

Entrepreneurial education skills and their relationship to entrepreneurial spirit: A field study on master's level psychology students at Ibn Khaldoun University of Tiaret, Algeria

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Abstract---This study aimed to examine the relationship between entrepreneurial education skills (administrative, personal, and digital) and the entrepreneurial spirit among Master's level (Master 2) psychology students at Ibn Khaldoun University in Tiaret. The study adopted the descriptive research method. The study sample consisted of 120 male and female students, selected using a partial survey sampling method. For data collection, two questionnaires specifically designed for this purpose were used: the Entrepreneurial Education Skills Questionnaire and the Entrepreneurial Spirit Questionnaire, after verifying their psychometric properties in terms of validity and reliability. After applying the appropriate statistical methods, the results revealed the following:

- There is a statistically significant positive correlation between administrative skills and the entrepreneurial spirit among Master 2 psychology students at Ibn Khaldoun University in Tiaret;
- There is a statistically significant positive correlation between personal skills and the entrepreneurial spirit among Master 2 psychology students at Ibn Khaldoun University in Tiaret;
- There is a statistically significant positive correlation between digital skills and the entrepreneurial spirit among Master 2 psychology students at Ibn Khaldoun University in Tiaret.

Keywords---Entrepreneurial Education, Administrative Skills, Personal Skills, Digital Skills, Entrepreneurial Spirit.

How to Cite:

Ahmed, G. (2026). Entrepreneurial education skills and their relationship to entrepreneurial spirit: A field study on master's level psychology students at Ibn Khaldoun University of Tiaret, Algeria. *The International Tax Journal*, 53(3), 1623–1635. Retrieved from <https://internationaltaxjournal.online/index.php/itj/article/view/676>

The International tax journal ISSN: 0097-7314 E-ISSN: 3066-2370 © 2026

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Submitted: 12 May 2025 | Revised: 20 January 2026 | Accepted: 18 March 2026

Introduction

Entrepreneurship has emerged as a contemporary strategic approach to addressing the growing issue of unemployment among university graduates. By facilitating students' entry into the realm of business creation, entrepreneurship enables them to establish their own enterprises and contribute to job creation. This pivotal role has prompted many countries to place increasing emphasis on entrepreneurship, primarily through the adoption of various programs and mechanisms aimed at supporting the development of entrepreneurial ventures. Among these efforts, the integration of entrepreneurial education across a wide range of university disciplines has gained particular importance, as it represents a fundamental pillar in equipping students with the essential skills required for entrepreneurial activity. Moreover, it plays a key role in guiding students, providing moral support, and fostering the psychological readiness necessary to engage in entrepreneurial careers.

Universities, in turn, have made significant efforts to instill an entrepreneurial mindset among students through the implementation of entrepreneurial education. This form of education contributes to preparing students to generate their own employment opportunities. In parallel, enhancing the entrepreneurial spirit within academic institutions is essential for cultivating initiative and innovation, as well as motivating young individuals to move beyond reliance on public sector employment. Such efforts are instrumental in mitigating unemployment and promoting both social and economic well-being by encouraging innovation and supporting the creation of small and medium-sized enterprises.

Theoretical Framework

1- Research Problem:

Universities have increasingly assumed a pivotal role in motivating students and encouraging them to unleash their latent entrepreneurial potential through entrepreneurial education programs. These programs contribute, through their content, to the development of personal, managerial, and digital skills within the entrepreneurial domain by fostering creativity and innovation, thereby enabling students to become proactive even within their future professional roles. This perspective is supported by the study of Rachid Bouhajer (2020), which highlights that entrepreneurial education constitutes a significant source of inspiration for many students to initiate their own entrepreneurial ventures. Such ventures are regarded as one of the most effective strategies for mitigating unemployment, a phenomenon that continues to persist among university graduates.

Numerous studies have addressed the topic of entrepreneurial education, including those conducted by Mansour Khadija (2023), Bediar Amina and Arabesh Zeina (2019), as well as Nafisa Khemis, Jabbar Majdoub, and Khadija Barqia (2020).

