



Entrepreneurship and Entrepreneurial Education:

From Concept Evolution to University Interest - A Theoretical Study

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Abstract ;

Through this research paper, we aim to examine the development of the concept of entrepreneurship and its origins, as well as to introduce entrepreneurship education, which has become one of the greatest concerns of most countries, including Algeria. This is because economic transformations to advance development in all its aspects, especially social ones, require encouraging young people, especially university and institute graduates, to Having the spirit of entrepreneurship, initiative and innovation to create small projects and emerging institutions, to create job positions and support the national economy, and to support this trend towards entrepreneurship education at the Algerian university, we wanted to know some of the concepts associated with it, supporting this with some studies that focused on entrepreneurship education and the extent of its contribution to encouraging entrepreneurship thought among people the students.

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Introduction:

Entrepreneurship has emerged as one of the most important topics distinguishing studies focused on economic development. This explains the interest of many countries in entrepreneurship from various angles. Following suit with the rest of the world, Algeria has shown notable interest in entrepreneurship. Therefore, most policies are geared towards encouraging youth to enter the world of entrepreneurship through its wide gate. Recently, this interest has shifted to the realm of higher education, where entrepreneurial education has gained significant importance in Algerian universities. This is evident through its strategies and programs designed to help youth refine their skills and develop their competencies, instilling in them the desire to establish their own ventures (Ben Issa, Nasser: 2019, p. 232).

First / Entrepreneurship

1- concepts:

1-1-Concept of Entrepreneur and Entrepreneurship:

Before defining the concept of entrepreneurship, it is necessary to clarify the concept of an entrepreneur. This concept has evolved over the ages, initially being associated in medieval France with the person responsible for managing a group of individuals and bearing the burdens resulting from that. It then evolved to include the daring individual who takes on economic risks. In the 16th and 17th centuries, the entrepreneur was considered someone engaged in commercial and speculative activities. JB SAY is considered one of the earliest theorists of this concept, describing the entrepreneur as a creator who organizes and gathers means of production with the aim of creating new utility.

Additionally, an entrepreneur is someone who possesses the desire and ability to

transform a new idea or invention into a successful innovation, aiming to introduce new products or modern business models that contribute to long-term economic growth.

1-2-Concept of Entrepreneurship:

Entrepreneurship encompasses the actions and social processes undertaken by an entrepreneur to establish a new venture or develop an existing one within the framework of prevailing laws. It aims to create wealth through initiative-taking, risk-bearing, and identifying, pursuing, and implementing business opportunities. According to Bedyar and Arabash (2019, p. 13), entrepreneurship is defined as "a type of behavior characterized by the pursuit of innovation, organizing and reorganizing economic and social mechanisms." Another definition, according to Hisrich and Peters, describes it as "the ability and desire to organize and manage businesses of all kinds, by creating something new of value and allocating the necessary time, effort, and money to the project, bearing the associated risks and receiving the resulting rewards with the aim of contributing to economic and social development" (Hawari, 2018, p.). Additionally, another perspective defines it as "the ability and desire to organize and manage businesses of all kinds, by creating something new of value and allocating the necessary time, effort, and money to the project, bearing the associated risks and receiving the resulting rewards with the aim of contributing to economic and social development" (Zaidi, 2021, p. 93).

2- Evolution of Entrepreneurship Throughout History:

The rapid scientific and technological advancements witnessed worldwide in the latter half of the 20th century allowed for a reevaluation of the methods and organization of economies, whether at the macro, micro, or institutional levels.

Entrepreneurship did not emerge in its current form but rather as a result of several changes and continuous developments, adapting to the challenges faced by the economic and social systems since humans first met their economic needs through their physical and intellectual abilities.

Therefore, we will present the most important historical milestones of entrepreneurship, starting from the forms of production known in economic activities such as household and artisanal production, and leading to entrepreneurial action.

2.1 Simple Craft Production:

Among the stages that entrepreneurship has undergone is the phase of simple household production, characterized by basic economic activities such as farming and animal husbandry to meet fundamental needs such as clothing, food, and shelter. During this phase, humans utilized simple tools that they carved and prepared themselves. Elderly individuals accomplished these tasks based on their experience and life skills, often within the family and in the fields.

