

Entrepreneurial skills among students of science and technology of physical and sports activities

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Received: 01/2024, Published: 02/2024

Abstract:

The aim of our research was to reveal and identify the fact that the students of the institutes of science and technology of physical and sports activities in Algeria possess entrepreneurial skills.

This was done by providing a questionnaire containing a set of dimensions, including the dimensions of entrepreneurial skills (in our research), This was done on a sample of 354 students distributed among 08 institutes. Our study found that the students of the institutes of science and technology of physical and sports activities have varying entrepreneurial skills, according to the institutes. The study also found that there are no statistically significant differences in the entrepreneurial skills among the students, depending on the gender variable and the variable that he has or does not have a family member who owns a project.

Keywords: skills - Entrepreneurship - Students keywords- at least three.

1.Introduction

The subject of entrepreneurship is a difficult and complex process in many cases, especially for young project holders, as the entrepreneurial path requires mobilizing a full and diverse group of skills and competencies to face various obstacles and difficulties. Especially entrepreneurship is associated with risk, so the actual performance of any contractor is not complete without the availability of skills that help him in the conduct of his work. (Al-Hashemi and Abdul-Rahman, 2023)

According to (Gnyawali and Fogel 1994), one of the most important factors that develop entrepreneurship is entrepreneurial skills. When the potential contractor realizes that he does not have the necessary entrepreneurial skills, this makes him back down from his decision to start his new project.

(Davidson, 1995)

(Fayolle, 2007) acknowledged that entrepreneurship places the concept of skills at the heart of the relationships between individuals and organizations in which they work or whose businesses they run. Individuals are more likely to become entrepreneurs as they negotiate and increasingly enhance their skills. (Boucife, 2018)

...Entrepreneurs are people who invest in more than one skill... This phrase is supported by the latest research that emphasized the most important factor that raises an individual's potential to become an entrepreneur is having a mixture of equivalent skills. (Lazer, 2004)

Liñán (2008) defines entrepreneurial skills as "referring to an individual's confidence in having a sufficient level of some entrepreneurial skills", The skills that any entrepreneur accumulates are in fact a predictor of entrepreneurial activity. (Fini et al, 2009) Lack of business management skills is characteristic of young business owners who fail to run their businesses. (Morales & Feldman, 2013)

Most studies indicate that potential contractors should be aware of the range of opportunities available, To feel confident that they have the basic skills to launch an enterprise. (Gnyawali & Fogel, 1994) Whereas (Van Gelderen et al, 2008) noted that the large number of people who prefer self-employment are likely to have acquired the necessary skills, knowledge, and experience before that.

Studies have confirmed that for entrepreneurship to succeed and increase in number, we must not only focus on environmental and personal factors, but the contractor must acquire the necessary skills to practice entrepreneurial activities, The support of family, friends, and relatives for entrepreneurship increased the university student's positive attitude towards entrepreneurship, That is why close people can intervene in the opinion of students and give them advice, and this gradually changes their attitude towards behavior, and through their support and positive view of entrepreneurship, the individual has a sense of his entrepreneurial potential, which he sees. Facilitate his control over future entrepreneurship. (Boucife, 2018)

Based on all this, we asked the following

1.1general question:

Are there entrepreneurial skills among the students of the institutes of science and technology of physical and sports activities, and are there statistically significant differences between the students in this?

1.2 Our study assumed that:

- There are no differences between the students of the institutes of science and technology of physical and sports activities in entrepreneurial skills, according to the gender variable.
- There are differences between the students of the institutes of science and technology of physical and sports activities in entrepreneurial skills according to the variable (has or does not have) a family member who owns a project.

1.3 Objectives of the study:

- Identifying the fact that students of institutes of science and technology of physical and sports activities possess entrepreneurial skills and the differences in that according to the institutes of study.
- Identifying the differences between the students of the institutes of science and technology for physical and sports activities in entrepreneurship skills according to the gender variable.
- Identifying the differences between the students of the institutes of science and technology of physical and sports activities in entrepreneurial skills according to the variable (has or does not have) a family member who owns a project.