Instilling and fostering an entrepreneurial spirit among university graduates represents a major challenge and a strategic priority for many countries, as it serves as an alternative mechanism for generating employment opportunities and addressing the rising rates of unemployment, particularly among degree holders aspiring to secure jobs. In this context, the university, as an academic and intellectual environment, plays a crucial role in promoting an entrepreneurial culture and nurturing the entrepreneurial mindset of students in a way that stimulates their desire to establish their own enterprises.

Based on the foregoing, the present study seeks to examine the relationship between entrepreneurial education skills and the entrepreneurial spirit among university students. Accordingly, the study raises the following research questions:

- Is there a statistically significant correlation between managerial skills and the entrepreneurial spirit among Master's level psychology students at Ibn Khaldoun University of Tiaret?
- Is there a statistically significant correlation between personal skills and the entrepreneurial spirit among Master's level psychology students at Ibn Khaldoun University of Tiaret?

- Is there a statistically significant correlation between digital skills and the entrepreneurial spirit among Master's level psychology students at Ibn Khaldoun University of Tiaret?

2- Research Hypotheses:

- There is no statistically significant correlation between managerial skills and the entrepreneurial spirit among Master's level psychology students at Ibn Khaldoun University of Tiaret.
- There is no statistically significant correlation between personal skills and the entrepreneurial spirit among Master's level psychology students at Ibn Khaldoun University of Tiaret.
- There is no statistically significant correlation between digital skills and the entrepreneurial spirit among Master's level psychology students at Ibn Khaldoun University of Tiaret.

3- Research Objectives:

- To examine the nature of the relationship between managerial skills and the entrepreneurial spirit among Master's level psychology students at Ibn Khaldoun University of Tiaret.
- To identify the prevailing relationship between personal skills and the entrepreneurial spirit among Master's level psychology students at Ibn Khaldoun University of Tiaret.
- To investigate the nature of the relationship between digital skills and the entrepreneurial spirit among Master's level psychology students at Ibn Khaldoun University of Tiaret.

4- Significance of the Study:

- This study represents a valuable scientific contribution to the existing body of research addressing entrepreneurship, entrepreneurial education, and the entrepreneurial spirit among students.
- The significance of this study stems from the importance of the topic it addresses, namely entrepreneurial education skills and their relationship to the entrepreneurial spirit among Master's level psychology students. It is grounded in the necessity of fostering an entrepreneurial mindset among students and highlighting the role of entrepreneurial education in equipping them with the knowledge and skills required to effectively implement their own projects.
- Furthermore, the study seeks to clarify for students the importance of entrepreneurial education skills in enhancing the entrepreneurial spirit. It also contributes to refining prevailing perceptions and providing empirically grounded insights by focusing on a critical target group—students approaching graduation—and encouraging them to pursue entrepreneurial initiatives in their future careers.

5- Operational Definitions of the Study Variables:

- **Managerial Skills:**
These refer to a set of competencies encompassing goal setting, planning, human relations management, marketing and sales, financial and accounting skills, monitoring and performance evaluation, organization, and project growth management. Operationally, managerial skills are measured by the total score obtained by the student through their responses to the items related to the managerial skills dimension in the study questionnaire.
- **Personal Skills:**
These encompass internal locus of control, risk-taking, creativity and innovation, adaptability, perseverance, hard work, and leadership vision. Operationally, personal skills are represented by the total score obtained by the student based on their responses to the items related to the personal skills dimension in the study questionnaire.
- **Digital Skills:**
These include writing proficiency, the ability to use various technological tools, and network-building skills. Operationally, digital skills are represented by the total score obtained by the

student through their responses to the items related to the digital skills dimension in the study questionnaire.

