

Entrepreneurial Spirit in University Education And Its influence On Socio- Economic Environment Demands

FERHATI koudoua

Phd studen

Laboratory: "Architecture,
Ville, Métiers et Formation",
University Constantine 03

BOURSAS Abderrahmane

Phd student

Faculty of engineering

University Constantine 01

Abstract

The entrepreneurial spirit as a process consisting of a set of attitudes and skills conducive to an entrepreneurial orientation. The university alongside other factors of socialization could develop it. And this evolving towards an entrepreneurial university by adopting an entrepreneurial orientation. As a result, it has to adopt entrepreneurial practices both in its internal and external environment. university students was assessed by an interview as a technique to collect data information, as well as their main determinants and constraints, based on a survey, and complemented with suggestions and points of view from the students .The main objective of this paper is to evaluate the efforts of the Algerian University in theimplantation of the entrepreneurial spirit in the fields of business and management as an organization of education, training and consulting on one side, on the other side its effect on the socio-economic environment.

key words :The entrepreneurship, University, Management, Socio-economic environment.

المخلص

إن الفكر المقاوالاتي يعتبر منهج يتكون من مجموعة من السلوكيات والمهارات التي تؤدي إلى التوجه نحو ريادة الأعمال، يمكن للجامعة بالإضافة إلى غيرها من عوامل التنشئة الاجتماعية الأخرى تقديم إضافات في هذا المجال وتطويره عن طريق إدراج توجهات مقاوالاتي في المناهج الجامعية، والحرص على اعتماد ممارسات لتنظيم المشاريع في كل من بيئتها الداخلية والخارجية.

تم تقييم مجموعة من الطلبة الجامعيين من مستويات مختلفة من خلال مقابلات كأسلوب لجمع معلومات البيانات، استنادا إلى دراسة استقصائية، وتستكمل مع اقتراحات ووجهات نظر من طرفهم. الهدف الرئيسي من هذه الدراسة هو تقييم جهود الجامعة الجزائرية فيغرس روح المقاوالاتية في مجالات الأعمال والإدارة كمنظمة للتعليم والتدريب والاستشارات من جهة، ومن ناحية أخرى تأثيرها على البيئة الاجتماعية والاقتصادية

الكلمات المفتاحية :المقاوالاتية،الجامعة،المناجمنت، الوسط الاجتماعي والاقتصادي.

1. INTRODUCTION

Entrepreneurial activity is a direct result of an “individual’s perception about the existence of market opportunities, capacity and economic viability of those business opportunities” (GEM,2002:8). Entrepreneurship corresponds to a situation where an individual believes that an opportunity could provide higher returns than an alternative occupation, or when in an unemployment situation the need becomes an imperative drive to solve the problem.

The economic and social development of our country depends on its ability to create and develop new products and services. The creation of businesses is fully involved in this process, and it is undeniable that our graduates from higher education are involved in this new dynamic of entrepreneurial culture.

As a reminder, the higher education system in Algeria is a public system. Education is accessible to all. "Algeria has an impressive number of universities, colleges, institutes ... The number of university graduates rises every year to about 600,000"

Taking this scenario, this paper has three main purposes. Primarily, we want to characterize the courses dealing with entrepreneurship in Algerian universities. To accomplish this goal, an internet search was performed to identify all possible courses related with entrepreneurship in Management Degrees available at Universities.

2. LITERATURE REVIEW

Academics are more and more involved in entrepreneurial activities, this is revealed by the survey "Global Entrepreneurship Monitor (GEM)" on entrepreneurship in Algeria. The GEM is a multi-country initiative with the explicit objective of facilitating cross-country comparison of entrepreneurial activity by using the exact same measurement approach in all countries involved in the study (Reynolds et al. 2005).

Initiated in 1997, GEM has expanded to over 80 participating countries in the past decade. Each year GEM surveys representative population samples of at least 2,000 randomly selected adults in each participating country. The surveys are conducted by telephone or face-to-face between May and August in the national language(s) and facilitated by a translation and backtranslation of questions. From each individual interviewed in the GEM sample, records are collected of gender, employment status, educational background, and household income. Once collected, the data is weighted to reflect the national population and harmonized with the other countries by the GEM coordination team. In 2009, over 150,000 individuals in 49 countries were surveyed, as depicted in **Table 1**

GEM is widely acknowledged to be the best source of comparative entrepreneurship data in the world and has been cited extensively in leading news outlets and utilized in research published in leading academic journals. The principal GEM measure used for international comparisons is total early-stage entrepreneurial activity (TEA).

