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THE ROLE OF THE UNIVERSITY ENVIRONMENT IN ENCOURAGING STUDENTS TO ADOPT ENTREPRENEURIAL BEHAVIOR: A FIELD STUDY ON MASTER 2 STUDENTS AT BORDJ BOU ARRERIDJ UNIVERSITY

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ABSTRACT

This study aims to highlight the role of the university environment in motivating students to adopt entrepreneurial behavior, considering that today's university is a modern institution that seeks to link academic training with the labor market through the inclusion of entrepreneurship modules, the organization of scientific events, and the activation of spaces that support entrepreneurial orientation. To achieve this, a field study was conducted among Master 2 students in the Faculty of Social and Human Sciences, specializing in Sociology of Organization and Work, Sociology of Education, and Sociology of Communication. The descriptive-analytical method was adopted, relying on the questionnaire technique to collect field data from a purposive sample of 46 sociology students. The data were processed and analyzed using the SPSS program.

The study concluded that the content of the entrepreneurship course aligns with labor market requirements and contributes to equipping students with skills that encourage them to build entrepreneurial projects. Moreover, scientific events help enhance creative abilities, especially among female students. In addition, business incubators play a crucial role in developing students' capacities to provide specialized services—including funding, guidance, and support—which strengthens their adoption of entrepreneurial behavior.

KEYWORDS

Role, University Environment, Students, Motivation, Entrepreneurship

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Introduction:

The university is considered a central social institution and one of the vital indicators reflecting the level of transformation and progress within any society. It serves as an intellectual space for the production of knowledge and a dynamic laboratory that directs scientific research toward achieving comprehensive development. The university fulfills strategic roles that go beyond its traditional educational function by preparing qualified human resources capable of adopting new economic models such as entrepreneurship and entrepreneurial work, in line with ongoing economic and social structural transformations. It also encourages students to embrace alternative models of work.

From this perspective, the university has begun to reconsider its traditional, classical position that, for a long time, was limited to producing research and transmitting knowledge. It is now reformulating its pedagogical system and educational content to become a developmental actor capable of keeping pace with socio-economic transformations by investing in students' capacity for innovation, initiative, and self-employment—especially in light of the increasing unemployment rates among university graduates in Algeria.

This changing reality has created an urgent need for a new approach that rebuilds the relationship between academic training and professional integration, directing the educational process toward functional complementarity between the university and the labor market. This has been achieved through the inclusion of training modules focused on entrepreneurship, where educational programs and parallel training—such as study days and conferences on entrepreneurship and entrepreneurial work—have become essential mechanisms for strengthening students' perceptions of self-employment and promoting new values based on professional independence. These efforts aim to encourage active engagement in economic and social projects within the university environment by providing an enabling and supportive space that helps students move from ideas to action and develop the necessary entrepreneurial competencies for building an entrepreneurial career path.

In this context, Mohamed Boudiaf University of Bordj Bou Arréridj has emerged as one of the universities that gradually integrated entrepreneurship training into its educational environment. This included introducing specific entrepreneurship courses, organizing conferences and scientific events, and activating the role of business incubators and entrepreneurship centers as key supporters for students with entrepreneurial projects. From this standpoint, the main research question arises:

How does the university environment contribute to motivating students to adopt entrepreneurial behavior?

Study Hypotheses:

Main Hypothesis: The university environment contributes to motivating students to adopt entrepreneurial behavior.

Sub-Hypotheses:

- Entrepreneurial programs contribute to motivating students to adopt entrepreneurial behavior.
- Scientific events contribute to motivating students to adopt entrepreneurial behavior.
- Entrepreneurship centers and business incubators contribute to motivating students to adopt entrepreneurial behavior.

Objectives of the Study:

- To identify the extent to which university entrepreneurship programs in Bordj Bou Arréridj help motivate students to adopt entrepreneurial behavior.
- To examine the impact of scientific events related to entrepreneurship at Mohamed Boudiaf University of Bordj Bou Arréridj in encouraging students to adopt entrepreneurial behavior.
- To explore the role of university entrepreneurship centers and business incubators at Mohamed Boudiaf University of Bordj Bou Arréridj in strengthening students' orientation toward entrepreneurial behavior.

Significance of the Study:

The topic of this study revolves around two main variables: the role of the university environment and its ability to motivate students to adopt entrepreneurial behavior. The importance of this research stems from the dynamic interaction between these two variables and their potential contribution to supporting this vital sector as a lever for economic and social development.