- **Entrepreneurial Spirit:**

This refers to the characteristic that makes individuals more inclined toward initiative and activity, encouraging them to express their ideas and act with openness and flexibility. It involves the ability to seize opportunities and mobilize the necessary resources to transform them into a viable enterprise. Operationally, the entrepreneurial spirit is measured by the total score obtained by the student based on their responses to the items in the entrepreneurial spirit questionnaire.

Theoretical Treatment of the Study Variables

First: Entrepreneurial education:

1- Concept of Entrepreneurial Education:

There are multiple differences in the interpretation and classification of the concept of entrepreneurial education. In the United Kingdom, it is referred to as *enterprise education*, which places a broader emphasis on developing the individual's personal, cognitive, and skill-based dimensions. In contrast, the United States uses the term *entrepreneurship education*, which focuses more specifically on the context of venture creation and self-employment. The American term is considered the most widely used and prevalent. (Bouhrud & Gourine, 2021, p. 354)

In this context, entrepreneurial education is defined by the International Labour Organization as a set of formal educational methods aimed at informing and training individuals who wish to participate in economic and social development through entrepreneurial projects. It seeks to enhance entrepreneurial awareness and to support the creation or development of small business ventures. (El-Joudi, 2015, p. 143)

Furthermore, Alain Fayolle defines entrepreneurial education as all activities aimed at fostering entrepreneurial thinking, behavior, and skills, encompassing various dimensions such as idea generation, growth, and innovation. (Brouwal & Khelout, 2017, p. 13)

Similarly, McIntyre and Roche define it as a process of equipping students with the concepts and skills necessary to identify opportunities overlooked by others, to possess insight and self-confidence, and to act when others hesitate, while also fostering a spirit of risk-taking. (Chouaib & Djellal, 2023, p. 121).

2-Strategies of Entrepreneurial Education:

2-1Supply-Based Strategy:

This strategy involves the transfer of knowledge and skills from the instructor to the learner through various methods and approaches, such as storytelling of success cases, conferences, lectures, and audio-visual media.

2-2Demand-Based Strategy:

This strategy is driven by students' needs, motivations, and objectives. It focuses on creating a suitable learning environment for acquiring knowledge, where the primary role is assigned to the students rather than the instructor. The knowledge acquired is aligned with students' needs and their future activities. (Harrouch & Harrouch, 2023, p. 16)

3-Dimensions of Entrepreneurial Education:

3-1Digital Skills:

These include writing skills, analyzing the external environment and its variables, using various technological tools, network building, training, teamwork, and related competencies.

3-2Managerial Skills:

These encompass goal setting, planning, decision-making, human resource management, marketing and sales, financial and accounting skills, monitoring and performance evaluation, effective negotiation, as well as organizing and managing project growth. (Hicham & Khelout, 2017, p. 16)

3-3 Personal**Skills:**

These include internal locus of control, risk-taking, creativity and innovation, adaptability, perseverance, hard work, and leadership vision. (Zar'a & Kachroud, 2017, p. 104)

These skills should be emphasized and developed among learners or trainees in any educational or training program in entrepreneurship, as they constitute the core competencies that enhance entrepreneurial behavior.

Second: Entrepreneurial spirit:**1–Concept of Entrepreneurial Spirit:**

The concept of entrepreneurial spirit is closely associated with initiative and activity. Individuals who possess an entrepreneurial spirit demonstrate a willingness to try new things, driven by the possibility of change, even if they do not necessarily have the intention or desire to establish a business.

Entrepreneurial spirit is both a practice and a behavior grounded in a knowledge base. In the field of entrepreneurship, knowledge serves as a means to achieve objectives and reflects underlying skills and capabilities. Accordingly, entrepreneurial spirit can be defined as an individual or collective ability to take risks with capital and to engage in ventures that involve offering something new (i.e., innovation) through the optimal combination of various resources. It also refers to the ability to perceive opportunities in situations that others may view as threats. (Jamil & Ben Douma, 2022, p. 371)

2–Terms Related to Entrepreneurial Spirit:

There is often confusion between these terms, although each has its own distinct meaning. These include: entrepreneurial spirit, entrepreneurial orientation, entrepreneurial intention, entrepreneurial culture, entrepreneurial passion, and entrepreneurial thinking.

