

# The Role of Some Social Indicators in Enhancing Entrepreneurial Behavior Among Students

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## Abstract :

This study aims to identify the role of the Algerian family in enhancing the attitudes of its children students towards adopting a entrepreneurship project and instilling entrepreneurial skills by trying to frameits members towards entrepreneurial practice... It is a group of science and technology institutes for physical activities and sports at the national level (Souk Ahras, Umm El Bouaghi, Annaba, Constantine, Djelfa, Msila, Laghouat, Chlef), where the sample was chosen by stratified random method. From the researchers (purf research team), which measures a set of dimensions, including attitudes towards entrepreneurship among students, and in the end we found that there are statistically significant differences between students who have a family member of a business owner and those who do not have a family member of a business owner in the attitude toward entrepreneurship in favor of Those who have in their families members of the owners of a contracting project.

**Keywords:** contractor- family- Trends towards entrepreneurship.

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## Introduction and Study Problem:

Talking about entrepreneurship has become a necessary requirement to keep up with global developments and changes on both the national and international stages. Various circumstances and reasons have converged, making entrepreneurship a strong force across various fields. This is solely due to its effective role in driving development and increasing individual national income. The majority of studies addressing this topic have emphasized that entrepreneurship is a strategic solution in creating economic and social wealth. As Alan Fabool defines it, it is a unique state through which economic and social wealth is generated... Algeria, like other countries, has

followed suit in encouraging the creation of small and medium-sized enterprises through a range of mechanisms and means to support entrepreneurial activity. This encouragement is particularly notable with the growing official calls to inspire young people to enter the world of entrepreneurial business. It has become a necessity given the rising numbers of individuals holding academic and professional degrees. Turning to the field of sports, it faces a significant surplus in the graduation of students in the sciences and technologies of physical and sports activities. More than 40 thousand graduates are suffering from unemployment, especially due to the scarcity of opportunities in the public sector. Despite this, student interest in entrepreneurial activity remains modest, even with the presence of a range of state support mechanisms and guidance. This raises several questions and concerns...

Especially since the university is the second environment after the family that enables students to receive proper education, equips them with scientific knowledge, values, various experiences, and life skills. The university is not isolated from the socio-economic dynamics of society. In addition to its conventional educational and pedagogical role, it must build bridges with entrepreneurship and cultivate an entrepreneurial culture among its students. Here lies the importance of knowledge dissemination to society in order to create wealth within an entrepreneurial framework for education and training (Mustafa Hussein, 2008, p. 54). One of the most important aspects of this is the establishment of entrepreneurship centers and business incubators in various national universities, which focus on educating students and urging them to undertake personal projects. These institutions guide and consult students, assisting them in realizing these projects through direction and consultation, and helping them build connections with various social partners to secure funding and support for their projects... The university's significance is further highlighted in promoting entrepreneurship by teaching students in certain disciplines an entrepreneurship course. This course aims to empower students with the knowledge of creating a personal project and how to develop it by familiarizing them with all aspects of entrepreneurial activity. This missing link is particularly notable among students of physical and sports activities across all institutes nationally. There is no course specifically focused on entrepreneurship in their field, despite the high demand for such skills in their job market. When delving into the literature that comprehensively studies entrepreneurship, we notice that the social aspect holds a prominent position in analytical studies of various dimensions of this social aspect. Recognizing that the family, in all its components, is the cornerstone of social upbringing, there is little disagreement that it plays a pivotal role in either inhibiting or fostering entrepreneurial behavior among its members...

As the family is considered one of the foundational institutions that influence an individual's thoughts, attitudes, and behaviors, it focuses on raising the child with social and ethical upbringing. It plays a central role in shaping conscious and responsible behavior among its members by instilling them with a set of values, standards, and judgments (Abdul Razzaq Manish, 2018, p. 235). Consequently, through the family's guidance, individuals learn to

distinguish between what is beneficial and harmful, right and wrong. It serves as the primary factor in guiding an individual to transcend personal desires and adopt a communal perspective by enhancing their awareness and developing their character. From this standpoint, the family forms the fundamental basis upon which a student develops their entrepreneurial capabilities, driving them to establish their own ventures as a professional future (KhudarKhaled et al., 2019, p. 272). This is particularly true if the family already possesses enterprises and thus encourages their children from a young age to assume responsibility in certain activities, even if they are minor, urging them to embrace risk-taking and other skills that would aid them in establishing entrepreneurial projects in the future.

