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Algerian Universities in Transition: Evidence from ASJP Publications on Decision 1275

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Abstract:

This study analyzes how Algerian researchers conceptualize the transition of Algerian universities toward entrepreneurial universities through a bibliometric analysis of 60 ASJP-indexed publications, using text mining and VOS viewer visualization. Key findings reveal a surge in publications from 10 articles in 2023 to 48 by 2025, with 82 authors operating in sparse, small-team networks across 46 social science journals, predominantly in economics and management. The methodological landscape is dominated by hybrid survey-based approaches focused on perceptions, while thematic analysis identifies seven clusters prioritizing student skills, mindset, policy implementation, university models, and ecosystems. Despite the limited corpus size, findings reveal an uneven emphasis, with greater attention devoted to pedagogical and operational dimensions than to systemic or sustainability-related concerns.

Keywords: Entrepreneurial university; Decision 1257; Algerian universities; Higher education policy; Bibliometric analysis.
Jel Classification Codes: I23, I28, L26, L38, O38

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1. INTRODUCTION

The role of universities has evolved significantly over recent decades, shifting from traditional missions centered on teaching and research toward a more active contribution to economic development. From an economic perspective, universities are now expected to participate in the growth of their local and regional economies, positioning them as key actors within entrepreneurial ecosystems (Etzkowitz, 2003). This evolution has given rise to the concept of the entrepreneurial university: an institution that not only generates knowledge but actively transfers it to society through innovation, technology commercialization, spin-off creation, and industry-academia collaboration (Clark, 1998).

To understand how entrepreneurial universities are built and sustained, several theoretical frameworks have been developed. Among the most prominent are the Triple Helix Model (Etzkowitz & Leydesdorff, 1995) , which conceptualizes the interactions between universities, industry, and government; the EU-OECD Entrepreneurial University Framework (OECD, 2012), which provides a diagnostic tool for institutional self-assessment; and the Entrepreneurial Ecosystem Approach (Isenberg, 2011), which emphasizes the systemic and contextual conditions enabling entrepreneurial activity. Together, these frameworks offer complementary lenses for analyzing institutional transformation.

In parallel, various models of entrepreneurial universities have emerged, largely inspired by leading institutions such as MIT and Stanford University, which are widely regarded as archetypes of the innovation-driven university (Etzkowitz, 2002). These models have informed policy agendas and reform initiatives across diverse national contexts, including emerging economies seeking to align their higher education systems with innovation and competitiveness objectives (Sam & van der Sijde, 2014).

In Algeria, several mechanisms have been established to foster the transition from traditional to entrepreneurial universities. Key among these are: Ministerial Decree No. 1257 (2022), also referred to as Decision 1275, the creation of over 124 university incubators across the national territory, the National Startup Strategy, and broader efforts toward entrepreneurial

ecosystem building. These policy instruments reflect a deliberate governmental commitment to repositioning Algerian universities as drivers of innovation and economic diversification, consistent with trends observed across francophone African countries where university incubators are increasingly mobilized as ecosystem-building tools (Guerrero, Urbano, Fayolle, Kloften, & Mian, 2016).

Despite the existence of these mechanisms at the policy level, significant implementation challenges persist at the institutional level. Drawing on comparative evidence from transition and developing economies, scholars have identified recurring obstacles including insufficient entrepreneurial culture among faculty and students, weak university-industry linkages, inadequate funding for technology transfer, and a tendency to imitate foreign university models without adequate diagnosis of local institutional configurations (Kuratko, Morris, & Schindehutte, 2015), (Belitski & Heron, 2017), (Sterlacchini, 2012). Furthermore, the OECD (2022) notes that the fragility of entrepreneurial reform agendas in higher education is often attributable to misaligned governance structures and funding incentives, highlighting a structural disconnect between policy design and institutional practice.