2–1 Entrepreneurial Spirit:

It is defined as a set of general and positive attitudes toward the concept of entrepreneurship and the entrepreneur. Individuals who possess an entrepreneurial spirit demonstrate a willingness to try new things or to perform them differently, driven by the possibility of change. More deeply, entrepreneurial spirit involves the identification of opportunities and the mobilization of diverse resources in order to transform them into a viable enterprise.

2–2 Entrepreneurial Orientation:

It is not easy to establish a single, unified definition of entrepreneurial orientation, as each researcher defines the concept according to their own perspective. Even among scholars within the same field, definitions vary; however, there is a general consensus on several key points:

Entrepreneurial orientation resides within the individual's mindset and is closely linked to the transition toward entrepreneurial activity.

According to C. Bryat (1993), entrepreneurial orientation is an individual will that transforms into the creation of an enterprise.

Thompson (2009) defines it as a self-recognized conviction whereby an individual intends to initiate a new business project and consciously plans to do so at some point in the future.

For J. M. Crant (1995), entrepreneurial orientation refers to an individual's judgment regarding the likelihood of owning their own business.

A. Tounes emphasizes that although entrepreneurial orientation is an individual intention that develops through cognitive and perceptual processes, it is also influenced by social, cultural, and economic conditions.

Bird defines entrepreneurial orientation as a state of mind that directs a person's attention and actions toward self-employment rather than organizational employment. (Ben Yahya & Haj Suleiman, 2021, p. 202)

2–3 Entrepreneurial Intention:

Intention is now considered a multidisciplinary concept. It was originally used in social psychology to predict behavior. The term derives from the Latin verb *intendere*, which means "to incline toward"

(Makpaou, 2019, p. 139). It also conveys the meaning of determination to perform an action and is associated with willpower.

Entrepreneurial intention has been defined by A. Tounes (2003) as the entrepreneurial desire accompanied by the willingness to act upon it. This intention, in turn, depends on the individual's ability to carry out all the actions related to the entrepreneurial process, which ultimately ensures future success.

Accordingly, entrepreneurial intention plays a mediating and motivating role that precedes the process of business creation by the individual. Intention is based on the idea that any deliberate action is preceded by a prior intention to engage in a specific behavior. Therefore, the emergence of an organization goes through several stages, beginning with an idea, followed by intention, and culminating in the actual decision to establish the enterprise. (Ben Achenhou, S., Youssef, S., & Ben Habib, A., 2018, p. 270)

2-4 Entrepreneurial Culture:

Entrepreneurial culture is defined as a set of organizational principles and values that shape the entrepreneurial process from the initial idea to its implementation. It regulates and guides managerial practices toward achieving predefined objectives. This culture provides the enterprise with its competitive advantages, influences the behavior of its members, and determines how team members interact with one another as well as with external stakeholders within the business environment. (Fassouli, A., & Ghida, F., 2021, p. 699)

2-5 Entrepreneurial Passion:

Entrepreneurial passion is defined as a strong emotional state experienced by the entrepreneur, accompanied by cognitive and behavioral manifestations that persist throughout the entrepreneurial process. Drawing on the entrepreneurial process model proposed by Bryat (1993), which highlights three stages—initiation, commitment, and sustaining the business—entrepreneurial passion is often described by several authors as a “state of the soul.” It is likened to a condition that requires a form of remedy, as it can exert a powerful influence over the individual, shaping both physiological responses and behavioral patterns.

