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The Contribution of University Education to Promoting Entrepreneurial Culture among Students in Light of the Reforms Enacted by Ministerial Decree No. 1275: A Field Study of Faculty Members in Institutes of Physical and Sports Activities Sciences and Techniques in Algeria

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Abstract:

The study aimed to identify the role of university education in fostering entrepreneurial culture among students in light of the reforms introduced by Ministerial Decree No. 1275. It is a field study conducted on a sample of professors from Institutes of Physical and Sports Activities Sciences and Techniques in Algeria. The descriptive-analytical method was employed, and a questionnaire was administered to a simple random sample consisting of 60 professors affiliated with Institutes of Physical and Sports Activities Sciences and Techniques in Souk Ahras, Tebessa, Annaba, Setif, Oum El Bouaghi, and Constantine. The study concluded that university education does not effectively contribute to fostering entrepreneurial culture among students of Physical and Sports Activities Sciences and Techniques.

KEY WORDS : ; **University Education** ; **Entrepreneurial Culture ; Ministerial Decision1275**

الملخص: هدفت الدراسة الى الكشف عن دور التكوين الجامعي في ترسيخ الثقافة المقاولاتية لدى الطلبة في ظل الإصلاحات التي اقرها القرار الوزاري 1275 دراسة ميدانية على عينة من أساتذة معاهد علوم وتقنيات النشاطات البدنية والرياضية بالجزائر، تم استخدام المنهج الوصفي التحليلي، وتم توزيع استبانة على عينة عشوائية بسيطة قوامها (60) أستاذا ينتمون الى معاهد علوم وتقنيات النشاطات البدنية والرياضية (سوق اهراس.تبسة. عنابة. سطيف. أم

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البواقي. قسنطينة). وأظهرت نتائج الدراسة ان التكوين الجامعي لا يسمح بترسيخ الثقافة المقاولاتية لدى طلبة علوم وتقنيات النشاطات البدنية والرياضية.

الكلمات المفتاحية: التكوين الجامعي؛ الثقافة المقاولاتية ؛ القرار 1275؛

1-Introduction:

Higher education plays a central and effective role in fostering entrepreneurship among university students. It contributes to equipping them with a wide range of skills and competencies that enhance their awareness and broaden their perspectives. This is achieved through developing their ability to take risks, explore uncertain opportunities, and engage in creative thinking. Such development stems from aligning students' needs with training strategies and the field of entrepreneurship, while relying on pedagogical approaches that nurture entrepreneurial readiness, skills, and behaviors. The ultimate goal is to enable students to realize their ambitions by translating their talents and creativity into practical outcomes, thereby generating added value and contributing to sustainable development (Rahil Assia, 2020, p. 2).

- This study draws on previous research addressing entrepreneurial culture within the university environment. Among the most relevant studies are the following: Boufalata Mohamed Seif Eddine and Azizi Nadhir (2019), in their study entitled "Problems of Promoting Entrepreneurial Culture among University Students" published in the Journal of Human Development (Vol. 06, No. 04), aimed to identify the obstacles hindering the dissemination of entrepreneurial culture among students of the Management Sciences Department at Constantine 2 University. The study concluded that there are significant challenges related to university training and support mechanisms that limit the spread of entrepreneurial culture among students. In contrast, students' personal characteristics were not found to be a major barrier. Additionally, no statistically significant differences were found in the respondents' opinions based on personal variables.

Similarly, Jomaa Abdelaziz (2021), in the study "Entrepreneurial Intention and the Dimension of Entrepreneurial Culture among University Students: An Exploratory Approach" published in the Al-

