



The university as an incubator Environment for entrepreneurial act

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Abstract

The purpose of this study is to identify the university environment that promotes entrepreneurship through the mechanisms that constitute entrepreneurial behavior within the university and the pillars that support entrepreneurial behavior through entrepreneurship education, its benefits and goals, the Entrepreneurship House, its mission and goals. The business incubators in universities, their importance and the paths taken by universities to attract students with ideas and projects and turn them into reality.

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1. Introduction:

The university is a knowledge system based on functional roles whose mission consists of two aspects: the first is the formation and production of professional frameworks and competencies as its outputs to cover and meet the needs of the Algerian labor market, and the second is scientific and academic research through scientific production. However, at present and in the face of globalization and the emergence of the so-called knowledge economy, the university has transformed from an academic scientific environment to an economic entrepreneurial environment. The university is a healthy organizational environment for entrepreneurial action through student facilities to create a business incubator and transform the student from a job-seeking student to an employer to create added value to the economy and absorb unemployment. We will answer the following question in this research paper: Is the university an incubating environment for the entrepreneurial action system?

2. defining concepts:

2.1 Concept of the University:

The university is a formative institution that does not determine its own goals and objectives on its own, but rather receives

them from the society that is considered the foundation. It is also known as an institution or group of people brought together by a special system or structure, using means and coordinating between different tasks to reach knowledge in one way or another ((boulmhar, 2020, pp. 19-20)

It is defined as "a scientific society concerned with the search for truth and its basic functions, which are education, scientific research and serving the society that surrounds it" and finds another definition as " a social institution made by society, which is the top of the educational pyramid It is a tool of society in creating its leadership in various fields " (briguel, 2020, p. 44), from which we say that the university is an educational and training institution aimed at creating human resources in accordance with the requirements of the labor market and its needs.

2.2 concept of entrepreneurship

The definition of entrepreneurship is that it is a field of study that involves the scientific investigation of how to discover, assess, and exploit potential future goods and services. Because of this, the field includes the study of sources of opportunity, the processes of discovery, evaluation, and exploitation of these opportunities, as well as the collective of individuals who explore, evaluate, and

exploit them. (kheiri, charbi, & toumi, 2021, p. 206)"

It is a set of stages that lead to the creation of an organization, in the sense of activities through which the creator mobilizes and installs information, material, human resources) To take advantage of the opportunity and materialize it in the form of a structured project (sadok, 2019, p. 18).

It can be defined as "the profitable practice of business on a continuous and distinct basis that enables the individual practicing it under the name of contractor as a pioneer in his field of work, thereby bypassing various risks that would prevent him from achieving the desired goal of entrepreneurial work, which is often the material profit entrusted to capital" (makaoui & boujama, 2021, p. 104)

2.3 concept of business incubators:

it is defined as an intermediate process between the start - up stage of activity and the growth stage of business enterprises , and this process contains providing and providing the initiators with the necessary experts, information and tools for the success of the project

It is defined as an integrated information system that works to provide all the necessary ways to increase the success rate of small projects by providing a place equipped with all the capabilities and the

incubator is managed by a specialized department . The ukbi (United Kingdom Business Incubator) website is defined as "a unique and highly flexible combination of business development processes, structures and people in order to nurture new and small businesses at the most critical and difficult stages of early beginnings" (mostafa, 2022, p. 16)

2.4 concept of entrepreneurial education:

It is a set of formal educational methods based on information and training for anyone who wants to participate in economic and social development, through programs aimed at raising awareness of entrepreneurship, creating business projects or developing small projects. (Zaraa & Kachroud, 2018, p. 95), Entrepreneurship education has another definition, which is to provide learners with knowledge and develop competencies and skills to create and revitalize institutions and specific behaviors (opportunity orientation, entrepreneurship, change leadership, risk assessment, identification and extraction of scarce resources (beddiar & arabeche, 2019, p. 13)

3. The university as a format for entrepreneurial act:

The Algerian university has sought to keep abreast of the development taking place at the world level in order to upgrade the University and link it with the external

environment and move from a service research university to an entrepreneurial university through the development of ideas and projects for students about to graduate, in order to embody projects in reality, as the role of the university has changed from the formation of students with a degree to the holders of ideas and projects of university youth achieve their ambition and their future .the signs of entrepreneurial action were through the establishment of a contracting House and the opening of the specialization of entrepreneurship scale and finally the establishment of a university business incubator.

