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Entrepreneurial potential: the synergy between university environment and entrepreneurial training based on the analysis of academics' entrepreneurial intention

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Abstract :
In times of economic instability, it is very important to find new ways to improve employment conditions. It is very important to develop entrepreneurial potential in universities and institutions. Entrepreneurship is one of the main generators of economic development, which proves the influence of some formal and informal factors on employment such as the Entrepreneurship environment. Although entrepreneurship is not very common in universities, the past experience of universities shows that academics are very interested in such initiatives. Research on entrepreneurship and university environment are direct factors that affect entrepreneurial intentions. we used quantitative methods and structural equations to establish a Model for data analysis. The sample included 364 undergraduate students in their final year in various disciplines (finance, marketing, management, economics...) at West Agerian University. Academic development indirectly has a strong and positive impact on entrepreneurial attitudes through entrepreneurship training.

Keywords: Entrepreneurial potential, synergy, academics, entrepreneurial training, university's environment, Entrepreneurial intention.
Jel Classification Codes: L26 Entrepreneurship

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Introduction :

Entrepreneurship is an important social phenomenon because it creates employment opportunities, thereby reducing unemployment (Birch, 1981; Reynolds & al., 2001). "According to Kirzner, ignorant people still don't recognize their ignorance, and they don't know the possibility of being discovered." Over the past few years, the number of jobs has been increasing, highlighting the importance of entrepreneurship to promote economic growth by creating jobs. It also emphasizes innovation in dynamic economic development. In the context of the developing world, entrepreneurship will be driven by the growth momentum it generates, with the goal of reducing poverty and thereby controlling social and economic fragmentation. These contributions are supported by an international organization that supports the hypothesis of entrepreneurship-driven innovation: innovation and entrepreneurship. Universities are organizations in the middle Ages whose purpose is to preserve and transfer knowledge, but in the course of this century, they have developed into organizations that create and use knowledge (Etzkowitz, 2013). Nowadays, universities are playing an increasingly important role in economic growth and social progress. The traditional teaching and research tasks were expanded to include the third task. Promote their interaction with society and the economy. Entrepreneurship intention is the most important predictor of a person's entrepreneurial behavior (Lüthje and Franke, 2003). Many studies have examined the factors affecting entrepreneurial intentions from different perspectives (Wu & al., 2019). Higher education and entrepreneurship are inseparable from the cultivation of college students' entrepreneurial qualities; identifying and analyzing these characteristics is the core of designing an appropriate entrepreneurial education plan. Entrepreneurship training can be divided into three categories. (Jameson, 1984). The first involves in-company education, involving the theoretical aspects of entrepreneurship; the second is business education, involving the practical knowledge and skills needed to start a business and running a business; the third is in-company training, which teaches students management development, marketing, and product development And other fields (Jamieson, 1984), so the university environment has a great influence on students' attitudes towards entrepreneurship. (Auto, Keeley, Klofsten and Ulfstedt, 1997; Fayolle, Liñán, 2014; Johannisson, 1991; Tkachev, Kolvereid, 1999). An enabling environment can be viewed as providing three types of business training: business training; company training; and internal company training. The purpose of this work is to examine the design of the university environment rather than the entrepreneurial curriculum as an influencing factor of entrepreneurial intentions.Therefore, the question of this research is: How do entrepreneurial training and the particularity of the university environment affect the entrepreneurial intention of undergraduate students?

1- Theoretical background :

Drucker (1985) found that entrepreneurship can be learned by learning. Kuratko (2014) also confirmed that the personality traits, skills and abilities required for entrepreneurship can be acquired through learning.

1.1. University entrepreneurial environment

Entrepreneurship environment, understood as "the interaction of participants, roles, and environment that determine company performance" (Nek et al., 2014, p. 191), is a new field of research (Bhagavatula, 2010; Ozgen, 2011) .(Zahra et al. others, 2014); Acs, Szerb, and Auto, 2017; Colombo et al., 2016). The main idea in this field is that shared resources and knowledge, institutional support, and formal and informal networks will generate synergies beyond the specific competitive advantages of new companies (D'Aveni et al., 2010; Mina et al., 2016; Audretsch, Belitski, 2017; Jackson et al., 2017; Lehmann, Menter, 2016, 2018; Kuratko et al). In the university environment, focusing on the entrepreneurial university ecosystem can help to better understand why some universities have more successful spin-off than others.

