

Bridging the Gap from Education to Entrepreneurship: How University Can Empower Future Business Leaders

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Abstract:

The research investigates the relationship between entrepreneurship education and students' entrepreneurial goals, emphasizing the value of formal courses as well as practical learning through business simulators and games. It points out entrepreneurial education's significant effect on shaping students' goals. The study urges specialists in education, institutions, and governments to recognize the potentially life-changing effects of entrepreneurship education by developing creative programs to empower the next generation of entrepreneurs and build an atmosphere favorable to innovation. This study gives an outline for a better future for budding entrepreneurs as well as the global economy.

Keywords: Entrepreneurship Education; Entrepreneurial Intention; Formal Courses; Experiential Learning; Educational Impact.

JEL Classification: M13; I2.

Introduction

In the fast-evolving landscape of the global economy, entrepreneurship stands as a beacon of innovation (Schaper, 2010), economic growth, and resilience. Entrepreneurial ventures, whether they emerge as startups or within established organizations, are the engines driving technological advancements, job creation, and transformative change (Ogunlana, 2018). Central to the cultivation of these ventures is the role of entrepreneurship education a dynamic field that equips individuals with the knowledge, skills, and mindset required to embark on their entrepreneurial journeys (Wilson et al., 2009).

This paper explores the complex relationship between entrepreneurship education and students' entrepreneurial intention. The power of education, particularly in the realm of entrepreneurship, cannot be understated. For those seeking to nurture the next generation of business leaders, innovators, and risk-takers, understanding how different educational activities influence students' aspirations is paramount (Chell & Athayde, 2011).

Our analysis draws from a rich data set that examines an array of entrepreneurship education activities and their alignment with students' self-declared entrepreneurial intentions. In today's rapidly changing economic environment, this exploration is crucial (Liñán et al., 2011). It offers us insights into the levers that can be pulled to inspire and motivate aspiring entrepreneurs, guiding them towards a future where they are not just participants but drivers of economic and societal transformation.

In essence, this article is a journey into the heart of entrepreneurship education and its profound implications. It is an exploration of how institutions and educators, in our case Tlemcen University, can shape the aspirations and determination of students who dare to dream of entrepreneurship. By deciphering the impact of entrepreneurship education, we aim to provide a compass for those who are committed to fostering an environment where entrepreneurship thrives, innovation flourishes, and the ambitions of determined individuals become the cornerstones of a brighter, more dynamic global economy.

1-The Educational entrepreneurial environnement in Algeria

Algeria's higher education system has undergone significant revisions since 2004 (Aicha & Benziane, 2018). These modifications concentrated on a specific component of education and training system modernization. Its initial objective was to have the three-cycle system (Bachelor, Master, and Doctorate) accepted. Second, it aimed at adapting the educational program to market needs while also instituting Quality

Assurance. Third, by improving contact between employers, students, and higher education institutions, these reforms increased graduates' employability, personal, and professional growth throughout their careers (Dif et al., 2019). The Algerian Ministry of Higher Education, on the other hand, recognizes that these changes may be realized largely using the execution of programs and the creation of internal structures that encourage student creativity, entrepreneurial abilities, and research. As a result, Algerian universities will be able to strengthen and expand their roles across the national innovation system.

Despite the obstacles associated with the promotion of entrepreneurship and the establishment of a firm, Algeria is cautiously seeking to develop an ecosystem beneficial to young entrepreneurs. public backing for new business creation Its unique characteristic is that it is primarily aimed at university students and recent graduates. Among them are Global Entrepreneurship Week Algeria, INDJAZ El-Djazar, and DZWEBDAYS. With particularly focused initiatives which enable young people to meet and learn from entrepreneurs, share their experiences, and exchange practices and ideas. Entrepreneurship among university students should be considered as a learning approach to the project rather than a simply academic one. Students are required to be able to identify needs, define objectives, find partners, and reverse-plan in order to start their own business.