3.1 Definition of entrepreneurship

centers (entrepreneurship house): the word "HOUSE" More suggests the idea of a cell or structure that is easy to use, welcoming, community-based, supportive, productive of values, that house offers a program of procedures and interventions at different levels, allowing students to get acquainted with the subject of entrepreneurship and discover entrepreneurial business models in order to create their entrepreneurial spirit (gourine, ben mouizia, & badaoui, 2021, p. 250)

The use of the term "entrepreneurship house" instead of academic and scientific terms such as institute or center, which are commonly used in the organizational structure of university institutions, is due to the fact that the term House suggests

the concept of one family whose members cooperate in helping and supporting each other, a concept that entrepreneurship House seeks to embody in the university environment by supporting students with ideas and emerging projects and helping them to reality (BENGUETTAF, 2021, p. 191) .

From this we say that the entrepreneurship House is an organizational format aimed at attracting university students with ideas and projects or to promote entrepreneurship through forums, training courses and workshops, as well as accompanying students from the embodiment of projects coordinated by the National Agency for development and support of entrepreneurship ANADE, in addition to spreading the culture of entrepreneurship in the university environment.

3.2 Objectives and mission of the entrepreneurship House :

- ✓ Raising awareness and encouraging openness to the world of entrepreneurship
- ✓ Accompanying young people to the success of their projects through the university to facilitate the task of students in dealing with economic partners with the necessary and required experience

- ✓ Providing an open space for students on the entrepreneurship support bodies in Algeria.
- ✓ The link between the certificate holders and the institution that oversees the financing
- ✓ Training and development of specific skills for Project Management and business creation
- ✓ Accompanying and supporting creative projects, providing guidance and advice to students and communicating with support and funding structures . (zaidi & bachir, 2021, p. 95)

3.3 programs and activities of the entrepreneurship House :

- * Information and awareness days
- * School days
- * National and international forums and seminars
- * Visiting economic exhibitions and salons
- * Organizing workshops and training courses
- * Field outputs
- * Establishment of student scientific clubs
- * Issuing magazines and periodicals
- * Summer and winter university events

* Models and live testimonies: (ben abbas & zedouri, 2021, pp. 592-594)

3.3 Entrepreneurial education:

entrepreneurial education is defined as the development in attitudes, behaviors and abilities that can be applied during the career of an individual entrepreneur, the idea extends beyond simply teaching students to start new businesses to integrate other rich learning experiences that are acquired from the educational environment (BELGOUM, 2020, p. 16)

In addition, entrepreneurial education is meant as a "purposeful intervention by the teacher in the learner's life to impart entrepreneurial qualities and skills to confirm that the learner is able to live in the entrepreneurial world, the definition indicates that entrepreneurial education entails the use, creation and implementation of innovative and proactive methods in the learning environment (Munawar, Hummaira, Muneeb , & Rehman, 2023, p. 02)

Entrepreneurial education is more of a method than a procedure. Their hypotheses include the following: it is applicable to both beginners and experts, the method is comprehensive in the sense that it covers multiple levels of analysis that require constant practice, and it is intended for a complex, evolving environment. We concur with all of these supposition. In contrasting methods with practice, consider the entrepreneurial

education as a method because it is a series of procedures that are contrasted with a single-step process that expects a specific output and has specific input requirements.. (Welsh, Tullar, & Nemati, 2016, p. 127), that is, entrepreneurial education is a set of scientific methods and methods that allow the university student to acquire the skill, creativity and innovation in order to embody his idea, its development and development

The significance of entrepreneurial education at the university level has been recognized as it provides students with an opportunity to be more aware of the latest developments, this enables the use of higher-level abilities in the startup of a new business and the development of these abilities in order to begin to develop a new business. However, there is limited research on the topic. entrepreneurial education focus on more developed countries the number of entrepreneurial education programs has increased a lot in the preparation and start their own business. With the increasing number of ZONE European Economic (EEZs,) previous research has provided diverse results on the impact of EEZs on entrepreneurial intention studies have found that the (EEP) entrepreneur education program (EEP) has a positive effect on the perceived attractiveness and feasibility of new business personal subjectivity, the direct relationship between attending the EEP and the

student's intention to start a new business after graduation on the other end, other researchers have found that there is a negative relationship between attending the EEP and other studies have found any relationship between attending the EEP and entrepreneurial intention the desire and ability to start a new business are important fundamentals of The teaching of entrepreneurship is not limited to the educational process, but includes a larger scope of beliefs, values, and attitudes that are intended to make students' lives more fulfilling than ordinary employment or a grant for unemployment. (Ababtain & Akinwale, 2019, p. 46)

3.3.1 Advantages of entrepreneurial education :

- ✓ The ability to recognize opportunities in one's life.
- ✓ The ability to pursue opportunities, by generating new ideas and providing the necessary materials
- ✓ The ability to create and operate a new company.
- ✓ The ability to think as a creative and critical person

3.3.2 objectives of entrepreneurial education :