2.Theoretical framework of the study:

2.1 Contractor:

Fillion believed that the contractor is that creative person who is characterized by the ability to set goals and achieve them, and to search for job opportunities with moderation and creativity, although they are fraught with risks. (Laolpiya et al, 2019)

The contractor is the person who undertakes the implementation of an economic work, and undertakes the management and operation of the project for his own account, to reach the stage of selling products and providing services, while benefiting from the factors of production available to him. (Ben Sweileh, 2017)

Thus, the successful contractor is that "person who is good at exploiting or even creating opportunities in the field of his profession,It is characterized by initiative and innovation, provided that it takes calculated risks.The contractor should also avoid some of the factors that lead to the failure of his projects and works. (Nacri and Tiabiya, 2022)

2.2 Entrepreneurial skills and their types:

Entrepreneurial skills are defined as: the sum of three types of knowledge: theoretical knowledge and practices (experience) and a behavioral dimension (analyses) packaged or capable of being mobilized, which the individual uses to accomplish his tasks in a better way.

It was defined by Gilbert and Parlier, Patrick Gilbert and Michel, as the sum of knowledge, energies and behaviors directed towards achieving a specific goal, in a given situation. (Ben Farhat, 2015)

Hejazy believes that the skills that characterize the contractor are:

Project management skills: This skill includes the tools and means of project planning and implementation, such as the ability to estimate costs, prepare appropriate schedules for project implementation, analyze and review, prepare clear reports, and work continuously to improve skills.

Integration skills: One of the main tasks of the project owner is to ensure and coordinate the work of the project appropriately such as the integration of functional specifications, design and public participation in approval and acceptance.

Technical skills: It is represented in the ability to identify the executive tasks of the project, to control the management of human resources, to control potential problems and to find integration between the aspects of the project.

Knowledge of the organization: One of the most important project management skills is the accurate identification of the company's culture and policy. The more the project manager knows about the culture of the organization, the more qualified and willing he is to act and maneuver with regard to the difficulties that he may encounter, achieve the goals and address the obstacles to project implementation. (Hejazy, 2015)

2.3 Previous studies:

A study by Ibrahim Bayd Al-Kawl and Boufelja Ghayat (2019) entitled:

The role of university training in acquiring basic skills and the orientation towards entrepreneurship among university students.The study aimed to know the role of university training in students' orientation towards entrepreneurship, and to know the level of each of the determinants of entrepreneurial orientation and entrepreneurial skills.

In addition to revealing the relationship between skills, determinants, and entrepreneurial tendencies, and also revealing the differences between disciplines (social science students and economic science students) in each of the skills and orientation towards entrepreneurship, The researchers followed the descriptive approach, relying on a questionnaire designed by the researchers consisting of 38 items. The questionnaire was distributed to a random sample of 130 male and female students. The study concluded that there is a positive correlation between entrepreneurial skills and the determinants of entrepreneurial orientation, while it concluded that there are differences in the level of orientation towards entrepreneurship as well as entrepreneurial skills according to the variable of specialization.

A study by Boucife Saied Ahmed (2018) entitled:

The impact of entrepreneurial skills on the intention of university students. This study aimed to find out the impact of entrepreneurial skills on the entrepreneurial intent of university students in Algeria. With the help of the theory of planned behavior (TPB), the study was carried out using the structural equations modeling method on a sample of 422 students at Annaba University. The results showed that the entrepreneurial attitude and the perception of controlling behavior affected the entrepreneurial intention of the students, and the perception of controlling behavior had an impact on the attitude. The study proved that the personal criterion (family and friends) positively affects the attitude of students and their perception of their control over entrepreneurial behavior and that the personal criterion indirectly and positively influences the entrepreneurial intent through the entrepreneurial attitude and perception of behavioral control. As for the entrepreneurial skills, it had a positive effect on the factors of the planned behavior theory model, except on the entrepreneurial intention, and the effect on them was indirect and positive through the entrepreneurial attitude and the awareness of controlling behavior only.

Souria Ben Farhat (2015) study entitled:

The role of entrepreneurial skills in activating the entrepreneurial orientation of young people. This research aims to study entrepreneurship and the most important entrepreneurial skills that must be available to the contractor, which help him to manage and run his establishment, which is considered a reason for its success or failure. The research addresses the problem of the extent to which entrepreneurial skills contribute to activating the entrepreneurial orientation of young people. The study was conducted on a sample of ANSEJ project holders, and the researcher relied on the descriptive analytical approach to address this issue, and it was addressed through a questionnaire as a tool for data collection in the field study. And the spss program was used to process and analyze the data collected from the study sample, and the most important thing that was reached is that most of the respondents have high managerial and personal skills, which explains their tendency to request funding from the ANSEJ agency. While the technical skills are somewhat average, because the interest in refining such skills is weak, especially for those who have obtained certificates from vocational training, according to the results of the study.