TEA captures the percentage of the adult (aged 18–64) population that is actively involved in entrepreneurial start-up activity. As such, TEA includes nascent entrepreneurs and young business owners. Nascent entrepreneurs are individuals who have, during the last past 12 months, taken tangible action to start a new business, would personally own all or part of the new firm, would actively participate in the day-to-day management of the new firm, and have not yet paid salaries for anyone for more than 3 months. Young business owners are defined as individuals who are currently actively managing a new firm, personally own all or part of the new firm and the firms in question is not more than 42 months old. In some cases, an individual may report both nascent and young business ownership activity. However, this individual will only be counted once towards the TEA percentage in the adult population. TEA indices have high validity and reliability. (Pedro Miguel D, Boguslaw S, Luísa C, Nelson R, Raquel P)

Figure 1: Participating countries (part of the table) in the GEM survey, including the social entrepreneurship section

Country	Interview procedure	Sampling method	Sample count
Algeria	Face-to-face	Random walk method	2,000
Argentina	Fixed-line	Random dial from list	2,008
Belgium	Fixed-line and mobile	Random digit dialing (80% of sample) and a panel of exclusive mobile phone users (of which socio-demographics are already known), recruited by random sampling methods (20% of sample)	3,989
Bosnia and Herzegovina	Fixed-line	Random dial from list	2,000
Brazil	Face-to-face	Random choice of census tracts in every city, defined by census	2,000
Chile	Fixed-line and face-to-face	Random selection of a phone number from a list; Random selection of district (blocks) at the first stage, random selection of household at second stage, and finally random selection of a person within a household	5,000

A sample of the questions asked in this interview:

- *You are, alone or with others, currently trying to start a new business, including any self-employment or selling any goods or services to others?
- *You are, alone or with others, currently trying to start a new business or a new venture for your employer as part of your normal work?
- *You are, alone or with others, currently the owner of a company you help manage, self-employed, or selling any goods or services to others?
- *You have, in the past 3 years, personally provided funds for a new business started by someone else, excluding any purchases of stocks or mutual funds?
- *You are, alone or with others, expecting to start a new business, including any type of self-employment, within the next 3 years?
- *You have, in the past 12 months, sold, shut down, discontinued or quit a business you owned and managed, any form of self-employment, or selling goods or services to anyone?

In addition to these individual and organizational level questions, the GEM National Expert Survey (NES) ask a number of questions about the context in which social entrepreneurial activity was established. In the annual GEM cycles, national framework conditions related to entrepreneurship

are captured using the NES surveys and include items on finance, government policies, government programs, education and training, R&D transfer, commercial and legal infrastructure, internal market openness, access to physical infrastructure, and cultural and social norms, the results are shown in the table below :

Figure 2: Prevalence levels of nascent, new, established and early-stage social entrepreneurial activity (SEA) by region

Region	SE nascent	SE new	SE established	SEA
Middle East and North Africa				
Saudi Arabia	0.07	0.18	0.00	0.24
West Bank & Gaza Strip	0.19	0.19	0.09	0.38
Morocco	0.26	0.27	0.40	0.39
Jordan	0.39	0.40	0.19	0.70
Syria	0.69	0.25	0.04	0.94
Lebanon	0.49	0.45	0.55	0.95
Iran	1.07	0.34	0.58	1.41
Algeria	1.23	0.53	0.11	1.77
Israel	0.95	1.35	1.80	2.24
United Arab Emirates	2.46	2.70	1.35	4.93

A closer look at table 2 suggests, however, that the levels entrepreneurial activity classification by economic development level might be hiding sharp differences among under-developed and developing countries. In that sense, several scholars (Anheier 2005; Kerlin 2009; Mair 2010) have argued that some country differences in SEA cannot be explained exclusively by the level of economic development, attributing it to the combined influence of regional variations in geographic, social, and institutional backgrounds.

3. RESEARCH METHODOLOGY

In the present research, a qualitative approach was used to gather and analyze the required data. "Judgmental sampling" was used to select a sample of experts, academics, entrepreneurial and students for this study.

Purposive/judgmental sampling is a type of non-probability sampling in which the researcher's judgment is the basis for selecting interviewees. The sample was chosen from knowledgeable individuals in this domain. In addition to an analysis for a survey was carried out through Internet, supported on data from official sites of each institution or, when available, in official pages related to each course. When some doubts arise or the information was not available on websites, mail and phone contacts were used.