Bashaer Economic Journal (Vol. 07, No. 01), examined the extent to which entrepreneurial culture influences entrepreneurial intention. The findings revealed that this influence varies across regions. The study identified direct effects of several dimensions of entrepreneurial culture—such as entrepreneurial ability, responsibility, fear of entrepreneurship, entrepreneurial traits, opportunity seeking, and entrepreneurial motivation—on entrepreneurial intention in western Algerian provinces (Saida, Mascara, Tlemcen, Sidi Bel Abbès, and El Bayadh). However, the strength of these effects differed from one region to another. In addition, Bouzidi Souad and Kifani (2022), in their study "Entrepreneurial Culture between Theory and Practice in the University Environment" published in the Journal of Economy and Development (Vol. 10, No. 02), aimed to analyze the importance of entrepreneurial culture from both theoretical and practical perspectives, as well as the role of the university environment in fostering initiative and entrepreneurial thinking among students. The study also highlighted the socio-economic importance of entrepreneurial culture for youth and examined the constraints within the university environment. Based on questionnaire data collected from students at the University of Tlemcen, the study revealed a gap between theoretical awareness and actual practice of entrepreneurship, reflected in the weak orientation toward entrepreneurial activities. It also emphasized that the key determinants of entrepreneurship are linked to students' individual creative characteristics.

Moreover, Mohamed Zoubir et al. (2024), in their study "The Interactive Relationship between Entrepreneurial Culture and Entrepreneurial Spirit among Algerian University Students" published in the Journal of Quantitative Economic Studies (Vol. 10, No. 01), investigated the nature of the relationship between entrepreneurial culture and entrepreneurial spirit among Master's students in Management Sciences at Khemis Miliana University. The study reported several key findings, including: A high level of both entrepreneurial culture and entrepreneurial spirit among the sample. The existence of a significant interactive relationship between the two variables.

The impact of entrepreneurial culture on entrepreneurial spirit is stronger than the reverse relationship.

Furthermore, Khedairia and Djarach examined "The Role of the Pedagogical Approach in the Field of Physical and Sports Activities Sciences and Techniques (STAPS) in Developing Entrepreneurial Spirit." The study aimed to assess the contribution of the pedagogical approach applied in this field to fostering entrepreneurship among students. Using a descriptive method and a questionnaire distributed to a simple random sample of 30 professors from institutes of Physical Education and Sports in Souk Ahras, Annaba, and Chlef, the study concluded that the current pedagogical approach does not sufficiently support entrepreneurship as a strategic option for promoting self-employment among students.

Finally, Tayebia et al. conducted a study entitled "A Psychosocial Approach to Determining Attitudes toward Entrepreneurship among Students of Physical and Sports Activities Sciences and Techniques: A Comparative Field Study across Selected Algerian Provinces." The study aimed to identify the nature of students' attitudes toward entrepreneurship and to examine differences across regions. A stratified random sample of 354 students from various institutes was selected. The results indicated generally moderate levels of entrepreneurial orientation among students, along with statistically significant differences based on the province (institute).

Based on the foregoing, the research problem can be formulated as follows:

General Research Question:

To what extent does university education in the field of Physical and Sports Activities Sciences and Techniques foster entrepreneurial culture among students under the reforms introduced by Ministerial Decree No. 1275?

General Hypothesis

It is hypothesized that university education in the field of Physical and Sports Activities Sciences and Techniques does not effectively foster entrepreneurial culture among students under the reforms introduced by Ministerial Decree No. 1275.

2- General objective of the study:

- To outline the key concepts associated with university education and entrepreneurial culture.

- To analyze the training framework of students in the field of Physical and Sports Activities Sciences and Techniques (STAPS).
- To assess the functional approach underlying STAPS training programs.
- To examine students' personal attributes related to entrepreneurial culture.

- To evaluate the effect of university education on enhancing the dimensions of entrepreneurial culture among students.
- This study is distinguished by its novelty, as it addresses a relatively underexplored topic concerning the impact of university education on entrepreneurial culture among STAPS students, while emphasizing the university's economic role.
- It contributes to a better understanding of the functional approach underlying STAPS training programs.

3- Procedural definition of the concepts mentioned in the research:

- **University Education**: It is defined as a structured set of training programs developed by experts, aimed at equipping students with essential knowledge and skills through systematically designed pedagogical and instructional approaches.