3. Method and Tools:

1.3 Study population and sample:

The study population consists of students of science and technology of physical and sports activities who study in the institutes of science and technology of physical and sports activities for each of the universities (Souk Ahras, Oum El-Bouaghi, Annaba, M'sila, Laghouat, Djelfa, Constantine 2, Chlef). The sample was selected using the stratified random method. Where (Ahmed Badr) indicates that "the researcher's goal in this sample is to be representative of the various groups or homogeneous classes in the society to be measured or surveyed... We should also point out that items are also randomly selected from these strata in order to increase the probability that each unit of these groups will be represented in the sample and that at the same time all the characteristics of the random sample will be present. (Badr, 1996). The final research sample consisted of (354) male and female students during the academic season 2019/2020. The questionnaire was distributed to them electronically.

3.2 Study Curriculum:

Each scientific study has methodological foundations on which the researcher builds the study process, and serves as a guide that guides him, as his study is characterized by accuracy and objectivity. (Habir and Shadi, 2023)

The nature of the problem we are going to study requires us to use the descriptive method. As (Vandlin) points out, the descriptive approach is "the approach that searches for accurate descriptions of processes and phenomena, and is based on depicting the current situation and determining the relationships that exist between phenomena." (Vandlin, 1986)

3.3 Study tools:

The questionnaire is defined as a tool for obtaining facts, data and information, and among the advantages of this method is the economy in time and effort. (Azizo and Rabhi, 2022)

In order to reach accurate results, we relied on a set of measures and questionnaires that allowed us to design a questionnaire consisting of several dimensions, including the dimension of entrepreneurial skills (in this study), This is using the five-pointed Likert scale, Which ranges from not applicable to a very weak degree to applying to a very large degree, and all of them were in one direction, that is, there are no negative or positive statements. The validity was verified using the arbitrators' validity method and the internal consistency validity method, And calculate stability using Cronbach's alpha stability coefficient as shown in Table 1 and 2, respectively:

- **The validity of the dimension of entrepreneurial skills:**

The validity of the internal consistency was used, and the following table shows the correlation of the statements with the dimension as a whole.

Table No. (1) shows the correlation of the expressions related to the entrepreneurial skills dimension with the total sum of the same dimension.

phrases	Dimension of entrepreneurial skills	
	Pearson Correlation	Sig. (2-tailed)
Q01	.711**	000
Q02	.741**	000
Q03	.709**	000
Q04	.775**	000
Q05	.757**	000
Q06	.805**	000
Q07	.708**	000
Q08	.765**	000
Q09	.792**	000
Q10	.695**	000

- Through table No. (1) it is clear that all phrases are associated with the total value of the entrepreneurial skills dimension, and this correlation was statistically significant at a level estimated at 0.01.

Therefore, the entrepreneurial skills dimension is characterized by a good level of internal consistency.

- **Cronbach's alpha stability for entrepreneurial skills dimension:**

Table No. (2) shows the total alpha coefficient for the entrepreneurial skills dimension

Reliability Statistics	
Cronbach's Alpha	N of Items
.910	10

From table (2) it is clear that the value of Cronbach's alpha is equal to 0.910 which is a high value that indicates the stability of the entrepreneurial skills dimension.

3.4 Statistical tools:

The Statistical Package for Social Sciences in its version 25 (SPSS v.25) was used because of its flexibility in use and accuracy in calculations:

- Arithmetic mean.
- standard deviation.
- Correlation to calculate the validity of internal consistency.
- Cronbach's alpha coefficient for calculating the stability coefficient of internal consistency.
- Nonparametric Mann-Whitney test for calculating differences for two independent samples.

3.5 Presentation of results:

- **Table No. (3)** shows the differences between the students of the institutes of science and technology of physical and sports activities in entrepreneurial skills according to the one-way analysis of variance

Variable	source of contrast	sum of squares	degrees of freedom	mean of squares	(F)	value Sig	Appreciation
Entrepreneurial skills	between groups	4573.71	7	653.39	14.17	0.00	Statistically significant at 0.01
	within groups	15956.24	346	46.12			
	the total	20529.95	353				

value
 0,01>Sig

Through table No. (3) it is clear that there are statistically significant differences in entrepreneurial skills among students of the institutes of science and technology of physical and sports activities, and this is at a significance estimated at 0.01, as the value of F is equal to 14.17 and the value of Sig is equal to 0.00, which is less than the significance of 0.01.

