The Role of the Entrepreneurship Development Center in Enhancing Entrepreneurial Competencies Among Student Project Holders: A Case Study of the Entrepreneurship Development Center at the University Center of Tipaza

Ali Kaddour

University Center Morsli Abdallah, Tipaza, (Algeria), kaddour.ali1981@gmail.com

ORCID:https://orcid.org/0009-0003-0363-3145

Amar Loucif

University of Constantine 2 Abdelhamid Mehri, (Algeria), amar.loucif@univ-constantine2.dz

ORCID:https://orcid.org/

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Abstract: This study emphasizes the significance of the Entrepreneurship Development Center at the University Center of Tipaza in cultivating entrepreneurial spirit among students via a 15-day training program. To contextualize the research, various academic references were employed to delineate entrepreneurship and the entrepreneurial spirit among students, as well as to introduce the Center and its primary areas of emphasis. Two questionnaires were used to collect data: one for 16 instructors from inside and outside the Center and the other for 30 students who had finished the program. We also did complementary interviews with student entrepreneurs. The results show how important training is for addressing the main issues that the program was meant to address. They also show how much students' understanding of their projects and the ways to carry them out has changed. Additionally, the study determines the training duration regarded by instructors as optimal for ensuring efficacy.

Keywords: Entrepreneurship; Entrepreneurial Spirit; Entrepreneurship Development Center.

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Corresponding author : kaddour.ali1981@gmail.com

1. Introduction

The Algerian government has worked hard to make its economy more diverse so thatit doesn't have to rely so much on a rentier economy, which gets most of its money from oiland gas and how it is shared among different groups in society. Because of this dependence Algeria has become a consumer-oriented state that exports hydrocarbons and imports most of the goods it needs.

In line with this national goal, different ministries have tried to broaden their economic bases by creating institutions and systems that support and promote this way of doing things. The Ministry of Higher Education and Scientific Research has also worked to connect with the economic and social environment through universities, university centers, and higher schools. This has helped the economy diversify through what is now known as the knowledge economy.

One of the ministry's main goals is to set up business incubators and entrepreneurship centers at universities so that young people can learn how to start their own businesses. This method aims to change students from job seekers who see work as just a way to make money into business owners and investors who want to make money, which in turn creates jobs for other college graduates.

In this context, the Ministry of Higher Education and Scientific Research set up a number of "Entrepreneurship Houses" across universities and university centers in the country. These were later renamed "Entrepreneurship Development Centers." Students at these centers can take classes and training programs that teach them about different parts of starting, running and growing a business. So, we ask the following research question:

How has the Entrepreneurship Development Center at the University Center of Tipaza contributed to the development and training of student project holders in accordance with the prescribed training modules?

To answer this central question, we formulated several sub-questions basedon the training programs offered by the Entrepreneurship Development Center and the axesthat must be taken into account. These are:

- To what degree have the training programs at the Entrepreneurship Development Center of the University Center of Tipaza enhanced students' comprehension of essential entrepreneurial concepts and principles?
- To what degree have the training programs enhanced students' proficiency in strategic planning and enterprise development?
- How much have the training programs helped students get better at managing resources and operations?
- How much have the training programs helped students understand how to start a business and the legal issues that come with it?
- How much have the training programs helped students learn about and use growth and innovation strategies?

In order to address these subsidiary questions, we proposed a number of hypotheses namely:

- The Entrepreneurship Development Center at the University Center of Tipaza has helped students learn more about basic business ideas and principles through its training programs;
- The Entrepreneurship Development Center at the University Center of Tipaza offers training programs that have helped students learn more about strategic planning and business growth;

- The Entrepreneurship Development Center at the University Center of Tipaza has helped students get better at managing resources and operations through its training programs.
- The Entrepreneurship Development Center at the University Center of Tipaza offers training programs that have helped students learn about starting a business and the legal aspects of it;
- The Entrepreneurship Development Center at the University Center of Tipaza offers training programs that have helped students improve their skills in growth strategy and innovation.

The Ministry's main goal is to help people develop entrepreneurial thinking. This is especially important for university graduates who want to make a steady income and for people who graduated a while ago but are still looking for work. The importance of this research is that it brings attention to a few important points, such as:

- Tracing the historical evolution of the concept of entrepreneurship at the global level;
- Demonstrating the importance of the Entrepreneurship Development Center within Algerian universities;
- Highlighting the role of training in fostering entrepreneurial spirit and mindset among students;
- Emphasizing the importance of training in helping project-bearing students overcome various challenges, whether legal, managerial, or organizational;
- Identifying different shortcomings from the perspective of students enrolled in the training programs;
- Establishing a set of model training criteria, based on the opinions of both instructors and trainers, as well as students participating in the programs at the Center.

To conduct this study, we employed a descriptive methodology, utilizing various references and literature pertaining to entrepreneurship, encompassing its historical evolution and the strategic direction undertaken by the Algerian state in this field. Furthermore we utilized an analytical methodology to evaluate two questionnaires distributed to both the students participating in the Entrepreneurship Development Center's programs and their instructors. This enabled us to evaluate their perspectives on the training programs and their effects on students in multiple aspects of entrepreneurial development.