This entrepreneurial pattern is distinguished by strong social relationships resulting from its familial nature and mutual respect between parents and children. Additionally, children were raised and educated in crafts, inheriting their secrets. The most prominent crafts of that time included tanning, leatherworking, weaving, and spinning. Over time, this activity evolved, transitioning from fields and households to establishing shops and craft units as their refuge (Rahmani, Bouguerra: 2017, p. 42).

2.2 Emergence of Craft Entrepreneurship:

This stage marks the emergence of craft entrepreneurship, as craftsmen began to gather in workshops, their numbers increasing. Concurrently, there was a rise

in demand for the goods they produced, leading to the emergence of a surplus workforce in society. All of this led to the establishment of shops, workshops, and craft enterprises where craftsmen with similar skills congregated to produce specific goods under the supervision of experienced and senior craft entrepreneurs. These craft enterprises appeared in several workshops initiated by skilled craftsmen (Rahmani: 2017, p. 43).

2.3 Domestic Craft Economy:

The domestic craft economy is considered one of the stages in which entrepreneurship expanded due to the emergence of a class of capitalist traders who utilized various methods to obtain and sell products. Among these methods was dealing with craft groups and communicating with households, providing them with materials to produce specific goods. Traders found a market for domestic entrepreneurship, especially in rural households willing to increase their income and improve their living standards. (Rahmani: 2017, p. 44)

2.4 Emergence of the Manufactory:

The accumulation of previous changes and the evolution of the capitalist merchant class, along with increased economic demand, led to the emergence of the manufactory. This involved assembling a group of craftsmen under one roof to oversee them closely during the production process, compared to the remote supervision in the domestic economy. During this stage, factories appeared in their primitive form, consisting of basic tools operated manually by workers. This new type of institution had two basic forms:

- Contractorships: These brought together craftsmen working in the same trade.
- Collaborative contractorships: These gathered craftsmen with different skills who collaborated to achieve a specific production, such as the production of a

horse carriage involving carpenters, blacksmiths, and painters.

Regardless of their type, these institutions marked a decisive turning point in the life of capitalist entrepreneurs and the history of entrepreneurship, characterized by technological simplicity.

2.5 Entrepreneurship in Industrial Thought:

The profound transformation of European society and the spread of capitalism contributed to the emergence of industrial entrepreneurship associated with the Industrial Revolution. This period witnessed the emergence of new social and economic sciences, and economic history attests to the role played by the entrepreneurial individual. The entrepreneur introduced a new spirit through rationality and risk-taking. (Rahmani: 2017, p. 45) The Industrial Revolution gave birth to the reality of entrepreneurship, strengthening the bourgeois center in terms of freedom and trade management. (Rahmani: 2017, p. 46)

3-Entrepreneurship Strategies:

These entrepreneurship strategies can be summarized as follows:

3.1 Innovation: This is the first step towards innovation. It involves sensing problems, identifying weaknesses and gaps, and searching for solutions to formulate new hypotheses. These hypotheses are then tested to arrive at new solutions or connections using available data to convey the results to others.

3.2 Creativity: It means reaching a new idea related to technology and affecting societal institutions. Creativity is inherently linked to new ideas.

3.3 Risk: It represents the entrepreneur's willingness to introduce new products regardless of the risks of competition in the market.

3.4 Uniqueness: It signifies distinctiveness in introducing new methods or innovating new approaches, whether in the nature of

products or services offered, or in the nature of resources that enable achieving competitive advantage and maintaining superiority.

3.5 Proactiveness: Involves anticipating future problems, needs, and changes, and providing new products and services based on advanced technology, often involving a high degree of risk.

When entrepreneurs adopt these strategies, they help in deriving new ideas that lead to the establishment of a successful entrepreneurial project capable of competing effectively and strongly against others. (Bghaddawi: 2023, p. 133)

4- Factors Encouraging Entrepreneurship:

The most important environmental factors encouraging entrepreneurial activity consist of several variables:

4.1 Psychological Factors: According to Shapero, one of the most significant motivations for entrepreneurship is the desire for independence, to be one's own boss, or to manage one's own property. The attraction to independence is a crucial motive for entrepreneurs and plays a vital role in the decision to start a venture. McClelland identified three fundamental needs as the driving forces for entrepreneurship: the need for achievement, the need for affiliation, and the need for power. While there may be various motives for entrepreneurship or establishing a business, there is often a single crucial motive that holds the most significance among others. This may include a drive for financial gain, power, or other factors. However, according to Maslow's hierarchy of needs, entrepreneurial motivation often responds to needs at the top of the hierarchy, such as the need for esteem from others or the need for self-actualization and achieving personal and social success.