- **Table (4)** represents the descriptive statistics of institute students in entrepreneurial skills, according to the variable of the study institute.

Institute	The general arithmetic mean	standard deviation	arrangement
Constantine2	36.94	6.64	01
Laghouat	36.38	7.94	02
Annaba	36.22	6.09	03
Souk Ahras	35.29	6.58	04
Chlef	35.27	4.75	05
M'sila	29.35	8.07	06
Djelfa	28.71	6.88	07
Umm El-Bouaghi	27.69	5.85	08
the total	33.21	7.63	/

Through Table No. (4), which show the descriptive statistics of entrepreneurial skills according to institutes, it is clear that:

- 1. Constantine2 University Institute students rank first in entrepreneurial skills, with an arithmetic mean of 36.94 and a standard deviation of 6.64.

- 2. Students of the University of Laghouat Institute ranked second in entrepreneurial skills, with an arithmetic mean of 36.38 and a standard deviation of 7.94.
 - 3. Annaba University Institute students rank third in entrepreneurship skills, with an arithmetic mean of 36.22 and a standard deviation of 6.09.
 - 4. Students of Souk Ahras University Institute rank fourth in entrepreneurial skills, with an arithmetic mean of 35.29 and a standard deviation of 6.58.
 - 5. Students of the University of Chlef Institute rank fifth in entrepreneurial skills, with an arithmetic mean of 35.27 and a standard deviation of 4.75.
 - 6. Students of the University of M'sila Institute rank sixth in entrepreneurial skills, with an arithmetic mean of 29.35 and a standard deviation of 8.07.
 - 7. Students of the Umm El-Bouaghi University Institute rank seventh in entrepreneurial skills, with an arithmetic mean of 28.71 and a standard deviation of 6.88.
 - 8- The students of the University of Djelfa Institute ranked eighth in entrepreneurial skills, with an arithmetic mean of 27.69 and a standard deviation of 5.85.
- **Table No. (5)** shows the differences between the students of the institutes of science and technology of physical and sports activities in entrepreneurial skills according to the gender variable according to the Mann-Whitney test.

Variable	the gender	Rank average	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)	Appreciation
Entrepreneurial skills	males	173.81	8091.50	-1.46	0.14	Not statistically significant at a significance level of 0.05
	females	194.56				

Through Table No. (5) it is clear that the average ranks for males is equal to 173.81 and for females is equal to 194.56, as the differences between them in the dimension of entrepreneurial skills are not statistically significant, and this is because the value of the aforementioned significance is Asymp. Sig. (2-tailed) equal to 0.14, which is greater than the significance level of 0.05.

• **Table No. (6)** shows the differences between the students of the Algerian institutes of science and technology of physical and sports activities in the dimension of entrepreneurial skills, according to a variable that has or does not have a family member who owns a project according to the T-test for two independent samples.

Variable	Has or does not have a family member who owns a project	arithmetic mean	standard deviation	T value	df	Sig	Appreciation
Entrepreneurial skills	He has a family member who owns a project	34.07	7.93	1.695	352	0.091	Not significant at 0.05
	He does not have a family member who owns a project	32.67	7.40				

Through Table No. (6) it is clear that the arithmetic mean of students who have a family member who owns a project equals 34.07, and those who do not have a family member who owns a project equals 32.67, as the differences between them in entrepreneurial skills are not statistically significant and this is because the value of the indication referred to Sig is equal to 0.091, which is greater than the significance level of 0.05.

3. 6 Discussion of the Results :

Our study concluded that students of the institutes of science and technology for physical and sports activities possess entrepreneurial skills, and that there are statistically significant differences between students in this according to the institutes of the study. Our study agrees to some extent with the results of the study of Ibrahim Beid Al-Qawl and Bufalja Ghayat that university students have a high level of entrepreneurial skills. (Bid al-Qawl and Boufalga, 2020).

In the same context, a study (Sayeh, 2017) indicated that any entrepreneurial project cannot be embodied on the ground unless the contractor has entrepreneurial skills (personal skills, technical skills and administrative skills).....Therefore, entrepreneurial skills are essential for the development of the entrepreneurial spirit...Our study also agrees to a large extent with the findings of Saih Fatima's study, that all the female students interviewed agreed that they believed that these skills are necessary to create an enterprise, but they do not have the sufficient balance of these skills necessary to create an enterprise.