2. The Nature of Entrepreneurship

2.1. The Historical Development of Entrepreneurship

The idea of entrepreneurship has changed a lot over time. Its role is no longer limitedto buying and selling goods; it now includes innovation, creativity, the sharing of knowledgeand an active role in economic growth. This change is happening because more and more societies and economic systems are paying attention to it over time.

2.2.1. Entrepreneurship in Prehistoric Times : Entrepreneurship has been a key factor in changing the basic structures of traditional societies throughout history, making way for the rise of industrial activities. The earliest signs of entrepreneurial behavior in humans can be seen in prehistoric times, when they made simple tools that helped them meet their basic needs and stay alive. During this time, people learned how to gather natural resources and use them to make food, clothes, and other important things.

As human societies grew and technology improved, trade and the exchange of goods became very important parts of entrepreneurial culture. In ancient times, big commercial cities like those in Egypt, Greece, and Rome thrived. Entrepreneurs were busy trading and making

goods in these cities. They were in charge of setting up trade expeditions, making good sand putting money into different business ventures. During this time, starting a business was closely linked to managing money, trade, and other economic resources (Dyah Handayani , 2024, p. 518)

2.2.2. Entrepreneurship in the middle Ages : During the feudal period, entrepreneurship was limited and stagnant because the nobility held most of the political power and land. Guilds and royal institutions strictly controlled economic activities, which made it hard for people to take the initiative. Despite these limitations, a few entrepreneurs were able to take advantage of opportunities in business and manufacturing. This helped them get around the restrictions and set the stage for a more open economy in later times.

The Industrial Revolution brought about major changes in technology, like the steam engine and new ways of making things. These changes changed the way entrepreneurs do business in a big way. Several important business leaders came to power in the American economy during this time. John D. Rockefeller and Andrew Carnegie are two of the mostwell-known. They were very important in the growth of the oil and steel industries. These businesspeople depended on using new technologies, coming up with new ways to run their businesses and make money, and taking advantage of economies of scale. These kinds of things helped them do very well in business and sped up the process of industrialization.

Entrepreneurship has always been affected by politics; in fact, it has always been affected by the laws and policies of the government. Governments have, at different times in history offered incentives or put limits on businesses that directly affected the business environment (Dyah Handayani , 2024, p. 518)**.**

2.1.3. Entrepreneurship in the Islamic Era : Islamic civilization played a big role in the growth of entrepreneurship by promoting new ideas, making it easier to share knowledge, and backing business projects in many areas. Islam placed significant emphasis on labor and the quest for sustenance, viewing it as a virtue that enhances human dignity. This openness to other cultures made it easier for people to start their own businesses and for the economy to grow within a value-based framework that stressed work and productivity.

There are many sayings in the Prophetic tradition that encourage work and show how good it is. One of these is the hadith told by Al-Miqdam ibn Ma'dikarib (may Allah be pleased with him), in which the Prophet (peace be upon him) said, "No one ever ate food better than what he earned through his own work." The Prophet David did indeed eat from the fruit of his own labor. He also said, "Zachariah was a carpenter." (Shumaimeri & Mubairek, 2025, p. 15).

2.1.4. Entrepreneurship in the Modern Era m Since Adam Smith wrote about it, people have been asking why some economies do better than others. Nonetheless, classical economic analysis neglected the significance of the entrepreneur in facilitating economic transformation. Joseph Schumpeter emphasized this role with his idea of "creative destruction," which is how new ideas from entrepreneurs change old ways of making things and doing business, leading to long-term economic growth. Robert Solow's hypothesis bolstered this perspective, emphasizing the imperative of transitioning from growth predicated on quantitative expansion to a framework rootedin creativity and technology. Most notably the United States, industrialized countries put policies in place that encouraged entrepreneurship and small businesses, which helped the economy grow.

The experiences of nations like Australia, Finland, and the Asian Tigers further illustrate that empowering entrepreneurs substantially enhances gross domestic product. Baer and other scholars say that the entrepreneur is a key part of creating wealth on many levels.

In The Achieving Society, David McClelland also talked about how personal ambition and economic success are connected. He stressed the importance of having a supportive entrepreneurial environment to turn ambition into real growth.

The world has been in what is often called the "era of entrepreneurship" since the 1990s. This is when schools and governments started to use entrepreneurial thinking. In this context Baumol and others proposed the idea of "entrepreneurial capitalism" as a novel economic model that could provide lasting growth and wealth. This is illustrated by emerging economies like Singapore and Taiwan, where small businesses are crucial to economic growth (Shumaimeri & Mubairek, 2025, pp. 17-19).

It can be concluded that the evolution of entrepreneurship has enabled the shift froman economy predominantly driven by production to one increasingly founded on creativity innovation, and knowledge transfer.

2.2. Theories of Entrepreneurship

Entrepreneurship is a field of study that combines both theoretical and intellectual foundations with practical applications. This dual nature merges theoretical analysis with practical application. Within this framework, three primary theoretical approaches can be identified to elucidate the entrepreneurial phenomenon: economic theory, social theory and psychological theory.