Universities are not only intermediaries of patents and scientific publications (Audretsch, 2014), but also accelerators of entrepreneurship (Guerrero and Urbano, 2014), generators of new ideas and opportunities, and business opportunities. Integrating R&D results and knowledge into the innovation process is the main function of entrepreneurial activities (Schumpeter, 1934). There is a large amount of empirical literature that supports the role of universities not only as technology and knowledge creators, but also as a key factor in promoting entrepreneurship, with special efforts to link secondary and higher education with the monitoring of learning and education. Horizontal Entrepreneurship Learning Design (European Commission, 2008, 2012, 2014). A business environment that forces the education system to create a flexible and creative workforce who can seek opportunities, pursue goals, and make decisions (Gibb, 2011). Today, the main challenge facing organizations and universities is to create a culture that enables organizational learning to focus on internal entrepreneurship (Garzón-Castrillón, 2011).One of the factors that contribute to organizational learning is to create a culture that encourages critical thinking, experimentation, innovative proposals, etc. (Chiva & Camison, 2002). In a highly competitive environment, in the face of a constantly changing environment, companies conduct fundamental innovation tests. Growth and development; in fact, companies can develop sustainable competitiveness through innovation. According to Joseph Schumpeter, innovation means the implementation of "new production mix", taking into account the overall economy, the consequences will change the structure and operation of the industry. Schumpeter identified three stages in the process of technological change: invention is the generation of new knowledge (ideas); innovation is the actual sale or introduction of new equipment, products or processes; diffusion is the introduction of large-scale or large-scale agents. Innovation (Stihre and Sandgren, 2005). "Innovation is for the benefit of individuals, groups, organizations or companies, and consciously introducing ideas, production processes or new processes into roles, groups or organizations to benefit individuals, groups, organizations or companies." Innovation is the key to competitiveness. Factors and

the company's profitability are therefore an important part of the company's strategy. Therefore, innovation gives the company a competitive advantage in value or product supply; when innovation occurs in the production process, it will give the company a cost advantage; in this case, the company will adopt a price reduction strategy. Or strategies to increase profits. When innovation focuses on the product, the company distinguishes itself from its competitors. Innovative SMEs that can coexist with large companies often use differentiation strategies. You often think of new technologies. Having the technical aspect is not to improperly restrict that aspect, let alone participate in research and development. (2006), cited (Johansson & al. 2007), innovation requires science, including pure and applied. , The entrepreneurial spirit of product development in its technical and social aspects.

1.2.Entrepreneurial profile and behavior

Entrepreneur profile has always been a research topic that aims to determine the common characteristics and abilities of entrepreneurs, and the literature on this topic has also been discussed. Starting from McClelland (1961)'s pioneering work, many studies have been conducted on the characteristics and profiles of entrepreneurs. Unlike the manager, the contractor is responsible for the validity of his own judgment, because he risks losing his investment. Entrepreneurs paved the way for the creation of new industries, which in turn accelerated serious structural changes in the economy. The old industry is being replaced by a process of "creative destruction." Schumpeter believes that entrepreneurial innovation leads to an explosion of "creative destruction" because innovation is like outdated inventory, ideas, skills, and equipment. He said that this creative destruction has led to continuous progress and improvement. Bandura (1986) defines self-efficacy as the self-assessment of a person's ability to perform a series of actions in order to achieve a desired goal; H. It does not emphasize the skills that an individual possesses, and the ability to use those skills to achieve goals.Risk structure is also regarded as a direct predictor of entrepreneurship. Entrepreneurship education is increasingly becoming an important topic for universities (Audretsch, Grilo and Thurik, 2011). A number of studies have shown that entrepreneurship education can improve positive perceptions of entrepreneurship. Universities must respect the indivisibility of learning, research, and dissemination, but the efforts of researchers focus on all aspects of learning, namely, the analysis, criticism and suggestions of educational projects, the evaluation of the methods used, and case studies. Experience in specific educational institutions (Godoy and Antonello, 2009).

