

Original Research Paper

Students' attitude towards the intention to establish an institution

BOUDIA Mohammed Fouzi¹, KERNAF Toufik^{*2}.

¹Department of Economic Sciences, University of Tlemcen, Algeria.

²Department of Economic Sciences, University of Tlemcen, Algeria.

***Corresponding Author:** KernaF Toufik, University of Abi Bakr Belkaid, Tlemcen, Algeria.;

Email: t.Kernaf@essa-tlemcen.dz

Article history: Received: February 14th 2022; Revised: April 1st 2022; Accepted: April 7th 2022

Abstract

This study aims at knowing the attitude towards entrepreneurial behaviour in influencing the intention of establishing an enterprise using the theory of Planned Behavior of Ajzen (1991) derived from the Theory of Reasonable Action by Fishbein and Ajzen (1975). To achieve this purpose, a questionnaire as a tool for data collection was distributed to a sample of one thousand (1000) students from various disciplines at the University of Tlemcen. Seven hundred and thirteen (713) valid questionnaires were then analyzed by the Statistical Package of Social Sciences (SPSS V22). The results of the study showed a positive, statistically significant effect of the attitude towards entrepreneurial behavior on the intention to establish an institution.

Keywords: Entrepreneurship; Planned Behavior Theory; attitude; Intention to create an institution.

المخلص

تهدف هذه الدراسة إلى معرفة دور الموقف اتجاه السلوك المقاولاتي في التأثير على نية إنشاء مؤسسة باستخدام نظرية السلوك المخطط لـ Ajzen (1991) المستمدة من نظرية الفعل المعقول لـ Fishbein و Ajzen (1975)، ولتحقيق هذا الغرض قمنا بتوزيع استبيان كأداة لجمع البيانات على عينة مكونة من 1000 طالب من مختلف التخصصات بجامعة تلمسان، بينما تم تحليل 713 استبيان صالح بالاعتماد على البرنامج الإحصائي Spss V22. أظهرت نتائج الدراسة وجود أثر إيجابي ذو دلالة إحصائية للموقف اتجاه السلوك المقاولاتي على نية إنشاء مؤسسة.

الكلمات المفتاحية: المقاولاتية؛ نظرية السلوك المخطط، الموقف؛ نية إنشاء مؤسسة.

Introduction

The Algerian society has been living for a long time at the mercy of the public sector considered as the first sector in creating permanent jobs, especially for university graduates. The insufficiency of this sector and its inability to absorb the number of unemployed university graduates developed a policy to guide and accompany students to establish institutions to create labour opportunities and develop innovation and economic intelligence (Alaref, 2020, p. 3).

Entrepreneurship is a state of mind that can be acquired through training and development. The awareness of the different situations and the accompanying mechanisms, or by means of special techniques and tools, hence the importance of the educational system whose mission is to increase awareness, preparation, training, development and preparation for entrepreneurship. According to Rasmussen and Sorbein (2006) entrepreneurship education in schools and universities is possible to change the attitudes, behaviours and beliefs of younger students about entrepreneurship (Boudabbous, 2011, p. 4).

Thus, the importance of the university lies in directing, training developing and preparing future contractors by raising their entrepreneurial intentions and by designing their positive attitudes towards the behaviour of establishing an institution.

1.1. The Problematic of the Research:

In light of the above-ideas, the following problematic question can be posed: What is the function of the attitude towards entrepreneurial behaviour in influencing the intention to create an institution?

1.2 .The Importance of the Research:

The importance of our study lies in recognizing the importance of designing a positive attitude for students towards the behaviour of establishing an institution; besides, its role in enhancing their entrepreneurial intention. This can be achieved by defining the relationship between the attitude towards entrepreneurial behaviour and the intention to create an institution using the theory of Planned Behavior derived from social psychology.

1.3 Aims of the Research:

This study aims at determining the importance of the attitude towards entrepreneurial behaviour in influencing the students' intention to create institutions, taking into account the role of the university in directing students towards the behaviour of establishing institutions by designing their positive attitudes towards entrepreneurial behaviour.