2.2.1. The Economic Theory : Economists have been interested in entrepreneurship since the 1700s. Richard Cantillon is credited with coining the term "entrepreneur," and James Stuart Mill helped spread it in the English-speaking world. The economic literature suggests that the presence of a conducive economic environment is a critical factor in promoting entrepreneurial activity, as entrepreneurs typically prefer stable economic conditions that encourage growth opportunities. J. F. Papanek and J. R. Harris are two well-known supporters of this view. They stress that economic incentives are the main reason why people start businesses. On the other hand, weak entrepreneurial activity may be connected to problems or inefficiencies in how the market works.

Economic theory posits that the entrepreneur holds a pivotal role in economic, regulating the interplay between supply and demand through ventures typically marked by risk-taking and operation in volatile contexts. Entrepreneurs use innovation in products and process development as a key tool to open up new market opportunities and make their businesses more competitive.

William J. Baumol contends that conventional economic theory has inadequately addressed the role and origins of entrepreneurship. In contrast, several theoretical hypotheses in entrepreneurship concentrate on three primary dimensions: the nature of available opportunities, the attributes of entrepreneurs, and the decision-making frameworksthat entrepreneurs utilize. These dimensions lead to two complementary theories that explain entrepreneurial activity: the discovery theory and the creation theory (Tatar , 2024, pp. 04-05).

An examination of conventional economic theory uncovers its deficiencies in effectively addressing the essential dimensions that define entrepreneurship, specifically the available opportunities, the personal attributes of entrepreneurs, and the decision-making framework.

2.2.2. The Social Theory

Konkel puts forth a behavioral model of entrepreneurship, positing that the presence of entrepreneurs is influenced by social, political, and economic factors in their environment. This model focuses on the observable actions of people and how they interact with their social and physical surroundings, both in the past and now (Tatar , 2024, p. 06).

Konkel asserts that individuals exhibit a variety of behaviors, with some being endorsed and rewarded by society, while others are condemned. Rewards are very importantfor encouraging people to repeat behaviors that are socially acceptable. This is what drives entrepreneurial activity. Entrepreneurship depends on four types of organizations in society (Tatar , 2024, p. 07):

- Constraint Structure: Society sets limits on some activities that affect everyone, including entrepreneurs, by making certain behaviors and practices off-limits;
- Demand Structure: To get social benefits in the future, you need to offer material rewards. By regulating specific components of the demand structure, individual conduct can be steered towards entrepreneurship;
- Opportunity Structure: This structure includes the availability of resources like money managerial and technical skills, and information about production methods, labor, and markets;
- Labor Structure: This framework stresses the need for a qualified and willing workforcewhich is influenced by a number of things, such as the availability of other ways to make a living, cultural norms, and life goals.

In conclusion, social behavior theory offers a sociological framework for comprehending entrepreneurship by emphasizing the impact of societal organizational structures on entrepreneurial conduct. This viewpoint provides an explanatory enhancement that surpasses the constraints of conventional economic methodologies.

2.2.3. The Psychological Theory : According to psychological behavioral theory, entrepreneurship is a concept that is closely related to individual traits and behaviors. Psychological factors are regarded as significant determinants influencing the emergence and progression of entrepreneurial activity. Numerous scholars, such as Schumpeter, McClelland, Hagen, and Kunkel have formulated various theoretical frameworks underscoring the significance of psychological factors in the progression of entrepreneurship within societies (Tatar , 2024, p. 07).

Schumpeter posits that the aspiration for power and dominance drives individuals to pursue entrepreneurial ventures. McClelland, conversely, identifies a robust need for achievement as the principal motivator: exceptionally ambitious individuals endeavor to realize their objectives, and this drive can be cultivated in early childhood through specific upbringing practices, subsequently fostering success.

Hagen, on the other hand, says that people who act like entrepreneurs are less socially respected, which means that people who have lost their status try to get it back by starting their own businesses. Kunkel examined entrepreneurial behavior using a model that evaluates individuals' observable actions and their correlation with the surrounding environment both historical and contemporary. He contends that these behaviors are influenced by various factors including the work environment and social and economic determinants (Tatar , 2024, p. 08).

The examination of psychological behavioral theory in the context of entrepreneurship reveals that personal characteristics and psychological motivations are essential determinants in the development of entrepreneurial behavior. This framework is based on a collection of ideas from top experts in the field. However, attaining genuine epistemic integration among these perspectives necessitates more robust methodological connections between psychological dimensions and the overarching social and economic contexts.

2.3. The Concept of Entrepreneurship

To clarify the meaning of the term entrepreneurship, it is necessary to consider it from different perspectives.

2.3.1. The Linguistic Meaning of Entrepreneurship : The Arabic term al-muqāwalātiyya is derived from the English term Entrepreneurship which refers to the spirit of individual initiative in establishing and developing ventures (Almaany Dictionary, 2025).

2.3.2. The Economic Meaning : The economic dimension of entrepreneurship can be explained through the perspectives of several scholars, including:

- Joseph Schumpeter defined entrepreneurship as “the desire and ability to turn a new idea or invention into something new” (Al Ghurabawi, 2020, p. 358);
- David C. McClelland described entrepreneurship as “a strong desire to reach tough goals and do well because of your own skills” (McClelland , 1961, p. 161);
- Everett Hagen defined entrepreneurship as “A creative response from people or groups who have lost their social status or respect and are trying to get it back through business and make changes in the economy and society” (Ifeanyi, Ifeanyichukwu, & Anugwu-Anikwe, 2023, p. 16).