4.2 Economic Factors: These include informational, human, cognitive, technological, financial, and material

resources, without which nothing can be accomplished. While these factors may initially overlap, it is impossible to establish a business without the ability to research, obtain, and mobilize resources for the benefit of the project.

4.3 Sociocultural Factors: This specifically focuses on the value system and standards prevalent in various societies. Sociocultural and environmental factors often serve as determinants for entrepreneurial tendencies and actions. These factors are directly related to various environments that can have positive or negative effects on individuals' inclinations towards entrepreneurship, including family, schools, universities, institutions, professions, religion, and community membership.

4.4 Institutional and Legislative Factors: These factors are based on several contextual elements, including:

- Public policies that support less effective institutions.
- Banking institutions, which often play a significant role in obtaining capital for entrepreneurial ventures.
- Educational systems, where the importance of education in fostering entrepreneurial tendencies through the dissemination and appreciation of dynamic and responsible images of entrepreneurs can encourage and improve a broad segment of the public.

4.5 Regional Factors: Economic geography emphasizes the fact that economic activity does not occur in a specific location by chance. The presence of social, economic, and cultural structures encourages and supports the emergence of this activity. Therefore, the importance of the region cannot be overlooked, both for the entrepreneur and the institution.

4.6 E-commerce: It is a factor associated with technology and facilitates international economic exchanges and transactions, reflecting its implications for

the development and advancement of entrepreneurial projects. (Abu Hafs: 2019)

5- Entrepreneurship Characteristics:

Entrepreneurship is characterized by a set of features that can be summarized as follows:

5.1. Creation Process: Entrepreneurship involves the creation or establishment of a venture or project.

5.2. Creativity: Innovation is a fundamental factor and a key determinant of entrepreneurial success.

5.3. Presence of a Leader: The entrepreneur serves as the driving force behind the venture.

5.4. High Risk: Entrepreneurship entails high levels of risk, as it involves introducing new products that are subject to market acceptance.

5.5. Individuality and Initiative: Entrepreneurship is marked by individuality and a proactive spirit.

5.6. Need for Strategic Planning: Entrepreneurs need to strategize, develop, and implement plans effectively to ensure the success of their ventures.

5.7. Wealth Creation and Value Addition: Entrepreneurship aims to create wealth, add value, promote growth, and generate employment opportunities.

Therefore, entrepreneurship serves as an economic model that contributes to economic dynamism and revitalization through the introduction of new ventures. (Abu Hafs: 2019, p. 4)

6- Importance of Entrepreneurship:

The economic importance of entrepreneurship can be summarized as follows:

6-1 Economic Significance:

- Opportunity for Advancement: Entrepreneurship offers individuals the chance to engage in entrepreneurial activities and pursue independent initiatives, as independence and self-employment enable them to excel in producing unique products and services.

- Profit Potential: Profits and financial returns serve as effective incentives in the decision-making process of entrepreneurs.
- Opportunity for Self-Actualization: In addition to initiative, entrepreneurship serves as a means for individuals to achieve self-actualization through their work.
- Increase in Average Income: Entrepreneurship often leads to increased outputs, resulting in an overall rise in individual income.
- Contribution to Economic Development: Individual initiatives are the primary drivers of economic development, propelling the wheels of economic growth forward.
- Economic Restructuring: Entrepreneurship often accompanies processes of structural transformation and changes in social, political, technological, and organizational environments.
- Therefore, entrepreneurship plays a vital role in fostering economic growth, driving innovation, and reshaping economic structures.