1.4. Research Methodology:

To test the scales of measurement, two stages are followed; the first stage is an exploratory analysis using the Statistical Package for Social Sciences (SPSS 22), whereas the second stage is the confirmatory factor analysis using ANOVA technique.

2. Theoretical framework:

2.1 The concept of entrepreneurship:

Entrepreneurship can be defined by specific situations that create economic and social wealth, characterized by a high degree of uncertainty and risks. with the strong involvement of individuals who have to develop behaviours that depend specifically on acceptance of change and the risks associated with it, and the initiative and independent action, as Bruyat (1993) defines entrepreneurship as a relationship between the individual and the creation of a new value through a dual dynamism of change for the individual and the particular environment with the creation of new value (Omrane, 2011, p. 93).

According to Gartner 1990, the entrepreneurial process is not a concrete process that is predetermined. It involves complex and multidimensional mechanisms that combine the emergence of a new organizational form and entrepreneurial behaviour (D'andria, 2014, p. 13).

Jemli Hayet (2018) considers that entrepreneurship includes special skills, ideas and elements necessary to achieve the entrepreneurial process (Jemli H. , 2018, p. 147).

There are several approaches to explain the phenomenon of entrepreneurship: The functional approach for economists is concerned and focuses on the impact of entrepreneurship on economy, whereas scholars in sociology and psychology have been concerned with the behaviour and privacy of entrepreneurs through the behavioural approach. Scholars in management concentrated on the stages of the entrepreneurial operation by adopting the approach of the entrepreneurial process.

2.2 Models of Entrepreneurial Intention:

Many studies have aimed to understand entrepreneurial intention in different countries (Engle, Schlaegel, & Dimitriadi, 2011; Liñán, Fernández, et Romero, 2013; Moriano, Gorgievski, Laguna, Stephan, et Zarafshani, 2012) (Fayolle, 2014, p. 264).

Using many intention theories derived from social psychology, the most important of which is the theory of Planned Behavior derived from the theory of reasonable action.

2.2.1 Theory of Reasoned Action (Fishbein & Ajzen, 1975):

The theory of Reasoned Action introduced by Fishbein et Ajzen (1975) is a theory derived from social psychology that posits that a person's behaviour is reasonably determined by attitudes, social norm and intentions. the attitude and subjective norm are determined by the beliefs towards behaviour (Benredjem, 2016, p. 115).

The Theory of Reasoned Action proposes that prediction of intentions and behaviour depends primarily on two significant variables: attitudes towards behaviour (behavioural attitudes) and subjective criteria (beliefs about other people's aspirations) . Fishbein et Ajzen (1975) expressly indicate their will to develop a theory that allows understanding, predicting and changing the social behaviour of individuals. Reasoned Action Theory assumes that behavior relates to behavioural intent which in turn relates to attitude towards behaviour and subjective criterion.

2.2.2 Theory of Planned Behaviour:

The Theory of Planned Behaviour is considered as a reference for the majority of studies that focused on the study of the intended behaviour. It is inspired and derived from the Theory of Reasoned Action. It explains and predicts how the cultural and social environment affects the behaviour of the individual. The theory is based on the individual's intention as a result of three factors (the attitude towards behaviour, the subjective criterion, and the behavioural control). The Theory of Planned Behaviour gives intention a central place in predicting behaviour, according to several authors such as Ajzen et Fishbein (1980) ; Bird (1988) ; Krueger (1993) ; Davidsson (1995) ; Kolve-reid (1997) ; Autio, Keeley, Klofsten, Parker et Hay (2001) ; Emin (2003) the intent is central to predicting entrepreneurial behaviour (Benredjem, 2016, p. 115). Ajzen's Theory of Planned Behaviour (1991) has an undeniable contribution to the interpretation of entrepreneurial intention.