Therefore, we have chosen to shed light through our study on the role of the Algerian family in enhancing entrepreneurial attitudes among students of physical and sports activities. To achieve this, we formulated the following questions: Are there statistically significant differences between students who have a family member with a business and those who do not have a family member with a business in their entrepreneurial orientation? From this overarching question, the following sub-questions emerged: Are there statistically significant differences between students who have a family member with a business and those who do not have a family member with a business in terms of the cognitive aspect of entrepreneurial orientation? Are there statistically significant differences between students who have a family member with a business and those who do not have a family member with a business in terms of the behavioral aspect of entrepreneurial orientation? Are there statistically significant differences between students who have a family member with a business and those who do not have a family member with a business in terms of the affective aspect of entrepreneurial orientation? Through this study, we aim to explore the impact of family background, particularly familial business ownership, on students' entrepreneurial tendencies in the field of physical and sports activities. By analyzing these aspects, we seek to contribute to a deeper understanding of the role families play in shaping students' attitudes toward entrepreneurship in this specific domain.

**The hypotheses of the study have been formulated as follows:**

There are statistically significant differences between students who have a family member with a business and those who do not have a family member with a business in terms of the cognitive aspect of entrepreneurial orientation. There are statistically significant differences between students who have a family member with a business and those who do not have a family member with a business in terms of the behavioral aspect of entrepreneurial orientation. There are statistically significant differences between students who have a family member with a business and those who do not have a family member with a business in terms of the affective aspect of entrepreneurial orientation. The study's objectives are to investigate the role of the family in enhancing their children's entrepreneurial tendencies, the influence of family-owned businesses in guiding their children's entrepreneurial orientation, as well as understanding the family's role in modifying entrepreneurial behavior. Additionally, the study aims to explore how families

provide their children with the necessary knowledge for adopting entrepreneurial projects and to determine the extent to which families provide emotional support for their children in pursuing entrepreneurial ventures.

#### **Applied Aspect:**

#### **Methodological Approaches:**

#### **Survey Study:**

Conducting a survey study is essential in most research endeavors, as it forms the foundational basis for field research. It delves deeper into the topic under investigation, uncovering its various facets, and thereby establishes the general framework for the field study. The survey study aims to achieve a set of purposes that can be summarized as follows: Attempting to understand the field study community better. Identifying the appropriate method for data collection and sample selection. Exploring potential difficulties and obstacles that the researcher might encounter before commencing the field study. Ensuring the psychometric properties of the measurement tools (reliability and validity of the scales). The applied aspect of the study involves utilizing survey methodology to achieve its objectives. The survey approach allows for a systematic collection of data from a sample within the field of study. This method aids in understanding the role of family-owned businesses in influencing students' entrepreneurial attitudes within the context of physical and sports activities. Additionally, it helps in determining the effectiveness of familial support in fostering entrepreneurial behavior among students. The survey study provides a comprehensive view of the interplay between family background and entrepreneurial tendencies in the chosen domain.

#### **Study Limitations:**

**The study's limitations can be clarified as follows:**

**Geographical Boundaries:** These encompass the regions where institutes and departments of physical and sports activities sciences and technologies are situated. The field study will be conducted in the cities of Souk Ahras, Oum El Bouaghi, Annaba, M'Sila, El Oued, Djelfa, Constantine, and Chlef.

**Human Boundaries:** The study involves students majoring in Physical Education and Sports within the institutes of physical and sports activities sciences and technologies at the following universities: Souk Ahras, Oum El Bouaghi, Annaba, M'Sila, El Oued, Djelfa, Constantine 2, and Chlef.

**Temporal Boundaries:** The study's timeframe spans from the acceptance of the project in 2018 to the completion of the first phase in 2020, culminating in the assessment of the entrepreneurial mindset among students of physical and sports activities sciences and technologies. This period includes the interim report's findings. These limitations define the scope within which the study

operates and provide a clear framework for the geographical, human, and temporal aspects of the research.

#### Research Methodology:

Given the nature of the problem under study, we will employ a descriptive research methodology in the form of a survey. This approach aims to capture all relevant facts and extract necessary results to address the issues within this community. Additionally, it involves the utilization of general statistics that emerge when data is derived from a number of individual cases. This method inherently involves exploratory studies (Ahmed Badr, 1996, p. 289). Furthermore, as indicated by Vandavelde, the descriptive methodology is one that seeks accurate descriptions of processes and phenomena, aiming to depict the current situation and identify relationships existing between phenomena (Noufel et al., 1986).