From these points of view, entrepreneurship can be defined as "the ability of the entrepreneur to innovate, explore new opportunities, take risks, maintain a strong driveto achieve goals, and make effective decisions that allow ideas to become successful businesses." From this definition, we can see the following important traits of entrepreneurship:

Innovation is the process of turning ideas into real products or services. It involves coming up with new ways to solve problems that already exist (Can Saral & Alpkan, 2017, p. 365).Opportunity Recognition:

- Refers to the capacity to discern innovative opportunities and methodically evaluate market dynamics (Kathleen L, Moraes, Voda, & Quadros , 2023, p. 10);
- Risk-Taking: This shows how well a person can face and deal with risks, as well as how willing they are to do what it takes to start a new business (Kathleen L, Moraes, Voda, & Quadros , 2023, p. 10);
- Goal Achievement: This is the strong internal drive that pushes people to succeed and do their best, as well as their willingness to keep going after big goals and tough challenges (Kathleen L, Moraes, Voda, & Quadros , 2023, p. 10);
- Decision-Making: This shows how sure the person is that they can organize themselves and make the right choices to help the business get off the ground and keep it going (Kathleen L, Moraes, Voda, & Quadros , 2023, p. 10).

2.4. Types of Entrepreneurship

Entrepreneurship takes many forms, depending on the goals, the type of work, the level of innovation, and the size of the business. The following are some of these forms (Wellington , Okoche , & Mkansi, 2024, p. 07):

- Small-Scale Entrepreneurship: Small-scale entrepreneurship is when people start and run businesses with the main goal of making money and growing. This type makes a big difference in the economy and in creating jobs;
- Large-Scale Entrepreneurship, also known as corporate entrepreneurship, is a set of behaviors and strategies that established large companies use to encourage innovation initiative, corporate venturing, and risk-taking in order to improve the performance of the organization;
- Start-Up Entrepreneurship: Start-up entrepreneurship is the process of starting new businesses based on new technologies. These businesses are known for being able to grow quickly and make a lot of money, as well as for being important to the growth of the economy and technology;
- Intrapreneurship: Intrapreneurship is a strategic method used by companies to encourage innovation by making the most of their employees' skills. Employees are encouraged to come up with and put into action new ideas, which leads to the creation of new products, efficiencies and creative internal projects;
- Imitative entrepreneurship means using business models, products, processes or technologies that have worked well for other companies and then changing them or using them again to get an edge in the market;
- Digital entrepreneurship is a new trend in business that uses technology to find market opportunities and build business models. This type of form gives companies a lot of room to improve their performance by using advanced digital tools, and it also helps them keep up with changes in the global digital economy;
- Social entrepreneurship is an entrepreneurial approach that focuses on coming up with new and long-lasting solutions to important social problems, with an emphasis on creating public value rather than maximizing profits;
- Migrant entrepreneurship is when migrants actively participate in starting, running and growing businesses in the countries where they live. These kinds of businesspeople use what they know and have learned from the past to meet the needs of new markets.

2.5. The Importance of Entrepreneurship

Entrepreneurship is a fundamental pillar in shaping a clear vision for the economic system. Its importance stems from the following points (Farea, 2022, p. 745):

- It contributes to improving organizational performance by adopting flexible mechanisms that transcend traditional administrative models;
- It enables the development of service quality by bringing them closer to customers and adapting to their evolving needs;
- It stresses getting measurable results, which makes things more effective and helps focus resources on specific goals;
- It encourages organizations to use new ideas in the design and implementation of solutions, which makes them better able to deal with problems in new ways;

- It creates space for a diversity of actors—whether from the private or public sector—in service provision, enriching the supply and improving its quality;
- By linking tasks to the results that beneficiary groups want, it helps organizations restructure themselves so that they can reach their goals.

3. Defining the Spirit of Entrepreneurship and Its Importance

3.1. Defining the Spirit of Entrepreneurship

The "spirit of entrepreneurship" is a key idea in the fields of social and economic growth. To better understand what it means, it helps to look at it from two angles:

3.1.1. Linguistic Perspective : The term “spirit of entrepreneurship” is composed of two words:

- The word "spirit" comes from the triliteral root, which means "wind" or "breeze." Depending on the situation, it can mean different things, like the essence of life, mercy, comfortand relief. It is also used to describe the non-physical essence that gives life to living things which Muslims believe is a creation of God (Almaany Dictionary, 2025);
- Entrepreneurship: This word comes from the English word "entrepreneurship" which means the spirit of taking the lead in starting and growing projects (Almaany Dictionary, 2025).