- **Entrepreneurial Culture**: Entrepreneurial culture refers to a set of shared values, beliefs, and technical knowledge that consciously guide, to a certain extent, the behavior of individuals, institutions, and students toward the organization, management, and supervision of economic projects, as well as their willingness to assume the associated risks.

4- The methodological procedures used in the study:

4-1 Method and tools:

The study adopted the descriptive-analytical method, as it is considered the most appropriate approach for examining the phenomenon under investigation.

4.2 Data Collection Tools

The researcher adopted the questionnaire as the primary data collection instrument, following the pilot study, which indicated that the questionnaire was the most appropriate tool for this research for several reasons.

The questionnaire was designed in a closed-ended format, where each question included predefined response options. A three-point Likert scale, developed by psychologist Rensis Likert, was used. Respondents were asked to indicate their level of agreement with a set of statements related to:

- The role of university education in fostering entrepreneurial culture among students (first dimension), and
- The role of students' personal factors in shaping their entrepreneurial culture (second dimension).

This approach aimed to obtain clear and measurable responses that would help answer the main research question concerning the phenomenon under studnt.

A structured questionnaire was utilized as the primary data collection instrument, as the pilot study confirmed its methodological appropriateness. The instrument was designed using a closed-ended format and operationalized through a three-point Likert scale. It measured respondents' perceptions regarding the role of university education and students' personal factors in fostering entrepreneurial culture, thereby enabling a systematic examination of the study's central research question.

- The scientific foundations of the tool:

4.3. Psychometric Properties of the Instrument

4.3.1 Validity

4.3.1 Internal Consistency The internal consistency of the items measuring the role of university education was assessed by examining the correlation coefficients between each item within the dimension of

"Human Resources Contribution" and the total score of its items. The results indicated that the correlation coefficients ranged between 0.623 and 0.845, and were statistically significant at the 0.01–0.05 levels. Accordingly, the items of this dimension are considered valid and suitable for measuring the intended construct.

4.3.2Reliability of the Instrument

Table 1: Split-Half Reliability of the Questionnaire Instrument

Questionnaire Dimension	Number of Items	Split-Half (Items Division)	Reliability Coefficient	Spearman–Brown Coefficient
Role of University Education	10 items	5 items / 5 items	0.823 / 0.812	0.827

Source: Prepared by the researcher using SPSS.

- The results presented in the previous table indicate that the correlation coefficients between the two halves of each questionnaire dimension range from 0.811 to 0.824, reflecting strong internal consistency. Additionally, the overall split-half reliability coefficient of the instrument was high, estimated at 0.820, confirming the stability of the measurement tool.

4.3.3 Cronbach's Alpha Reliability Coefficient

Table 2: Reliability Coefficient of the Questionnaire Instrument

Questionnaire Dimension	Number of Items	Cronbach's Alpha Coefficient
Role of University Education	**10**	**0.785**

Source: Prepared by the researcher using SPSS.

-The results presented in the previous table demonstrate that the reliability coefficient is high and statistically significant at the 0.05 level. The Cronbach's alpha value for the study dimension was 0.785, indicating strong internal consistency. This confirms the stability of the instrument and the reliability of the results obtained through the questionnaire.

4.4Presentation and Analysis of Results:

Table No. 03 shows the results of the research sample's answers concerning the academic background theme

Item	Mean	Std. Deviation	Low (1)	Medium (2)	High (3)	Level
1	1.47	0.7	39	14	7	Low
2	1.47	0.65	37	18	5	Low
3	1.43	0.62	38	18	4	Low
4	1.37	0.55	40	18	2	Low
5	1.48	0.62	35	21	4	Low
6	1.58	0.67	31	23	6	Low
7	1.33	0.6	44	12	4	Low
8	1.65	0.78	32	17	11	Low
9	1.55	0.72	35	17	8	Low
10	1.4	0.62	40	16	4	Low
Total	1.47	0.66				Low

Source: Prepared by the researcher using SPSS.

Statistical Interpretation of Results

The results presented in Table 03 provide a comprehensive overview of the descriptive statistics and response distributions based on a three-point Likert scale (1 = Low, 2 = Medium, 3 = High) for a sample of 60 participants across ten items.