There are other private-sector efforts with a similar premise to promote entrepreneurial purpose and behavior. Initiatives such as the Algerian Academy of Entrepreneurship, created in October 2010, strive to raise the visibility of young university project leaders via awareness-raising events and challenges (Dif et al., 2019). In the same line of thought, the Algerian community in the United States is prominent. Indeed, the Algerian Start-Up Initiative (ASI) was established in 2009 as a partnership between Algerian enterprises and important ICT firms in the United States. ASI sponsors an event for the best business plan, which is intended for project leaders of start-ups. The competition winners will get incubation in Algiers' Sidi Abdellah incubator, counselling and coaching sessions, and a Silicon Valley investment fund (Guechtouli & Guechtouli, 2014). This same network announced the formation of an Algerian-American investment fund dubbed "Casbah Business Angels" in October 2011, ushering in a new manner of financing in Algeria. Algerian higher education institutions, on the other hand, are considerably more interested in entrepreneurship in order to develop its culture among university students. This is shown by the

inclusion of entrepreneurial training in higher education programs, as well as the conclusion of agreements between the Ministries of Higher Education and Scientific Research and Work, Employment, and Social Security. This arrangement led to the formation of the "Entrepreneurship House." This latter is established in all Algerian Higher Education institutions in partnership with The National Agency for Youth Employment (ANSEJ), subsequently renamed The National Agency for Entrepreneurship Support and Development (ANADE). The Entrepreneurship House aimed to promote entrepreneurial culture and entrepreneurship education by providing entrepreneurship education and training programs, as well as opening up higher education institutions on business creation.

1-1- What is entrepreneurship education

According to Hansemark, 1998, traditional education has been distinguished by the transformation of knowledge and skills, while entrepreneurial education is held up as a paradigm for changing attitudes and reasons. Entrepreneurship and entrepreneurial education offer a greater market potential, in addition to apparent advantages such as supporting company start-ups (Holmgren & From, 2005). The ambition and ability to start a new company are two of the most important success factors. Entrepreneurial mindsets are obviously in high demand not just in typical entrepreneurial careers, but also in independent work relationships (Krueger, 2017).

Entrepreneurship education seeks to encourage individuals, especially youths, to be responsible, ambitious individuals who go on to become entrepreneurs or entrepreneurial thinkers who contribute to economic development and sustainable communities. According to the European Commission communication, entrepreneurship education may be characterized as giving students the skills and mindset they need to turn creative ideas into entrepreneurial action (Badzińska, 2019). This is an essential skill for all students, since it promotes personal growth, active citizenship, social inclusion, and employment. It is applicable throughout the entire learning process, in all learning disciplines, and in all types of education and training (formal and informal) that contribute to an entrepreneurial attitude or conduct, with or without a commercial goal (Fotache & Bucșă, 2020).

In the context of this study, an entrepreneurship education program is described as "...any pedagogical program or process of education for entrepreneurial attitudes and abilities that includes the development of specific personal characteristics." Therefore, it is concerned with more than just the immediate creation of new business entities (Fayolle et al., 2006).

Furthermore, entrepreneurship education entails more than just educating someone on how to succeed in a business. It is also about providing a strong feeling of self-worth and confidence while also fostering creative thinking (Raposo & Paço, 2011). Entrepreneurship education teaches students how to establish a business, but they additionally learn a lot more (Neck & Greene, 2011). Examples of essential knowledge developed through entrepreneurship education include:

- The capability of identifying an opportunity in one's own life;
- The capacity to capitalize on possibilities by developing creative thoughts and finding the appropriate resources;
- The ability to launch and manage a new business;
- Critical and creative thinking skills.

Thus, entrepreneurship education mainly deals with the establishment of certain convictions, principles, and attitudes, with the goal of convincing students to consider entrepreneurship as an attainable and appealing alternative to paid employment or unemployment (Bridgman et al., 2016). As part of the expansion of entrepreneurial education, the organization of this issue framework is required.