The same study indicated that the individual can develop his entrepreneurial skills through training and education. The study also recommended increasing the role of technological business incubators in enhancing and activating the entrepreneurial skills of female students and studying the role of professional beliefs of female students in activating the entrepreneurial orientation. In the same regard, many studies confirmed that for the success of entrepreneurship and its increase in number, we must not only focus on environmental and personal factors, but the contractor must acquire the necessary skills to practice entrepreneurial activities. Our study implicitly agrees with what was indicated by the study (Al-sayeh and Khlaifia, 2020) that university education contributed to a moderate degree in developing entrepreneurial skills among second-year students in business administration, especially with regard to the contribution of faculty members, educational programs, educational curricula, and infrastructure. The second-year master's students had moderate entrepreneurial skills. (Al-sayeh and Khlaifia, 2020).

Our study also found in its first hypothesis that there are no differences in entrepreneurship skills among students in the gender variable (male and female)...Here, we disagree with what the study (Boussif, 2018) concluded that there are statistically significant differences according to gender, and from that there is a difference between male and female students in three factors, including entrepreneurial skills.

This was confirmed in general by many studies such as (Sasu & Sasu, 2015) that the entrepreneurial intent of women is weak compared to men, and the differences existed especially in entrepreneurial skills,

The results of this study were explained by the fact that the male category of students can be considered the most following the path of entrepreneurship in the future, and this is due to their higher intention to establish an enterprise compared to females, as well as their ability to control entrepreneurial behavior, and most importantly, they have higher entrepreneurial skills than females. Entrepreneurship is a more manly field and is characterized by high risk and effort compared to other professions. (Boucife, 2018)

Our study agrees with the study of (Ben Farhat, 2015), which found that there was no difference between respondents' answers regarding entrepreneurial (technical) skills, depending on gender.

Our study, in its second hypothesis, concluded that there are no differences between students who have a family member who owns a project and those who do not have a family member who owns a project in entrepreneurial skills.....It is the opposite of what was found by the study (Boussif, 2018) that there are statistically significant differences attributed to entrepreneurial role models from parents as well as from relatives and friends in several factors, including entrepreneurial skills. According to the same study, the support of family, friends and relatives in Algeria for entrepreneurship increased the university student's positive attitude. Therefore, close people can interfere with the students' opinion and advise them, and this is what gradually changes their attitude toward entrepreneurial behavior.

Through their support and positive outlook on entrepreneurship, the individual has a sense of his entrepreneurial capabilities and skills, which he believes will facilitate his control of entrepreneurship in the future.

According to (Liñán, 2008) , in general, teaching, entrepreneurial training, and entrepreneurship-specific workshops should be introduced, and all this to develop entrepreneurial skills. In order to increase the entrepreneurial skills of college students, entrepreneurship education should be introduced at all academic

levels in the university, and students' knowledge regarding setting up an enterprise and building a business plan should also be increased, In order to raise his entrepreneurial position and realize his control over behavior, he prefers to hold advertising campaigns and training workshops on entrepreneurship. And bringing some successful models of entrepreneurship to give motivational lectures, all of this contributes to giving students a positive attitude about entrepreneurship and gives them awareness of the ease with which they can control entrepreneurial behavior. Likewise, when his family and friends notice that he has all the ingredients, especially in terms of entrepreneurial skills, they will advise him to move towards entrepreneurship in the future.

4. Conclusion:

Entrepreneurial skills..... are the cornerstone for those who have an intention or direction towards entrepreneurial activity, This was confirmed by a lot of research, such as our study, which showed that students of the Institutes of Science and Technology of Physical and Sports Activities possess, to varying degrees, entrepreneurial skills. In contrast to other research, our study found that there are no statistically significant differences between males and females in entrepreneurial skills. And that there are no differences between students who have a family member who owns a project and those who do not have a family member who owns a project in entrepreneurial skills..... In the same context, and in order to enhance these skills among students, it has become necessary to include theoretical and field elements and materials in the form of workshops in the system of university education and training in the field of entrepreneurship. One of the important things that contribute to raising awareness is establishing the facility and acquiring the necessary skills for an actual start in it.

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