3.1.2 Terminological Perspective : The concept of the entrepreneurial spirit has been defined by several thinkers, among them:

- Peter F. Drucker defined the entrepreneurial spirit as "the ability to innovate and transform ideas into actions that generate new economic value, by systematically and methodically exploiting available opportunities." This process doesn't depend on new ideas or technology; it also depends on making administrative and operational processes better and creating products and services that better meet the needs of the market (Drucker, 1985, p. 19);
- Frank H. Knight called it "the ability to make new decisions and find new opportunities when things are really uncertain based on your own judgment and an awareness of the risks you haven't thought through." (Magnus , Dan , & Johan , 2024, p. 109).
- Icek Ajzen defined it as “A cognitive-behavioral mindset characterized by a resolute intention to initiate a new economic enterprise, stemming from a favorable disposition towards entrepreneurial endeavors, bolstered by social validation and an individual perception of efficacy and mastery over the demands of such behavior.” (Nurdan & Nancy K. , 2016, p. 06).

From these perspectives, the entrepreneurial spirit may be summarized as “A cognitive and behavioral orientation that includes a constant desire for change and new ideas, the ability to stay calm and keep going when things get tough, a willingness to take on responsibilityand the ability to find new opportunities and turn them into useful projects.” This definition highlights the following characteristics of the entrepreneurial spirit (Laverty & Littel , 2020 , pp. 30-31):

- Innovation and Renewal: This is the ability to come up with new ideas based on an original idea and develop them in new ways that help create new fields or open up new submarkets. For example, using agricultural technologies in new ways to solve environmental or logistical problems is an example of this kind of renewal;
- Facing Challenges: This means that the entrepreneur can adapt to changes and deal with problems in a flexible and effective way, making sure that the project keeps going even when there are more pressures, changes in the law, or changes in consumer behavior;

- Taking Responsibility: This means being willing to face challenges and make tough decisions when things get complicated. It also means being brave and confident despite the risks not being afraid of failing, and keeping your promises without avoiding the consequences;
- Finding New Potentials: This is the entrepreneur's ability to see hidden chances and look for new ways to solve problems, even when things aren't perfect. It means doing things even when you're not sure what to do, which leads to new ideas from incomplete information or unstable situations.

3.2. The Importance of the Spirit of Entrepreneurship

The entrepreneurial spirit is a key part of helping new businesses grow and stay in business. It shows up in start-ups as constant innovation, better performance, and the ability to handle a wide range of problems and pressures. It is important for the following reasons (Pimienta, 2022, p. 942):

- Innovation and Initiative: The entrepreneurial spirit is very important for entrepreneurs because it helps them find new opportunities and come up with creative ways to meet market needs. This helps the company grow quickly and makes it more competitive;
- Risk-Taking and Balance: The entrepreneurial spirit makes it easier to make bold but well-thought-out decisions while also using the right tools to keep risks in check based on the project's capabilities. This, in turn, makes institutions work more efficiently;
- Responsibility and Social Orientation: A project that is committed to sustainability and legal and social values also shows an entrepreneurial spirit. Following these rules helps the institution's long-term reputation and builds trust with society;
- Flexibility and resilience: Entrepreneurs have the entrepreneurial spirit that lets them see problems as possible opportunities. It also helps them come up with good plans that make it easier to deal with unexpected changes or rules that are already in place.

4. The Role of Entrepreneurship Development Centers in Supporting Entrepreneurship

4.1. Introduction to Entrepreneurship Development Centers

As part of a government program to promote entrepreneurship in universities Entrepreneurship Development Centers were set up in 2023 as institutional structures in all Algerian higher education institutions. These centers have special areas that are meant to help student entrepreneurs with their business ideas and turn them into projects that are useful and profitable. The centers have modern tools and resources that help students improve their business skills and give them the chance to have business experiences in a safe setting (Entrepreneurship Development Centers, 2025).

4.2. Core Functions of Entrepreneurship Development Centers

Entrepreneurship Development Centers are places that help entrepreneurs by giving them training, mentorship, and activities that raise awareness. This makes it easier for them to start and run their own projects. The main things they do can be summed up like this (Entrepreneurship Development Centers, 2025):

- Mentorship: The centers offer specialized help by bringing in qualified experts and mentors to help students with their academic and professional needs at all stages of their entrepreneurial journey;

- The centers offer special training programs for students who want to start their own businesses. These programs teach students the basic skills and information they need to successfully start and run their own projects. Some of the main topics covered are strategic planning, financial management, and marketing;
- Raising Awareness: The centers promote the culture of entrepreneurship by holding academic lectures, training workshops, and events to raise awareness. These activities help students learn about the benefits of being an entrepreneur and show them real-life success stories that motivate them to follow this path.

5. The Importance of Training Programs at the Entrepreneurship Development Center in Student Training at the University Center of Tipaza

The Entrepreneurship Development Center's training program is one of the most important ways to help students because it teaches them a lot of different things and gives them real-world experience. These include the basics of starting a business, making a business plan, running a business, managing resources, starting a business, legal issues, and growth strategies innovation, and value proposition. All of these factors help students start their own businesses in a competent and efficient way. We did a survey with a group of 30 students to find out how these programs affected student entrepreneurs. The survey asked about how training affected each of these areas. We also used a second survey that was sent to 16 teachers who were in charge of the training programs.

5.1. Student Sample

The student survey was given to 30 people who had been trained at the Entrepreneurship Development Center. 57.1% of these were men and 42.9% were women, and they were between the ages of 19 and 44.

57% of them had a Master's degree, while the rest were students or graduates with a Bachelor's degree. 14% said they had other types of qualifications. Also, 85% of them had taken science classes in high school and college, while the other 15% had taken classes in other fields.