2.3 The Entrepreneurial Intention:

According to Bird (1988), the entrepreneurial intention is a state of mind that directs the attention, experience, and action of an entrepreneur towards the perception of an enterprise. It is an individual conviction of the person who aspires to establish an enterprise and who consciously plans to do so in the future (Tchagang, 2018, p. 74).

According to many researchers, (Kolve-reid, 1997, 49; Krueger, Brazeal, 1994 : 93; Krueger et alii, 2000 : 412), the entrepreneurial intention is the best predictor of the entrepreneurial action (Tounès, 2006, p. 57) .

The entrepreneurial intention requires knowledge, skills, culture and attitudes, which are developed through the educational path according to Leger-Jarniou (2008) . The university plays a key role in enabling students to develop their creativity, independence, enthusiasm and confidence by taking initiatives and working as a team to compare opinions (GHIAT, 2019, p. 5).

2.4 Attitude Towards Behaviour:

Ajzen and Fishbein (1977) showed that the exact situation is the only element by which it is possible to effectively predict a particular behaviour. In fact Ajzen and Fishbein (1977) believe that the measurement of the situation should correspond to the same elements that constitute the behaviour concerned with evaluation: action, goal, context and time, and thus show the strong relationship between attitude and behaviour (Vaidis, 2006, p. 105) .

Attitude, according to Kantonen et al (2015), is the individuals' perception of creating an enterprise, more precisely, in any way individuals perceive as positive or negative the entrepreneurial act (Maâlaoui A. M., 2018, p. 107) .

Knowing an individual's attitudes towards another person or a given objective allows prediction of his or her behaviour (Gergen and Alii, 1992) . The situation directs the individual towards the desired behaviour by leading his action (Vallerand, 1994) (Tounès, 2006, p. 60).

The attitude towards the behaviour represents the degree of positive or negative evaluation by a person of the behaviour in question (Ajzen et Fishbein, 1980). To be more explicit, in France it is called the allure of establishing an institution (Boissin, 2009, p. 33).

3. Applied Study:

3.1 Research Model and Study Hypothesis:

According to the various studies that dealt with the subject of the study using the Theory of Planned Behavior, either in whole or in part, we have proposed the following hypothetical model, which includes an independent variable represented in

Attitude towards entrepreneurial behaviour and a dependent variable represented in the intention to establish an enterprise as shown in the figure below:

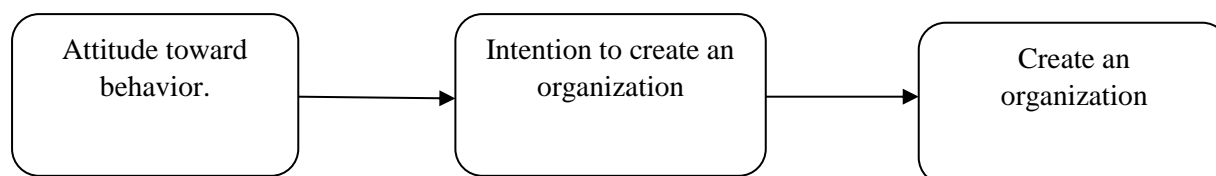


Figure 2: *Research model* (prepared by the researchers)

Based on the study model, we can formulate the following hypothesis:

Hypothesis I: There is a positive, statistically significant effect of the attitude towards entrepreneurial behaviour on the intention to create an institution.

3.2 The Methodological Framework of the Field Study:

3.2.1 Study Sample:

Our study targeted a sample of university students in the third year of a bachelor's degree, a first year of a master, and a second year of a master, as they are at the about the labour market, in various disciplines at the University of Tlemcen. One thousand (1,000) questionnaires were distributed during the second semester of the academic year 2018-2019, and then retrieved 880 questionnaires, including 713 valid questionnaires to study.