6-2 Social Significance:

The primary social importance of entrepreneurship includes:

- Opportunity to Contribute to Community Service: Entrepreneurship provides individuals with the opportunity to contribute to serving the community.
- Creation of Job Opportunities: Entrepreneurial projects are considered an important source of new jobs in the economy.
- Opportunity for Self-Realization: The ownership of work by entrepreneurs grants them freedom, independence, and the achievement of personal goals.
- Contribution to Providing Services and Goods: Entrepreneurship contributes to the provision of services and goods to society.
- Innovations in Entrepreneurial Institutions and Small and Medium-Sized Enterprises (SMEs): Innovations in

entrepreneurial institutions and small and medium-sized projects facilitate individuals' lives.

Therefore, entrepreneurship not only generates economic benefits but also plays a crucial role in addressing social needs, creating employment opportunities, and enhancing the quality of life for individuals. (Boutoura 2021. pp. 62-63)

6-3 Objectives of Entrepreneurship:

The objectives of entrepreneurship can be summarized as follows:

1. Attracting Youth to Self-Employment: Entrepreneurship aims to attract young people to self-employment, encouraging individual initiative and investment in small projects.
2. Financial Gains and Profit Maximization: One of the primary objectives of entrepreneurship is to achieve financial gains and maximize profits, which are crucial for the success and sustainability of entrepreneurial ventures.
3. Economic and Social Stability: Entrepreneurship serves as a factor for economic and social stability, especially during times of crises, by providing alternative sources of income and employment opportunities.
4. Promoting Entrepreneurial Culture: Entrepreneurship endeavors to spread a culture of entrepreneurship in academic circles, fostering interest in science and technology, and promoting artisanal work across various fields.
5. Developing Skills and Talents: Entrepreneurship contributes to the development of skills and talents, providing opportunities for creativity and innovation.
6. Expanding Opportunities: Entrepreneurship aims to provide more opportunities and broader perspectives for entrepreneurs, facilitating the establishment of new ventures or the creation of new departments within existing establishments.

7. Economic Renewal: Entrepreneurship involves economic renewal by encouraging organizations to rethink their strategies and capitalize on available opportunities.

Overall, the objectives of entrepreneurship encompass financial success, societal stability, cultural promotion, skill development, and economic revitalization. (Boumizez, bousna, 2021, p. 10)

Secondly / Entrepreneurial Education

1-Concept of Entrepreneurial Education:

The concept of entrepreneurial education entails a set of formal education methods aimed at fostering entrepreneurial awareness and establishing small business ventures. This includes informing, training, and educating any individual interested in participating in economic and social development through a project aimed at achieving these goals. (Boutarfa, Bashir, 2020, P133)

"Alain Fatolle" defined entrepreneurial education as all activities aimed at promoting entrepreneurial thinking, behavior, and skills, covering various aspects such as ideas, growth, and innovation. In general, entrepreneurial education aims to instill an entrepreneurial spirit in students and equip them with the necessary skills to establish their own projects. (Baghdawi, 2023, P135)

2- Historical Overview of Entrepreneurial Education:

The history of teaching entrepreneurship at universities dates back to 1947 when "MACES MYLE" introduced the first entrepreneurship course at Harvard University, specifically at the Harvard Business School. This course attracted the attention and admiration of 188 students from the second year of the Master of Business Administration program, out of a total of 600 students. Some argue that the first person to recognize the need for teaching entrepreneurship as a discipline was the Japanese scholar Shigeru Fijii from Kobe University in 1938.

3- The University, Scientific Research, and Entrepreneurship:

Education in general, and higher education in particular, is a fundamental pillar for developing entrepreneurial skills. Curricula should focus on encouraging independence, perseverance, self-confidence, and other essential entrepreneurial skills. Universities play a crucial role in building knowledge related to entrepreneurship and teaching the scientific concepts upon which it is based. This involves addressing the relationship between scientific research and the culture of entrepreneurship through various approaches, particularly within the economic and social contexts. By doing so, universities become the cornerstone for the advancement of entrepreneurship and the establishment of development frameworks across all sectors that contribute to socio-economic growth. This realization transforms entrepreneurship into an economic unit, an investment project, and an inclusive social mechanism for integrating graduates of educational institutions into the job market. (Hamli, H., & Houhou, 2019, P633)

4- Requirements of Entrepreneurial Education:

According to UNESCO (2005), technical and vocational education and training (TVET) is a comprehensive term that refers to aspects of the educational process, including general education, the study of relevant technology and sciences, acquiring practical knowledge, skills, and attitudes related to professions in various economic and social sectors, and providing trained workforce in the field of applied sciences and technology. In addition to this, entrepreneurial education encompasses several important aspects. To meet the requirements of entrepreneurial education, real and effective partnerships must be established among various institutions, organizations,

and supporting entities, providing the following requirements:

4.1. Infrastructure Provision: This involves providing suitable places and necessary facilities, equipped with various tools and software that provide scientific applications facilitating the utilization of entrepreneurial content.