In terms of what they studied in school, 85% of the students who took the survey were either enrolled in or had graduated from programs in economics, business, or management sciences. They were graduates of the University Center of Tipaza and other universities.

A look at their work history showed that 57% of the students had either worked before joining the Entrepreneurship Development Center or were still working while they were training. Seventy-five percent of those who worked were in the private sector, either on their own or for private companies. Twenty-five percent worked for the government. Also, 85% of the students who were asked said they would rather start their own businesses than work for someone else.

43% of students had already started the steps to start their own businesses, like getting invoices, finding the right suppliers, or sending files to the right people. Also, 57% of the projects were in the productive sector, and the rest were in the service sector.

5.2. Instructor Sample

The instructor survey was given to 16 people, including both current and former teachers at the Entrepreneurship Development Center. 61.1% of this sample was men, and the rest were

women. This distribution showed that most of the people who answered were men, but it doesn't mean that the trainers were mostly men.

They had been teaching at the university for between 2 and 22 years. But they had only been at the Entrepreneurship Development Center for four years at most. It is worth noting that 83% of the teachers were from the Institute of Economic Sciences, while the other teachers were from other institutes.

The results also showed that 33.3% of the instructors had owned commercial projects before joining the Center. However, this number dropped to 5.7% after they became part of the university. Furthermore, 83.3% of instructors indicated a desire to initiate their own commercial ventures alongside their academic responsibilities at the university.

22.2% of the instructors had not taken any "train-the-trainer" courses before joining the Center. In contrast, 38.9% had received short-term training, and another 38.9% had taken part in specialized training programs.

When it came to how long and where training should take place, 94% of instructors said it should take at least two days to do it right, and 22% said it should take more than 10 days. But in reality, the different modules were usually only available for one or two days during the 15-day training cycle.

About class size, 66% of teachers said that the best number of students in a group should be between 15 and 20, and 94% said that the number should not be more than 25. But in reality the number of trainees often went over this limit.

The program's training modules taught a wide range of skills, from how to start a business and what traits make a good entrepreneur to how to come up with ideas, market them, manage inventory, and manage people. Still, all of the modules were built around five main ideas (Entrepreneurship Development Centers, 2025).

5.3. Fundamentals of Entrepreneurship

This axis's goal is to get participants ready to start their own businesses by giving them the basic knowledge and skills they need to fully understand what entrepreneurs need to do to be successful. There are many relevant themes that could be studied.

Survey data shows that 72% of the training faculty members think that students who had jobs before joining entrepreneurship development centers are more diligent and focused in training programs. This axis focuses on the following basic ideas:

- Explaining the idea of entrepreneurship and how it helps the economy and society: A student survey found that 57.2% of students said they understood what entrepreneurship is and why it is important for both entrepreneurs and the economy as a whole;
- It is significant that 95% of the training faculty members do not presently manage or oversee their own enterprises. As a result, the training in these areas is mostly theoretical. The faculty's extensive teaching experience in entrepreneurship courses has helped them deepen and broaden their knowledge. Additionally, 83% of the faculty indicated a desire to initiate their own enterprises beyond the university;
- Presenting the Initial Stages of Project Creation—From Idea Development to the Implementation of a Business Plan: This refers to the steps students need to take before they can get help from the right organizations. For instance, getting a certificate in entrepreneurship from a development center is one of the main requirements, but investors

who don't want institutional support don't have to do this. In this regard, 61.5% of students said that the training helped them correctly identify the different steps in creating a project, especially when it came to coming up with ideas and making them more competitive;

- Introducing ways to create a successful business model that will last and make money: A lot of students start out with traditional project ideas that are often based on what their family or friends have done. After training, though, more than half of the students (57.2%) said they had been able to change their projects in ways that would make them economically viable and provide enough financial returns to make them sustainable. Additionally, 77.8% of the training faculty members noted that students possessing prior work experience tended to deliver projects of superior quality, featuring more viable and sustainable concepts;
- Defining the basics of project management, especially when it comes to planning, organizing, monitoring, and supervising: Field research conducted with students indicated that the training, which concentrated on idea development, inventory management, and financial planning, facilitated the acquisition of essential managerial competencies. Nonetheless these results are still connected to how students see things, since they haven't put their plans into action yet;
- Improving personal and professional skills like communication, leadership, problem-solving, and analytical thinking: Only 42% of students thought that the training helped them improve their personal and professional skills, like communication and problem-solving. The rest disagreed, saying that this problem was caused by not having enough time, according to faculty responses. In particular, 94% of the faculty members said that each training module needs more than one day to be taught well. Also, 66% of the faculty members thought that each program should only have 15 to 20 students.