3.2.2 Study Tool:

In order to test the relationship between the variables of the study according to the proposed model, the questionnaire was used as a tool for the data collection, it was divided into three sections, the first section is for personal information, while the second section contains paragraphs related to measuring the determinants of the situation towards entrepreneurial behaviour represented in fifteen latent variables while the section devoted. The last is to measure the intention to create an institution represented in two variables. Likewise, the five-point Likert scale was used to answer the questions of the questionnaire. Then, the statements related to the study variables were prepared on the basis on many sources, including:

Table 01: Sources of questionnaire graphs (Prepared by researchers with accreditation)

Variables:	Number of Items	References:
The intention to create an institution	02	Kolvereid 1996, Boisson, 2009, p 39 Ajzen et Fishben(1980). Boudabbous ; 2011, p 9
The attitude towards the entrepreneurial behaviour	15	Maalaoui ; 2008, p 107 Boudabbous, 2011, p11

3.2.3 The Statistical Method Used:

According to the nature of the study variables and the methods of their measurement, then relying on a set of statistical methods based on the statistical programme "Statistical Package for Social Sciences (SPSS V22") to enter and process the data obtained, to test the relationship between the variables of the assumed model, which are represented in the independent variable attitude towards entrepreneurial behaviour, and the dependent variable the intention to create an institution.

4. Results of the study:

4.1 Analysis of the Sample Characteristics:

some demographic variables are used to analyse the characteristics of the sample in order to know the distribution of the study sample, as shown in the following table:

Table 02: Distribution of the study sample according to demographic variables. (Prepared by researchers based on SPSS V22 .outputs)

Variable	Graph	Repetition	Percentage
Gender	Male	328	46
	Female	385	54
Age	From 20 to 24	628	88,08
	From 25 to 28	65	9,12
	From 20 to 40	20	2,8
Level	Bachelor degree	84	11,78
	Master I	528	74,05
	Master II	101	14,16

4.2 Studying the reliability and validity of the questionnaire:

The validity of the questionnaire means that it represents the studied community in an appropriate manner. The answers obtained from the questionnaire enable us to reach the targeted information from the questionnaire questions.

The stability of the questionnaire means that if we redistribute this questionnaire to another sample from the same population with the same sample size, the results will be close to the results obtained from the first sample, and the results between the two samples are equal with a probability equal to the reliability coefficient.

The validity and reliability of the questionnaire are selected by several tools, the most famous of which is the Cronbach's Alpha coefficient, which is based on calculating the internal correlation between the answers to the questions. It takes a value between 0 and 1, the closer it is to 1, the

Variable	Cronbach's Alpha		Number
Attitude	0.810	0.9	15
The intention to create an institution	0.849	0.921	02

questionnaire is reliable and representative of the community, but if it approaches 0, the questionnaire does not represent the community, and in this case it is necessary to reformulate the questions of the questionnaire.

Table 3: Statistics of reliability and validity of the Questionnaire Prepared by researchers based on SPSS V22 outputs

We conclude from the table that the stability coefficient of the two variables exceeds 0.8, so that Cronbach's alpha coefficient with respect to the entrepreneurial attitude and intention is, respectively: 0.810, 0.849, and therefore we can say that the questionnaire is stable to an acceptable degree. The validity coefficient, which is calculated by taking the root of the reliability coefficient, is 0.9 and 0.91 for the two variables, which indicates that the questionnaire is reliable i.e it represents the community from which the sample was drawn.

4.3 Missing Values:

Table 04: Processing of notes summary. (Prepared by researchers based on SPSS V22 outputs).

	Number	Percentage
Valid	713	100.0
Observation Excl	0	0.0
Total	713	100.0

According to the data table of our research, we note that all data represent 100% non-missing data, and the percentage of missing data is zero, and therefore we conclude that the sample size is appropriate, and the research results are unbiased.

4.4 Use of Analysis in Major Compounds:

First: the KMO indicator:

It indicates the sufficiency of the sample elements to conduct the study, and most references in this regard state that its value is greater than 0.05.