Accordingly, the importance of this study lies in its attempt to analyze the **sociological dimensions** of the university environment in Bordj Bou Arréridj by exploring the role played by the university in promoting entrepreneurship and self-employment among students. This role is reflected through several institutional mechanisms such as integrating entrepreneurship-related courses and programs, organizing scientific events and specialized conferences, and establishing business incubators and entrepreneurship centers on campus. All these mechanisms aim to guide and motivate students to engage in the world of self-employment as an alternative to traditional public sector employment.

Structure of the Study:

Theoretical Framework:

1. Review of Previous Studies
2. Definition of Key Concepts
3. Components of the University
4. The Role of the University in Promoting Entrepreneurship and Achieving Economic and Social Development

Empirical Framework:

1. Research Fields
2. Research Method and Sample
3. Data Collection Tools
4. Presentation, Analysis, and Interpretation of Data
5. Discussion of Findings

I. General Framework of the Study

1. Previous Studies: The topic of entrepreneurship among university students has attracted increasing attention in modern sociological research. Several previous studies have examined the impact of the university environment on the development of entrepreneurial behavior, highlighting the diversity of approaches used to analyze this phenomenon. In this context, we present a selection of previous studies to clarify the theoretical frameworks and results that help build the scientific foundation of the current research.

• **Ahmed Zarzour (2014)** –“*Assessing the Contribution of the Algerian University in Preparing Students for the Labor Market.*” This study aimed to shed light on the university’s ability to prepare students for the labor market by facilitating their integration. It analyzed four key indicators: university evaluation mechanisms, training program content, training organization, and the presence of student support and guidance services. Data were collected through a 27-item questionnaire distributed randomly among 120 professors at Oum El Bouaghi University. The results revealed that the Algerian university does not sufficiently prepare students for the labor market, reflecting a mismatch between higher education outcomes and market needs.

• **Hajar Slatini & Mohamed Barak (2017)** –“*Testing a Model of Entrepreneurial Behavior among Students of the Faculty of Economic, Commercial, and Management Sciences at Oum El Bouaghi University.*” The study examined the effects of several factors—support and financing, religious belief, competition, entrepreneurial education, and social environment—on students’ entrepreneurial behavior. Based on a sample of 178 students, the findings showed that financing was the most influential factor, but in a negative way due to inconsistencies between available financial mechanisms and religious beliefs. The study also revealed negative effects of competition, education, and social environment on entrepreneurial behavior.

• **Amira Abdelbaki, Habiba Belhadj & Farida Bougazi (2020)** –“*The Role of the University in Promoting Entrepreneurial Culture among Its Graduates: A Case Study of Final-Year Students at 20 August 1955 University, Skikda.*” This study explored the university’s role in fostering entrepreneurial culture among graduates while identifying the advantages and obstacles influencing this role. Using the descriptive-analytical method, 118 questionnaires were distributed, and 86 valid responses were analyzed. The findings showed that university activities, especially seminars and conferences, contribute to enhancing entrepreneurial culture and provide students with a clear understanding of entrepreneurship despite challenges such as weak coordination and communication between students and the university.

• **Belrashed Nabil (2023)** –“*Students’ Perceptions of Entrepreneurship in Light of Their University Training*” (Doctoral Thesis in Sociology). The study aimed to analyze the contribution of university courses, scientific events, and entrepreneurship centers in shaping the perceptions of graduating students at Mohamed Khider University of Biskra. Based on a sample of 204 students from 17 academic disciplines, data were collected using questionnaires and interviews. The results indicated that educational content did not effectively

shape students' perceptions of entrepreneurship, scientific events had little impact, and entrepreneurship centers showed limited influence.

Commentary on Previous Studies: A review of the previous studies shows that the current research intersects with them in its central theme and general objective—analyzing the role of the university in enhancing or fostering entrepreneurship among students. However, this study is distinguished by several aspects that fill a scientific gap not covered by earlier works. It offers a different analytical perspective and addresses dimensions previously overlooked.

Unlike earlier studies that focused mainly on the economic dimension and were limited to students from economics and management faculties, the current study situates the research problem within the broader context of **structural transformations in the university system**. It adopts a **sociological perspective**, selecting a sample of second-year Master's students in sociology at Bordj Bou Arréridj University to explore the extent to which the university environment contributes to encouraging students to adopt entrepreneurial thinking and behavior.