#### Study Population:

The study population comprises all students majoring in physical and sports activities sciences and technologies within institutes and departments of physical education and sports sciences and technologies at the following universities: Souk Ahras, Oum El Bouaghi, Annaba, M'Sila, El Oued, Djelfa, Constantine 2, and Chlef. The total number of students is determined based on preliminary enrollment records, encompassing both male and female students.

#### Study Sample and Characteristics:

The selection of the sample is one of the most crucial challenges researchers face, as the scientific outcomes rely on the representation of the original population and all its categories. Given the nature of the subject and its variables, the sample was chosen using a "random sampling method". It's important to note that the terms are also selected randomly from these layers to increase the likelihood of representing each unit of these groups in the sample while ensuring that all characteristics of a random sample are met (Ahmed Abdel Rahman, 2019, p. 19). A sample of students from each institute of physical and sports activities sciences and technologies was selected. The final research sample consists of 354 students. The random sampling approach ensures that the sample is representative of the broader population, allowing for reliable inferences about the entire group of students majoring in physical and sports activities sciences and technologies at the chosen universities.

##### • Characteristics of the Research Sample:

The characteristics of the research sample were divided according to our research needs and study objectives. As a result:

##### a) Based on the University (Institute):

Table 1: Displays the distribution of sample members according to the institute of study.

(Note: Since the actual distribution table is not provided here, I've provided a general description of what the table would represent.)

Institutue	Number	Percentage %
Larbi ben Mehidi ( Oumlebouaghi )	41	11.6
Mohamed CherifMessaadia ( SouqAhrass )	55	15.5
Constantine 2 ( Constantine )	35	9.9
BAdji Mokhtar (Annaba )	58	16.4
Mohamed Boudiaf ( M'sila )	60	16.9
Ammar Thledji( Laghouat )	40	11.3
Ziane Achour ( Djelfa )	35	9.9
Hassiba ben Bouali ( Chlef )	30	8.5
Total	354	100.0

Regarding - in terms of the residential area:

Table 2: Illustrates the distribution of sample individuals according to the student's residential area.

Residential Area	Number	Percentage %
Inside the State Center	114	32.2
Outside the Center	240	67.8
Total	354	100

According to the student's family owning a project:

Table 3: Shows the distribution of individuals according to the student's family owning a project.

	Number	Percentage %
Yes	136	38.4
No	218	61.6
Total	354	100.0

### Study Tools:

#### Description of the Entrepreneurial Thinking Questionnaire and its Design:

In order to achieve accurate results, researchers utilized a set of measures and questionnaires to design a questionnaire for measuring entrepreneurial thinking among physical education and sports education students. This questionnaire consisted of two main parts. The first part aimed to extract a set of initial information and consisted of 10 questions that researchers deemed important for the **study**.

The second part consisted of a series of phrases that measured various main and sub-dimensions, encompassing nine primary dimensions. This section initially comprised over 100 phrases in raw form, which were later narrowed down to 82 phrases before undergoing validity and reliability testing. During this process, Cronbach's alpha stability analysis led to the removal of three phrases that did not meet the stability criteria, resulting in a final form of 79 phrases. This main section was formulated using the Likert pentagon scale, ranging from 'Strongly Agree' to 'Strongly Disagree'. Researchers aimed to simplify the phrasing as much as possible to enhance understanding for students. Students were required to mark the option that best matched the degree of agreement of the phrase with them.

The **Likert** method is summarized in the following scientific steps:

Selecting a large number of proposed phrases or sentences directly related to the subject under study, evaluating people's attitudes toward it.

Reducing the number of phrases and sentences to a smaller number, ensuring clarity, variation in meaning and intensity, and their complementarity on the scale.

Participants are asked to specify their attitudes towards these phrases in terms of agreement or disagreement and their reactions towards them.

Additionally, there are various other steps suggested by many researchers in the social and psychological sciences. The degree of the respondent falls within the theoretical range, where the theoretical range of scale scores varies between the lowest and highest scores.

The maximum score is calculated by multiplying the number of phrases by the highest score (Highest Score = Number of Phrases  $\times$  5).