Second: The significance of the Barttelet test:

Through which the null hypothesis is rejected and the alternative hypothesis is accepted, that is, the existence of non-zero correlation coefficients, if the significance of this test is less than 0.05 (the permissible percentage of error in social studies), and this justifies the use of the analysis in major components, which aims to reduce and assemble a set of variables In axes, this will only take place if there is a link between them.

Table 05: KMO Index and Barttelet Test Significance (Prepared by researchers based on SPSS V22 outputs)

Variable	KMO	Barttelet	Number of items
Attitude	0.827	0.00	15
Intention to create an institution	0.500	0.00	2

We note from the table that the KMO index of the two variables is greater than 0.5; therefore, we conclude that the sample elements are sufficient to conduct the study. We also note that the value of the Barttelet test is less than 0.05 for the study variables; we conclude that there are non-zero correlation coefficients between the items of the variables in question, which justifies the use of the analysis universal in basic compounds.

4.5 Regression Study and the Relationship between the Study Variables:

Firstly: regression.

Simple linear regression is one of the advanced statistical methods that ensure the accuracy of inference in order to improve research results through optimal use of data in finding causal relationships between the phenomena in question. It works on finding a mathematical equation that expresses the relationship between two variables and is used to estimate previous values to predict future values. It is used to predict changes in the dependent variable in terms of the influence of the independent variable.

Table 08: Regression Method Prepared by researchers based on SPSS V22 outputs

Model	Variables Introduced	Deleted variables	Method
1	Attitude	/	Entry

We note from the table that the regression method used is the standard method Enter, where it is found that the programme has entered the independent variable (attitude towards behaviour) in the equation of simple linear regression with the dependent variable. That is, the programme did not cancel the variable, and therefore, we move towards interpreting and finding the relationship between this independent variable (the situation) and the dependent variable (the intention to create an institution).

Secondly: the correlation between the two variables.

Table 09: Model Summary Prepared by researchers based on SPSS V22 outputs

Model	R	R-deux	R-deux ajusté	Error
1	.467	.218	.217	1.54375

We conclude from the table that the correlation coefficient R is 0.467, which indicates that there is a clear correlation between the independent variable and the dependent variable (the intention to create an institution), the coefficient of determination is R² 0.18, which indicates the percentage of variance in the dependent variable that can be predicted through the independent variable (Attitude), while the adjusted coefficient of determination was 0.217, which means that the independent variable (attitude) and the dependent variable (the intention to create an institution).

Thirdly: Testing the hypothesis of the study.

Table 10: Analysis of Variance ANOVA Prepared by researchers based on SPSS V22 outputs)

Model	Sum of squares	Ddl	Average of squares	F Tabular	F calculated	Sig
Regression	472.640	1	472.640	198.326	3.84	0.000
1 Résidue	1694.419	711	2.383			
Total	2167.059	712				

To test the hypothesis of the study that there is an effect of attitude towards behaviour on the intention to create an institution, we analyzed ANOVA, where the table indicates that the calculated F-value (198.32) is greater than the tabulated F-value (3.84), and Sig=0.000 is less than 0.05, that is, the regression is significant, so we reject the null hypothesis and accept the alternative hypothesis that there is a statistically significant relationship between the independent variable (attitude towards behaviour) and the dependent variable (intention to create an institution) at the level of significance (= 0.05).

Table 11: Table of coefficients (Prepared by researchers based on SPSS V22 outputs)

Model	Standardised Coefficients		Standardised Coefficients	A	Sig
	B	divergence standard	Bêta		
1(constante)	.0383	0.377	0.471	1.016	0.310
Attitude	0.100	0.007		14.252	0.00

We note from the table that Bêta = 0.471, which represents the strength of the relationship between the situation and the intention to create an institution. There is also a statistically significant effect at the level of significance (= 0.05) for the independent variable (attitude) on the dependent variable (the intention to create an institution), where the value of T(14.252) With a level of significance (= 0.05), which is greater than the value of sig = 0.00, and thus we are sure that there is a positive effect of the independent variable (attitude towards behaviour) on the dependent variable (intention to create an institution).

