

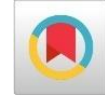


Alexandria University Students' Awareness towards Entrepreneurship as a Step to Achieve Sustainable Development and Its Impact on their Entrepreneurial Ambitions

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ABSTRACT: Entrepreneurship may significantly contribute to the nation's future wealth, as the students of today's generation are the future entrepreneurs of the country. Many college graduates are unable to find appropriate jobs with the degree they finish specially with the COVID-19 world new circumstances nevertheless, entrepreneurship education has been acknowledged as a promising way to improve the work insertion of young people contributing to their social and economic welfare. This research aims to determine students' attitudes towards entrepreneurship and its impact on their entrepreneurial ambitions.

The data was collected through a questionnaire form using personal interview to three samples of theoretical, scientifically and practical college students for 100 sample for each with a total of 300 sample count.

The results show significant correlation at the level of 0.05 between the entrepreneurial ambition of Alexandria University students and each of the students' attitudes towards entrepreneurship and the educational sector. While a significant correlation was found at the level of probability 0.01 between the entrepreneurial ambition of Alexandria University students and each of the obstacles to entrepreneurship from the students' point of view, the level of availability of entrepreneurial characteristics among students, gender, average personal expenses, average family income, father and mother education level, father and mother age and family management for a private project.

This study helps to know the attitude of students in taking entrepreneurship as a career thus to improve the entrepreneurship programs to promote entrepreneurship and to develop the country. And the findings can recommend education policy makers to motivate college students to consider starting their own business after completing their education.

Keywords: Entrepreneurship - Entrepreneurial ambitions- Sustainable development.

INTRODUCTION

Studies show that our world has become global, uncertain and complex and hence requires people with creative, complex and diversified entrepreneurial knowledge and skills to answer to the twin challenges of shrinking economies and unemployment (Iqbal & Melhem & Kokash, 2012), and markets are only offering limited job opportunities for university graduates (Natanya & Johann, 2015).

Entrepreneurship refers to the overall course of action undertaken by an owner in starting and managing enterprise for profit and contributes the economic growth and thereby plays a vital role in the development process. Development of entrepreneurship is essentially dependent on the entrepreneurial attitude and today has assumed great significance as it is a key to economic development. In developing country entrepreneurship plays a great role in the economic growth and development of the country. The objective of industrial development, regional

growth and employment generation depend upon entrepreneurial development.

Entrepreneurs are the seed of industrial development and its fruits are greater employment, opportunities; increase in personal income, higher standard of living and balanced regional development. Encouraging entrepreneurship has been a top highest priority for the public policy sector. Students of today's generation are the future entrepreneurs of the country. Many college graduates are unable to find jobs appropriate with the degree they finished. Entrepreneurship education has been acknowledged by many organizations and even the government as a promising way to improve the work insertion of young people and at the same time, contribute to social and economic welfare. One cause of the sudden increase of new entrepreneurs is the trend of professionals who leave their companies to start putting their own businesses. (Fasla N.P, 2017)

Final year students normally prepare for employment in the corporate sector after

graduation. Up to 30% of university students are unable to find jobs after they graduate (Jose & Marines & David, 2005). A small percentage of graduates actually become entrepreneurs within a few years after graduation.

The significance of education and the role it plays in entrepreneurial activity was acknowledged by Natanya & Johann (2015), stating that it is critical to attract the young and educated to entrepreneurship, especially as industrial trends are towards a knowledge-based environment. However, entrepreneurship education and business know-how can affect entrepreneurial intentions only if they change key attitudes and perceptions such as, perceived desirability of self-employment and perceived entrepreneurial self-efficacy.

A study by De Leon (2011) was conducted to explore the tendency towards entrepreneurship and has found more entrepreneurial drive among Saudis than in Emirates. He identified that there were more Saudi nationals (71 percent) intent on running their own business than there are entrepreneur-minded UAE nationals (48 percent). Therefore, it is assumed that there would be high stipulation for entrepreneurship among Saudi citizen and that reflection would be apparent among students. There is a lack of research investigating the key drivers behind KSA students, intentions towards entrepreneurship.

Promoting entrepreneurship education; it is crucial in assisting young people to develop entrepreneurial skills, attributes and behaviors as well as to develop enterprise awareness, to understand and realize entrepreneurship as a career option.

so, the main objective of this research is to determine students' attitudes towards entrepreneurship and its impact on their entrepreneurial ambitions.