4.2. Human Resources: Qualified and trained individuals capable of using and applying advanced training strategies and methods in entrepreneurship. Entrepreneurial education requires a fundamental change in the thinking patterns of learners.

4.3. Creating a Favorable Environment: This environment derives its superiority from the full awareness of individuals in society at all levels, starting from leaders, academics, decision-makers, to ordinary citizens, thereby providing full support from everyone to ensure the success of entrepreneurial education initiatives.

4.4. Benefiting from Global Experiences: By building on them in practice and applying them to educational contexts.

4.5. Responding to Major Pressures and Challenges: These pressures are imposed by the nature of the current era, requiring adaptation to this type of entrepreneurial education and attempting to adjust to it as much as possible. (Hamli, H., & Houhou, 2019, P630)

5- The Role of Entrepreneurial Education in Enhancing Entrepreneurial Action:

According to Shane (2003), the entrepreneurial process involves the ability to identify opportunities, gather and organize resources, and adapt strategies to exploit those opportunities. The knowledge, skills, and information acquired by students through education are likely to improve the expected returns from exploiting these opportunities. Therefore, entrepreneurial learning not only enhances the skill of recognizing and seizing opportunities but also provides

individuals with analytical capabilities and practical knowledge in project organization, thus enhancing entrepreneurial thinking.

A study by the European Commission (2005) found that entrepreneurship education encourages students to accumulate entrepreneurial intentions, leading to the establishment and provision of new companies by students. Researchers agreed that teaching the values of "push" and "pull" during entrepreneurship studies greatly influences their career paths. Studies have also shown that the links between entrepreneurial education and entrepreneurial activity among students are significant and cannot be overlooked. Algerian researchers Leila Ben Issa and Zahra Naseri highlighted the importance of entrepreneurial competencies in sustaining entrepreneurial projects, emphasizing the necessity of acquiring essential competencies by entrepreneurs, particularly managerial competencies, which are crucial for ensuring the sustainability of their entrepreneurial activities. (Ben Issa, L., & Naseri, Z,2022 ,P421)

Another study emphasized the importance of entrepreneurial education, considering it vital in promoting entrepreneurial attitudes among individuals in higher education. Algerian researchers Logan El Alya and Mehrazi Malikka stated that Algerian higher education institutions can play a significant role in bringing about economic and social changes to overcome the challenge of creating job opportunities for university youth by promoting entrepreneurial thinking, developing suitable training activities in entrepreneurship, and supporting startups. (El Alya, L., & Malikka, M, 2020, 110)

Therefore, initiatives in entrepreneurial education at the university level are vital for increasing the supply of potential entrepreneurs by making more students

aware and interested in choosing entrepreneurship as a career option. Consequently, entrepreneurial education, in the form of entrepreneurial intentions courses, is associated with three main reasons:

- Entrepreneurial education helps students learn and identify new job opportunities. This knowledge enhances the number of innovative opportunities related to technology and encourages creativity. Additionally, learning important project organization skills leads students to realize new feasible projects.

- There is a positive correlation between social desirability and professional initiative, highlighting the significant role of education in imparting a social aspect to individuals in entrepreneurial professions. These professions can shape attitudes towards behavior and social standards.

- Through entrepreneurial education courses, individuals can acquire knowledge about starting a new business in a better and faster way. This results in more value from matching opportunities. Studies also argue that learning important entrepreneurial skills and competencies will lead to new feasible projects initiated by students, thus affecting perceived behavioral control. Experimental studies have confirmed that program budget, attitude, and social standards are key factors in explaining entrepreneurial intentions. Therefore, to stimulate entrepreneurship through entrepreneurial education, these elements should be considered. Another experimental study demonstrated the impact of entrepreneurial education on entrepreneurship, emphasizing the importance of entrepreneurial education in directly influencing entrepreneurial intentions. (Hamli, H., Hahou, H., 2019, P633-634).