5.4. Strategic Planning and Institutional Development

This axis focuses on the mechanisms of strategic thinking and the ways in which an institution can be directed toward realizing its future vision through carefully designed, long-term plans. It also enables participants to understand and analyze the factors influencing the work environment in order to make decisions that support institutional development and ensure competitiveness. Within this axis, several themes are addressed, including:

- Looking at both internal and external factors: Internal factors include things like the organization's structure and resources, while external factors include things like the market and competitors. Only 43% of the students said that the training helped them understand the different parts of their project better. 57% either disagreed or didn't answer the question which could be because they didn't understand it;
- Formulating a clear vision and accurately defining institutional priorities: In this regard 85% of students said that entrepreneurship training helped them come up with a clear plan for their project. This included things like starting the business, figuring out different types of customers, figuring out how to reach them, and helping them reach their goals in getting the goods or services offered;
- Developing practical options that fit with the resources and conditions that are already in place: 28.6% of students said they had trouble finding practical options for their projects. This problem came up a lot after the training taught them about the different problems they would face, especially those related to getting money and the materials they needed;

- Translating strategic orientations into actionable and feasible steps: 71% of students answered this question in a neutral way. This outcome may arise from either a misunderstanding of the posed question, indicating a shortcoming in the training program, or from insufficient student engagement with the subject matter. No matter what the reason is, it shows that the program's content needs to be reviewed so that students can better turn their strategic orientations into actions that make sense and can be used;
- Assessing outcomes and juxtaposing them with objectives to modify the trajectory and attain ongoing enhancement: Results indicated that 57.2% of students stated that the training did not equip them to evaluate outcomes proficiently. This was either because they couldn't do a proper market study and compare it to their planned activities, or because they hadn't started their projects yet. Meanwhile, 42.8% of the remaining people said yes. This was mostly because some of the students who had already signed up were already working on projects similar to the ones they wanted to start, or they had been able to start their businesses during the training period.

5.5. Operational and Resource Management

This axis is all about the practical basics of running a business, with a focus on how to use both human and material resources effectively to reach set goals. The main goal is to help participants learn how to organize operations and direct resources in ways that improve performance and make sure that results last. The main ideas of this axis are as follows:

- Developing systematic operational plans that take into account different time dimensions (short-, medium-, and long-term), thereby ensuring alignment with the institution's overall orientations and strategic goals. Survey results show that 71.4% of respondents agreed that the training helped them outline the management and operational processes of their enterprises throughout different growth stages. However, all these responses were "agree" only while 28.6% remained neutral;
- Organizing internal operations in a manner that enhances productivity and minimizes the loss of time and resources. Here, 57.1% indicated that they were able to organize internal operations effectively, allowing them to optimize their capacities and, consequently, improve productivity both quantitatively and qualitatively;
- Implementing planned procedures systematically, with continuous performance monitoring and adjustments when deviations occur. Given that only 42.9% of the surveyed students had initiated procedures to launch their projects after the training program, the same proportion (57.1%) agreed that the training assisted them in implementing planned procedures in a systematic manner;
- Effective management of diverse resources (human, material, and financial) to balance rational use with expected returns. Findings revealed that 71% of the students were able to acquire a good understanding of resource management methods, while the remaining 29% responded neutrally to this item;
- Evaluating ongoing operations to identify shortcomings and improve them in ways that enhance efficiency and performance outcomes. In this respect, 57% of students agreed that the training programs helped them evaluate existing operations, whereas 14.3% reported that the training did not benefit them in this regard.

5.6. Enterprise Creation and Legal Aspects

This axis talks about the legal and regulatory issues that come up when starting a new business. It focuses on the steps that must be taken to make sure that the creation is done correctly and in line with the law. Its goal is to help people learn the basic legal rules that govern the formation of businesses and how they are run. The main topics that will be talked about are:

- Determining the most appropriate legal form for the enterprise's activity—such as a sole proprietorship or a limited liability company—while considering the nature and scale of the project. Results showed that only 42.9% of students thought they were good at knowing the different legal forms and procedures they needed to set up their businesses. They said this was because they didn't have enough time to learn about all the different parts of entrepreneurship;
- Writing the necessary legal documents, such as the articles of association, foundational contracts, and initial financial reports. Only 57% of the students who took the training were able to finish and write the basic documents they needed for their future businesses;
- Submitting legal files to relevant authorities and paying the prescribed fees to complete registration and licensing procedures. Here, the percentage of students who reported having submitted or finalized their legal documentation fell to less than 29%, largely due to the inability of many to complete the process of launching their projects;
- Ensuring compliance of business activities with local laws and relevant national regulations. Because most of the entrepreneurial projects looked at were normal and based on businesses that already existed, students usually didn't have any trouble figuring out if what they were doing was legal. Still, 14.5% said they disagreed, which means that the Entrepreneurship Development Center did not help them make sure their projects were legal;
- Addressing legal issues that may confront enterprises, including contracts, commercial disputes, and intellectual property protection. In this area, only 28.5% of students said that the training had helped them deal with legal problems, especially when it came to bringing in equipment from other countries, where the complexity of invoices and the number of steps involved made it hard for them to finish their projects.