This goal can be achieved through the following sub-goals:

- 1- Identifying the personal and family characteristics of the studied students.
- 2- Measuring students' knowledge towards the concept of entrepreneurship and the concept of sustainable development.
- 3- Determining the students' attitude towards entrepreneurship.
- 4- Exposing the obstacles to entrepreneurship from the students' point of view.
- 5- Determining the availability of leadership qualities among students.
- 6- Measuring the level of leadership ambition among students.
- 7- Studying the correlative relationships between the independent and dependent variables in the study.

2.MATERIALS AND METHODS

2.1. Methodology:

the researcher used the descriptive analytical method, which depends on describing the phenomenon under study and analyzing its data.

Time limits of the study: The study was done in June 2019 and the research was delayed for publication due to the Corona pandemic.

2.2.Research variables:

The research variables were represented in three types of variables as follows:

1- The independent variables: which were represented in the socio-economic characteristics of the students of the University of Alexandria under study, represented in (gender - age in years - type of study - study group - cumulative assessment - personal expenses - the sufficiency of personal expenses - the possibility of saving from personal expenses - number Family members - the family's monthly income - the extent of family stability - parents' education - parents' profession - parents' management of a private project).

2- The intermediate variables are represented in awareness of (students' knowledge and attitudes towards entrepreneurship) - and the obstacles to entrepreneurship from the students' point of view - and the availability of entrepreneurship characteristics among the students of Alexandria University under study.

3- The dependent variables represented in the Entrepreneurial ambition of Alexandria University students.

Research hypotheses:

The hypotheses of the study were formulated in its zero form as follows:

1- There is no significant correlation between the socio-economic characteristics of Alexandria University students as an independent variable and each of the awareness (students' knowledge and attitudes towards entrepreneurship) – and the obstacles to entrepreneurship from the students' point of view – and the availability of entrepreneurship characteristics among Alexandria University students under study as a mediating variable.

2- There is no significant correlation between the socio-economic characteristics of Alexandria University students under study as an independent variable and the entrepreneurial ambition of Alexandria University students as a dependent variable.

3- There is no significant correlation between awareness of (students' knowledge and attitudes towards entrepreneurship) – and the obstacles to entrepreneurship from the students' point of view – and the availability of entrepreneurship characteristics among the students of Alexandria University under study as a mediating variable and the entrepreneurial ambition of Alexandria University students as a dependent variable.

4- There are no significant differences between each of the students' knowledge and attitudes towards entrepreneurship - and the obstacles to entrepreneurship from the students' point of view - and the availability of leadership characteristics and entrepreneurial ambition among the students of Alexandria University under study according to the field of study.

5- There are no significant differences between the father and mother's management of a private project and the entrepreneurial ambition of the students of Alexandria University under study.

6- There is no significant effect for each of the awareness (students' knowledge and attitudes towards entrepreneurship) – and the obstacles to entrepreneurship from the students' point of view – and the availability of entrepreneurship characteristics among the students of Alexandria University under study as a mediating variable and the entrepreneurial ambition of Alexandria University students as a dependent variable.

Data collection tool: the current research adopted a quantitative approach using the questionnaire as a method for data collection to answer the research question and achieve the aim and objectives.

Sample study

First: comprehensive search :included all students of Alexandria University in Alexandria.

Second: The sample consisted of the following:
A squamous sample of 300 students from Alexandria University, 100 students for each of the students of the theoretical complex - the scientific complex - the medical complex.

Questionnaire axes

1- The first axis: it included data on some socio-economic characteristics of Alexandria University students represented in (gender - age in years - type of study - class group - cumulative assessment - personal expenses - the sufficiency of personal expenses - the possibility of saving from personal expenses - number Family members - the family's monthly income - the extent of family stability - parents' education - parents' profession - parents' management of a private project).

Convert metadata to quantitative:

The categories of gender, college, study group, personal expense, the adequacy of personal expenses, the possibility of saving from personal expenses, the extent of family stability, the profession of parents were distinguished with codes indicating their status according to the preference of the different levels for each of them whenever possible, while the average and deviation were calculated The standard deviation and the length of the category are standard deviations for each of the age, number of family members, monthly income, Table (1).

2- The second axis: it includes data on the level of knowledge of Alexandria University students under study towards the concept of entrepreneurship and the concept of sustainable development, and this axis contained 34 phrases. The highest degree for the positive answer, which is 3 degrees, and the lowest degree for the negative answer, which is one degree, and two degrees were always given to the mean answer, and accordingly the level of knowledge of the university youth under study was classified into three categories according to calculating the average standard deviation and the length of a class whose amount is a standard deviation unit, Table (1).

