal person into a powerful businessman, who can create opportunities and helps in maximizing wealth and economic development. So, It is defined as a number of factors that create desires and encourage enthusiasm in entrepreneurs, enabling them to achieve a specific goal.

According to the Youth Entrepreneurship and Job Creation Survey realized by World Economic Forum's 2015, 47% of entrepreneurs (and 77% of global entrepreneurs) plan to increase and to expand their workforce compared to 29% of large companies, making entrepreneurship more attractive for governments to get rid of unemployment. The entrepreneurship has become an important indicator of the strength of countries because it contributes directly to job creation for solving societal problems.

According to A. SHPERO and L. SOKOL, the motivations for entrepreneurship can be due to lack of job stability, rewarding career choices, technological infrastructure, technological opportunities, governmental support for entrepreneurs, an informed financial environment, etc. These can be summarised in the following points:

- **Psychological motivations:**

Among the most important motivations that allow the creation of micro-projects, we mention the psychological factor, so that the individual tends towards entrepreneurship according to what is dictated by psychological factors or the appearance of disturbances in his environment.

- **Socio-cultural motivations:**

These factors result from customs, traditions, religion, adherents, or family. Culture and religion give the individual spiritual capital and inclination to set up a micro-enterprise. The family affects the individual's tendency to

establish an enterprise and to start a business, especially if one of the parents is an entrepreneur or an acquaintance of the individual.

- **Socio-economic motivations:**

Every year, thousands of graduates from different branches and disciplines, with different types of degrees, talk about unemployment, which increases social problems. Entrepreneurship is one of the most important tools of economic development, as it is part of the decision-making factors and the use of resources in a better way to reach a new service or product. As well as raising purchasing power.

- **Financial resource:**

Whatever the size of the project, large or small, requires the availability of capital, as anyone who wants to establish an institution must have sufficient liquidity. The value of funds to start the project depends on knowing the type of opportunities exploited, which vary depending on the amount of funds available.

- **Prevailing conditions:**

The entrepreneurship requires transparency, a market economy, political freedom and transactions. Free institutions cannot be seen without the rights that guarantee freedom of exchange, protection of people and property.

- **Professional Experience:**

The latter is a catalyst for the establishment of micro-enterprises where it can increase the individual's entrepreneurial preparations and contribute to individuals' formation of entrepreneurial orientation.

The idea of creating an enterprise is usually generated by the business environment and its effects on the future entrepreneur.

Entrepreneurship is a turning point for different economies, which requires creating the right climate to ensure its success in a way that serves the economy.

### **3.3 Promotion of entrepreneurial spirit:**

Unlike large companies, entrepreneurship projects contribute to the development of entrepreneurial spirit and personal skills among the various entrepreneurs.

Although entrepreneurship can be applied to a wide range of disciplines and professionals, it is linked to the business world and is wrongly used to

describe the many successful entrepreneurs, while very few individuals can truly demonstrate entrepreneurship. The entrepreneurship spirit contains many qualities such as: positivity, passion, ambition, adaptability, leadership. When people refer to entrepreneurship spirit, they are referring to all the characteristics that fuel the actions of an entrepreneur.

#### **4. Empirical Research Study**

##### **4.1 Research Methodology:**

Through this study we try to show the role of entrepreneurial skills and motivations in promoting entrepreneurship among university students.

The entrepreneurship spirit is a dependent variable while entrepreneurial skills and motivations are independent variables.

The questionnaire was designed according to the five-point Likert scale. Each paragraph corresponds to five options: Strongly Agree, Agree, Moderately Agree, Disagree and Strongly Disagree.

Each option corresponds to a scale of 1 to 5, respectively. The study was conducted and the questionnaire was distributed during the period from 26 February 2019 to 30 June 2019 for university students in several disciplines (economics and commerce, literature and languages, law and biology). A 47-paragraph (items) form was used.