2. Defining the Concepts of the Study:

2.1. The Role:

Talcott Parsons defined it as part of the individual's overall guiding structure and their position within the social system, shaped according to specific expectations that regulate the interactive level. The role is also linked to a set of norms and values that frame social interaction, contributing to the formation of an integrated system of behaviors and mutual interactions with other roles within society (Zlaki, 2018, p. 05). Accordingly, the role of the university in our study refers to academic practices, mechanisms, programs, and accompanying activities aimed at promoting entrepreneurial attitudes among students by providing a supportive educational environment that encourages innovation and initiative and enhances their decision-making abilities through curricula, academic courses, business incubators, and training workshops.

2.2. The University:

It is an educational institution attended by students after completing their secondary education, representing the highest level of academic learning. The names of university institutions differ from one country to another and may be known as a college, institute, academy, polytechnic complex, or higher school. This diversity in terminology may lead to confusion due to differences in meaning according to each country's educational system (Mohamed & Qasim, 2024, p. 300). It is also defined as an academic institution concerned with training and qualifying students in scientific research and developing their problem-solving abilities. This institution enjoys official recognition and credibility that entitles it to grant academic degrees to graduates, enabling them to integrate into the professional path. The premises where universities conduct their activities are called "the campus" (Al-Joudi, 2015, p. 100). It can be said that the university is an organized scientific institution that performs several functions, including academic teaching, conducting scientific research, and qualifying individuals intellectually and professionally to contribute to the service and development of society.

2.3. The Student:

He is the individual who decided to continue his academic and professional education, carrying with him a system of values and orientations formed through his experiences in previous educational institutions (Ateeq, p. 402). The preliminary draft of the University Charter defines a student as any person regularly enrolled in one of the higher education institutions in Algeria to pursue training in order to obtain a degree (Yaala, 2021, p. 83). Operationally, he is the student who has fulfilled the academic requirements that allow him to move from secondary education to higher education, choosing a major consistent with his interests and inclinations in pursuit of a university degree that enhances his skills and future opportunities.

2.4. Entrepreneurship:

Fayolle views entrepreneurship as a process of generating economic and social value characterized by uncertainty and a high level of risk, in which individuals participate and are required to accept change and develop new behaviors, especially accepting change and its associated risks (Ishaq, 2021, p. 13). Entrepreneurship is also defined as a set of ideas and methods that contribute to establishing and developing economic activities by integrating risk-taking, innovation, and efficiency in decision-making, whether within a startup or an existing organization (Hamza, 2015, p. 119). Operationally, it is the process of creating economic and social value in an environment characterized by uncertainty and a high level of risk, identifying business opportunities and exploiting them by transforming them into successful projects through innovative changes and product development.

3. Components of the University:

The university is considered a complex institutional entity within an educational social structure composed of essential interactions and components that contribute to achieving its scientific and developmental goals. The following is an analysis of these components:

- **University Administration:** The university administration should have a distinctive hierarchical structure combining administrative efficiency with a developmental scientific vision, ensuring an organized functional distribution of administrative staff according to the requirements of academic activities, especially in specialized scientific departments. This requires adopting total quality standards and promoting administrative decentralization to ensure flexibility in adapting to contemporary challenges.

- **University Professor:** The university professor is the cognitive and educational pillar and cornerstone of the educational system, playing a dual-dimensional role manifested in knowledge transfer and the adoption of active teaching strategies, in addition to his role in instruction and fostering critical and creative thinking. He is also committed to producing knowledge through applied field research addressing societal issues and guiding students toward serving the community within their various specializations.

- **University Student:** The university student is considered the central focus of the university system and the main axis of the educational process, around whom various components of the higher education system—such as curricula and educational resources—interact (Saleh, 2018, p. 28). According to sociological theories, the university student is influenced by cultural, social, and even economic capital, which may determine his educational orientations and attitudes toward learning and adapting to university requirements.

- **Educational Requirements:** The infrastructure that supports creativity—the success of the university system cannot be separated from the availability of an integrated infrastructure, which includes:

- **Academic Facilities:** including scientific laboratories, digital libraries, and conference halls equipped with modern interactive technologies.

- **Research Resources:** including adequate funding for research publication and providing international platforms for knowledge exchange.

- **Support Services:** referring to health and recreational facilities that promote the psychological and social balance of university community members (Saleh, 2018, p. 28). The university educational system thus forms a web of interrelated relationships among these components, organized by adopted academic quality standards, legislative systems, and educational orientations aligned with social changes. These components demonstrate the dialectical relationship between organizational structures and the university's social functions, as each element supports the achievement of the university's academic and developmental mission amid rapid societal transformations as a space for knowledge production and individual capacity development.