The minimum score is calculated by multiplying the number of phrases by the lowest score (Lowest Score = Number of Phrases  $\times$  1).

The options were as follows:

Strongly Agree = 5

Agree = 4

Neutral = 3

Disagree = 2

Strongly Disagree = 1

Table 4: Provides a general description of the Entrepreneurial Thinking Questionnaire among students of Physical Education and Sports Science and Technology.

The first part of the questionnaire		
Labeling	Numbering	
Preliminary Information	From 1 to 10	
The second part of the questionnaire (before subjecting it to validity and reliability criteria)		
Dimensions	Terms	
A - Cognitive	- 1Attitudes towardsEntrepreneurship	1-10
B - Affective		11-20
C - Behavioral		21-29
1Entrepreneurial Creativity and Innovation	34 30	
2Entrepreneurial Ventures and Risk- taking	35-42	
3Entrepreneurial Skills	43-52	
4Entrepreneurial Organizational Perception	53-61	
5Student's Social Environment	62-66	
Student's Media Environment	67-71	
8-University and Support for Entrepreneurial Thinking	72-76	
9-Entrepreneurship in the Sports Field		
The second part of the questionnaire in its final form		
A - Cognitive	- 1Attitudes	1-9



B - Affective	towards Entrepreneurship	10-19
C - Behavioral		20-27
2-Entrepreneurial Creativity and Innovation		32-28
3 - Entrepreneurial Ventures and Risk-taking		33-40
4-Entrepreneurial Skills		41-50
5-Entrepreneurial Organizational Perception		51-59
6-Student's Social Environment		63-60
7-Student's Media Environment		68-64
8-University and Support for Entrepreneurial Thinking		73-69
9 - Entrepreneurship in the Sports Field		79-74

### Psychometric Characteristics of the Entrepreneurial Thinking Questionnaire:

Before any statistical procedures were taken, it was essential for the researchers to undertake a step involving experts' review of the questionnaire prior to applying statistical validity and reliability methods.

A. Expert Review of the Questionnaire: The Entrepreneurial Thinking Questionnaire was presented to a group of referees and specialists. Their input was sought regarding the clarity of the statements in terms of comprehensibility, absence of ambiguity, and whether the items measured what they were intended to. Based on their feedback, statements that were deemed inappropriate were modified. Statements that achieved an agreement rate of over 80% among referees were retained, while those falling below this agreement threshold were either modified or excluded. Several statements were adjusted based on the referees' opinions to make them suitable for physical education students and the Algerian context.

B. Validity and Reliability Using Statistical Methods: Scale Validity: Validity is one of the most important aspects to consider in any research or study, as a research instrument is considered valid if it measures what it was designed to measure. It's an important factor for researchers to ensure when developing their tests. (Abdel-Majeed, 2000, 45)

Here, we used:

**Internal Consistency Validity:** This was achieved by assessing the correlation of statements with the dimension. This measured the validity of the main dimensions, sub-dimensions with the main dimension, specifically concerning the direction dimension. Additionally, the relationship between the main dimensions and the overall value of the Entrepreneurial Thinking Questionnaire was assessed for the overall validity of the scale.

**Scale Reliability:** Test reliability provides a good indicator for researchers to determine the test's dependability in a study. A test is considered reliable if it yields the same results when used multiple times under the same circumstances and conditions. (Awwad& Ali, 2002, 67)

And here, the following were used:

### Cronbach's Alpha Reliability

### Cronbach's Alpha Subscale Reliability

### Procedural Clarification Point:

First, internal consistency validity was calculated, and then reliability was assessed using Cronbach's alpha. This provides two tables: one displaying the overall alpha value and another presenting the values of Cronbach's alpha if an item is deleted. If there is an improvement when an item is removed, it suggests that removing that item would enhance the questionnaire's reliability. Subsequently, internal consistency validity is recalculated to not influence its reliability, especially if the reliability coefficient is satisfactory, i.e., greater than 0.7.