6-The importance of entrepreneurial education can be summarized as follows:

- Fostering initiative and increasing business success opportunities, leading to the emergence of new projects and consequently creating job opportunities, which helps reduce unemployment rates.

- Producing skilled, creative, and innovative leaders who may inspire significant change in the future of the economy. This contributes to the sustainability of projects and, consequently, economic development and revitalization.

- Elevating the proportion of new ideas characterized by innovation. (Ben Issa, N., Nasser, 2019, P234)

- A study by Algerian researcher Mustafa Rajai, titled "Teaching Entrepreneurship to Social Science Students at Algerian Universities," emphasizes the profound importance of entrepreneurship. It lies in the educational system's policy that aims to instill the concept of self-reliance, embody the concept of initiative, and optimize time by doubling efforts from both teachers and students to transition from receptive sciences to knowledge production sciences and embody them in reality. This transition is succinctly expressed in the study's title, "Transition from Education Oriented towards Large Industry to Education Oriented towards Small Entrepreneurship." (Rajai, M., 2020, P 303)

7-Applications of entrepreneurship education in Algerian universities:

Algeria embarked on the project of convergence between the university and the economic environment primarily since adopting the LMD system, which essentially aims to meet the needs of the labor market for qualified workforce locally and internationally. However, realistically, there are criticisms against this system as it has not fully achieved its set goals. In Algeria, where its labor market is characterized by the presence of 402,000 unemployed graduates from the higher education sector, accounting for

27.28 percent of the total unemployed in Algeria. On the other hand, a significant number of institutional leaders express their dissatisfaction with the lack of experience, technical competence, and social and communication skills among job seekers in the Algerian market.

A study conducted by the National Statistics Office on the status and prospects of the Algerian industry revealed that 57% of public institution managers and 80% of private sector institution heads believe that the level of worker qualification is insufficient. This reality has presented Algerian universities with various challenges, including the need to develop a dynamic human element oriented towards entrepreneurship and innovation.

Efforts to enhance entrepreneurship in Algerian universities have materialized through several steps, including:

- Integration of entrepreneurship metrics in university training programs: In recent years, training programs have seen the inclusion of entrepreneurship metrics in faculties of economics, commerce, management sciences, and even social sciences, primarily targeting master's students. This step aims to familiarize students with the theoretical foundations of entrepreneurship, enhance their entrepreneurial spirit, and motivate them to seriously consider venturing into the world of enterprise creation. Entrepreneurship metrics are taught in Algeria using conventional methods such as lectures, which studies have shown to have limited impact on stimulating students' entrepreneurial thinking. Instead, adopting methods and techniques based on field experiments and innovative pedagogical practices is preferred.

- Establishment of an "Entrepreneurship" specialization at the bachelor's and master's levels: The entrepreneurship specialization is considered one of the proposed training options for management

science students at both the bachelor's and master's levels. Similar to entrepreneurship metrics, the entrepreneurship specialization is also considered relatively new and not yet widespread across all faculties. (Zghadi, Mansur: 2022. p. 366)

- Establishment of an Entrepreneurship Center: An "Entrepreneurship Center" is defined as a dedicated space for receiving information and guiding and supporting students with project ideas. Its aim is to strengthen entrepreneurial spirit and provide potential entrepreneurs with the necessary skills to establish and develop their enterprises while ensuring their sustainability. Additionally, the Entrepreneurship Center aims, through its activities, to reconcile the worlds of knowledge and economics and create wealth. The first Entrepreneurship Center at the national level was established in 2007 at the University of Constantine in partnership with the National Agency for Youth Employment Support.