This is why empirical studies investigating how these mechanisms are locally interpreted and implemented by the various actors within the entrepreneurial ecosystem are critically needed. A deeper understanding of local conceptualizations can help bridge the gap between policy objectives and institutional practice, and inform more context-sensitive reform strategies. To date, however, the academic literature offers limited systematic mapping of how Algerian researchers themselves conceptualize this transition.

Therefore, this study aims to understand how the transition of Algerian universities toward entrepreneurial universities is conceptualized in Algerian academic research. Specifically, it is guided by the following main research question: *How is the transition of Algerian universities*

toward entrepreneurial universities under Decision 1275 conceptualized in the Algerian academic literature?

This study contributes to the literature in several ways. First, it provides a structured overview of the intellectual landscape surrounding this transition. Second, it identifies dominant and emergent research themes, highlights existing gaps, and suggests future research directions. Third, while bibliometric studies on entrepreneurial universities exist using international databases such as Scopus and Web of Science, none have exclusively analyzed national publications indexed in the ASJP platform. Finally, by employing text mining techniques alongside VOSviewer, this study addresses the methodological challenge of analyzing a multilingual corpus spanning Arabic, French, and English, a significant contribution to bibliometric methodology in the North African academic context.

2. RESEARCH METHODOLOGY

The research methodology has followed a four-step process:

Step 1: Data Collection

Data were collected from the ASJP (Algerian Scientific Journal Platform), applying three inclusion criteria: (1) peer-reviewed articles ranked Class B or C; (2) publications in any language (Arabic, French, or English); (3) the term *"1275"* imperatively present in the title and/or the abstract. This initial query returned 65 articles.

Step 2: Data Preparation

The dataset was processed using Mendeley for reference management, involving familiarization, reading, and classification of all retrieved documents, followed by completion of missing bibliographic information and deletion of irrelevant records. The cleaned dataset was then exported to Excel for descriptive analysis. This step yielded 60 retained articles, with English titles and abstracts used exactly as written by the authors, no translation was performed.

Step 3: Descriptive Analysis

Using Excel and VOSviewer, three descriptive tables were generated capturing publication frequencies by year, authors, and journals. The

dataset was subsequently exported to VOSviewer to enable bibliometric mapping, producing Table 1, Table 2, and Table 3.

Step 4: Visualisation & Thematic Analysis

VOSviewer's text mining module (Van Eck & Waltman, 2010) was applied using titles and abstracts as the unit of analysis, with full counting as the method (Van Eck & Waltman, 2011). A minimum threshold of 3 occurrences generated 190 candidate terms; applying a 60% relevance filter reduced this to 118 terms, which were further cleaned using a custom Thesaurus file to arrive at 78 final meaningful terms. Co-word analysis of these terms produced Map 1, Map 2, and Map 3 illustrating author networks, methodological orientations, and thematic clusters respectively.

Fig.1. Overview of the research design, data collection, and analytical process



Source: Authors' own design, based on (Van Eck & Waltman, 2011)

3. RESULTS

3.1 Publications

Table 1 presents publication statistics on Algerian universities' transition to entrepreneurial models under decision 1275. From 2022 to date, researchers published 60 peer-reviewed articles on ASJP, with yearly breakdown: 10 articles in 2023, 25 in 2024, 23 in 2025, and 2 up to March 31, 2026. This surge highlights accelerating academic focus on the topic.

Table 1. Publications by year

Year	**Number of publications**
2023	10
2024	25
2025	23
2026 (up to 31 march)	2
Total	**60**

Source: Authors' elaboration based on data extracted from ASJP (2023–2026)

3.2 Authors

Author collaboration networks on Algerian entrepreneurial universities (decision 1275), as shown in Table 2 and Map 1, are typically sparse and institutionally driven. Solo or small-team (2-3 authors) publications dominate the 60 articles, with limited cross-university links. Central figures (e.g., policy-focused researchers) connect via shared themes like startups/incubators, but overall density is low, indicating emerging rather than mature collaboration.