**Table N° (02) : Sample Distribution by Age and Professional activity**

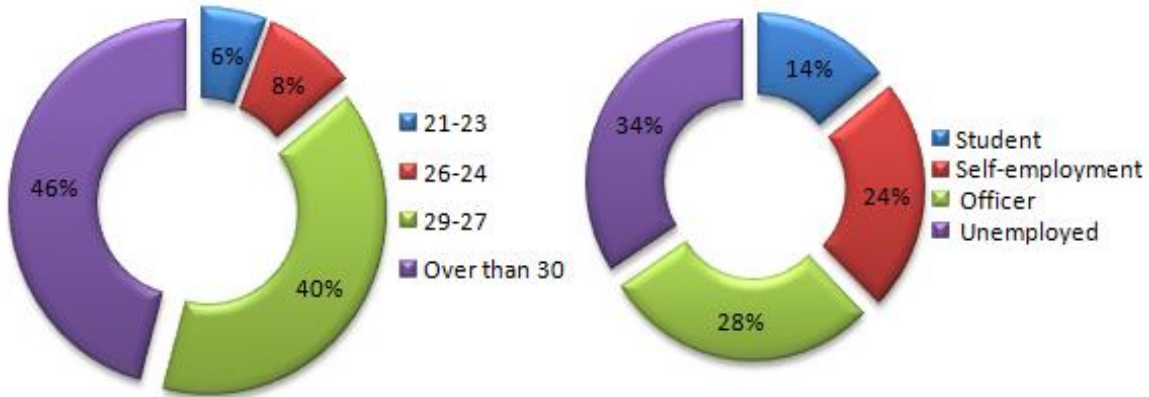
<b>Age categories</b>	<b>21-23</b>	<b>26-24</b>	<b>29-27</b>	<b>Over than 30</b>	<b>Total</b>
Frequency	55	48	10	7	120
Frequency in percentage	51 %	26 %	15 %	8 %	100 %
<b>Professional activity</b>	<b>Student</b>	<b>Self-employment</b>	<b>Officer</b>	<b>Unemployed</b>	<b>Total</b>
Frequency	<b>41</b>	<b>34</b>	<b>28</b>	<b>17</b>	<b>120</b>
Frequency in percentage	34 %	28 %	24 %	14 %	100 %

**Source:** Processed by the author based on the questionnaire data

##### **4.2 Sample characteristics:**

The study sample consists of 120 students. In Table 2 and Figure 1, we observe the variability of the study sample. The most frequent age group in the study sample is the (21 to 23 years) age group with a percentage of 51%, followed by the age group (24 to 26 years) with a percentage of 26% and the last age group is 8% for girls over 30 years old, respectively.

Fig N° (01): Sample distribution by age and professional activity



Source: Processed by the author based on the questionnaire data

### 4.3 Statistical analysis of study results and hypothesis test:

#### 4.3.1 Validity and reliability of the study:

In order to ensure the suitability of the questionnaire for what we want to measure and the internal consistency of the questionnaire paragraphs (Items), the Alpha Cronbach coefficient was used to check the stability, which must be higher than 0.6. To measure internal consistency and coherence, as well as to analyse the structure of the underlying variables, refine the study design and retain the expressive variables, the coefficient was used, which must be greater than 0.5.

Table N° (03) : Test dimensions of the study

Variables	Items	( $\alpha$ ) Alpha Cronbach	KMO	Sig
Management skills (MS)	11	0.792	0.693	0.01
Personal skills (PS)	07	0.825	0.678	0.02
Technical skills (TS)	09	0.678	0.612	0.00
Motivations (ME)	08	0.712	0.769	0.03
Entrepreneurial spirit (ES)	12	0.874	0.718	0.00

Source: Outputs SPSS V.20

#### 4.3.2 Analyse

As for Cronbach's Alpha coefficient, we note that the first dimension is estimated at 0.792, the second dimension is estimated at 0.825, the third is estimated at 0.678, the dependent variable is estimated at 0.874, which means that all of them exceeded 0.6 and within (95% confidence interval) (the moral limits less than 5%), which means that the validity of these dimensions and its stability are excellent.