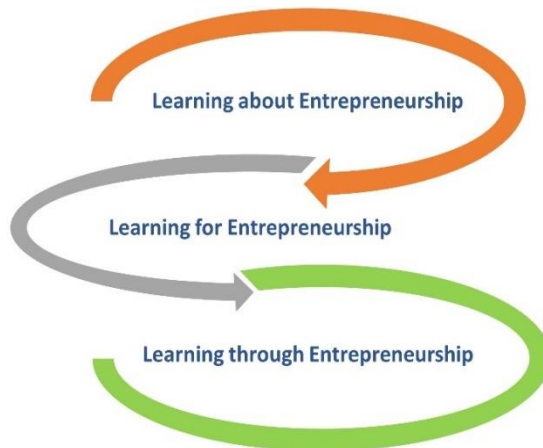
Entrepreneurship Education priorities and instructional practices, as the rapid increasing number of Entrepreneurship Education programs, a multitude of Entrepreneurship Education courses and trainings have emerged. While the diversity of Entrepreneurship Education approaches poses challenges for researchers trying to keep up with the changes, this is a natural result of the diversity of Entrepreneurship Education objectives, the various student groups who participate in it, the teachers, the educational institutions, and where it occurs (Neck & Corbett, 2018). There is no one best approach for teaching Entrepreneurship, and there should not be. As explained by Fayolle & Gailly, 2008 in their Entrepreneurship Education teaching model, the technique we use to teach Entrepreneurship Education should be an alignment of five connected aspects: the goals, the students, the assessment, the content, and the pedagogies. As this happens, after determining all four variables, the methodology and pedagogies of an Entrepreneurship Education course are the final things to be decided.

Finally, an Entrepreneurship Education course for a large group of secondary students with the goal of raising awareness must be taught differently than one for a small group of graduate students who have self-selected into Entrepreneurship Education and may already be involved in nascent entrepreneurship. Entrepreneurship education cannot be one-size-fits-all; rather, it must be situation-specific. This makes comparing various

methods to Entrepreneurship Education more challenging. The most prevalent pedagogical categorization is the three-category framework of learning about, for, and through activity (Hasan et al., 2017). While studying entrepreneurship is focused with theoretically developing awareness, entrepreneurship education is concerned with training potential entrepreneurs and startup owners. Entrepreneurial learning is a more active type of learning in which students learn by actively engaging in entrepreneurship (Hägg & Gabrielsson, 2020).

Indeed, the three forms of Entrepreneurship education will be difficult to discern within a single course or even a single lecture session (Lackéus, 2015). When teaching Entrepreneurship education, there may be elements of learning about, for, and through present at the same time. For example, while teaching about prototyping, there will unavoidably be theoretical knowledge about diverse points of view, however learning for entrepreneurship will need students to consider the usage, strengths, and consequences of various prototype approaches. Students may be engaged in real prototyping in the same session at the same time, learning through entrepreneurship. This is in line with the processual approach of Blenker et al., 2011, in which several pedagogies reinforce each other.

Figure number (1): Instructional Practices in Entrepreneurship Education



Source: Prepared by the researchers

1-2- Impact of entrepreneurship education on entrepreneurial intention of students

Individuals are active participants in their own growth (Baker & Welter, 2020). They do not participate in entrepreneurship by chance; rather, they choose to do so (Krueger, 2009). Entrepreneurial intention are therefore described as a conscious state of mind that focuses attention, experience, and action towards intended entrepreneurial activity (Obschonka et al., 2010). Individual entrepreneurial intention has emerged as an important increasing aspect in entrepreneurship theory and research (Johara et al., 2017). In contrast, Thompson, 2009 states that entrepreneurial intention is substantially more than merely an indicator for entrepreneurship - it is a legitimate and useful construct in its own right that can be used as not just a dependent, but as an independent and a control variable. In entrepreneurial education programs, intentions are especially valuable since "*entrepreneurial intentions are crucial to understanding the overall process of organizational emergence*" (Krueger & Carsrud, 1993). This is especially true when the activity is uncommon, difficult to detect, or includes unexpected time delays (Souitaris et al., 2007). Because of its generality, the entrepreneurial intention notion is commonly employed as a measure of the effect of entrepreneurship programs. Furthermore, it is not always possible for a researcher to wait years to discover how many students go on to create their own businesses. The benefit of using entrepreneurial intention as a metric for measuring the efficacy of entrepreneurship education is that it reflects the program's immediate impact.