One of the pioneering researchers in this field, Vallerand (2003), explored passion as a driving force for activity. He defined passion as an activity that an individual loves, finds meaningful, and for which they are willing to invest significant time and energy. Vallerand further distinguishes three criteria for considering an activity as passionate: love for the activity, valuing the activity, and investing time and energy in it. (Ben Moussa, S., 2023, p. 55)

2-6 Entrepreneurial Thinking:

Entrepreneurial thinking can be considered an extension of higher education activities, as both intersect in presenting viable alternatives to society through innovation, creativity, and renewal. It represents a mindset that guides individuals toward taking initiative and embracing challenges, enabling them to become active agents in shaping their personal and professional futures. Entrepreneurial thinking is closely associated with a range of entrepreneurial abilities and characteristics. (Zaidi, H., & Abdelhamid, B., 2021, p. 93)

Field Study Section

Research Methodology:

In order to obtain accurate and clear results, this study adopted the descriptive method, as it is suitable for the nature of the research. This approach focuses on diagnosing the phenomenon, exploring its aspects, identifying relationships, and analyzing and interpreting the connections between its components, as well as examining various related studies.

Spatial and Temporal Boundaries of the Study:

- **Spatial Boundaries:** The main study was conducted at Ibn Khaldoun University of Tiaret, specifically within the Faculty of Humanities and Social Sciences, Department of Psychology, Philosophy, and Speech Therapy.
- **Temporal Boundaries:** The study was carried out during the period extending from February 26, 2024, to March 7, 2024.

- **Study Population and Sample:**

The study population consisted of Master's level psychology students, estimated at 175 students, across several specializations, including Work and Organizational Psychology, Human Resource Management, Clinical Psychology, and School Psychology.

A comprehensive survey approach was initially adopted in order to obtain complete statistical data from all units of the population, meaning a full enumeration of all individuals (students). However, due to the refusal of some students to participate and the absence of others, the approach was shifted from a full survey to a partial survey as a method of data collection. Consequently, the final study sample consisted of 120 male and female students.

Characteristics of the Study Sample (Gender, Specialization):

Table No 1: Distribution of the study sample according to the gender variable.

Gender	Frequency	Percentage (%)
Male	22	18.3%
Female	98	81.17%
Total	120	100%

Table No 2: Distribution of the Study Sample According to the Specialization Variable

Specialization	Frequency	Percentage (%)
Clinical Psychology	72	60%
School Psychology	34	28.3%
Work, Organizational Psychology and Human Resource Management	14	11.7%
Total	120	100%

Research Instrument:

A questionnaire was used as the primary instrument for data collection in this study. The questionnaire consisted of three main sections. The first section included personal and demographic information, namely gender and specialization. The second section focused on the independent variable, entrepreneurial education skills, and comprised 24 items divided into three dimensions: managerial skills (items 1 to 7), digital skills (items 8 to 12), and personal skills (items 13 to 18).

The third section addressed the dependent variable of the study, namely the entrepreneurial spirit, and consisted of 12 items.

Psychometric Properties of the Study Instrument:

1. Internal Consistency Validity:

Internal consistency validity was examined to ensure the coherence of the questionnaire items and the extent to which they measure the same underlying construct. This type of validity assesses the degree of correlation between the items within each dimension of the instrument, indicating the consistency of the responses and the homogeneity of the scale. A high level of internal consistency reflects the adequacy of the instrument in measuring the intended variables.

Table No3 : Correlations of Items with Their Dimensions and Correlations of Dimensions with the Total Score

Dimension	Item No.	Item–Dimension Correlation	Dimension–Total Correlation
Managerial Skills	1	0.82**	
	2	0.87**	
	3	0.38**	
	4	0.62**	0.72
	5	0.76**	
	6	0.82**	
	7	0.87**	
Personal Skills	13	0.65**	
	14	0.73**	
	15	0.62**	0.37
	16	0.72**	
	17	0.65**	
	18	0.73**	
Digital Skills	8	0.49**	
	9	0.65**	0.35
	10	0.76**	
	11	0.75**	
	12	0.83**	

Note: (**) indicates that the correlations are statistically significant.

It is observed from the above table that all Pearson correlation coefficients between the items and their respective dimensions, as well as with the total score, are statistically significant at the 0.01 significance level.