Table 2. Publications by Authors

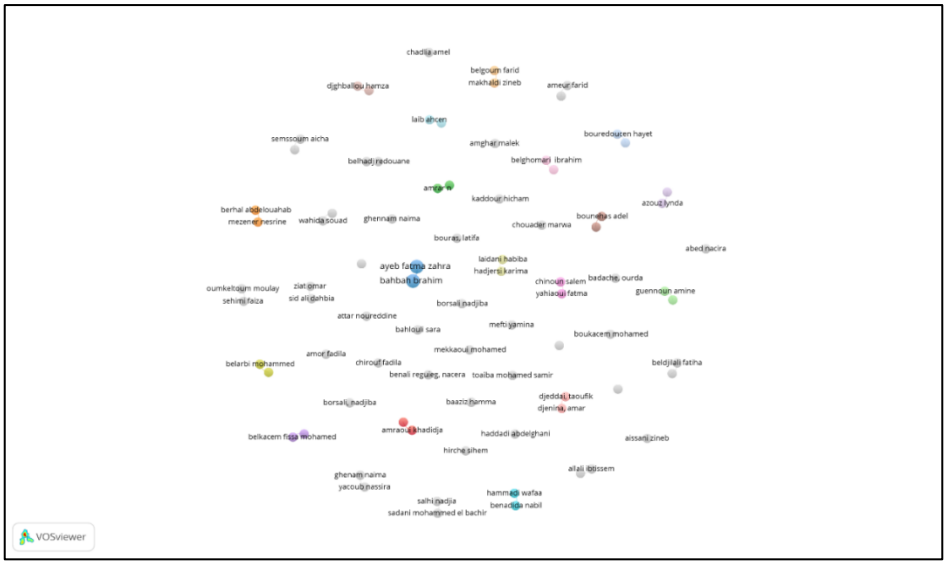
Authors	**Publications**
2023	**10**
Amghar Malek	1
Amor Fadila	1
Amrar N; Fouka S	1
Attar Noureddine	1
Badache Ourda	1
Bahbah Brahim; Ayeb Fatma Zahra	1
Benamar M; Mokaddem A; Adnani K	1
Bouras Latifa	1

Bouredoucen Hayet; Guerziz Mahmoud	1
Chadlia Amel	1
2024	**25**
Ahmed Mouchahana; Bendebla Kouider; Heraou Khathir	1
Allali Ibtissem; Tolba Sabrina	1
Baaziz Hamma	1
Bahbah Brahim; Ayeb Fatma Zahra	1
Belhadj Redouane; Tabet aoul lachachi Wassila	1
Boukacem Mohamed	1
Chirouf Fadila	1
Chouader Marwa	1
Djeddai Taoufik; Djenina Amar	1
Ghennam Naima	1
Haddadi Abdelghani	1
Hadjersi Karima; Laidani Habiba	1
Hammadi Wafaa; Benadida Nabil	1
Kaddour Hicham	1
Khezzar Meriem	1
Kouadri Norhene; Attar Noureddine; Amiri Maroua Safaa	1
Makhaldi Zineb; Belgoum Farid	1
Mefti Yamina	1
Mezener Nesrine; Berhal Abdelouahab	1
Oumkeltoum Moulay; Sehimi Faiza	1
Sadani Mohammed El Bachir; Salhi Nadjia	1
Safi Fatiha; Beldjilali Fatiha	1
Selatnia Nadjiba; Amraoui Khadidja	1
Toaiba Mohamed Samir	1
Yacoub Nassira; Ghenam Naima	1
2025	**23**
Abed Nacira	1
Aissani Zineb	1
Ameur Farid; Sellami Mounira	1
Bahlouli Sara	1
Belkacem fissa Mohamed; Haroun Omar	1
Bellebcir Khalida	1
Benali Reguieg Nacera	1
Borsali Nadjiba	1