The longer the post-measurement of an entrepreneurial program is delayed, the greater the measurement inaccuracy owing to contextual and temporal effects (Abubakari & Kouame, 2018). The influence of one aspect on the business establishment process, such as an entrepreneurship program, will be more difficult to determine (Hytti & Kuopusjärvi, 2007).

2- Research approach

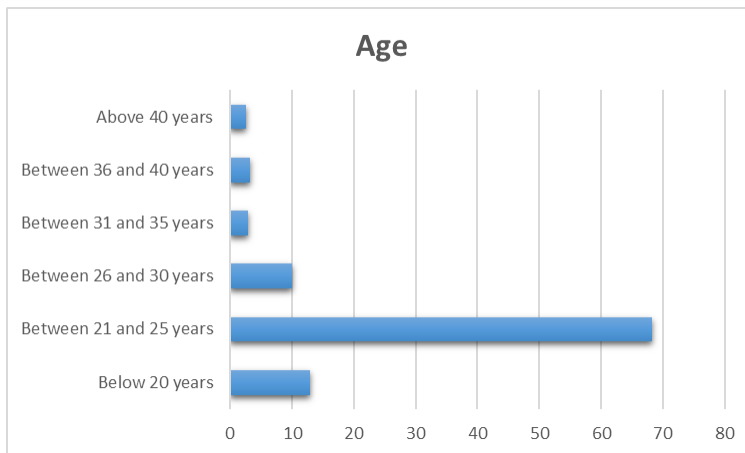
We used a multidimensional research strategy in this study to get an accurate understanding of the elements influencing students' perceptions of entrepreneurship education. Our study strategy was based mostly on direct assessment using a survey sent to a broad sample of 340 participants gathered from several departments at the University of Tlemcen. The survey was established on the basis work of Carsrud et al., 2017; Krueger, 2009; Liñán & Chen, 2009 distributed through both, hand-administered techniques and current internet platforms to guarantee inclusion and accessibility. We

wanted to gather a wide range of answers from students by using a mixed-methods approach that incorporates the benefits of both face-to-face and online survey administration (Ellis & Levy, 2009), assuring the depth and variety of their responses. This technique provided us with a comprehensive picture of the subject matter and an effective base for later data analysis and interpretation (Rahi, 2017).

2-1- Descriptive Analysis

Our research sample consists of 340 students aged 18 to 40, with 46.8% being males and 53.2% being women. The graph below depicts the distribution of students by age group.

Figure number (2): Sample demographic data frequency and percentages (Age)



Source: prepared by the researchers based on the outputs of SPSS V25

The figure 2 above illustrates the percentage of students between the ages of 21 and 25 years, with a rate of 68.8%, followed by students under the age of 20 years, with a rate of 12.9%. The vast majority of our sample's students are between the ages of 21 and 25, and they are evenly distributed by gender.