1.3.Entrepreneurial Attitude and Intentions

According to the value expectation theory, attitudes are positively correlated with behavioral beliefs and performance evaluation products. Skills and good attitudes, but they also need to believe that they can make the most of them (Bandura, 1999). Davidson (1995) regards entrepreneurial attitudes as an intermediary between personal history and business beliefs to study how these affect business intentions and personal history, including educational conditions and related business experience. Krueger and Brasil (1994) pointed out that self-efficacy is a predictive indicator of entrepreneurial performance, and entrepreneurial intention depends to a certain extent on the pursuit of entrepreneurial spirit and entrepreneurial self-efficacy. A key factor that can help entrepreneurs overcome adversity and

challenges in the business process and have a significant impact on their business intentions.

2-Methodological Aspects :

2.1.Measurement of Variables

The study was designed using a quantitative method with multivariate data analysis to predict and explain the presented structure. The method provides the common ground between path modeling and confirmatory factor analysis. We choose to use partial least squares. -Structural equation modeling (PLS-SEM). It provides reflective and formative indicators for research and development models. Then conduct exploratory factor analysis to determine whether the indicator is related to the latent variable (factor). The selection method of determining factors. Principal component analysis has been carried out using the oblique rotation method. It is recommended that the load factor of each index reach a value greater than 0.70. It is also expected that the load factor difference of adjacent structures is greater than 0.20, and each index value of the community is greater than 0.50.The Bartlett sphericity test was also performed with a zero value combined with the calculation of the sufficiency measure of the Kaiser-Meier-Olkin sample test, with an index of 0.806, which was considered satisfactory and used for subsequent analysis. ... to check the internal consistency of the design, a value from 0.60 to 0.70 is considered an acceptable exploratory study.

2.2.Sample Distribution

In order to analyze the various dimensions of the model, exploratory factor analysis (using SPSS 26.0 software) was used to reduce a large number of variables into factors. The data used in this study was collected through questionnaire surveys and other methods. More than 900 questionnaires were distributed to students in western Algeria, and 435 were recovered, with a recovery rate of about 51.5%. After excluding 71 invalid copies of no more than 5 questions or students answering 10 questions in a row, we received 364 valid copies, with an effective answer rate of 79.3%. The sample characteristics are shown in Table 1.

Table 1. Statistics of features of students sample.

Gender	Age	Grade	Major
Male 65.2%	21 8%	1 2%	Finance, Management, Economics & Commerce 82%
Female 34.8%	22 17.1%	2 7.2%	Biology&engineering18%
	23 36.9%	3 28%	
	24 38%	4 62.3%	
		5 0.2%	
		6 0%	
		7 0.3%	

Source: Author's

2.3.Reliability and Validity Analysis

We test reliability based on the reliability of internal consistency and the reliability of aggregation. Table 2 shows that all Cronbach alphas are greater than 0.70, and all composite reliability values are greater than the 0.60 standard.

Table 2. Analysis of reliability and discriminant validity

Variables	Factors loading	Cronbach's α	AVE
Entrepreneurial training	0.648	0.853	0.601
Entrepreneurial University environment	0.734	0.858	0.605
Entrepreneurial intentions	0.863	0.881	0.656

Source: Author's

In order to complete the evaluation of the tool for measuring the reflection variable, we use the load cross of the given index to analyze the validity of the judgment. Hide all variables. Most of the items used in this study are borrowed from a scale that has been tested in practice and adapted to the conditions and environment of the University of Algeria, so the scale shows good content fidelity. Then use the exploratory factor analysis (EFA) of AMOS 22.0 to verify the design of the questionnaire. The Kaiser-Meier-Olkin value of 17 points is 0.908, and the chi-square value in Bartlett's sphere test is 3131.839 (degrees of freedom = 136), showing statistical significance, indicating that there are common factors between the correlation matrices, suitable for factor analysis, identifying factors through principal component analysis and varimax rotation, the number of factors is determined by the eigenvalues More units decided. The analysis identified three factors: entrepreneurial training, university context and environment, and entrepreneurial intentions. The cumulative explained variance is 70.159%, and the factor loads after rotation all exceed 0.563. Therefore, the scale has good structural reliability.