4. The Role of the University in Promoting the Spirit of Entrepreneurship and Achieving Economic and Social Development:

Active university institutions, to ensure their continuity and strengthen their societal impact, must not limit themselves to achieving operational efficiency only but rather adopt a more dynamic strategy. Today's university is not merely a space for knowledge transmission but has become a key actor in the production and application of knowledge, making innovation, creativity, and renewal fundamental features of its academic and research performance.

Based on this approach, the role of the university has evolved to include active participation in societal development through scientific research and preparing graduates capable of responding to economic and social changes. Consequently, the concept of the "entrepreneurial university" emerged as an inevitable result of this evolution. Universities now seek to establish strategic partnerships with economic and industrial institutions to enhance their role in delivering added value and creating a qualitative shift. Accordingly, the university achieves its objectives by activating its roles in stimulating students' entrepreneurship, manifested in the following functions (Ramadan, 2018, pp. 209–210):

- **Instilling Values of Creativity and Innovation by Addressing Students' Needs:**

- Promoting creativity and innovation through responsiveness to students' daily needs and interests is a key element of the university education system. As previously mentioned, university education is not merely the transfer of knowledge but a guiding process aimed at discovering students' inclinations, readiness, and abilities and linking them to available job fields that meet their aspirations and competencies. To achieve this goal, it is necessary to reconsider the traditional roles of universities, especially regarding how students are qualified and provided with integrated educational and training opportunities that equip them with the

knowledge and skills required to align educational outcomes with labor market needs. Academic programs should be developed to ensure graduates adapt to economic and social transformations.

- **Directing Scientific Research Toward Developing Entrepreneurial Projects:**

- Amid global changes, universities seek to direct scientific research toward interaction with local social issues as active institutions contributing to decision-making and shaping the intellectual awareness of students and researchers. Scientific research does not only aim at producing knowledge but also enhances problem-solving capacity and resource utilization, in addition to empowering individuals to establish their own projects, thereby achieving sustainable development. Scientific research constitutes a fundamental pillar for intellectual creativity and knowledge accumulation and is a decisive factor in achieving technological progress. The knowledge produced by scientific research is a strategic resource contributing to higher development rates. Therefore, Algerian universities must prioritize scientific research by providing its basic requirements and enhancing its potential to catch up with advanced nations that have built strong research systems and use them to achieve progress in various fields (Ramadan, 2018, pp. 210–211).

- **Diversifying Academic Programs to Prepare Cadres for Leading Entrepreneurial Projects:**

- Higher education institutions should develop awareness and guidance programs targeting students at different educational and training levels to instill professional values and enhance awareness of labor market requirements and social pressures. Educational programs should be flexible and diverse to meet evolving societal needs and contribute to achieving developmental goals. Many studies have confirmed that investing in human capital—whether through general, higher, or vocational education—directly contributes to increasing national income. This increase cannot be explained solely by material production factors or traditional capital development but also by the so-called “residual factor,” represented in improving skills, enhancing technological efficiency, and developing professional practices. The current and future reality imposes on Arab higher education the need to reconsider curricula and their alignment with modern knowledge developments and the changing labor market needs. It also requires studying students’ interaction with their educational environment and the compatibility of their skills with sustainable development requirements. In this context, universities aim to activate their core functions, including transforming scientific research results into practical tools that improve economic and social conditions and encourage individuals to establish their own projects in line with their creative capacities. This requires designing clear strategies, specialized training programs, and effective partnerships with economic and productive institutions. Thus, the concept of the university as a dynamic organization open to society is achieved, not only by preparing qualified individuals to lead new entrepreneurial projects but also by providing updated knowledge and skills that support individuals in practicing self-employment and strengthen their contribution to social and economic development (Ramadan, 2018, pp. 211–212).