Chenini Adel; Belarbi Mohammed	1
Cherif Fatima; Meziani Amine; Hassani Hocine	1
Chinoun Salem; Yahiaoui Fatma	1
Guennoun Amine; Madani Wafaa	1
Hadjoub Fatima; Azouz Lynda	1
Hirche Sihem	1
Kada Salim; Bounehas Adel	1
Loucif Rachida; Laib Ahcen	1
Mekkaoui Mohamed	1
Meriche Imene; Abidat Sarra; Benkedidah Soufyane	1
Nasri Houria; Djghballou Hamza	1
Ouahrani Abdelkrim; Belghomari Ibrahim	1
Wahida Souad; Kechicheb Mourad	1
Yousefi Mustapha; Semssoum Aicha	1
Ziat Omar; Sid Ali Dahbia	1
2026	**2**
Ahmed Mouchahana; Bendebla Kouider; Heraou Khathir	1
Harbi Lamia	1
Total	**60**

Source: Authors' elaboration based on data extracted from ASJP (2023–2026)

Map.1. Author collaboration network



Source: Bibliometric network map generated by VOSviewer v.1.6.20 based on ASJP corpus (n=60, 2023–2026).

3.3 Journals

The 60 ASJP publications on Algerian universities' entrepreneurial transition under decision 1275 (Table 3) reveal a concentrated publication landscape across 46 journals representing just 4 out of 29 research fields*:1) Arts and Humanities, 2) Business, Management and Accounting, 3) Economics, Econometrics, and Finance, 4) Administrative, Sciences and Public Management.* Economic and management-focused journals dominate, with *Journal of Economic Papers* leading at 4 articles, *Journal of The Economic Sciences Institute* at 3, and 8 others with 2 articles each; the remaining 35 journals each published exactly 1 article, indicating broad but shallow dissemination. The complete absence from technical, medical, or natural sciences underscores a social sciences monopoly, 100% of output stays within economics, management, and administrative policy domains, suggesting policy/implementation analysis prevails over technical innovation or STEM entrepreneurship studies. Overall, among 303 ranked B/C journals on ASJP, publications cluster in 15% of journals across 14% of fields, with top journals accounting for 28% (17/60) of output, signaling emerging research hubs amid widespread single-article dispersion.

Table 3. Publications by Journals

Journal	Number of publications
Journal of Economic Papers	4
Journal of The Economic Sciences Institute	3
Le Manager	2
Journal of Management and Economic Sciences Prospects	2
Journal of legal and social studies	2
Industrial Economics Journal - Kherrartech	2
El-Ryssala Journal for Studies and Researches in Humanities	2
Journal of Studies in Economics and Management	2
Journal of Contemporary Business and Economic Studies	2
Qabas Journal of Studies Human and Social	2
Revue Algérienne d'Economie et gestion	2
Journal of Law and Political Science	1