In 2019, there were 78 Entrepreneurship Centers within universities, with 87 agreements signed with the National Agency for Youth Employment Support. These Entrepreneurship Centers serve as a link between various stakeholders in the institutional world (banks, taxes, real estate, etc.) to facilitate the potential entrepreneur's entry into the professional world. This task is executed by focusing on three interconnected axes:

- Raising awareness about the importance of entrepreneurship and spreading entrepreneurial culture among students to stimulate their entrepreneurial intentions through short-term training programs conducted in collaboration with the National Agency for Youth Employment Support and providing support and guidance. (Zeghadi, Mansur: 2022)

- Establishment of university incubators: The university or scientific incubator is a tool for activating the university's role as

the pulsating heart of the knowledge economy. It serves as a place to receive and support holders of innovative projects to valorize the results of scientific research. The incubator provides logistical, administrative, and consultancy services and facilitates the establishment of enterprises. The university incubator focuses on the entrepreneur as the holder of knowledge by providing equipped university laboratories with advanced technological equipment that the entrepreneur may not be able to afford individually but critically needs during the project idea development stage.

In 2020, according to Leancubator website, Algeria recorded 44 university incubators distributed across higher education institutions including universities and higher schools. These incubators resulted in the submission of approximately 209 patent applications by university researchers in 2021. Among these, 22 were registered at the University of Ouargla. Additionally, the business incubator for the University of M'sila is currently hosting 54 innovative projects. (Zeghadi, Mansur: 2022).

8- Studies on Entrepreneurship and Entrepreneurial Education from the Perspective of Researchers in Algerian Universities:

Scientific studies are considered a significant foundation and a specific resource for researchers in any field, upon which they rely to build their research, cite in their studies, reinforce their knowledge, and enhance their understanding. Based on this premise, in this research paper, we have reviewed some studies that have addressed the topics of entrepreneurship and entrepreneurial education. This review aims to demonstrate the level of interest among academic researchers at Algerian universities in this field. While numerous studies exist, we have selected a sample to support the theoretical discussion on entrepreneurship and entrepreneurial

education and to illustrate the university's interest in these areas.

8-1-Study by Ben Shawat Samia and Laouj Zouaoui (2022) in Algeria:

Title: "Enhancing the Higher Education Sector in Algeria to Foster and Encourage Entrepreneurship: A Proposed Model".

This study aimed to present a proposed model for the higher education sector in Algeria, focusing on its efforts and role in supporting students and directing them towards the field of entrepreneurship.

The research relied on comprehensive literature review and analytical study of previous research and studies, aiming to propose a model that aligns with the specific environment of the higher education sector in Algeria. The proposed model aims to support the behavioral characteristics of students to motivate them towards entrepreneurship and enhance their entrepreneurial intention. The ultimate goal is to translate this intention into actual entrepreneurial behavior. The model encompasses the higher education sector in its comprehensive sense, university culture, and entrepreneurship support centers, and examines the impact of these factors on students' psychological characteristics, based on the Planned Behavior Model by Ajzen (1991).

8-2- Study by Ben Sahla Yamina (2020) in Algeria:

Title: "Building Entrepreneurial University Students in Social Sciences and Humanities, and Strategically Positioning Them in the Job Market".

The aim of this analytical study was to promote scientific research in social sciences and humanities in Algerian universities by rebuilding a new link between academic institutions and the job market to create integration and balance between academic production, the job market, and community service at both the local and regional levels.

The study concluded that the entrepreneur or pioneer in the world of entrepreneurship is an individual qualified in academic and personal aspects, owning a small or medium-sized economic institution based on creativity, generating innovative ideas, risk-taking, and bearing failure in the job market in all disciplines. This opens up opportunities for exploiting and seizing all opportunities to contribute to the promotion and development of local economic development in service of the local community.

8-3- Study by Jabbar Souad and Naji Amina (2020) in Algeria:

Title: "Entrepreneurial Education as a Tool for Building Entrepreneurial Spirit: A Standard Study of University Students in Sidi Bel Abbès".

The aim of this study was to investigate the impact of entrepreneurial education on the development of entrepreneurial spirit among students at the University of Sidi Bel Abbès across various disciplines.