3- The third axis: it included data on students' attitudes towards entrepreneurship, and it contained 34 statements and included the university students' responses to the statements for three responses, which are I agree and agree to some extent and I do not agree so that the highest degree was given to the positive answer, which is 3 degrees, and the lowest degree to the answer Negative, as the mean answer was always given two degrees, and accordingly the attitude of Alexandria University students was classified into three categories according to calculating the average standard deviation and the length of a category of standard deviation unit, Table (1).

4- The fourth axis: it included the obstacles to entrepreneurship from the students' point of view, and included 22 statements, and a score was given for each statement.

5- The fifth axis: It included data on the level of availability of leadership characteristics among students, and it contained 12 statements and included the university students' responses to the statements for three responses, which are yes, to some extent, and no, so that the highest degree was given to the positive answer, which is 3 degrees, and the lowest degree to the negative answer. The mean answer was always given two degrees, and accordingly, the direction of Alexandria University students was classified into three categories according to calculating the mean, standard deviation, and the length of a category of standard deviation unit, Table (1).

6- The sixth axis: the level of entrepreneurial ambition among the students. It was divided into five sub-axes as follows:

- The first item: Aspiration and ambition in the future and it included 6 phrases, and a grade was given for each phrase.

- The second item: the motives that encourage the start of the project from the students' point of view and it included 8 statements and a grade was given for each statement.

- The third item: Measures that improve the acceptance of the role of entrepreneurship in society from the students' point of view, and it

included 5 statements, and a score was given for each statement.

- Fourth item: Factors that encourage the start of the project from the students' point of view and it included 10 statements and a score was given for each statement.

- Fifth item: The factors that discourage the encouragement to start the project from the students' point of view. It included 7 statements and a grade was given for each statement.

Table (1) the minimum and maximum degree and the limits of the categories for each axis of the questionnaire

Axes	No of statements	Degree		Viewing degree		Term	Category length	Categories		
		Great	Minor	Largest degree	Smallest degree			low	medium	high
Knowledge	34	129	34	129	62	67	22.3	<85	85-<105	≥105
Attitudes	34	102	34	93	62	31	10.3	<75	75- <85	≥85
Obstacles	22	66	22	22	0	22	7.3	<7	7- <14	≥14
Leadership characteristics	12	36	12	34	0	34	11.3	<25	25-<30	≥30
Entrepreneurial ambition	6	6	0	6	0	4	2	1-2	3-4	5-6

Statistical analysis: Mixed methods of data analysis were performed. The collected data were processed and analyzed through some statistical tests using SPSS (ver.22) as arithmetic mean, percentages, simple correlation coefficient and multiple regression function.

3.RESULTS AND DISCUSSION

3.1. Results related to socio-economic characteristics of students:

The research results shown in Table (2) showed that the majority of the sample was female (79.7%), their age was between 23 and less than 25 years old by 52.3% and 39% of the sample was in fourth year of university. A percent of 36.3% of the students have cumulative degree very well. Most of students (84%) have personal expense from 200 to less than 1133.3 LE, and 45.3% of the students agreed that this expense is enough for them, while 52.7% of the students didn't agree that they can save from this expense.

Also, the results showed that more than half of the sample (60.7%) have from 2 to less than 6 family members, and that family income ranged between 1000 to less than 12000LE to (69.3%) of the sample, the marital status it was showed that 70% of the sample parents are together.

And about father and mother education, it showed that they were highly educated by 67% and 60.3% respectively. And father's age ranged from 50 to less than 60 years old by 49.7% while mother's age ranged from 47 to less than 56 years old by 49%. As for father profession was 15.6% of them employees followed by 8.7% engineering while mother profession was 51.3% of them housewives followed by 8.3% doctors.

Only 26.3% of the student's family manage a private project which varied in its type between commercial and agricultural by 44.3% and 20.3% respectively.

Table (2) Distribution of the research sample according to Socio-economic characteristics items