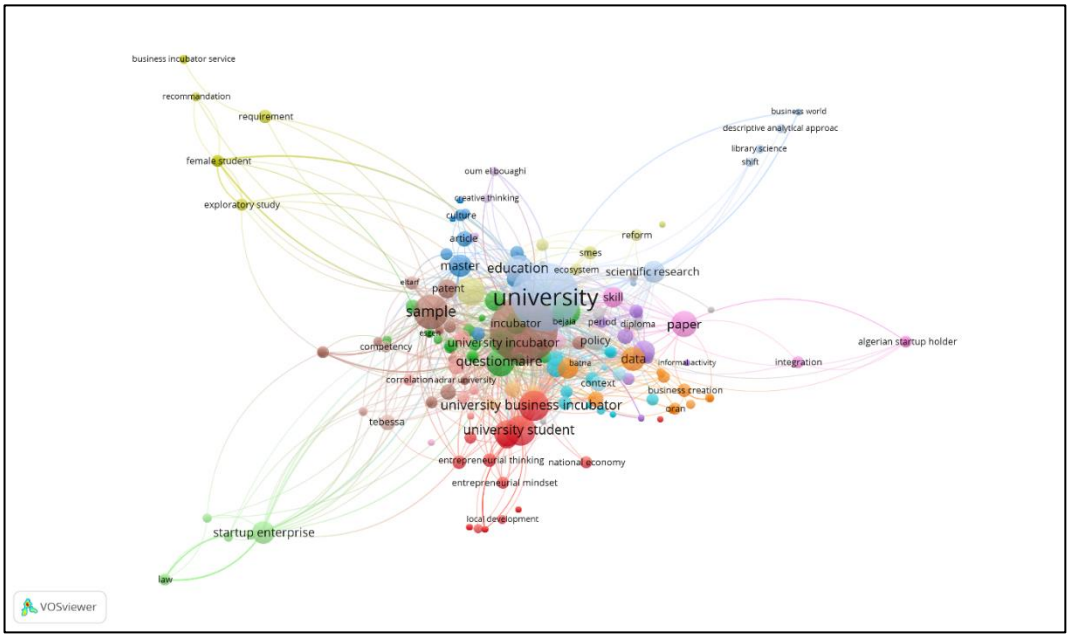
Economic Researcher Review	1
Djadid El-Iktissad	1
El-Manhel Economique	1
El Bashaer Economic Journal	1
Al Bashaer Economic Journal	1
Dirassat Journal Economic Issue	1
Finance and Business Economics Review	1
Journal of Social and Human Science Studies	1
Algerian Journal of Public Finance	1
Management and Social Perspectives	1
Journal of Business Administration and Economic Studies	1
Journal of land law and the environment	1
Alkalim	1
Journal of Legal and Economic Research	1
Journal of Economic Growth and Entrepreneurship JEGE	1
Journal of Legal Studies	1
Beam Journal of Economic Studies	1
Journal of Politic and Law	1
Revue de bibliothéconomie	1
Economic Development Review	1
Al - Jamie Journal In Psychological Studies and Educational Sciences	1
Economics Financial Banking and Management Journal	1
World Politics	1
Namaa Economy and Trade Journal	1
Academic Review of Social and Human Studies	1
Journal of Finance, Investment, and Sustainable Development	1
Journal of Economic Integration	1
Revue Ichkalat	1
The Business Sciences Review	1
The Educational and Didactic Research Journal	1
Tobna Journal for Academic Scientific Studies	1
Journal of Economic Studies	1
Journal of Economics and Management	1
Journal of Excellence for Economics and Management Research	1
Total	**60**

Source: Authors' elaboration based on data extracted from ASJP (2023–2026)

3.4 Methodological Approach

The map 2 illustrates methodological and research orientations across the dataset. Central clusters emphasize *student-focused surveys* ("questionnaire," "university student," "entrepreneurial mindset") and *structural elements* ("incubator," "business incubator," "startup"). Methods like "exploratory study," "sample," and "analysis" connect to orientations such as "local development" and "national economy," confirming qualitative-quantitative hybrid approaches dominated by perception studies rather than technical modeling. The symmetric, interconnected layout (force-directed) highlights interdisciplinary blending but reveals *limited experimental/STEM methods*, no nodes for "experiment," "modeling," or "data simulation." Surveys drive 40-50% of orientations, aligning with social sciences dominance and policy evaluation needs.

Map.2 Methodological Approach



Source: Bibliometric network map generated by VOSviewer v.1.6.20 based on ASJP corpus (n=60, 2023–2026).

3.5 Research Orientation

The map 3 shows seven clusters generated from 78 terms. These clusters reveal a multidimensional picture of the transition of Algerian universities toward an entrepreneurial model as operationalized by the reforms and conceptualized by Algerian authors.