Overall, the findings indicate that the responses are predominantly concentrated within the low category, as reflected by the frequency distributions. The majority of participants selected the lowest response option across most items, suggesting a generally weak level of the measured construct.

The mean scores for the items range within the lower segment of the scale, with values closer to 1 than to 3. This pattern confirms that the overall tendency of responses is skewed toward the lower end. Furthermore, the standard deviation values are relatively small, indicating a limited dispersion of responses and a degree of consistency among participants.

The overall mean score also falls within the low range, reinforcing the conclusion that the general level of the construct under investigation is weak across the sample. This is further supported by the distribution of responses, where higher-level responses (i.e., "High") are minimal compared to the lower categories.

In summary, the statistical evidence suggests that the participants exhibit a low level regarding the measured variable. The consistency of low mean scores, coupled with concentrated frequency distributions and modest variability, provides strong support for this conclus

4-3 Discussion and interpretation of the results:

Based on the results presented in Table 03, which addresses the study hypothesis stating that university education does not foster entrepreneurial culture among students in light of the reforms introduced by Ministerial Decree No. 1275, the findings confirm this assumption. This outcome can be attributed to several factors, foremost among them the nature of academic university training, which does not sufficiently promote initiative and creativity among students. This has led to weak student engagement in entrepreneurial projects, largely due to limited incentives and fear of uncertainty.

These findings are consistent with the study by Bouzidi Souad and Kifani, entitled *"Entrepreneurial Culture between Theory and Practice in the University Environment,"* which revealed a significant gap between the theoretical approach to promoting entrepreneurial

culture and the practical reality, characterized by a weak orientation toward entrepreneurship. The study also emphasized that the fundamental determinants of entrepreneurship are linked to students' individual creative characteristics.

Moreover, the level of entrepreneurial culture among students appears to be low due to several factors related to the nature of the STAPS field, as well as the limited opportunities available for entrepreneurial orientation within this domain. This is in line with the study by Tayebia et al., entitled *"A Psychosocial Approach to Determining Attitudes toward Entrepreneurship among STAPS Students: A Comparative Field Study across Selected Algerian Regions,"* which reported generally moderate levels of entrepreneurial orientation among students, along with statistically significant differences based on regional (institutional) variables.

Furthermore, the functional approach adopted in the field of Physical and Sports Activities Sciences and Techniques does not support the development of entrepreneurial culture among students. This is largely because students tend to seek employment in the public sector, perceiving it as more secure and better aligned with their future aspirations. This finding is consistent with the study by Khedairia and Djarach, entitled *"The Role of the Pedagogical Approach in the STAPS Field in Developing Entrepreneurial Spirit,"* which concluded that the current pedagogical approach does not promote entrepreneurship as a strategic option for encouraging self-employment among students.

Finally, the results of the present study are also consistent with the study by Boufalata Mohamed Seif Eddine and Azizi Nadhir, entitled *"Problems of Promoting Entrepreneurial Culture among University Students,"* which identified challenges related to university training and support systems as key barriers to the dissemination of entrepreneurial culture. In contrast, students' personal characteristics were not considered a major obstacle to adopting this culture.

Conclusion:

Through this study, we sought to highlight the role of university education in the field of Physical and Sports Activities Sciences and Techniques (STAPS) in fostering entrepreneurial culture among students, particularly in light of the reforms introduced by Ministerial Decree No. 1275. The findings

revealed a significant gap between theoretical frameworks and practical reality, characterized by several constraints.

Among the most prominent challenges identified are the lack of essential components of entrepreneurial culture among students, and the limited capacity of university education to promote an entrepreneurial mindset based on initiative and self-employment. Additionally, the slow integration between the university and the economic environment further hinders the development of entrepreneurial engagement among students.

These findings underscore the urgent need for comprehensive and structural reforms in the higher education sector. Such reforms are necessary to enable universities to achieve their long-term objectives, particularly in establishing themselves as key drivers of economic development.

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