Table No4 : Item–Total Correlation Coefficients

Item No.	Item–Total Correlation
1	0.58**
2	0.46**
3	0.73**
4	0.67**
5	0.77**
6	0.56**
7	0.50**
9	0.64**
10	0.63**
11	0.76**
12	0.58**
	0.21*

(*) indicates statistical significance at the 0.05 level, and (**) indicates statistical significance at the 0.01 level.

From the above table, it is observed that most of the Pearson correlation coefficients between the items and the total score are statistically significant at the 0.01 and 0.05 levels. The correlation coefficients range from a minimum of 0.20 to a maximum exceeding 0.77. This indicates that the items demonstrate good internal consistency.

Reliability of the Study Instrument:

The reliability of the study instrument refers to the degree of consistency and stability of the results obtained from the questionnaire. In other words, it indicates the extent to which the instrument yields consistent results when applied under similar conditions. A reliable instrument ensures that the measurements are free from random errors and that the items consistently reflect the variables being measured, thereby enhancing the credibility and dependability of the study's findings.

Table No5: Cronbach's Alpha Reliability Coefficients

Dimension/Axis	Cronbach's Alpha
Entrepreneurial Education Skills	0.77
Entrepreneurial Spirit	0.74

These results indicate that the questionnaire demonstrates acceptable levels of reliability, as the Cronbach's alpha coefficients exceed the commonly accepted threshold of 0.70, reflecting good internal consistency of the study instrument.

From the results presented in Tables (3, 4, and 5), it can be observed that the study instrument demonstrates acceptable statistical values in terms of both validity and reliability. This confirms the adequacy of the questionnaire and supports its use in conducting the study.

Statistical Methods Used in the Study:

The statistical analysis was conducted using the Statistical Package for the Social Sciences (SPSS). Several statistical techniques were employed to describe the study sample, examine the psychometric properties of the research instrument, and test the study hypotheses. These methods include:

- **Cronbach's Alpha coefficient:** used to assess the reliability of the research instrument.
- **Pearson correlation coefficient:** used to examine the internal consistency (construct validity) of the instrument and to test the study hypotheses.
- **Percentages:** used for describing and summarizing the characteristics of the study sample.

Presentation and Discussion of the Study Results:

- **Presentation and Discussion of the First Hypothesis:**
- **Presentation:**

The first hypothesis states that: There is no statistically significant correlation between managerial skills and the entrepreneurial spirit among Master's level psychology students at Ibn Khaldoun University of Tiaret. To verify this hypothesis, the Pearson correlation coefficient was used, and the results are presented in the following table.

Table No. 6: Presents the results of the first hypothesis

Variables	Sample Size	Correlation Coefficient	Significance Level	Decision
Managerial skills	120	0.736**	0.000	There is a correlation between the two variables
Entrepreneurial spirit				

From the table, we observe that the correlation coefficient between managerial skills and entrepreneurial spirit is 0.736, which is a good indicator and carries a positive sign, confirming a positive relationship. As for the significance level, it is estimated at 0.000, which confirms that there is a statistically significant relationship between managerial skills and entrepreneurial spirit at a significance level of 0.01. Accordingly, we reject the null hypothesis and accept the alternative hypothesis, which states that there is a statistically significant relationship between managerial skills and entrepreneurial spirit among second-year Master's students in Psychology at Ibn Khaldoun University in Tiaret.

Discussion of the First Hypothesis Results:

From Table 6, we observe that a correlation was found between managerial skills and entrepreneurial spirit among second-year Master's students in Psychology. This result is consistent with the findings of the study by (Samia Atiya, Lilia Mowissi, 2018), which confirmed the existence of a strong positive relationship between managerial skills and entrepreneurial spirit.

The study by (El Joudi Mohamed Ali, 2015) also found a statistically significant correlation at the 0.05 significance level between managerial skills and entrepreneurial spirit, with a correlation coefficient of 0.579, which is highly significant at the 0.01 level. This means that the more importance students give to managerial skills, the more their entrepreneurial spirit is enhanced.