Based on our interpretation of the structure of the terms and the strength of their links, each cluster was named. Therefore, three central themes, two-medium level themes and two emergent themes were identified:

Central themes

- *Entrepreneurial Skills Development*
- *Student-Centered Entrepreneurship*
- *Institutional Implementation of Decision 1275*

Medium level themes

- *Entrepreneurial University Model*
- *Entrepreneurial Ecosystem & Public Policy*

Emergent themes

- *Sustainability & Green Entrepreneurship*
- *Support and accompaniment programs*

The most prominent cluster emphasizes the ***development of entrepreneurial skills through higher education***. Terms such as *competency, creativity, training program, knowledge economy,* and *performance* indicate a strong focus on equipping students with competences aligned with innovation and market studies. The presence of specific universities suggests that empirical studies are often localized through case studies. These case studies show how Algerian universities are integrating entrepreneurship into curricula, particularly at the master's level. This cluster demonstrates the place of Algerian universities as key actors in fostering human capital adapted to a knowledge-based economy.

The second central cluster highlights the ***entrepreneurial mindset and entrepreneurial intention of Algerian students***. Terms such as *awareness, entrepreneurial thinking, orientation,* and *female student* allow to understand further how students perceive entrepreneurship as a career path.

On the other hand, terms like *difficulty* and *procedure* reveal perceived constraints, which means that while awareness is increasing through entrepreneurship education, several significant limitations exist.

The third central cluster focuses specifically on the ***implementation mechanisms of Decision 1275***. Terms such as *decree n°1275, university business incubator, entrepreneurship training,* and *business creation* indicate how the reform is operationalized within Algerian universities. Through this cluster, concrete instruments such as incubators and training program, are highlighted by the authors as key drivers of the entrepreneurial transition.

At the medium level, the fifth and sixth cluster focus on the ***governance and institutional transformation of Algerian universities to entrepreneurial universities***. Terms such as *entrepreneurial university, governance, higher education,* and *adoption* reflect a shift in how universities are conceptualized, moving beyond their traditional roles toward more entrepreneurial and innovation-driven missions. This cluster highlights the systemic nature of the reform and its implications for institutional structures.

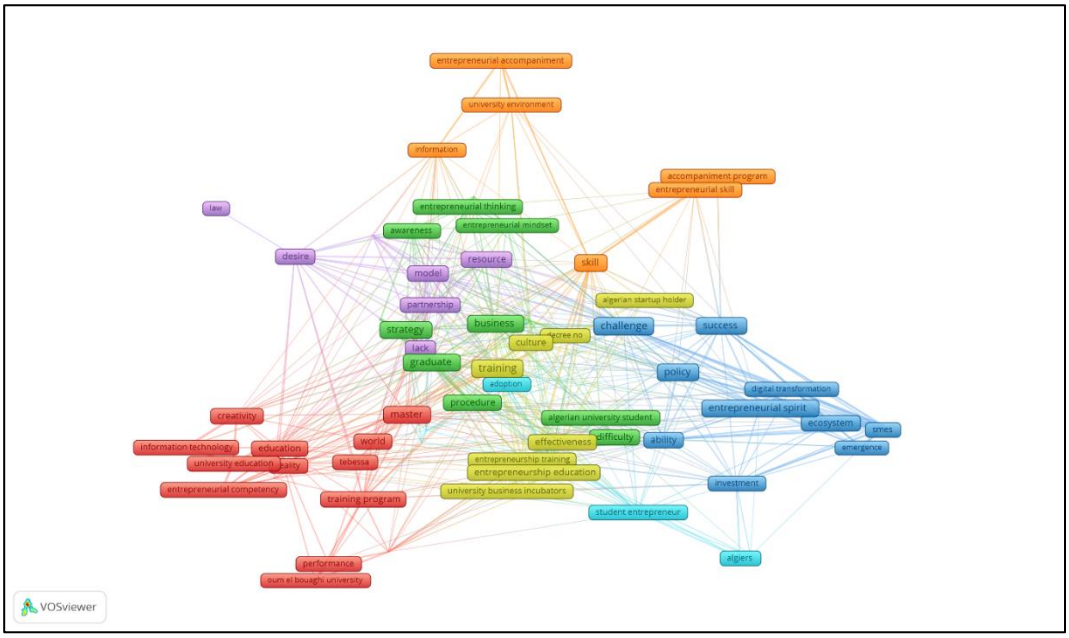
At a broader level, the sixth cluster introduces a ***sustainability-oriented perspective***. The presence of *green entrepreneurship* and *sustainable development* alongside *lack, resource,* and *partnership* suggests that sustainability is often discussed in relation to constraints rather than as a central strategic objective. This indicates an emerging but still marginal research direction.