Socio-economic characteristics items	No N=300	%	Socio-economic characteristics items	No N=300	%
1-Gender:			9- No of family members:		
Male	61	20.3	2-> 6	182	60.7
Female	239	79.7	6- >10	107	35.7
			10- 14	11	3.6
2- Age:			10- Family income:		
19- >23	60	20	1000- >12000 LE	208	69.3
23- > 25	157	52.3	12000- >24000LE	70	23.3
≥ 25	83	27.7	24000- 36000 LE	22	7.4
3-Study type:			11-Marital status:		
Medical	100	33.3	Parents together	210	70
Practical	100	33.3	Separated	58	19.3
Theoretical	100	33.3	One of them died	32	10.7
4-Study year:			12-Father's education:		
First year	6	2	Below average	35	11.7
Second year	70	23.3	Average	64	21.3
Third year	69	23	High	201	67
Fourth year	117	39			
Fifth year	26	8.7			
Sixth year	12	4			
5- cumulative JPA:			13-Mother's education:		
Acceptable	32	10.7	Below average	35	11.7
Good	75	25	Average	84	28
Very well excellent	109	36.3	High	181	60.3
	84	28			
6- personal expense:			14-Father's Age:		
200- > 1133.3 LE	252	84	40- >50	54	18
1133.3- >2066.6 LE	35	11.7	50- >60	149	49.7
2066.6- 3000 LE	13	4.3	60-70	97	32.3
7- Adequacy of the expense:			15- Mother's Age:		
Enough	136	45.3	38- >47	127	42.3
Somewhat enough	116	38.7	47- >56	147	49
Not enough	48	16	56-65	26	8.7
8- Saving from the expense:			Family management for private project:		
Yes	142	47.3	Yes	79	26.3
No	158	52.7	No	221	73.7
			Type of private project:		
			Commercial	35	44.3
			Agricultural	16	20.3
			Industrial	10	12.6
			Charities	9	11.4
			Clinic	9	11.4

3.2. Results related to measuring students' knowledge of entrepreneurship:

The research results shown in Table (3) showed that the students' level of knowledge about entrepreneurship and sustainable development was an average of 64.4%, and the highest category was

the students of the theoretical complex at 80% compared to the other categories.

Faitira et al. (2013) showed in their study more males than females an interest in starting a business. There was also a marked difference between males and females on the knowledge of entrepreneurship.

Table (3) Distribution of the research sample according to the level of students' knowledge towards entrepreneurship

level of students' knowledge	Medical	Theoretical	Practical	Total	
	N 100	N 100	N 100	N 300	%
Mean & Standard deviation	85.1 ±8.5	88.8± 8.4	85.3± 8.1		
Low (< 85)	44	19	43	106	35.3
Medium (85- <105)	56	80	57	193	64.4
High (≥ 105)	0	1	0	1	0.3
Total	100	100	100	300	100

3.3. Results related to measuring students' attitudes towards entrepreneurship:

The research results shown in Table (4) showed that the students' attitude towards entrepreneurship was neutral by 45.7%, then negative by 42.3%. And the highest category was the students of the theoretical complex at 50%

compared to the other categories, while the negative trend was at 42.3%.

This is inconsistent with the search results of Fasla N.p(2017) that clarified that only 10% students are Bad opinion about entrepreneurship while Most of the students [66%] are good opinion about entrepreneurship.

Table (4) Distribution of the research sample according to the level of students' attitude towards entrepreneurship

level of students' attitude	Medical	Theoretical	Practical	Total	
	N 100	N 100	N 100	N 300	%
Mean & Standard deviation	73.8 ±5.7	79 ± 6.6	77.6 ± 7.2		
Negative (< 85)	58	31	38	127	42.3
Neutral (85- <105)	42	50	45	137	45.7
positive (≥ 105)	0	19	17	36	12
Total	100	100	100	300	100

3.4. Results related to identifying obstacles to entrepreneurship from the students' point of view (n = 300):

It was clear from the statistical results in Table (5) that among the most obstacles to entrepreneurship from the youth's point of view were the lack of financial capabilities for young people, routine procedures for starting a project, and financial pressures in the establishment stage with a percentage of 69, 63.7 and 56%, respectively. Fasla N.p(2017) clarified that only 26% of respondents are satisfied with the infrastructure of

society. The infrastructure of society is very important for starting a new venture.

Norman et al. (2016) conducted that the main challenge that has an effect on the interest and hence attitude of students towards entrepreneurship education and entrepreneurship even after going through the entrepreneurship course is difficulty in accessing funds and lack of technical support and lack of business opportunities.

Table (5) Distribution of the research sample according to obstacles to entrepreneurship from the students' point of view