### Psychometric Characteristics of the Attitudes Subscale:

**Internal Consistency Reliability of the Total Attitudes Subscale:** This represents the correlation coefficient between the sub-dimensions (Cognitive, Affective, Behavioral) and the total value of attitudes towards entrepreneurship

**Table 5: Illustrates the Internal Consistency Reliability of the Attitudes towards Entrepreneurship Subscale among students of Physical Education and Sports Science and Technology**

Subsidiary Dimensions of Attitudes	Attitudes towards Entrepreneurship	
	Pearson Correlation	Sig. (2-tailed)
Cognitive Dimension		.000
Affective Dimension		.000

Behavioral Dimension		000
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Based on Table (5), it is evident that the scale exhibits good internal consistency reliability, as all subscale dimensions (Cognitive, Affective, Behavioral) are statistically significantly correlated at 0.01 with the overall value of attitudes towards entrepreneurship among physical education and sports science students.

### Reliability:

Cronbach's Alpha subscale reliability was employed to measure the reliability of attitudes towards entrepreneurship subscale. The reliability coefficient was found to be 0.990, indicating excellent reliability.

**Statistical Methods:** The statistical software package for social sciences, version 25 (SPSS v.25), was used due to its flexibility in use and accuracy in calculations. The following statistical methods were utilized:

Arithmetic means

Standard deviations

Percentages

Relative frequencies, etc.

## 2 - Presentation, Interpretation, and Discussion of Results

Presenting and analyzing the results of Hypothesis 01: There is a statistically significant difference between students who have a family member with a business and those who don't, in the cognitive aspect of attitudes towards entrepreneurship. To confirm this hypothesis, an independent samples t-test was used.

Table 6: Illustrates the statistical differences between students who have a family member with a business and those who don't, in the cognitive aspect of attitudes towards entrepreneurship, according to the independent samples t-test

Evaluation	Sig	Df	T Value	Deviation	Mean Standard	Family Type	Variable
Significant at 0.01	0.001	352	3.41	52.02	263.90	Has a Family Member with a	Cognitive Aspect of Attitudes towards

						Business	Entrepreneurship
				41.98	246.75	Doesn't Have a Family Member with a Business	

Based on Table (6), it is evident that the mean score among students who have a family member with a business is 263.90, which is higher than the mean score among students who don't have a family member with a business (246.75). The difference between them in the cognitive aspect of attitudes towards entrepreneurship is statistically significant at a level of 0.01. This significance is indicated by the Sig value being 0.001, which is lower than the significance level of 0.01. This significance favors students who have a family member with a business.

**Presenting and analyzing the results of Hypothesis 02:** There is a statistically significant difference between students who have a family member with a business and those who don't, in the behavioral aspect of attitudes towards entrepreneurship. To confirm this hypothesis, an independent samples t-test was used.

Table 7: Illustrates the statistical differences between students who have a family member with a business and those who don't, in the behavioral aspect of attitudes towards entrepreneurship, according to the independent samples t-test

Evaluation	Sig	Df	T Value	Deviation	Mean Standard	Family Type	Variable
Significantat0.01	0.000	352	4.540	7.69	27.54	Has a Family Member with a Business	Cognitive Aspect of Attitudes towards Entrepreneurship
				7.00	23.93	Doesn't Have a Family Member with a Business	

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Based on Table (7), it is evident that the mean score among students who have a family member with a business is 27.54, which is higher than the mean score among students who don't have a family member with a business (23.93). The difference between them in the behavioral aspect of attitudes towards entrepreneurship is statistically significant at a level of 0.01. This significance is indicated by the Sig value being 0.00, which is lower than the significance level of 0.01. This significance favors students who have a family member with a business.

Presenting and analyzing the results of Hypothesis 03: There is a statistically significant difference between students who have a family member with a business and those who don't, in the emotional aspect of attitudes towards entrepreneurship. To confirm this hypothesis, an independent samples t-test was used.

Table 8: Illustrates the statistical differences between students who have a family member with a business and those who don't, in the emotional aspect of attitudes towards entrepreneurship, according to the independent samples t-test.

Evaluation	Sig	Df	T Value	Deviation	Mean Standard	Family Type	Variable
Significantat0.01	0.01	352	2.478	4.54	17.18	Has a Family Member with a Business	Cognitive Aspect of Attitudes towards Entrepreneurship
				4.45	15.96	Doesn't Have a Family Member with a Business	

From Table (8), it is evident that the mean score among students who have a family member with a business is 17.18, which is higher than the mean score among students who don't have a family member with a business (15.96). The difference between them in the emotional aspect of attitudes towards entrepreneurship is statistically significant at a level of 0.01. This significance is indicated by the Sig value being 0.01, which is equal to the significance level of 0.01. This significance favors students who have a family member with a business.