A series of semi-structured interviews were conducted for data collection for the part of interviews. The gathered data were analyzed to get out the results of the present research.

4. ENTREPRENEURSHIP EDUCATION IN ALGERIAN UNIVERSITIES

Universities can assume an essential role in entrepreneurial process. They could develop essential skills and capabilities as well as attitudes towards entrepreneurial behaviors that can contribute decisively for new venture creation and for entrepreneurship.

Entrepreneurial process is anchored in entrepreneurs that take decisions and act. However those actions occur supported on business ideas. Universities as knowledge creators' are privileged sources for new business ideas. On the other hand, they could develop essential skills on students that provide the essential knowledge to set up and manage new ventures. Subjects as legal procedures in new venture creation, financial management, human resources, marketing, business plans and so on, support general management competences for potential entrepreneurs.

Accumulating these basic skills is not, however, sufficient to increase the number of new firms and speed out the number of young entrepreneurs. Another field of intervention should be on attitudes towards entrepreneurial behavior and development of awareness of entrepreneurial spirit, because there are some behaviors and attitudes that facilitate the emergence of new firms such as: risk taking, pro-activeness, autonomy, and perception of self-efficacy

All over the world, in last few years, universities awake for entrepreneurship education following the example of USA. Small courses on under graduated degrees, masters and even PhD programs were developed by Universities, despite some of them look to entrepreneurship as something outside of their core business, This growth went together with academic enthusiasm on entrepreneurship, recognized as an autonomous field of science

In Algeria, only recently, entrepreneurship was recognized as an important subject by higher education institutions. Management colleges were first movers in implementing autonomous disciplines in license and master degrees. In last few years, there was a spread to new fields as economics; tourism; and engineering.

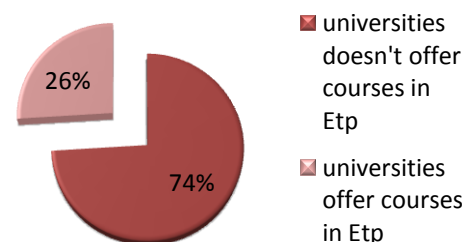
Considering the advanced experience of management colleges, we decided to analyze the presence of entrepreneurship disciplines and their characteristics in under graduated courses on general management in Universities. This survey was carried out through Internet, supported on data available on official sites of each institution or, when available, in official pages related to each course. The information gathered is based on present academic year, 2018/2019.

The search carried out allows us to identify 20 university in the country out of 77 university and high education institute. In the first cycle of higher education there is not yet any specific degree in entrepreneurship. Nevertheless, in the last few years, a number of courses related with entrepreneurship had appeared. Overall results are shown in the **Table N 01** (Appendices)

Data analysis:

From the sum of 84 high education establishment and university in Algeria only 20 of them offers courses in entrepreneurship and similar fields:

In the 20 universities identified, 10 Faculties offer a specific course on the field of entrepreneurship, while remain 10 do not. In the faculties where courses of entrepreneurship are present, it was considered as an optional subject with the possibility of choosing other



subjects. when we look to overall objective of each degree, where courses on entrepreneurship are delivered, only one University (Tlemcen) states clearly that intends to promote the creation of a specified school and courses for entrepreneurship ,However, it still Optional.

The main goal is to inculcate entrepreneurship to students, providing the first contact with the object. In general, the content includes the different stages of the entrepreneurial stages: with identification, evaluation and implementation of new business opportunities; warn the challenges and constraints that entrepreneurs face; and developing a business plan. Concerning pedagogical methodologies, traditional courses are used, supplemented by case studies discussions as well as workshops and seminars where comes entrepreneurs to share their experiences and knowledge.

One can say that there are two main objectives: increasing awareness of entrepreneurship and their economic relevance, and training for new venture creation

Despite some specificity in each course, one may group their subjects in five broad areas:

Basics of Entrepreneurship

a set of disciplines that comprise: a framework of entrepreneurial process, in general, and more specifically in Algeria ; a clarification of concepts related with identification, evaluation and implementation of new business opportunities; the challenges and constraints that entrepreneurs have to face; case studies; and in some courses, aspects like financing of new business or social entrepreneurship.

Functional Skills

a set of disciplines that offer an assembly of knowledge and technical competences in the following areas: management; financial analysis; investment project evaluation; marketing; management of human resources; strategic management; accounting; information systems management; business law; and legal aspects in firms' establishment process.