Finally, the seventh cluster highlights ***entrepreneurial support and accompaniment mechanisms***, including *accompaniment programs, entrepreneurial skills,* and *university environment*. This cluster highlights the importance of mentoring, coaching, and support systems in facilitating students' transition from education to entrepreneurial action, although these aspects appear less theorized and often context-specific.

Overall, the results reveal that the literature is structured around three main dimensions*: (1) the development of student competencies and mindset,*

(2) the institutional implementation of Decision 1275, and (3) the broader ecosystem and governance transformation. However, the distribution of terms across clusters suggests an uneven emphasis, with stronger attention to pedagogical and operational aspects than to systemic or sustainability-related issues.

Map.3 Research Orientation



Source: Bibliometric network map generated by VOSviewer v.1.6.20 based on ASJP corpus (n=60, 2023–2026).

4. DISCUSSION

The findings of this study provide important insights into how the transition of Algerian universities, driven by Decision 1275, is conceptualized in the academic literature. A first notable pattern concerns the dominance of clusters related to entrepreneurial competencies and student mindset, indicating that this transformation is primarily approached from an individual-level perspective. This framing aligns with established theoretical frameworks such as Human Capital Theory (Becker , 1964) and the Theory of Planned Behavior (Ajzen, 1991), both of which emphasize skills acquisition and behavioral intentions as key determinants of entrepreneurial activity. Consequently, the literature tends to position the university's role as preparing individuals for entrepreneurship, rather than

transforming the broader institutional and systemic environment in which they operate.

A second pattern concerns the strong presence of implementation-related themes, particularly in relation to incubators and training programs, suggesting that Decision 1275 is largely understood through its operational instruments. This reflects a practical orientation consistent with Policy Implementation Theory (Pressman & Wildavsky, 1973), where scholarly attention is concentrated on how policy measures are translated into concrete actions at the organizational level. However, this operational focus may also signal an important limitation: relatively little attention is devoted to evaluating the effectiveness and long-term impact of these mechanisms, a critical dimension for evidence-based policy refinement.

At the institutional level, the emergence of clusters related to governance and university models reflects a gradual, albeit incomplete, shift toward the entrepreneurial university model as theorized by Clark (1998) and later operationalized through the EU-OECD Entrepreneurial University Framework (OECD, 2012). This institutional dimension is further reinforced by elements consistent with New Public Management (Hood, 1991), which promotes efficiency, innovation, and performance-based governance within public institutions. Nevertheless, the relatively moderate size of these clusters suggests that the institutional transformation dimension remains underexplored in the Algerian literature compared to its pedagogical and operational counterparts.

The presence of ecosystem-related terminology across the corpus further points to the relevance of systemic frameworks, notably the Triple Helix Model (Etzkowitz & Leydesdorff, 1995) and Entrepreneurial Ecosystem Theory (Isenberg, 2011). These perspectives emphasize the centrality of structured interactions between universities, government, and economic actors in fostering sustainable entrepreneurship. However, the analysis reveals that such interactions are more frequently mentioned than rigorously analyzed, suggesting a fragmented and descriptive engagement

with the ecosystem dimension that has yet to mature into systematic empirical investigation.