- **Developing Knowledge Culture and Entrepreneurial Thinking:** Promoting entrepreneurial thinking within universities is essential in empowering students, as human capital, to create self-employment opportunities and launch their own projects. It also fosters competition and enhances their innovation capacity. Education plays a fundamental role in instilling this concept by equipping youth with the skills and competencies that strengthen their independence and creative spirit, enabling them to build professional paths based on self-initiative and entrepreneurship instead of merely seeking traditional jobs in the public or private sectors. However, perceptions of youth career paths have changed in recent years, as promoting entrepreneurial project culture has become an integral part of university roles. Universities now aim to prepare a generation possessing essential skills, positive attitudes, and personal traits that enable them to build their professional futures with confidence and independence. This trend is evident globally—in Europe, Asia, and Africa—where entrepreneurship has become a strategic option for achieving sustainable development. Similarly, Algeria seeks to promote entrepreneurship as a key driver of the national economy and make it an integral part of social culture to strengthen its role as a mechanism for job creation and socioeconomic growth (Ramadan, 2018, pp. 212–213).

- **Expanding the Opening of Specializations in Entrepreneurship Creation:**

- Given the rapid changes in the labor market and the growing need to raise awareness among university graduates about the importance of creating self-employment opportunities, it has become necessary to promote entrepreneurship culture as a core component of the higher education system by integrating it as a key skill in academic programs. This aims to enable students to rely on themselves and establish independent projects based on self-initiative and effective competition. These goals can be achieved through:

- Incorporating specialized courses in entrepreneurship, especially for Master’s and PhD students, to enhance their knowledge of the foundations of entrepreneurial project creation.

- Providing practical and applied training to enable students to translate entrepreneurial concepts into reality.

- Strengthening partnerships between universities, training centers, and economic institutions to support students in establishing their own projects.

- Equipping students with essential knowledge and skills such as initiative, entrepreneurial culture, and project management to enable them to effectively engage in entrepreneurship, along with establishing mechanisms to measure how deeply entrepreneurial values are rooted among university youth (Ramadan, 2018, p. 123).

• **Concluding Agreements Between Universities and National Agencies for Entrepreneurial**

Activity: As part of state efforts to encourage university graduates to pursue self-employment and integrate into the labor market, multiple strategies have been adopted to enable Algerian youth to establish and manage their entrepreneurial projects. This approach materialized through partnership agreements between universities and relevant national agencies to provide graduates with the necessary support—financial, advisory, administrative, or technical. These initiatives fall within national policies to combat youth unemployment while adopting incentive mechanisms and schemes to attract graduates with various competencies. Moreover, specialized educational programs have been developed within universities to prepare students theoretically and practically for establishing and managing their own projects. Among these mechanisms are the National Agency for the Development of Small and Medium Enterprises and the National Agency for Youth Employment Support (Ramadan, 2018, p. 214). From the above, it can be said that the modern university has become a vital space for promoting entrepreneurial culture among students, contributing to preparing a generation capable of adapting to labor market requirements and assuming risk. Incorporating entrepreneurship courses across disciplines is one of the most effective mechanisms for enabling students to develop entrepreneurial skills and enhance their ability to establish startups. Educational policies have witnessed a noticeable shift in recent years toward encouraging students to graduate with entrepreneurial projects by integrating innovation and creativity concepts into graduation requirements, whether at the Bachelor's or Master's level, in light of new reforms and decisions, including Law 1275 on the startup enterprise. This reflects a transformation in the university's role—from a traditional institution to a dynamic environment supporting innovation and creativity and a partner in economic and social development through reshaping the relationship between the university and the labor market and opening opportunities for students to gain practical experience that helps them transition from mere learners to active economic agents capable of creating job opportunities.

Second: Field Investigation of the Study:

1. Fields of the Study:

- **Temporal Field:** February 2, 2025, marks the beginning of the questionnaire distribution to respondents at the Faculty of Social and Human Sciences.

- **Spatial Field:** The spatial field of the study is defined by the province of Bordj Bou Arréridj, specifically at Mohamed El Bachir El Ibrahimi University within the Faculty of Social and Human Sciences, as it is the space where the field study was conducted.

- **Human Field:** According to the study's title, the target group consists of a sample of 46 male and female Master 2 students from the Department of Sociology at Mohamed El Bachir El Ibrahimi University.

2. Study Method:

Given the nature of our study entitled "The Role of the University Environment in Motivating Students to Adopt Entrepreneurial Behavior," we relied on the descriptive method, which is the methodological approach that enables the researcher to reach a correct and objective understanding. Rachid Zerouati defines it as "a series of methodological procedures that the researcher follows to achieve a deep understanding with the aim of achieving his goal" (Zerouati, 2012, p. 167), as it is the most appropriate for analyzing data and helps in understanding and analyzing the phenomenon in its real context.