Innovation and Knowledge

Disciplines that exploit subjects like economics of innovation, strategic innovation; knowledge management; creativity; and value creation.

Business Plans

During the course, the students develop their own business plan and sometimes they have to prepare a public presentation.

Cooperation with External Actors

Seminars and workshops are present in all degrees; where speakers with prominent experience in the area of entrepreneurship (academics and entrepreneurs) are invited to discuss themes like public



incentives to entrepreneurship, business projects finance, and successful cases (Pedro Miguel D, Boguslaw S, Luísa C, Nelson R, Raquel P 2005).

Former analyses look to universities at macro level. However, this is a too broad picture. Further analysis, more clinical, is necessary to recognize latent entrepreneurship on undergraduate. In this vein, it is crucial to assess if higher education is promoting entrepreneurship as well as to point out new perspectives on entrepreneurial education. To reach these tasks a survey, complemented with students was used based on semi-structured interviews conducted for data collection.

The first part: of the interview included general questions about age, level, civil situation...

The second part: was on the point of the subject, it contained questions about entrepreneurial attitudes and the role of the university.

SURVEY ANALYSIS:

The sample comprises 212 students, all students are at Algerian university in a business management department. The sample is mostly feminine (69%), singles (93%), with modal age between 19 and 24 years old, and composed mainly of 1st year License and 1st, 2nd year masters graders (95%). Course representation is fairly homogeneous with equivalent proportions in the sample to the exception of Information Systems Management. All the details are shown in **Table N 02** (Appendices).

Data analysis showed that:

- Around 37% of students are unenthusiastic about creating their own business; 52% think that they need some professional experience before starting a venture; finally, 11% are strong potential entrepreneurs, wishing to start a new-venture one year after completion of the degree
- Gender had a clear relation with the intention of starting a business, being men more willing to create a company than women (in a proportion of 74% of men willing to create against 56% of women in same condition).
- Second cycle students tended to adhere less to the idea of starting a business as compared with first cycle students (1st plus 2nd graders) in a proportion of 56% of 1st cycle willing to create against 68% of 2nd cycle in same condition
- There seems to be a progressive discouragement as to the idea of starting a business within less than 3 years after completion of the course. However, the idea of completing a course to start a business is definitely not nurtured along the course, otherwise we would expect to find a bigger proportion of students intending to start a business as soon as ready to exercise the profession.

5. CONCLUSION

The main purpose of the paper is to assess how entrepreneurship is developing in Higher Education in Algeria and how it affects the socio economic environment. To accomplish this, we did an analysis of courses related with entrepreneurship offered by Universities in Management, business and economy. To assess every course, a search on websites of each institution. Results indicate that entrepreneurship is not a key structuring objective in Higher Education. Each course is relatively new in the Algerian Academia. The course's main objectives are training to create a business reinforcing the awareness of entrepreneurship, considering the development of competences related with entrepreneurship as an objective to achieve.

In a micro level, gender roles still seem to constrain women entrepreneurial activity is reserved to man. However, the changing demographics experienced in university, with women prevailing at Universities, a change at the coming time is foreseeable. The Algerian women should be considered as a priority in a planned intervention in curricula with regards to entrepreneurial learning.

Older students shown a really weak desire for becoming entrepreneurs as compared with younger ones. It seems that they progress from dreamers to unwilling students, as they realize all the difficulties to set up and develop a venture. However, one may acknowledge that learning methods in use contribute to this lack of willingness, as one can infer by suggestions made in the interviews : "there should be intermediate training periods so that students may contact with real professional settings during the course"; "would like to work with real company documents"; "too much theory, too little practice". We should approach this problem from a cooperative level, involving all courses and teachers and not relying on the efficacy of a single subject on entrepreneurship. This practical approach seems to be very useful to promote the desire to set up a firm as we can see when both men and women worker-students are compared. In this case, there are no statistical differences between both groups.

Finally, active methods with strong involvement of students are needed to reverse the situation. Ideas bookkeeping, where students list all the possible ideas identified, so that they can be discussed with teachers and members from firms. Ideas contests, business plans contests, organization of seminars and development of case studies by students to be presented to community, deserve a further attention and may take benefits from sponsor business plans contests and seminars where entrepreneurs are sharing their experiences should be encouraged.