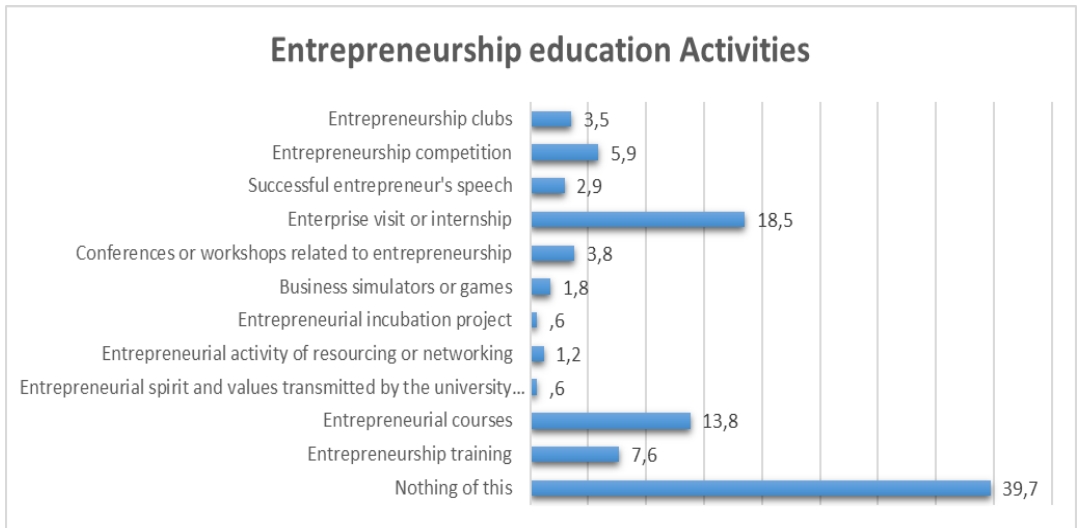
Table number (1): Sample demographic data frequency and percentages (Gender)

	Below 20 years	Between 21 and 25 years	Between 26 and 30 years	Between 31 and 35 years	Between 36 and 40 years	Above 40 years
Female	17,10%	68,00%	8,30%	1,70%	2,80%	2,20%
Male	8,20%	68,60%	11,90%	4,40%	3,80%	3,10%

Source: prepared by the researchers based on the outputs of SPSS V25

A large percentage of students (39.7%) report that they have not engaged in any of the specified activities, with the remainder divided between Enterprise visits or internships (18.5%) and Entrepreneurial courses (13,8%). Meanwhile, entrepreneurship training appears at a relatively low rate (7.6%).

Figure number (3): Entrepreneurship Education and Training Attendance



Source: prepared by the researcher based on the outputs of SPSS V25

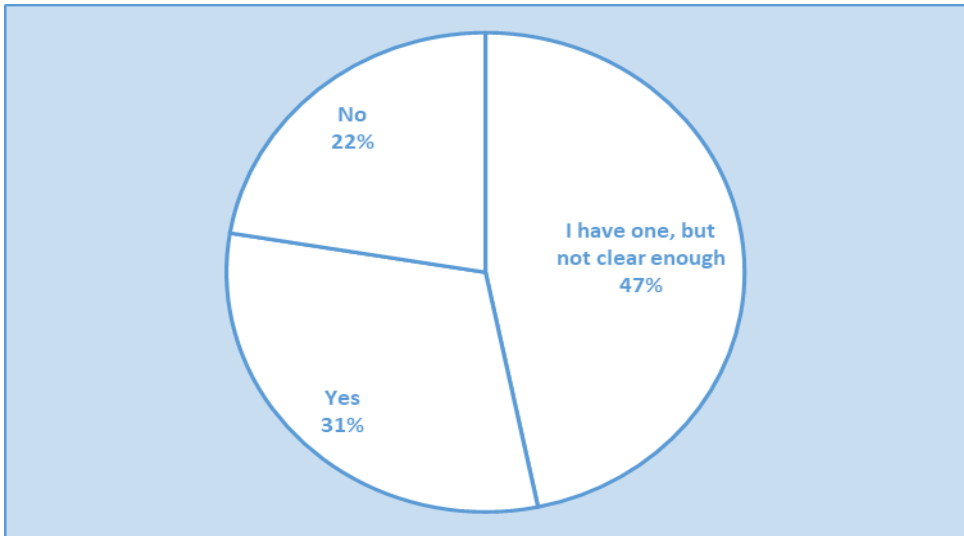
Table number (2): Entrepreneurial project idea

Statement	Frequency	Percent%
I have one, but not clear enough	159	46,8
Yes	105	30,9
No	76	22,4

Source: prepared by the researchers based on the outputs of SPSS V25

The replies of students after being questioned whether they possess a robust notion about their future business project and to evaluate their entrepreneurial propensity are shown in table 2 above (Do you have a concrete and clear idea for your future entrepreneurial project ?)