3. Justifications for Choosing the Study Sample:

Selecting the sample is one of the main pillars of field social research, as it allows the researcher to focus on the studied community group and obtain the necessary data systematically and effectively. This selection depends on the nature of the topic under study and its research objectives. In our study, the purposive sampling method was used, as it was determined based on its close relation to the study's concept and research goals. The sample consisted of second-year Master's students specializing in Sociology, including three main specializations: Sociology of Organization and Work, Sociology of Education, and Sociology of

Communication. Choosing these students is particularly significant since they possess theoretical and cognitive backgrounds on entrepreneurship and a mature understanding of issues related to entrepreneurial education and practice, making them a capable sample for enriching the discussion on the role of the university environment in motivating students to adopt entrepreneurial behavior. The total number of the sample members reached 46 students.

4. Data Collection Tools:

Choosing data collection tools is a fundamental step after defining the sample. Based on the nature of the studied phenomenon, we relied in our study on the **questionnaire** as the main tool for exploring respondents' opinions. It included three sections:

- The first for personal data,
- The second for data related to the contribution of entrepreneurial programs in motivating students to adopt entrepreneurial behavior,
- The third for the contribution of scientific events in motivating students to adopt entrepreneurial behavior,
- While the fourth section included the contribution of entrepreneurship centers and business incubators in motivating students to adopt entrepreneurial behavior.

5. Presentation, Analysis, and Interpretation of Study Data

5.1. Presentation, Analysis, and Interpretation of the Personal Data of the Study Sample

Table 1. Distribution of the Research Sample According to Gender Variable

Gender	Frequency	Percentage
Male	16	34.8%
Female	30	65.2%
Total	46	100%

From the table above, it is clear that the percentage of females exceeds that of males, reaching 65.2% compared to 34.8%. This noticeable predominance of females can be attributed to the nature of the gender variable within the research population, where, in most cases, the majority of students enrolled in the Faculty of Social and Human Sciences are female. In the context of the present study, gender may play a role in motivating students—especially females—to adopt entrepreneurial behavior, particularly as this group increasingly achieves high academic levels and possesses the competencies and qualifications that enable them to lead entrepreneurial projects.

Table 2. Distribution of the Sample According to Age Variable

Age	Frequency	Percentage
23–27	25	54.3%
27–30	10	21.7%
30–33	3	6.5%
Above 33	8	17.4%
Total	46	100%

The table above shows the age distribution of the sample under study. It reveals that the age group between 23 and 27 years old is the most represented, comprising 54.3% of the sample, followed by the 27–30 group with 21.7%, the above 33 group with 17.4%, and finally the 30–33 group representing 6.5%. Thus, it can be said that young people constitute the majority of the sample. This age group is particularly significant for building both professional and personal identity, as they are more receptive to new ideas, including engagement in or adoption of entrepreneurial behavior and the pursuit of self-reliance.

Table 3. Distribution of the Sample According to Academic Specialization

Specialization	Frequency	Percentage
Sociology of Organization and Work	25	54.3%
Sociology of Communication	8	17.4%
Sociology of Education	13	28.3%
Total	46	100%

It is evident from the table above that the specialization *Sociology of Organization and Work* recorded the highest percentage (54.3%), followed by *Sociology of Education* (28.3%), and finally *Sociology of Communication* (17.4%). This variation can be explained by the nature of each specialization and the academic and professional training students receive in each path.

Students majoring in *Sociology of Organization and Work* are exposed during their university studies to topics directly related to the world of work and mechanisms of administrative and organizational management. This provides them with awareness and understanding of the nature of economic and even social projects and their implementation mechanisms, which may enhance their tendency toward entrepreneurial behavior. It also develops organizational skills that contribute to self-development and strengthen their capacities in areas such as planning, decision-making, and coordination—fundamental competencies in entrepreneurial action.

On the other hand, *Sociology of Education* focuses on issues of education and educational systems, dealing with problems related to socialization and the production of values and knowledge, while analyzing the educational roles of institutions and understanding their dynamics within the educational system. Meanwhile, *Sociology of Communication* focuses on communication-related aspects that are important for promoting entrepreneurial projects, emphasizing symbolic interactions and their role in producing meanings and symbols within the open social field. This may serve as a sociological indicator suggesting the limited integration of this specialization with the requirements of entrepreneurial action, as it does not provide the same degree of knowledge or practical skills necessary for initiating innovative projects.