In the same context, the study by (Wahiba Sraaj, Aisha Amich, Jamila Baghdaoui, 2023) found a statistically significant relationship at the 0.05 significance level between managerial skills and entrepreneurial spirit among students at Chlef University.

In our view, these results can be explained by the fact that second-year Master's students in Psychology have the ability to deal with individuals and foster a spirit of teamwork. They are also capable of working within a team, which may be attributed to the good selection of teaching staff who play a major role in instilling managerial skills in students. Additionally, the content of some courses in the psychology program contributes to developing the knowledge and skills necessary for establishing small and micro enterprises.

Presentation and Discussion of the Results of the Second Hypothesis:

Presentation: The second hypothesis states that: there is no statistically significant correlation between personal skills and entrepreneurial spirit among second-year Master's students in Psychology at Ibn Khaldoun University in Tiaret. To verify the validity of this hypothesis, we relied on Pearson's correlation coefficient, and the results are presented in the following table:

Table No. 7: Presents the results of the second hypothesis

Variables	Sample Size	Correlation Coefficient	Significance Level	Decision
Managerial skills	120	0.835**	0.000	There is a correlation between the two variables
Entrepreneurial spirit				

From the table, we observe that the correlation coefficient between personal skills and entrepreneurial spirit is 0.835, which is a strong indicator and carries a positive sign, confirming a positive relationship. As for the significance level, it is estimated at 0.000, which indicates that there is a statistically significant relationship between personal skills and entrepreneurial spirit at a significance level of 0.01. Accordingly, we reject the null hypothesis and accept the alternative hypothesis, which states that there is a statistically significant relationship between personal skills and entrepreneurial spirit among second-year Master's students in Psychology at Ibn Khaldoun University in Tiaret.

Discussion of the Results of the Second Hypothesis:

From Table 7, we observe that a correlation was found between personal skills and entrepreneurial spirit among second-year Master's students in Psychology. This is supported by the study of (Wahiba Sraaj, Aisha Amich, Jamila Baghdaoui, 2023), and is consistent with the findings of (El Joudi Mohamed Ali, 2015), which confirmed the existence of a statistically significant correlation at the 0.05 significance level between personal skills and entrepreneurial spirit. In that study, the correlation coefficient reached 0.549, which is highly significant at the 0.01 level. This means that the more importance students give to personal skills, the more their entrepreneurial spirit is enhanced. This is also supported by the study of

(Samia Atiya, Lilia Mowissi, 2018), which reported a strong positive relationship between personal skills and entrepreneurial spirit.

Referring to the hypothesis, it is noticeable that second-year Master's students in Psychology, based on their responses to the personal skills questionnaire and the obtained results, possess a high level of personal characteristics and skills that foster their entrepreneurial spirit. One possible explanation for these results is that these students are able to identify and seize opportunities and possess key personal traits, especially creativity and risk-taking, which are essential for successfully discovering entrepreneurial opportunities.

This may be due to the fact that they have studied courses that develop personal skills, such as psychology-related modules. Self-confidence, for instance, enhances cognitive and imaginative processes, making students more optimistic about expected outcomes and serving as a strong motivation for creativity and development aimed at discovering entrepreneurial opportunities. This is consistent with the findings of (Hijazi Ismail, Zakaria Asmaa, Abdawi Nawal, 2020).

Therefore, personal skills should be emphasized and developed among students in any educational program, especially in the field of entrepreneurship, as they represent a core component of comprehensive skills in promoting entrepreneurial behavior.