Obstacles	Medical	Theoretical	Practical	Total N 300	
	N 100	N 100	N 100	Repetition	%
Mean & Standard deviation	9.3 ± 4.1	10.7 ± 4.3	7.6 ± 3.7		
Customs and traditions in society do not encourage individual initiatives in entrepreneurship or self-employment.	50	63	45	158	52.7
Weak spirit of individual initiatives for young people.	52	48	35	135	45
Routine procedures and laws governing the start of a private enterprise.	58	72	61	191	63.7
Youth preference for stable government jobs.	34	30	30	94	31.3
Lack of financial means for young people.	60	82	65	207	69
Weak allocation of funding for the implementation of pilot projects.	28	52	35	115	38.3
Fear of taking responsibility.	50	45	38	133	44.3
The lack of qualified human cadres to market the products of the entrepreneurial projects.	38	33	24	95	31.7
Low profit margin at the beginning of the pilot projects.	56	53	20	129	43
The financial pressures facing the entrepreneur, especially in the establishment stage.	52	64	52	168	56
Lack of training programs for youth on entrepreneurship.	32	56	44	132	44
Weak societal awareness of the importance of entrepreneurship.	44	56	35	135	45
The lack of institutions to finance private entrepreneurial projects.	28	37	26	91	30.3
Society values do not allow women to be empowered to become entrepreneurs in the case of female entrepreneurs.	30	38	17	85	28.3
Choosing a field of activity that does not match the capabilities and skills of the entrepreneur.	38	31	29	98	32.7
The scarcity of qualified human cadres to lead entrepreneurship.	32	29	28	89	29.7
The society's view of the inferiority of entrepreneurship.	18	39	20	77	25.7
The absence of special legislation that provides protection for the innovations presented by the entrepreneur and the preservation of individual property.	36	29	24	89	29.7
Lack of youth awareness of the culture of entrepreneurship.	34	47	23	104	34.7
Fear of risk and uncertainty of success.	48	62	46	156	52
Fear of failure in private projects.	58	50	40	148	49.3
Entrepreneurs refrain from their activities as soon as they experience losses at the beginning of the project.	50	33	21	104	34.7

3.5. Results related to measuring the availability of leadership characteristics among students:

It was found from the statistical results contained in Table (6) that about half of the students (53%)

had an average level of availability of entrepreneurial characteristics, and the highest categories were the medical complex students with 60%.

Table (6) Distribution of the research sample according to availability of leadership characteristics among students

Leadership characteristics	Medical	Theoretical	Practical	Total	
	N 100	N 100	N 100	N 300	%
Mean & Standard deviation	26.1 ±5.5	26.4 ± 3	26.5 ± 3.9		
Low (< 25)	14	28	49	91	30.3
Medium (25- < 30)	60	56	43	159	53
High (≥ 30)	26	16	8	50	16.7
Total	100	100	100	300	100

3.6. Results related to measuring the level of entrepreneurial ambition among students:

A- Aspiration and ambition for the future:

It was clear from the statistical results contained in Table (7) that the level of aspiration and ambition

in the future of the students was an average of 44.7%, and the category of Theoretical Academy students was the highest at 55%.

Table (7) Distribution of the research sample according to level of aspiration and ambition in the future of students

level of aspiration and ambition in the future	Medical	Theoretical	Practical	Total N 300	
	N 100	N 100	N 100	Repetition	%
Mean & Standard deviation	3.2 ±1.7	3.8 ± 1.4	3.2 ± 1.8		
Low (1-2)	40	15	39	94	31.3
Medium (3- 4)	44	55	35	134	44.7
High (5- 6)	26	30	26	82	27.3

B- Motives that encourage starting the project from the students' point of view:

It was found from the statistical results contained in Table (8) that one of the students' most motivations to start the project, which was chosen as the first motive, is independence and to be a

manager himself, followed by doing something he desires, followed by financial independence.

One of the most important reasons that help students establish small entrepreneurial projects found by Hussein E. elHaramsheh (2016) is to achieve a position in the community, and for the student to become the master of himself.

Table (8) Distribution of the research sample according to the students' motives to start the project

Motives	Selection order								Not chosen
	1	2	3	4	5	6	7	8	
The only chance to save money.	14	12	2	8	6	4	6	6	42
To be independent and manage myself.	32	16	14	-	4	10	4	8	12
To change and develop society.	2	24	12	10	16	2	10	2	22
Because my family members are entrepreneurs.	10	-	4	10	2	8	14	16	36
To do something I love and desire.	24	16	20	6	4	4	8	6	12
To gain reputation and social form.	2	12	8	20	8	6	4	10	30
For financial independence.	14	10	16	18	12	8	4	2	16
To help create job opportunities.	8	4	10	6	18	20	6	6	22

C-Factors that discourage starting your own business from the students' point of view:

The statistical results in Table (9) indicate that one of the factors that most discourage encouraging starting a project from the students' point of view was chosen as the first driver of financial risk, followed by the scarcity of skills, followed by the

fear of not knowing the required experience or bearing work pressure.

Also, Hussein E. elHaramsheh (2016) found that lack of necessary funding and fear of risk are the main reasons that prevent students from setting up their own businesses.