5.2. Presentation, Analysis, and Interpretation of Data Related to the Hypothesis: The Contribution of Entrepreneurial Programs in Motivating Students to Adopt Entrepreneurial Behavior

Table 4. Relationship Between the Content of the Entrepreneurship Education Program and Gender

Gender	Yes, Appropriate	Yes, Needs Improvement	Total
	Freq.	%	Freq.
Male	13	31.3%	3
Female	21	70%	9
Total	34	73.9%	12

The data presented above show that 73.9% of respondents believe that the content of the entrepreneurship education program is highly suitable for the requirements of the labor market, while 26.1% think it is suitable but needs improvement. When introducing the independent variable—gender—the results remain consistent:

- 70% of female respondents consider the content of the entrepreneurship module very suitable for market demands, while 30% think it needs improvement.
- 31.3% of male respondents view the content as very suitable for market requirements, whereas 18.8% think it is suitable but requires enhancement.

The integration of entrepreneurship as a university course within academic curricula is a strong indicator of the growing academic interest in promoting entrepreneurial culture. Entrepreneurship education has become a strategic alternative in light of increasing unemployment rates among university graduates. The effectiveness of entrepreneurship education programs lies in equipping students with the necessary competencies that facilitate their professional integration—especially in establishing entrepreneurial projects—and fostering initiative, risk-taking ability, and critical thinking, which are key characteristics of successful entrepreneurs.

Conversely, the minority who believe that the programs are suitable but require improvement may be pointing to aspects that hinder formative effectiveness, particularly due to weak practical components or the lack of real-world case studies. These findings thus highlight the need to strengthen evaluation mechanisms for such programs to consolidate the university's role as a producer of knowledge and a promoter of entrepreneurial behavior.

After calculating the Chi-square coefficient, we obtained a calculated value of 0.68 and a tabulated value of 3.84 at a degree of freedom equal to 1 and a significance level of 0.05. To determine the strength of the relationship, the coefficient of contingency was computed and estimated at 0.12, indicating a weak positive correlation between the two variables.

Table 5. The Contribution of the Entrepreneurship Program in Changing Students' Perceptions Toward Self-Employment

Contribution of the Entrepreneurship Program	Frequency	Percentage
Yes	34	73.9%
No	12	26.1%
Total	46	100%

Based on the statistical data presented above, it appears that **73.9%** of the sample believe that the entrepreneurship program contributed to changing their perception of self-employment, while **26.1%** of students stated that the program did not affect their perception. These results thus reflect the effectiveness of the program in building entrepreneurial awareness among a large segment of university students through entrepreneurial training that familiarizes them with entrepreneurship, the essential characteristics of a successful entrepreneur, and the various mechanisms that support entrepreneurial projects. Consequently, the program enhances awareness of individual initiatives and entrepreneurial ventures.

Table 6. The Relationship Between Skill Acquisition and the Desire to Create an Entrepreneurial Project Through Entrepreneurship Training

Desire to Create a Project	Technical Skills	Personal Skills	Managerial Skills	Communication Skills	Innovative Thinking	Total
	Freq.	%	Freq.	%	Freq.	%
Yes	3	11.1	5	18.5	6	22.2
No	6	15.8	9	47.4	2	10.5
Total	9	13%	14	30.4%	8	17.4%

The table above shows that the general trend is toward students who developed personal skills (30.4%), followed by those who developed innovative thinking skills (23.9%). A proportion of 15.2% of the sample acquired communication skills. When introducing the independent variable—the desire to create entrepreneurial projects—the results show that 47.4% of students who expressed no desire to start entrepreneurial projects nevertheless acquired personal skills through the entrepreneurship program. Conversely, 18.5% of students with personal skills did express a willingness to start a project.

Additionally, 33.3% of students who developed innovative thinking skills expressed an actual desire to create entrepreneurial projects, reflecting the role of creative competencies in promoting entrepreneurial tendencies. At the same time, 10.5% of students reported possessing innovative thinking skills but showed no interest in starting a project.

The findings also indicate similar proportions among students who, despite having technical or communication skills, did not wish to launch projects (15.8%), compared to 11.1%–14.8% who did express such willingness.

In light of these results, it appears there is a functional disconnection within the university system. Although students acquire various skills within the educational space, these do not translate effectively into

entrepreneurial self-concept. According to Talcott Parsons' perspective, every social system requires equilibrium among its dimensions to function effectively. Here, the university environment seems to lack that functional balance, as it fails to operationalize acquired skills into tangible initiatives. This may be described as theoretical functional learning without practical implementation that stimulates the use of such skills.