The KMO (Kaiser-Meyer-Olkin) coefficient allows us to see that the KMO value of the first dimension is 0.693, the second dimension is 0.678, the third dimension is 0.612 and Motivation is 0.769, the dependent variable is 0.718, which is still higher than 0.5, and this implies that there is a strong correlation between (Items) for each dimension, especially since the Bartlett test for circularity is around 0.00, which means that it is less than 5% significant.

This means that there is a strong correlation between the phrases or paragraphs for each dimension, especially since the Bartlett test for circularity is in the range of 0.00, meaning it is less than 5%.

### **4.3.3 Measurements of central tendency:**

There are three measures of central tendency: the mean, the median, and the mode. Calculations were made using the standard deviation as a statistical tool to allow comparison of means and averages. In this study, the measure of central tendency was satisfied only by measuring the arithmetic mean of the central tendency and the standard deviation of the dispersion, as shown in the following table:

**Table N° (04) : The mean and standard deviation of the sample**

<b>Variables</b>	<b>Items</b>	<b>mean</b>	<b>standard deviation</b>
Management skills (MS)	11	1.910	0.340
Personal skills (PS)	07	2.976	0.556
Technical skills (TS)	09	2.847	0.429
Motivations (ME)	08	3.319	0.310
Entrepreneurial spirit (ES)	12	1.9357	0.41678

**Source:** Outputs SPSS V.20

In Table 4, the mean was between 1.910 and 3.319, with a standard deviation of 0.310 to 0.556. The mean was generally average for the four different dimensions of the independent variable, i.e. skills and motivations, which are arranged as follows: In terms of importance, technical skills, management skills, and motivations. This indicates that all the students interviewed agreed that they believe that these skills and motivations are necessary to create entrepreneurship, but they do not master all of these skills necessary to create initiative, and this is reflected in entrepreneurship.

Their average score is estimated at 1.93 and is weak, indicating that the students questioned are not incentives to create entrepreneurship because they do not have sufficient skills first and second because they have another

approach or intention.

- **Link Analysis (Spearman coefficient):**

This test is used to measure the relationship between dependent and independent variables.

**Table N° (05) : Spearman coefficient test**

Dependent variable Independent variables	Spearman coefficient	Sig
Managerial skills	0.098	0,023
Personal skills	0.720	0.00
Technical skills	0.608	0.00
Motivation	0.692	0.00

**Source:** Outputs SPSS V.20

According to the Table 5, the results of Spearman's test showed that there is a relationship between managerial skills and entrepreneurship spirit. The coefficient was estimated to be 0.098 at a significance level of 0.023, which means that the relationship is statistically significant at the level  $\alpha \leq 0.05$ .

There is a strong relationship between technical skills and entrepreneurship spirit where the coefficient was estimated at 0.608 at a level estimated 0.00, i.e. the relationship is statistically significant at the level of ( $\alpha \leq 0.05$ ), as is the case with the relationship between personal skills and the entrepreneurship spirit. Where the coefficient was estimated at 0.720 at the level of significance estimated at 0.00. So, the relationship is statistically significant at the significance level ( $\alpha \leq 0.05$ ). For the motivation ME, the coefficient was estimated at 0.692 with a significance level of 0.00, i.e. the relationship is statistically significant at the significance level ( $\alpha \leq 0.05$ ).