Table (9) Distribution of the research sample according to factors discourage starting business

Factors discourage starting business	Selection order							Not chosen
	1	2	3	4	5	6	7	
Skill scarcity.	20	12	8	2	22	4	10	22
Fear of not knowing the required experience.	16	14	16	12	2	14	6	20
Financial risk.	22	20	22	14	6	4	2	10
Fear of not being able to pay the loan amount.	10	24	8	12	8	16	4	18
Competition: Fear of strong market competition.	8	4	18	10	8	14	18	20
Work pressure: Fear of not being able to handle work pressure.	16	10	14	22	8	14	8	8
Market Need: Concern about consumers not wanting the product offered.	6	6	4	18	30	2	20	14

3.7. Results related to the statistical relationships between the research variables:

3.7.1. Results related to the morale of the relationship between the socio-economic characteristics of Alexandria University students as an independent variable and each of the awareness (students' knowledge and attitudes towards entrepreneurship) – and the obstacles to entrepreneurship from the students' point of view – and the availability of entrepreneurship characteristics among Alexandria University students under study as a mediating variable:

To verify the validity of the first research hypothesis, which states that there is no significant relationship between the socio-economic characteristics of Alexandria University students as an independent variable and each of the awareness (students' knowledge and attitudes towards entrepreneurship) – and the obstacles to entrepreneurship from the students' point of view – and the availability of entrepreneurship characteristics among students. The University of Alexandria, the subject of the study, as a mediator variable, was a significant study of the values of the simple correlation coefficient, as it was found

from the statistical results in Table (10) an inverse significant correlation at the probabilistic level of 0.05 between the students' knowledge of entrepreneurship and between age, personal expenses, and at the probability level of 0.01 with the type of study, adequacy of expenditure, savings, family income, father's education, and the existence of a significant correlation Positive at the 0.01 probability level with cumulative assessment. It was also found that there is an inverse significant correlation at the 0.01 probability level between students' attitudes towards entrepreneurship and each of the gender, age, type of study, saving, father's education and at the probability level 0.05 with the study group, family income, mother's education.

And there is an inverse significant correlation at the 0.01 probabilistic level between the students' leadership characteristics and each of the expenditure adequacy, while there is a direct correlation with the cumulative estimate, project management. From the above, the research hypothesis can be partially rejected and partially accepted.

Table (10) Correlational relationship between the characteristics between the socio-economic characteristics and each of the awareness (students' knowledge and attitudes towards entrepreneurship) - and the obstacles to entrepreneurship from the students' point of view - and the availability of the characteristics of entrepreneurship

Research variables	knowledge	attitudes	obstacles	Entrepreneurial characteristics
sex	.046	-.154**	-.091	-.059
age	-.120*	-.163**	-.045	-.020
Study type	-.181**	-.306**	-.138*	-.028
study group	-.095	-.135*	.016	-.036
Cumulative assessment	.280**	.039	-.011	.282**
personal expense	-.156*	-.026	.109	-.071
adequacy of the expense	-.249**	-.073	.144*	-.255**
saving	-.279**	-.158**	.045	-.204**
number of family members	-.115	.016	.049	-.038
Family income	-.351**	-.190*	.376**	-.062
Social Situation	.029	-.003	.071	-.039
Father's education	-.206**	-.223**	.014	.052
Mother's education	-.051	-.138*	.133*	.102
Father profession	-.096	-.061	.137*	-.117
Mother's job	.134*	.029	-.026	-.013
Father's age	.183**	.045	-.019	.091
Mother's age	.083	.036	.014	.007
Project management	.055	.128*	.246**	.176**

* Significant relationship at the probability level 0.05

** Significant relationship at the probability level 0.01

3.7.2. Results related to the significance of the relationship between students' socio-economic characteristics and students' entrepreneurial ambitions:

To verify the validity of the second research hypothesis, which states that there is no significant correlation between the socio-economic characteristics of the students of Alexandria University under study as an independent variable and the entrepreneurial ambition of Alexandria University students as a dependent variable, It was

found from the statistical results contained in Table (11) that there was an inverse significant correlation at the 0.01 probability level between students' entrepreneurial ambition and gender, and a direct significant correlation with personal expenses, family income, mother's education, father's age, mother's age, project management, While there is an inverse significant correlation at the probability level of 0.05 with the type of study. From the above, the research hypothesis can be partially rejected and partially accepted.