Presentation and Discussion of the Results of the Third Hypothesis:

Presentation: The third hypothesis states that: there is no statistically significant correlation between digital skills and entrepreneurial spirit among second-year Master's students in Psychology at Ibn Khaldoun University in Tiaret. To verify the validity of this hypothesis, we relied on Pearson's correlation coefficient, and the results are presented in the following table:

Table No. 8: Presents the results of the third hypothesis

Variables	Sample Size	Correlation Coefficient	Significance Level	Decision
Managerial skills	120	0.566**	0.000	There is a correlation between the two variables
Entrepreneurial spirit				

From the table, we observe that the correlation coefficient between digital skills and entrepreneurial spirit is 0.566, which is a moderate indicator and carries a positive sign, confirming a positive relationship. As for the significance level, it is estimated at 0.000, which indicates that there is a statistically significant relationship between digital skills and entrepreneurial spirit at a significance level of 0.01. Accordingly, we reject the null hypothesis and accept the alternative hypothesis, which states that there is a statistically significant relationship between digital skills and entrepreneurial spirit among second-year Master's students in Psychology at Ibn Khaldoun University in Tiaret.

Discussion of the Third Hypothesis:

From Table 8, we observe that a correlation was found between digital skills and entrepreneurial spirit among second-year Master's students in Psychology. This indicates that the greater the availability of digital skills, the stronger the entrepreneurial spirit. This is supported by the correlation coefficient of 0.566, which reflects the presence of digital skills among students.

This is also confirmed by the study of (El Joudi Mohamed Ali, 2015), which found a statistically significant correlation at the 0.05 significance level between technical skills and entrepreneurial spirit, with a correlation coefficient of 0.579, which is highly significant at the 0.01 level.

One possible explanation for the results of our study is that entrepreneurial education enables students to acquire digital skills. This is evident from the growing attention given to digitalization in recent times. A university student must be aware of its importance in order to use information technology to achieve personal and professional goals, and to work and live in a digital environment.

This includes the ability to understand media, search for information, and communicate with others using a variety of digital tools and applications, as well as basic internet skills such as using email and searching for information, engaging in e-commerce and digital marketing, and knowing how to use the keyboard and software such as word processing and file management on computers. All these technologies require students' attention and engagement.

Conclusion

Through what has been presented, we have contributed, even if modestly, to this study, which may provide information that helps students understand the role played by entrepreneurial education in developing (managerial, personal, and digital) skills, thereby equipping them with the knowledge and skills necessary to foster their entrepreneurial spirit and encourage them to establish their own projects. It has become clear that there is a strong relationship between the skills of entrepreneurial education and the entrepreneurial spirit among second-year Master's students in Psychology, specializing in clinical psychology, work and organizational psychology, and school psychology, as well as human resource management. Accordingly, the conclusions drawn from this study, which highlight the existence of a correlation between entrepreneurial education skills and entrepreneurial spirit, require those in charge to make the university a "factory" for building a capable individual who contributes to the development of their country.

Here, the role of the university appears in promoting entrepreneurial spirit among students, changing their future outlook, and encouraging them to move toward creativity and initiative in establishing enterprises, so that they can be active members of society and help reduce the problem of unemployment.

In conclusion, it can be said that entrepreneurial education plays a fundamental and central role in enhancing students' entrepreneurial spirit by encouraging change, the pursuit of independence, and the need for self-fulfillment.

Recommendations and Suggestions:

Based on the field study we conducted and in light of the results obtained, we present the following suggestions:

- It is necessary to raise students' awareness, through entrepreneurial education at the university, that entrepreneurship is a choice and not an alternative, especially given the limited employment opportunities in the field of psychology.
- Increase training courses and field internships to develop and promote the entrepreneurial spirit among students.
- Conduct periodic awareness campaigns at Ibn Khaldoun University, particularly in the Faculty of Humanities and Social Sciences, to inform students about the importance of entrepreneurial work.
- Introduce students more to business incubators at the university, which focus on student projects and help bring them to realization in the real world.
- Familiarize students with the entrepreneurship center within the university, which aims to encourage and promote the entrepreneurial spirit.
- Attempt to make university academic programs include a practical (field) component, enabling students to benefit from field experience, especially in economic institutions, which would further motivate them and instill an entrepreneurial spirit in them.

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