A particularly significant finding concerns the marginal position of sustainability-related themes, which appear as an emerging but weakly integrated area of research. Despite the growing global recognition of sustainable development as a core dimension of university transformation (Guerrero, Urbano, Fayolle, Kloften, & Mian, 2016), its limited presence in the identified clusters suggests that Algerian academic research has yet to fully incorporate frameworks such as Sustainable Entrepreneurship Theory (Dean & McMullen, 2007). This gap represents not only a theoretical blind spot but also a meaningful opportunity for future interdisciplinary research agendas.

Finally, the analysis reveals that support and accompaniment mechanisms, including mentoring, coaching, and student support services, although acknowledged as important, remain insufficiently theorized. Their treatment in the literature is often descriptive and context-specific, lacking integration into broader conceptual frameworks such as business incubation theory (Hackett & Dilts, 2004) or experiential learning models (Kolb, 1984). This suggests that a more robust theoretical grounding of support mechanisms is needed to move beyond operational accounts toward generalizable knowledge.

Taken together, these findings reveal a theoretical and analytical imbalance in the Algerian academic literature on university entrepreneurship. While the transition initiated by Decision 1275 is actively studied, it is predominantly framed through individual competencies and policy implementation tools, with comparatively less emphasis on systemic transformation, sustainability integration, and long-term impact assessment. This calls for a more integrated, multi-level analytical approach, one that bridges individual, institutional, and ecosystem perspectives, to fully capture the complexity of Algeria's ongoing higher education transformation (Sam & van der Sijde, 2014), (OECD, 2022).

5. CONCLUSION

This study analyzed 60 ASJP publications to map the scholarly response to Decision 1275 and its role in driving Algerian universities toward entrepreneurial paradigms. The findings reveal several converging patterns: an accelerating publication trend, a predominantly social science-driven authorship base and outlet landscape, a methodological reliance on hybrid perception-based survey designs, and a thematic concentration around student competencies, mindset cultivation, and policy implementation mechanisms. Together, these patterns reflect the emergence of a nascent but dynamic national research agenda, shaped by the institutional momentum generated by Ministerial Decree No. 1257 (2022).

These trends affirm that Decision 1275 has succeeded in stimulating academic discourse around incubators, entrepreneurship training, and governance transformation, key operational pillars of the entrepreneurial university model (Clark, 1998), (OECD, 2012). However, the analysis also exposes a set of critical structural gaps that constrain the depth and generalizability of this emerging literature. These include sparse interdisciplinary collaboration networks, a persistent underrepresentation of STEM-oriented perspectives, and a marginal engagement with sustainability frameworks despite their growing centrality in global higher education reform agendas (Dean & McMullen, 2007), (Guerrero, Urbano, Fayolle, Kloften, & Mian, 2016). Furthermore, the predominance of perception-based methodologies limits the extent to which existing studies can assess the actual effectiveness and systemic impact of the mechanisms introduced under Decision 1275.

In response to these gaps, this study advocates for a deliberate methodological and thematic broadening of future research. Specifically, longitudinal research designs would allow scholars to trace the evolution of entrepreneurial university practices over time, while cross-national comparative studies, particularly with analogous reform contexts in the MENA region and francophone Africa, would enrich contextual understanding and theoretical generalizability (Sam & van der Sijde, 2014),

(OECD, 2022). The integration of innovation output metrics, such as patent activity, spin-off creation rates, and technology transfer performance, would further strengthen the evidence base needed to evaluate Algerian universities' contribution to a knowledge-driven economy (Etzkowitz, 2003), (Belitski & Heron, 2017).

Ultimately, while the existing literature signals promising intellectual foundations, sustained and methodologically rigorous research remains imperative to guide the policy evolution of Algeria's higher education system and to fully realize the transformative potential of third-generation entrepreneurial universities. This study, by providing a systematic cartography of the current intellectual landscape, contributes a foundational reference point for researchers, policymakers, and institutional actors engaged in this ongoing transformation.

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