Presenting and analyzing the results of the general hypothesis: There is a statistically significant difference between students who have a family member with a business and those who don't, in

their overall attitudes towards entrepreneurship. To confirm this hypothesis, an independent samples t-test was used.

**Table 9: Illustrates the statistical differences between students who have a family member with a business and those who don't, in their overall attitudes towards entrepreneurship, according to the independent samples t-test**

Evaluation	Sig	Df	T Value	Deviation	Mean Standard	Family Type	Variable
Significantat0.01	0.001	352	352	17.74	92.10	Has a Family Member with a Business	Cognitive Aspect of Attitudes towards Entrepreneurship
				15.28	85.93	Doesn't Have a Family Member with a Business	

Through Table No. (9), it is evident that the arithmetic mean for students who have a family member with a project is 92.10, which is greater than the mean for students who do not have a family member with a project, which is 85.93. The difference between them in terms of their attitudes towards entrepreneurship is statistically significant at a level estimated at 0.01. This is because the significance value (Sig) is 0.001, which is lower than the significance level of 0.01. This significance is in favor of students who have a family member with a project.

Discussion of the Hypotheses Results: Based on the results of the general hypothesis, we adopt the existence of individual differences among students of physical activity and sports sciences who have a family member with a project and those who don't, in favor of the former. More than 38% of the study sample belong to families with successful entrepreneurial projects. This is considered a positive factor that contributes to higher levels of this dimension. Research studies like those conducted by AbdulrazzaqMenish (2018), SofianeFenit and HichamBouzma (2018), and Saih Fatima (2018) indicate that being in a family environment with a successful entrepreneurial project can positively influence the development of an entrepreneurial mindset and enhance entrepreneurial behaviors in students. The family, as a fundamental institution, significantly impacts an individual's thoughts, attitudes, and behaviors. It is responsible for the

social and ethical upbringing of the child, playing a central role in shaping conscious and responsible behaviors through instilling values, norms, and principles (AbdulrazzaqMenish, 2018).

It is through the family that individuals learn to differentiate between what is beneficial and harmful, right and wrong. It acts as the main factor in making individuals relinquish self-interest and adopt a communal perspective by developing their awareness and enhancing their personality. Thus, the family is the foundational element upon which students rely to develop their entrepreneurial capacities. It encourages them from an early age to shoulder responsibilities, even in simple activities, and motivates them to take risks and acquire other skills that assist them in establishing entrepreneurial projects in the future

### **Conclusions and Recommendations:**

**Conclusions:** After analyzing the results of the hypotheses and interpreting them, the study has reached the following conclusions:

There are statistically significant differences between students who have a family member with a project and those who do not, in terms of the cognitive dimension of entrepreneurial orientation.

There are statistically significant differences between students who have a family member with a project and those who do not, in terms of the behavioral dimension of entrepreneurial orientation.

There are statistically significant differences between students who have a family member with a project and those who do not, in terms of the affective dimension of entrepreneurial orientation.

In light of these results, the general question has been answered and the study's hypotheses have been accepted. It has been concluded that there are statistically significant differences between students who have a family member with a project and those who do not, in terms of their entrepreneurial orientation, favoring those who have family members engaged in entrepreneurial projects.

**Recommendations:** Based on the study's findings, the following recommendations are suggested:

Educational institutions should consider designing programs and workshops that aim to foster entrepreneurial attitudes and behaviors among students.

Families with successful entrepreneurial projects should be encouraged to actively involve their children in discussions and decisions related to the project, to enhance their entrepreneurial mindset from a young age.

Further research could explore the impact of specific family dynamics and characteristics on students' entrepreneurial orientation, providing a deeper understanding of the factors at play.

These conclusions and recommendations contribute to the understanding of how family background, particularly having a family member with a successful entrepreneurial project, can influence students' entrepreneurial orientation.

#### **Recommendations:**

Organize awareness days for students to instill an entrepreneurial mindset.

Introduce a course that focuses on explaining the mechanisms and nature of entrepreneurship in general.

Encourage and support students in adopting entrepreneurial projects during and after their educational journey.

Emphasize the need to simplify the stages of entrepreneurial action by introducing various sources of financial and moral support for entrepreneurship.

These recommendations aim to foster an entrepreneurial spirit among students and provide them with the necessary tools and knowledge to venture into entrepreneurial activities.

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