Figure number (4): Entrepreneurial project Idea



Source: prepared by the researchers based on the outputs of SPSS V25

The table 3 below, display the students' replies to a series of questions designed to assess their entrepreneurial intention and involvement in various entrepreneurship education programs. This table displays the percentage of students' responses as well as the programs in which they are presently enrolled. This gives us significant insight into the relationship between the sort of entrepreneurship education students have received and their stated entrepreneurial intention.

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**Table number (3): Entrepreneurial Intention's Items *
Entrepreneurship Education and Training Attendance Crosstabulation**

Entrepreneurship education Activities	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
One of my professional goals is to become an entrepreneur					
Entrepreneurship training	11,50%	7,70%	7,70%	30,80%	42,30%
Entrepreneurial courses	2,10%	4,30%	17,00%	42,60%	34,00%
Entrepreneurial spirit and values transmitted by the university			50,00%	50,00%	
Entrepreneurial activity of resourcing or networking	25,00%			50,00%	25,00%
Entrepreneurial incubation project			50,00%	50,00%	
Business simulators or games	16,70%			16,70%	66,70%
Conferences or workshops related to entrepreneurship	15,40%			46,20%	38,50%
Enterprise visit or internship	4,80%	7,90%	12,70%	33,30%	41,30%
Successful entrepreneur's speech	10,00%	10,00%	20,00%	40,00%	20,00%
Entrepreneurship competition		10,00%	20,00%	35,00%	35,00%
Entrepreneurship clubs			16,70%	33,30%	50,00%
I will make every effort to start and run my own or co-owned firm					
Entrepreneurship training	11,50%		11,50%	34,60%	42,30%
Entrepreneurial courses		4,30%	27,70%	36,20%	31,90%

Entrepreneurial spirit and values transmitted by the university or colleges			50,00%	50,00%	
Entrepreneurial activity of resourcing or networking			50,00%	25,00%	25,00%
Entrepreneurial incubation project			50,00%	50,00%	
Business simulators or games		16,70%		16,70%	66,70%
Conferences or workshops related to entrepreneurship	15,40%		7,70%	46,20%	30,80%
Enterprise visit or internship	1,60%	6,30%	20,60%	34,90%	36,50%
Successful entrepreneur's speech	10,00%	10,00%	10,00%	40,00%	30,00%
Entrepreneurship competition		5,00%	25,00%	50,00%	20,00%
Entrepreneurship clubs		8,30%	16,70%	41,70%	33,30%
I am determined to create my own or co-owned business in the near future.					
Entrepreneurship training	3,80%	3,80%	23,10%	34,60%	34,60%
Entrepreneurial courses	2,10%	6,40%	19,10%	38,30%	34,00%
Entrepreneurial spirit and values transmitted by the university			50,00%	50,00%	
Entrepreneurial activity of resourcing or networking	25,00%		25,00%		50,00%
Entrepreneurial incubation project			50,00%	50,00%	
Business simulators or games		33,30%	16,70%	16,70%	33,30%

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Conferences or workshops related to entrepreneurship		15,40%	38,50%	30,80%	15,40%
Enterprise visit or internship	1,60%	11,10%	20,60%	42,90%	23,80%
Successful entrepreneur's speech			20,00%	30,00%	50,00%
Entrepreneurship competition	5,00%	15,00%	35,00%	40,00%	5,00%
Entrepreneurship clubs		8,30%	16,70%	41,70%	33,30%
The probability of starting my own or co-owned business is high in the next 3 years					
Entrepreneurship training	3,80%	3,80%	38,50%	23,10%	30,80%
Entrepreneurial courses	6,40%	8,50%	29,80%	23,40%	31,90%
Entrepreneurial spirit and values transmitted by the university			50,00%	50,00%	
Entrepreneurial activity of resourcing or networking			25,00%	25,00%	50,00%
Entrepreneurial incubation project			50,00%	50,00%	
Business simulators or games			33,30%	50,00%	16,70%
Conferences or workshops related to entrepreneurship		15,40%	23,10%	30,80%	30,80%
Enterprise visit or internship	9,50%	7,90%	28,60%	27,00%	27,00%
Successful entrepreneur's speech		10,00%	20,00%	40,00%	30,00%
Entrepreneurship competition	10,00%	10,00%	35,00%	35,00%	10,00%