Table (11) Correlational relationship between characteristics between socio-economic characteristics and the entrepreneurial ambition of students

Research variables	students' entrepreneurial ambitions	Research variables	students' entrepreneurial ambitions
sex	-.283**	Family income	.414**
age	.072	Social Situation	-.036
Study type	-.141*	Father's education	.083
study group	-.020	Mother's education	.195**
Cumulative assessment	.020	Father profession	.079
personal expense	.241**	mother's job	-.051
adequacy of the expense	-.044	Father's age	.189**
saving	-.025	mother's age	.225**
number of family members	.059	project management	.213**

* Significant relationship at the probability level 0.05

** Significant relationship at the probability level 0.01

3.7.3. Results related to the significance of the relationship between each of the awareness (students' knowledge and attitudes towards entrepreneurship) - and the obstacles to entrepreneurship from the students' point of view - and the availability of the characteristics of entrepreneurship among students:

To verify the validity of the third research hypothesis, which states that there is no significant correlation between awareness (students' knowledge and attitudes towards entrepreneurship) - and the obstacles to entrepreneurship from the students' point of view - and the availability of entrepreneurship characteristics among Alexandria University students under study as a mediating variable and ambition Entrepreneurship among Alexandria University students as a dependent variable, a significant study of the values of the simple correlation coefficient, It was found from

the statistical results contained in Table (12) that there is a direct significant correlation at the 0.01 probability level between the students' entrepreneurial ambition and each of the obstacles to entrepreneurship from the students' point of view and the availability of leadership characteristics, while there is a direct significant correlation at the probability level 0.05 between the entrepreneurial ambition of students and the students' tendency towards entrepreneurship. From the above, the research hypothesis can be partially rejected and partially accepted.

And that was confirmed by Mohamed Nasser, Ghasan el Omary (2011) as they found positive correlation relationship between availability of the characteristics of entrepreneurship and students' entrepreneurial ambition, also confirmed by Noruzi et al. (2010) and Regni, Rosalie (2010).

Table (12) The correlative relationship between the students' knowledge and attitudes towards entrepreneurship and the obstacles to entrepreneurship from the students' point of view and the availability of the characteristics of entrepreneurship among students and the entrepreneurial ambition of students

Research variables	knowledge	attitudes	obstacles	Entrepreneurial characteristics
students' entrepreneurial ambitions	.090	.132*	.387**	.282**

* Significant relationship at the probability level 0.05

** Significant relationship at the probability level 0.01

3.7.4. Results related to the significance of the differences between the levels of each of the students' knowledge and attitudes towards entrepreneurship - and the obstacles to

entrepreneurship from the students' point of view - and the availability of the characteristics of entrepreneurship and entrepreneurial ambition among students according to the field of study:

To verify the validity of the fourth research hypothesis, which states that there are no significant differences between each of the students' knowledge and attitudes towards entrepreneurship - and the obstacles to entrepreneurship from the students' point of view - and the availability of leadership characteristics and entrepreneurial ambition among the students of Alexandria University under study according to the field of study. Analysis of variance and least significant difference test, It was found from the statistical results contained in Table (13) that there were significant differences at the probability level 0.01 between students' knowledge towards entrepreneurship according to the field of study in favor of the theoretical field and then the scientific and medical fields as well as between the students'

attitudes towards entrepreneurship in favor of the theoretical and scientific field and then the medical field, as well as Among the obstacles to entrepreneurship from the students' point of view in favor of the theoretical, then scientific, and then medical fields, as well as between the entrepreneurial ambition of the students in favor of the theoretical, then scientific and medical fields, where their values were 6.4, 16.6, 14.8, and 4.2, respectively.

While there were no significant differences between the availability of leadership characteristics among students according to the field of study and the above, the research hypothesis can be partially rejected and partially accepted.

Table (13) The moral differences between the average levels of each of the students' knowledge and attitudes towards entrepreneurship - and the obstacles to entrepreneurship from the students' point of view - and the availability of the characteristics of entrepreneurship and entrepreneurial ambition among students according to the field of study

characteristics	field of study	Average rating of characteristics	The direction of the significant differences	The value of q and the degree of significance
knowledge	theoretical	88.8	A	6.4*
	scientific	85.2	B	
	medical	85.1	B	
attitudes	theoretical	78.9	A	16.6*
	scientific	77.6	A	
	medical	73.8	B	
obstacles	theoretical	10.7	A	14.8*
	scientific	9.3	B	
	medical	7.6	C	
availability of entrepreneurial characteristics	theoretical	-	-	0.199
	scientific	-	-	
	medical	-	-	
students' entrepreneurial ambitions	theoretical	3.8	A	4.2*
	scientific	3.2	B	
	medical	3.1	B	

** Significant relationship at the 0.01. probability level

*** Similar letters indicate the absence of moral differences, and different letters indicate the presence of moral differences

3.7.5. Results related to the significant differences between the father and mother's management of a private project and the students' entrepreneurial ambition:

To verify the validity of the fourth research hypothesis, which states that there are no significant differences between the father and mother management of a special project and the entrepreneurial ambition of the students of Alexandria University under study, the analysis of

variance test was applied and the least significant difference was applied.