- To obtain knowledge useful for entrepreneurship.
- Increased capabilities in the use of technologies, in the study of business cases, and in the creation of business plans.
- Identify and stimulate entrepreneurial skills.
- To develop the needs and support for all issues of entrepreneurship.
- Develop attitudes towards change.
- Promotion of business incubators and other projects (Raposo & do Paço, 2011, pp. 454-455)

The Algerian university has opened up the International University education system by adopting the LMD system according to the internationally recognized educational characteristics, including the integration of the entrepreneurial curriculum in university education . Through the :

4.Integration of Entrepreneurship Courses into University Programs:

Entrepreneurship courses have been made mandatory at the undergraduate and master's levels in the Faculty of Economics, Business Administration, and Management Sciences. This aims to instill an entrepreneurial spirit in students,

strengthen their attitudes towards entrepreneurship, or change their attitudes towards it, and make entrepreneurship a viable career alternative to government jobs and a new career path in students' lives. These courses have also been rolled out in some other disciplines, such as social sciences, including organizational and occupational sociology, organizational and occupational psychology, and industrial engineering in technical sciences. The training offerings were updated in 2018, and entrepreneurship courses were included in most of them across various technical and humanities disciplines as mandatory exploratory units at the master's level and as optional exploratory units at the undergraduate level.

4.1integration of Entrepreneurship Specialization into Undergraduate and Master's Programs:

The entrepreneurship specialization has been introduced at the undergraduate and master's levels in the Management Sciences Department, targeting students. However, this specialization is not offered in all Algerian universities, but only in some of them, such as the universities of Souk Ahras, Mostaganem, and Biskra (arrar, hemache, & brahimi, 2022, pp. 315-316)

The Ministry of Higher Education and Scientific Research has also called for the inclusion of an entrepreneurship course at

the doctoral level to stimulate creativity and inventiveness among doctoral students and to help them learn about entrepreneurship-related concepts: startups, business models, business plans, and incubators as activities during training. The aim of this is to:

Learn about strategies for developing and managing an innovative project;

Teach doctoral students how to conduct exploration: how to read the needs of the surrounding environment, which allows them to adapt their doctoral research towards entrepreneurship (ministerial decree).

4.3 Entrepreneurial Learning Indicators

According to a research-based educational approach, there are six recognized indicators of entrepreneurship:

1/Designed to allow learners to test and apply project management competencies: This indicator emphasizes the importance of providing learners with opportunities to put their knowledge and skills into practice. This can be achieved through hands-on activities, simulations, and real-world projects.

2/Explicitly highlights the value of entrepreneurial competencies for learners: This indicator underscores the need to make the connection between entrepreneurship and the skills and knowledge that learners are developing.

This can be done by explicitly discussing the benefits of entrepreneurship, such as job creation, innovation, and economic growth.

3/Brings real-world relevance to learning: This indicator emphasizes the importance of connecting classroom learning to real-world experiences. This can be achieved through guest speakers, field trips, and case studies.

4/Delivered through active pedagogical approaches: This indicator highlights the effectiveness of using active learning methods to teach entrepreneurship. This includes methods such as problem-based learning, project-based learning, and experiential learning.

5/Involves external partners or stakeholders (in design, delivery, or assessment): This indicator emphasizes the value of collaboration with external partners, such as businesses, community organizations, and government agencies. This can bring new perspectives and resources to the learning process.

6/Focus on formative assessment of learning (such as teacher and student feedback, self-assessment, peer assessment, or community/stakeholder feedback): This indicator highlights the importance of using formative assessment to provide learners with feedback on their progress. This can help learners to identify their strengths and weaknesses and to

make adjustments to their learning strategies.

These six indicators provide a framework for designing and delivering effective entrepreneurship education programs. By incorporating these indicators, educators can help students develop the skills and knowledge they need to succeed in the entrepreneurial world.

6/ Definition of a University Business Incubator:

A university's business incubator is characterized by a comprehensive offering of services, facilities, support mechanisms, and consultation that is provided by a recognized institution with prior experience and connections to entrepreneurs who want to start a small business, with the intention of alleviating the hardships of the startup phase (boukmiche & youssfat, 2012, p. 31)

6.1 Importance of Business Incubators:

6.1.1 For universities and research centers :

- Research and development area
- Additional income
- Wellfield with research and development centers.