- **Testing hypotheses:**

To investigate the impact of entrepreneurial skills and motivation in fostering entrepreneurship, a simple linear regression model is used. The dependent variable is the entrepreneurial spirit and the independent variable is the dimensions of entrepreneurial skills and motivation, which are illustrated by the following results:

**Table N° (06) : Testing hypotheses**

Testing hypotheses	R	R2	F	$\beta$	Sig	Results
Managerial skills	0.012	0.06	0.004	1.985	0.01	<b>Supported</b>

Personal skills	0.817	0.68	167,00	0,568	0.02	<b>Supported</b>
Technical skills	0.3	0.56	1.113	2.243	0.00	<b>Supported</b>
Skills	0.249	0.54	51.187	0.671	0.00	<b>Supported</b>
Motivation	0.239	0.512	73.87	0.471	0.01	<b>Supported</b>

**Source:** Prepared by the author based Outputs SPSS V.20

In Table 6, the binary correlation value was  $R=0.012$ , the determination coefficient was  $R^2=0.06$ : Only 6% of the influence on entrepreneurship is due to management skills and the rest (94%) is due to other factors, including random error. The value of the binary correlation of personal skills  $R=0.817$ , and the determination coefficient  $R^2=0.68$ , which means that 68% of the impact of entrepreneurship is due to personal skills. The determination coefficient of technical skills reached  $R=0.3$ , and  $R^2=0.56$ , this means that 56% of the influence on entrepreneurship spirit is due to technical skills. The binary correlation of motivation was  $R=0.239$ , the coefficient of determination is 0.512  $R^2=51.2\%$ , so 51.2% of the entrepreneurial interpretation was due to the motivation.

From Table 6, we also see that the significance level is less than 0.05. All these hypotheses are acceptable since the p-values are less than 0.05. There is a statistically significant impact of personal, technical and managerial skills and motivations in promoting entrepreneurship among girls.

#### **4. CONCLUSION**

Economic growth and employment around the world depend on its ability to support business growth. The entrepreneurship creates new businesses and jobs, opens up new markets and fosters the acquisition of new skills. The most important sources of employment in the world are small and medium-sized enterprises (SMEs). The main objective of any country is to encourage people to become entrepreneurs and to make it easier for them to start and grow their businesses.

Through this study, some theoretical concepts have been clarified for students who want to create microenterprises and projects. This research has identified the most important entrepreneurial skills for setting up microenterprises, but there are other aspects that the research did not attempt to discuss and explore such as attitudes, personal and social norms, risk and entrepreneurial training. The results are as follows:

- ✓ There is a statistically significant impact of technical, personal and managerial skills as well as motivations on entrepreneurship among female university students.
- ✓ The challenge and risk tolerance are one of the most important factors that motivate an individual to build their organisation and strengthen their entrepreneurial spirit, and these skills can be developed through training and education.

As future research perspectives, a comparison of women's skills entrepreneurs and men as entrepreneurs can be studied and the difference between them can also be discussed.

Other dimensions can be added and studied as intermediate and/or modified variables (moderators and mediators variables) such as learning, environment, experience, age and sex.

Most of the attitudes of female university students were centered on hairdressing and cosmetics by an estimated 40 percent (40%), sewing (traditional and ready-made) traditional sewing and high fashion by an estimated 36 percent 36%, cooking and sweets (traditional and oriental) cooking and pastry-making 24%.

The state cannot marginalise young people, especially university students, but everyone must support them, if countries really want to go beyond the era of Dutch disease, low growth, oil revenues and rents.

### **Suggestions:**

In conclusion, the following recommendations can be made:

- There are a set of interpersonal, behavioral and managerial qualities that are interrelated to form the character of initiatives, which are centered on psychological, social, cultural and economic factors;
- Stimulate and motivate university students to create micro-enterprises in various fields such as production, industry, agriculture, services and fishing in order to create added value as well as contribute to reduce unemployment;
  - Increase the role of technology incubators in improving, enhancing and activating the skills of female students;
  - Studying the role of female students' professional beliefs in activating the entrepreneurial orientation;



- Field follow-up to upgrade the skills of women entrepreneurs and rationalize entrepreneurial culture;
- The need to strengthen education and training programs at universities, institutes and training centers.

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