5.7. Growth Strategies, Innovation, and Value Proposition

This axis talks about how to encourage sustainable growth in a business by focusing on innovation and creating value propositions that meet the needs of the market while also meeting the needs of customers and society. It emphasizes the significance of establishing a sustainable competitive advantage through innovative solutions and strategic practices that yield measurable effects on organizational performance. The axis includes these themes:

- Defining clear growth trajectories that contribute to the expansion of the enterprise's scope of activity, either by deepening its presence in existing markets or by targeting new markets with promising potential. In this case, 42.9% of the students said that training in entrepreneurship had helped them find ways for their businesses to grow in the short and medium term. This relatively modest outcome is largely attributable to students' limited practical experience in the labor market and their unfamiliarity with real market dynamics;
- Promoting innovation to create new products and services that adapt to changes in the market and give the business a long-term competitive advantage. In this regard, 57% of the students said that the programs helped them make their projects. But it's important to note that many

of the projects were routine or standard, like law offices or medical clinics which made it hard to come up with new ideas;

- Designing effective marketing strategies to get new ideas out there and bring in a wide range of customers. Only 28% of the students said they could come up with clear marketing plans for their projects. The main reason for this low percentage is that most of the proposed ventures are traditional and copy existing ones, which makes them compete directly with each other;
- Using technology and making internal processes better to save money and time. About 42% of the students said they were ready to use technology in their internal processes to make things better. However, it was noted that the majority of the projects necessitated machinery and regular operations. The amount of technology used in these projects depends a lot on how well the entrepreneur can keep making new products. Since only 57% of students said that the training helped them move their projects forward, this number also shows the group of students who actively used what they learned after the training;
- Providing high-quality services and solutions that meet customer needs and build trust and loyalty in the business. In this regard, 57% of the students affirmed that the training facilitated their ability to identify solutions that meet customer needs, thus allowing them to gain market share and cultivate a customer base for their products;
- Adopting balanced growth policies that ensure sustainable development, maintain quality standards, and reinforce positive long-term impacts.57.1% of the students here said they didn't have an opinion about the statement, "The training helped me adopt balanced growth policies." This neutrality could mean that the students didn't understand the question, which would show that the training program wasn't good enough, or it could mean that some of them hadn't started their projects yet, so they couldn't give a clear answer.

6. Conclusion

Entrepreneurship centers are seen as very important places in the knowledge age because they help students and project starters think like entrepreneurs. They help foster an entrepreneurial spirit, which is the first step toward moving away from a rentier economy and a mindset focused on wealth distribution. This leads to entrepreneurial thinking, project creation, and the founding of small businesses. On the one hand, these kinds of projects help people who own them. On the other hand, they help the state, the economy, society and college graduates.

Because of this, the Algerian Ministry of Higher Education and Scientific Research has made it a priority to set up and grow entrepreneurship programs at universities. This is part of their goal to get universities more involved in their social and economic environments. This has been made possible by the establishment of organizations like business incubators and entrepreneurship development centers, which help graduates start successful businesses. State programs that offer money, incubation, legal protections, and chances that make it easier to start and grow these kinds of businesses also support these efforts.

Entrepreneurship programs include a lot of different types of training for students who are working on projects. These modules cover everything from management and organization to finances, marketing, and even the law. These are meant to help students learn about the five main pillars of entrepreneurship so that they can survive and thrive in a business world that is becoming more reliant on knowledge.

6.1. Study Findings

From this study, we arrived at several key findings:

- Training programs for each aspect of entrepreneurship should last no less than two days, depending on the specialization, rather than the current one-day format;
- Each training program should accommodate between 15 and 20 students, and not exceed 25 at maximum;
- All faculty members should undergo "train-the-trainer" programs before joining entrepreneurship development centers;
- More time should be dedicated to developing students' personal and professional capacities in order to ensure the sustainability and efficiency of their project management;
- Students should learn important scientific ideas and words in management and economics so that they can stay up to date on what's going on around the world, especially since things are changing so quickly;
- Approximately 85% of students reported that, after training, they were able to construct a clear and comprehensive vision of their projects;
- Students' motivation to establish their own enterprises primarily originates from an aspiration to become entrepreneurs and project owners, favoring independent ventures over salaried employment;
- Entrepreneurship training programs made 85% of students change their projects in line with what they learned and how they learned it. The changes ranged from completely redesigning the project to making small changes.

6.2. Validation of Hypotheses

Through the analysis of survey results, the study tested its hypotheses as follows:

- First Hypothesis: The Entrepreneurship Development Center of Tipaza University Center's training programs helped students better understand basic business ideas and rules. This hypothesis consisted of five survey questions, and the percentage of students who answered positively ranged from 42% to 61%. All answers were higher than 57%, except for the one about personal and professional skills (42%). Consequently, the hypothesis is corroborated;
- Second Hypothesis: Training programs helped students get better at strategic planning and organizational development. There were five questions, and the percentage of positive answers ranged from 43% to 85%. All of them got more than 57% of the votes, except for the one about internal (like structure and resources) and external (like market and competition) factors, which got 43%. Consequently, this hypothesis is substantiated;
- Third Hypothesis: Training programs enhanced students' competencies in operational and resource management. The five related questions got positive answers from 57% to 71% of the time, with all of them being above 57%. Consequently, this hypothesis is substantiated;
- Fourth Hypothesis: Training programs improved students' comprehension of business creation and legal matters. The weakest area among the themes was the one with five survey questions that got positive answers between 43% and 57%. The hypothesis is still true, though;
- Fifth Hypothesis: Training programs helped students better understand how to grow and come up with new ideas. Six survey questions got positive answers from 43% to 57% of the time, which is also one of the weaker areas. The hypothesis is confirmed despite this.

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