It was found from the statistical results contained in Table (14) that there were significant differences at the probability level 0.01 between the father and mother's management of a private project, and the students' entrepreneurial ambition in favor of the management's presence, where the value of F was -3.6, and from the above, the research hypothesis is rejected.

Table (14) The significant differences between the father and mother's management of a private project and the entrepreneurial ambition of the students

Father and mother management of a special project	Students' entrepreneurial ambitions	The value of t and the degree of significance
Exist	4.1	
No- exist	3.2	-3.6**

** Significant relationship at the 0.01. probability level

3.7.6. Results related to the significance of the impact of each of the students' knowledge and attitudes towards entrepreneurship - and the obstacles to entrepreneurship from the students' point of view - and the availability of the students' entrepreneurial characteristics and students' entrepreneurial ambition:

To verify the validity of the sixth research hypothesis, which states that there is no significant effect on the awareness of (students' knowledge and attitudes towards entrepreneurship) – and the obstacles to entrepreneurship from the students' point of view – and the availability of

entrepreneurship characteristics among the students of Alexandria University under study as an intermediate variable and the entrepreneurial ambition of students Alexandria University as a dependent variable. The multiple standard partial regression coefficient was calculated, it was found from the statistical results in Table (15) that there was a significant effect at the probability level 0.01 of obstacles to entrepreneurship from the students' point of view on the students' entrepreneurial ambition by 15%. 7.9%, and from the above, the research hypothesis can be partially rejected and partially accepted.

Table (15) The influence relationship between each of the students' knowledge and attitudes towards entrepreneurship - and the obstacles to entrepreneurship from the students' point of view - and the availability of students' leadership characteristics on the students' entrepreneurial ambition

characteristics	Students' entrepreneurial ambitions		
	Impact ratio	F value	Significant degree
knowledge	0.8%	2.4	-
attitudes	1.7%	5.3	-
obstacles	15%	52.4	0.01
availability of entrepreneurial characteristics	7.9%	25.7	0.01

RECOMMENDATIONS

The following recommendations were based on the findings of the study:

- Students need to be given updates through entrepreneurial workshops and conferences in various fields to establish the new venture in the future.
- Providing finance to students for state up new ventures after leaving higher education.
- Promoting an entrepreneurial culture among young people.
- Students' business events can be useful for introducing entrepreneurship and providing good opportunities for media exposure.
- Establishing an association for Business Administration by the university with tasks to prepare feasibility studies and propose those who wish to initiate small businesses in addition to providing the necessary funding.

- Guiding and counseling business students' projects and practical training to train students on how to initiate and manage small entrepreneurial business.

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الملخص العربي

وعى طلاب جامعة الإسكندرية نحو ريادة الأعمال كخطوة لتحقيق التنمية المستدامة وأثرها على طموحهم الريادي

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تساهم ريادة الأعمال بشكل كبير في ثروة الأمة المستقبلية ، ونظرًا لأن طلاب جيل اليوم هم رواد الأعمال المستقبليون في البلاد ، ولا يستطيع العديد من خريجي الجامعات العثور على وظائف مناسبة خاصة مع الظروف العالمية التأثيرية الجديدة لكوفيد-19. وتعتبر دراسة ريادة الأعمال طريقة واعدة لتحسين دمج الشباب في العمل مما يساهم في رفاهيتهم الاجتماعية والاقتصادية لذلك يهدف هذا البحث إلى تحديد إتجاه الطلاب نحو ريادة الأعمال وأثرها على طموحاتهم الريادية.

تم جمع البيانات من خلال استمارة استبيان باستخدام المقابلة الشخصية لثلاث عينات من طلاب الكليات النظري والعلمي والعملية بإجمالي 300 عينة.

أظهرت النتائج ارتباطاً معنوياً عند مستوى احتمالية 0.05 بين الطموح الريادي لطلاب جامعة الإسكندرية وكل من اتجاهات الطلاب نحو ريادة الأعمال والقطاع التعليمي.

بينما وجد ارتباطاً معنوياً عند مستوى احتمالية 0.01 بين الطموح الريادي لطلاب جامعة الإسكندرية وكل من معوقات ريادة الأعمال من وجهة نظر الطلاب ، مستوى توافر خصائص ريادة الأعمال بين الطلاب ، والجنس ، ومتوسط المصاريف الشخصية ، ومتوسط دخل الأسرة ، ومستوى تعليم الأب والأم ، وعمر الأب والأم ، وإدارة الأسرة لمشروع خاص.

الكلمات المفتاحية: ريادة الأعمال - الطموح الريادي - التنمية المستدامة - وعى الطلاب.