The study concluded the following:

- Entrepreneurial education aims to provide students with knowledge and necessary skills, thereby enhancing their entrepreneurial behavior, encouraging them to establish their own projects.
- The idea of entrepreneurship is considered attractive by the sampled students, with a percentage of 68.8%.
- Graduates of the university, in the study sample, possess diverse capabilities that enable them to accomplish entrepreneurial tasks.
- In addition to entrepreneurial education, students interviewed are influenced by their surrounding environment.
- The students under study possess entrepreneurial personalities, reflecting a high degree of entrepreneurial spirit.
- The embodiment of the entrepreneurship concept through Entrepreneurship Centers is one of the most important and suitable mechanisms for embracing the idea of establishing small and medium-sized

enterprises. The Entrepreneurship Center at the University of Sidi Bel Abbès is one such initiative striving to instill and cultivate entrepreneurial spirit among students through various activities, workshops, and courses aimed at disseminating entrepreneurial culture for building sustainable projects. However, despite all this, the majority of the study sample are not aware of the benefits offered by these centers, necessitating further effort and awareness-raising through increased activation of their role, thereby bringing students closer to the entrepreneurial environment and facilitating the establishment of enterprises.

- It was evident that current entrepreneurial education contributes to the development of entrepreneurial spirit among the study sample, albeit to a weak degree estimated at 28.3%.

8-4- Study by Logane Al Aaliya and Mahrazi Malika (2020) in Algeria:

Title: "Students' Needs for Training in Entrepreneurship".

The aim of this study was to identify students' needs for training in the field of entrepreneurship.

The study concluded the following:

Since entrepreneurship involves creative abilities, organizational skills, independence, and psychological readiness for the success of a personal project, university training can refine these talents and organize them. University education can also help students discover their potential and inclinations in this field. Therefore, university training is considered necessary and a requirement among students in all disciplines.

8-5- Study by Leila Ben Issa and Zahra Naseri (2019) in Algeria:

Title: "Entrepreneurial Education and Its Impact on Entrepreneurial Orientation among Students: An Exploratory Study of Entrepreneurship Students at Biskra University".

The aim of this research paper is to determine the impact of entrepreneurial education on the entrepreneurial orientation of master's and doctoral students specializing in entrepreneurship at Biskra University.

The study reached the following conclusions:

- Entrepreneurial education focuses its content on individuals' awareness of identifying opportunities, which can manifest in various approaches and models. This has made it a fundamental step towards instilling initiative and increasing chances of success.
- There is a moderate level for various dimensions of entrepreneurial education and entrepreneurial orientation according to the opinions of entrepreneurship students at Biskra University, as per the selected sample.
- There is a positive impact of personal, technical, and managerial skills on students' entrepreneurial orientation according to the opinions of the selected sample.

Conclusion:

Through our study, we have aimed to shed light on the topic of entrepreneurship, which is considered a strategic subject due to the demands imposed by global political and economic conditions. Since the only constant in societies is change, our educational system endeavors to reconcile the knowledge it offers with the requirements of the socio-economic reality. Strategies have been developed to transition from being a purely instructive university to a productive one. By doing so, we transcend the issue of graduating unemployed students to producing thoughtful individuals capable of initiating economic projects.

Here, we align our voice with that of the supervisory ministry, which encourages the establishment of business incubators as a beacon of hope for transitioning from a rentier economy to a diversified,

production-based economy with a variety of specialties available in our Algerian universities. This is in line with the findings of several studies not fully covered in this research, such as the lectures by Professor Mohamed Ali El Goudi from the University of Djelfa titled "Lessons and Lectures in Entrepreneurship in the Field of Banking Marketing and Services Marketing", which delved into the evolution of entrepreneurship and its manifestation in medium and small enterprises. Additionally, the proposal by Algerian researchers Samia Ben Chouat and Luoju Zuawi in 2022 for higher education institutions aims to consolidate the efforts of the Algerian state to instill the values of entrepreneurship in the minds of Algerian university students and contribute to the advancement of the national economy.

Recommendations:

1. Focus more extensively on entrepreneurship education, especially in the fields of humanities and social sciences, within Algerian universities.
2. Pay attention to university students as human capital rather than just vessels of theoretical knowledge.
3. It is essential to support students interested in starting their own projects by engaging with various stakeholders in this context.
4. Activate partnership agreements between universities and other institutions, especially economic ones, for student internships to acquaint them with the field of business and entrepreneurship.
5. Involve business incubators and entrepreneurship centers in student training by organizing workshops and training courses at the university level.

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