Entrepreneurship clubs			33,30%	50,00%	16,70%
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Source: prepared by the researcher based on the outputs of SPSS V25

3- Results and discussion

Firstly, entrepreneurial courses stand up as a crucial component in developing students' entrepreneurial objectives (Volkmann et al., 2009). The table reveals that a large proportion of students who have attended such courses "agree" or "strongly agree" with concerns relevant to their entrepreneurial ambitions and want to achieve. This points out the necessity of structured and formal education in entrepreneurship, where students receive in-depth knowledge and skills vital to establishing and managing a corporation (Matlay, 2008). The beneficial impact of these courses on students' intentions shows that they not only impart practical know-how but also trigger and encourage them to pursue entrepreneurship (Zhang et al., 2019); Olokundun, 2017)

Moreover, the role of universities or colleges in conveying entrepreneurial principles and spirit is viewed as a crucial influence on students' entrepreneurial aims (Kuratko & Morris, 2018). A remarkable 50% of students who experienced this attribute their entrepreneurial goals to the ideas and spirit offered by their educational institutions. This study emphasizes the significance of developing an appropriate climate that encourages innovation, risk-taking, and an entrepreneurial approach. It also means that universities and colleges may aid immensely in developing students' entrepreneurial tendencies by promoting these ideas in their curriculum and culture (Badri & Hachicha, 2019).

Additionally, the evidence shows that engagement in business simulations or games has a major effect on students' entrepreneurial tendencies (Thanasi-Boçe, 2020), especially among those who "strongly agree." These activities provide a hands-on and interactive approach to learning, allowing students to apply theoretical material in practical scenarios. This practical experience may be necessary in developing students' confidence and encouraging them to pursue entrepreneurship, since they obtain an understanding of real-world barriers and possibilities (Boldureanu et al., 2020).

In final analysis, the table presents a clear picture of the relationship between entrepreneurship education activities and students' entrepreneurial objectives (Boldureanu et al., 2020). The findings highlight the significant importance of formal entrepreneurship courses, the crucial role of universities in transmitting entrepreneurial ideas, and the possibilities of experiential learning through business simulators and games (Iwu et al.,

2021). These results may aid educational institutions and governments in establishing more effective entrepreneurship education programs, ultimately caring for a new generation of focused and skilled entrepreneurs.

Conclusion

In conclusion, this study has revealed compelling insights into the intricate relationship between entrepreneurship education and students' entrepreneurial intentions. The data showcased the remarkable influence of formal entrepreneurial courses in instilling entrepreneurial goals and determination among students. Additionally, the profound impact of universities and colleges in transmitting entrepreneurial values and spirit cannot be understated. These findings underscore the significance of creating an educational environment that fosters innovation, risk-taking, and a resolute entrepreneurial mindset (Sidrat, 2019); Boldureanu et al., 2020).

Furthermore, the data brought to light the positive impact of hands-on learning through business simulators and games. This practical experience equips students with the skills and confidence required to embark on entrepreneurial ventures. Collectively, these findings highlight the multifaceted role of entrepreneurship education in shaping the aspirations and intentions of students.

As we move forward, it is imperative for educators, institutions, and policymakers to recognize the potential of entrepreneurship education in shaping the future of entrepreneurship. By designing more effective and innovative programs, we can empower the next generation of entrepreneurs, fostering an environment where entrepreneurship thrives, innovation flourishes, and economic growth is driven by the aspirations of determined individuals. The insights provided in this study can serve as a valuable guide in this endeavor, creating a brighter future for both aspiring entrepreneurs and the global economy.

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