Conclusion

Through this research, we studied the impact of the students' attitude towards entrepreneurial behaviour on their intentions to create institutions, and we have adopted as a theoretical framework the Theory of Planned Behavior, which has proven its effectiveness in predicting the behaviour of individuals in general and the behaviour of creating an institution in particular, yet in our study and in the study of the variable attitude. towards Entrepreneurial behaviour represents the students views and their evaluation of entrepreneurship and its role in activating the intention to create an institution.

The results of the study showed that 70% of the students have the intention to create an institution, and that their attitude is positive towards the entrepreneurial behaviour, and 90% of the specialized in entrepreneurship have the intention to create an institution, and 95% of the students who received the entrepreneurial training and development have the intention to create an institution.

Which highlights the role of the university in guiding students towards creating institutions by working to form a positive attitude for students towards entrepreneurial behaviour as a better

alternative than heading towards looking for jobs in the public sector, which has become known to be highly saturated, and the study results proved that entrepreneurial formation raises students' intentions to create institutions. This calls for expanding the entrepreneurial training and development programmes to include all university specialities.

The results of the study are also consistent with many previous studies, including the Fayolle study in France in 2014, which demonstrated the positive and significant impact of attitudes towards behaviour on students' entrepreneurial intention, and Boudabbous study in 2011 in Tunisia, which proved that attitudes towards behaviour alone affects the entrepreneurial intention.

References

- Alaref, J. B. (2020).** The medium-term impact of entrepreneurship education on labor market outcomes: Experimental evidence from university graduates in Tunisia. *Labour Economics*, 62, 101787, 1-18.
- Benredjem, R. (2016).** Regards croisés sur les déterminants de l'intention entrepreneuriale des étudiants. *Regards croisés sur les déterminants. Gestion* 2000,33(5), 113-148.
- Boissin, J. P. (2009).** Les déterminants de l'intention de créer une entreprise chez les étudiants: un test empirique. *M@n@gement*, 12(1), 28-51.
- Boudabbous, S. (2011).** L'intention entrepreneuriale des jeunes diplômés. *Revue libanaise de gestion et d'économie*, 4(6), 1-20.
- D'andria, A. (2014).** Un éclairage sur le processus entrepreneurial des mampreneurs. Étude exploratoire de leur dynamique effectuale. *Revue de l'Entrepreneuriat*, 13(1), 11-33.
- Fayolle, A. L. (2014).** The future of research on entrepreneurial intentions. *Journal of Business Research*, 67(5), 663-666.
- GHIAT, B. (2019).** Pratiques universitaires et intentions entrepreneuriales des étudiants en Algérie. (p. 5). Roanne-France: International Conference CREE2019.
- Jemli, H. (2018).** Effet de l'enseignement de l'entrepreneuriat sur l'intention entrepreneuriale des étudiants inscrits dans les écoles tunisiennes d'ingénieurs. *Marche et organisations*, 145-171.
- Maâlaoui, A. M. (2018).** De l'audace à l'ouverture au changement des étudiants en école de commerce: une approche de l'intention entrepreneuriale par les valeurs personnelles. *Question (s) de management*, (1), 103-117.
- Omrane, A. F.-S. (2011).** Les compétences entrepreneuriales et le processus entrepreneurial: une approche dynamique. *La Revue des Sciences de Gestion*, (5), 91-100.
- Tchagang, E. (2018).** Identité de genre et intention entrepreneuriale des étudiants camerounais. *Question (s) de management*, (1), 71-85.
- Tounès, A. (2006).** L'intention entrepreneuriale des étudiants: le cas français. *La revue des sciences de gestion*, (3), 57-65.
- Vaidis, D. (2006).** Attitude et comportement dans le rapport cause-effet: quand l'attitude détermine l'acte et quand l'acte détermine l'attitude. *Linx, Revue des linguistes de l'université Paris X Nanterre*, (54), 103-111.