6.1.2 For governorates and communities:

- Development of the economy

- New jobs and jobs

- Changing business culture

6.1.3 For companies and clients :

- Open to new resources
- Reduce risks , time in marketing
- Increase in the duration of the project

6.1.4 For public and joint sectors :

- Creativity
- Acquisition of technology
- Return on capital
- Social responsibility

6.2 Objectives of the University Business Incubator:

- 1/ Adopting outstanding creative ideas for young graduates
- 2/ Elimination of the causes of migration
- 3/ Output marketing
- 4/ Contribution to self-development
- 5/ Generating job opportunities for young graduates
- 6/ Contribute to the creation of a knowledge society. (salhi, 2021, p. 115)

The Ministry of Education also issued Resolution 1275, which grants students a certificate –a start –up institution by

converting the graduation memorandum, whether at The Bachelor's, master's or doctoral level, into an entrepreneurial project where students receive training on Business Planning, mining, finance and accounting .in the last year of graduation, the owner of a viable idea can be accompanied from the incubator of his university Institution and discuss his memorandum in order to obtain a university degree-a start-up institution.

After the discussion of the project by a specialized committee consisting of the framer and a member of the contracting house or business incubator and a representative of the social and economic partners, the students are crowned with a university degree and a diploma of an emerging institution to obtain

At least on the labelmark is an innovative project, from which the University business incubators administration ensures accompanying projects that receive the labelmark for immediate transformation into emerging institutions that receive the labelmark by the National Committee for awarding the labelmark.these projects participate in a national competition and the winning projects are crowned with financial support from the Ministry of higher education and scientific research and social and economic partners interested in the field. (September 27, 2022).

7-.The role of the University in creating the entrepreneurial act during the covid pandemic :

The university has played an important role during the covid pandemic, and with the increase in the number of infected people, this epidemic posed a challenge to the Algerian university, where the entrepreneurial spirit and the innovation process appeared within the University, where many of the University contributed to helping the community overcome the crisis, where the opportunity was exploited by many universities by manufacturing medical supplies that contribute to prevention, where the University of zian Achour in Guelph manufactured 250 bottles of sanitary sterilizer according to the protocol <http://www.univ-djelfa.dz/ar/>, (2020), and the contracting house, in cooperation with the Enjaz scientific club in Guelph, also manufactured 530 medical condoms directed to hospitals, as Houari Boumediene University has witnessed several contributions, including the production of 100,000 bottles of antiseptic solution, and its endeavors to produce chlorquine Medicine in coordination with Mostaganem and Messila universities and the laboratory for covid patients, as well as in cooperation with the scientific and Technical Research Center in physico-chemical analyzes located in bousmaiel (Tipaza), (Algeria, 2020)the Research Center in industrial technology of the

University of Oran also produced medical masks and ultraviolet as well as the University of the University of Setif, Biskra, chalf Tlemcen, Sidi Belabbas also contributed to the same initiative, while at Tizi Ouzou University, the immunology laboratory was adopted by converting very advanced devices To detect the virus . (news paper thePeople, 2020)

Several universities and laboratories have demonstrated their ability to innovate in the medical field, which makes them contribute to the creation of a contracting act within the University, and these are the first steps to transform into an entrepreneurial university if the conditions of the crisis are met.

8-Universities are places that support entrepreneurship and emerging institutions:

Inspiring and developing ideas, stimulating creative thinking, and teaching the origins of logical thinking are the goals and objectives of higher education

As it should be, universities have a responsibility to find mechanisms and ways to encourage creative thinking among their staff to make this possible

When introducing a creative competition award scheme vertically among professional holders and horizontally between majors

Introducing competition at the college and university levels. Encouragement activities should also be strengthened

Mar organized specialized workshops and invited contractors to conduct lectures and conversations for students. Let the university do its job

In terms of entrepreneurship support, we will focus on the following aspects:

1/activating the new role of the university through the activation of ministerial resolution 1275.

2/Real partnership with the economic and social sector and with university graduates

3/The department is able to provide the material and moral capabilities of its students contractors

4/Self-entrepreneur and talent acquisition

5/Self-entrepreneur: By self-entrepreneur is meant every natural person individually engaged in a profitable activity that is included in the list of qualifying activities

To take advantage of the Basic Law of the self-contractor according to the conditions specified in advance by the text of Law (logabk, 2023, pp. 18-19)

9. CONCLUSION

The university plays an important role in the process of entrepreneurial activity and serves as a reference

framework for the establishment of entrepreneurship, especially during the corona crisis and its contribution in the face of the crisis. It also helps to adopt the ideas of students and researchers to complete projects and promote them through incubators and entrepreneurial centers, and acts as a social intermediary to accompany and support projects through agreements signed with economic contributors such as banks and the State Support and Entrepreneurship Development Agency to promote these ideas and their owners and overcome difficulties, as well as collaborating with the Ministry of Knowledge Economy and New and Small Enterprises for higher education and scientific research, is a series of important decisions that support the ambitions of graduates and will promote. Universities should establish private institutions and apply their innovations in the field

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