Table 3. Descriptive statistics and Pearson's relation among variables.

Variable	Mean	SD	1	2	3	4	5	6
(1) Gender	1.37	0.483	-					
(2) Age	22.19	1.215	0.08	-				
(3) Grade	3.55	0.729	0.99	0.300**	-			
(4)Entrepreneuri	2.652	0.96	-	0.093	0.065	0.775		

al training		8	0.125 *					
(5) Entrepreneurial University environment	3.376	0.799	0.006	0.066	0.128 *	0.512**	0.778	
(6) Entrepreneurial intention	3.055	0.986	-0.100	0.003	0.043	0.490	0.615**	0.445**

Source: Author's

Table 3 shows the mean and standard deviation of the variables and the Pearson correlation coefficient between the variables. The results of these correlation analyses show that the correlation coefficients among entrepreneurial training, entrepreneurial university environment, and entrepreneurial intention are statistically significant at different statistical levels. The extracted average deviation (AVE) exceeds 0.50, which exceeds the absolute value of the correlation coefficients of other variables so that all previous measurements have sufficient validity and reliability.

2.4.Regression Analysis and Discussion

According to the hierarchical regression method, we first use gender, age, and grade as the control variables, and then use entrepreneurial coaching, entrepreneurial university environment as independent variables, and entrepreneurial intention as the dependent variable for regression analysis. The results are shown in Table 4.

Table 4. Regression analysis on the effects of entrepreneurial training and University context & environment on entrepreneurial intention.

	Entrepreneurial intention		
Variable	**Model1**	**Model2**	**Model3**
Gender	0.105	0.072+	0.063
Age	-0.017	-0.050	-0.031
Grade	0.058	-0.014	-0.033
Entrepreneurial training		0.229***	0.231***
Entrepreneurial University environment		0.504***	0.420***
R^2	0.013	0.428	0.443
Adjusted R^2	0.004	0.420	0.433
F	1.414	48.117	42.491

Source: Author's

The results show that based on the control variables, the more intensive the entrepreneurship training, the more obvious the entrepreneurial intention (β=0.229, p<0.001), confirming the empirical results. Similarly, students with high entrepreneurial spirit also have strong entrepreneurial intentions (β = 0.504, p <0.001). This shows that proper entrepreneurship training and entrepreneurial university environment can increase students' confidence in entrepreneurial skills. And enhance their entrepreneurial belief and motivation.

Conclusion:

In order to create and test a model to explain the impact of entrepreneurial training and entrepreneurial university environment on academics' entrepreneurial intentions, the study was successful because it proposed a coherent model with high explanatory value for hidden entrepreneurial variables. For Model 1, we can regard the entrepreneurial university evironment as an important precursor to entrepreneurial intentions; The entrepreneurial university environment explains a small part of entrepreneurial intentions, which is measured by academics' clear and honest statements about becoming entrepreneurs in a particular field future. Model 2 is also important. This result shows the impact of the entrepreneurial university environment on entrepreneurship training. Therefore, the university environment is an important precursor of entrepreneurship training, because the university environment explains more than one-third of the variability in entrepreneurship coaching. Therefore, a large part of renewable training depends on the entrepreneurial university environment. In turn, Model 3 is compatible. Entrepreneurship training has a significant positive impact on entrepreneurial intentions. This study found that entrepreneurial training, entrepreneurial university environment all have a significant positive impact on entrepreneurial intentions.

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