6. Appendices

Table 1: classification of entrepreneurship courses in the Algerian universities

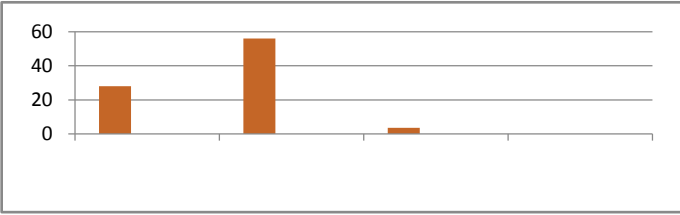
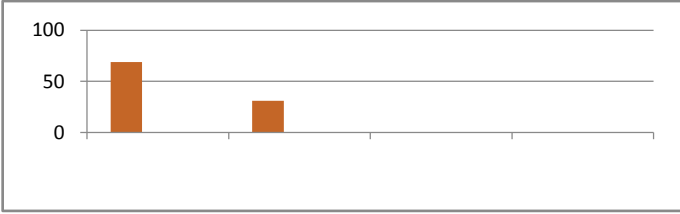
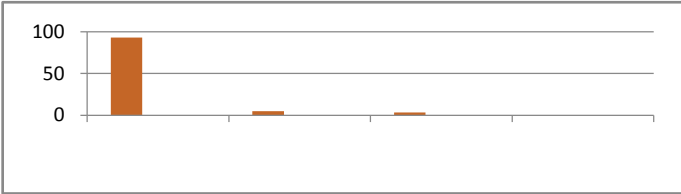
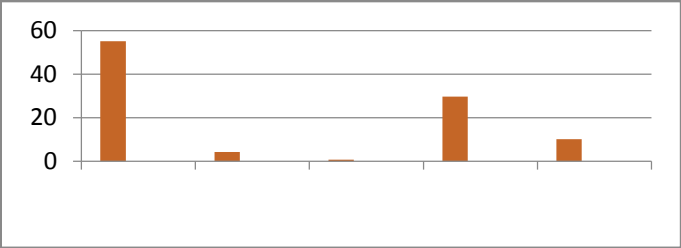
University	Faculty	Course title	Wilaya
University of Algiers	*faculty of economic sciences, commercial sciences and	*science of management	Oum el bouaghi

	management sciences	* projects piloting	
	*faculty of earth sciences and architecture		
University hadj lakhder	Faculty of economic and commercial sciences and management sciences	Science of direction	Batna
Universityabderrahmane mira	Management science	Entrepreneurship	Bejaia
Universitymohamedkhider	Management science	*entrepreneurship * business management	Biskra
Lounicialiuniversity	Management science	General business administration	Blida
Universitymohandoulhadj	Economic science	Entreprises management	Bouira
Universityabubekrbelkaid	*house of entrepreneurship * management science	* entrepreneurship * entrepreneurial budget management	Tlemcen
University mouloudmammeri	Management science	*entrepreneurship * entrepreneurial finance	Tizi ousou
Universityalgeirs 03	Economic sciences	*economics and management of institutions	Algeirs
National school of management science (ensm)		Entrepreneurship and project management	Algeirs
Universityferhat-abbas	Economic sciences	Economics and governance of enterprises	Setif
Universityjilalilyabes	*autamn school	Entrepreneurship	Sidi belabbas

		*summer school	
		*house of entrepreneurship	
Universitybadjimokhtar	Management science	Entrepreneurship	Annaba
University 08 may 1954	Economic science	Economics and governance of enterprises	Guelma
Universityyahiafares	Economic sciences	Finance of entreprise	Medea
Universitymostafaistanbouli	Economic science	Economy and entreprise management	Mascara
Universitykasdimerbah	Finance	* finance of entreprise *economics and management of institutions *management of small and medium enterprises	Ouargla
University mohamedelbachir al ibrahimi	House of entrepreneurship	Entrepreneurship	Bordj bouarerij
University center	Entrepreneurship	Entrepreneurship	Tindouf
Universitymohamed-cherifmessaadia	Economic sciences	* finance of entreprise * entrepreneurship *economy and management of entreprise	Souk ahras

Table2 : Samplecharacterization

N : 212	%	Graph
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Age :		
18-23	28	
24-25	56	
≥26	16	
Gender :		
Femenine	69	
Masculine	31	
Civil status :		
Single	93.2	
Married	5.1	
Divorced	1.7	
Year of matriculation :		
L1	55.1	
L2	4.2	
L3	0.8	
M1	29.7	
M2	10.1	

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