Moreover, students' attitudes may be shaped by a set of interrelated factors, including lack of intrinsic motivation, insufficient social and familial support, and financial constraints that hinder project realization. These conditions highlight the structural and environmental barriers that limit the translation of entrepreneurial tendencies into actual behavior.

After calculating the Chi-square coefficient, the calculated value was 6.54 and the tabulated value was 9.49, with 4 degrees of freedom and a significance level of 0.05. The coefficient of contingency was 0.53, indicating a weak positive relationship between the two variables.

Table 7. The Relationship Between the Entrepreneurship Course's Contribution to Formulating a Future Career Project and Gender

Gender	Yes	%	No	%	Total	%
Male	8	50%	8	50%	16	100%
Female	17	56.7%	13	43.3%	30	100%
Total	25	54.3%	21	45.7%	46	100%

The table above indicates that the general trend leans toward respondents who stated that the entrepreneurship course helped them formulate ideas for their future professional projects, representing 54.3% of the sample, while 45.7% said the course did not contribute to shaping a clear vision of their future career.

When introducing the independent variable—gender—it appears that female students (56.7%) recorded a slightly higher percentage than males (50%) in recognizing the course's contribution to forming future project ideas.

These results suggest that female students' positive engagement may stem from perceiving entrepreneurship as a means of achieving professional and social independence. This makes them more responsive to the course content and more inclined to invest it in building a personal professional vision. In contrast, male students may hold traditional views of work linked to conventional social roles.

Thus, entrepreneurship programs are important not only for providing students with the necessary knowledge but also for producing cognitive and emotional effects that shape their professional perceptions.

After calculating the Chi-square coefficient, the calculated value was 0.18, and the tabulated value was 3.84 at 1 degree of freedom and a significance level of 0.05. The coefficient of contingency was 0.06, indicating a weak positive correlation between the two variables.

Table 8. The Contribution of Entrepreneurship Education Programs to the Development of Creativity and Innovation

Contribution of the Program to Creativity and Innovation	Frequency	Percentage
Yes	43	93.5%
No	3	6.5%
Total	46	100%

The table shows that the majority of respondents (93.5%) affirmed that entrepreneurship education contributes to enhancing creativity and innovation, while only 6.5% disagreed. Accordingly, it can be concluded that entrepreneurship training programs effectively enable students to understand the mechanisms of creativity in entrepreneurial work. They also play a crucial role in building professional identity, strengthening social efficacy, and preparing students psychologically and intellectually to develop a professional vision rooted in entrepreneurial autonomy.

Such programs foster entrepreneurial values, raise awareness of entrepreneurial support mechanisms, and help students understand risk-taking and idea translation into actionable projects—moving beyond traditional forms of employment.

This result differs from the findings of Nabil Al-Rashid's study but aligns with Soumia's research, which showed that entrepreneurship programs facilitate access to the labor market, stimulate creativity and risk-taking, and develop qualities essential for emerging entrepreneurs.

5.3. Presentation, Analysis, and Interpretation of the Axis: The Contribution of Scientific Events in Encouraging Students to Adopt Entrepreneurial Behavior

Table 9. Organization of Scientific Conferences on Entrepreneurship

Organization of Entrepreneurship Conferences	Frequency	Percentage
Yes	45	97.8%
No	1	2.2%
Total	46	100%

The table reveals that 97.8% of respondents reported that the university pays attention to organizing scientific events related to entrepreneurship, while only 2.2% said otherwise—a negligible proportion.

This finding indicates that, under the new orientations of the Ministry of Higher Education, universities have increasingly organized such activities to transform themselves into active economic and social actors. In this study, conducted at Mohamed Boudiaf University, respondents confirmed that the university's efforts to organize entrepreneurship-related conferences aim to reproduce a new culture within the academic environment.

These conferences are not limited to the academic dimension but also represent opportunities for building social capital, as they bring together students, professors interested in entrepreneurship, and professional experts. Thus, the university, as a subsystem within the broader societal structure, promotes values of innovation, work, and individual initiative, strengthens networks of cooperation and support, and integrates entrepreneurial culture into the wider social fabric—an outcome reflecting the effective implementation of Ministerial Decision No. 1275.

Table 10. Relationship Between Access to Information About Entrepreneurial Events and Gender

Gender	Through University Announcements	Through Professors	Through Social Media	Through Colleagues	Total
Male	4 (25%)	8 (50%)	1 (6.3%)	3 (18.8%)	16 (100%)
Female	10 (33.3%)	12 (40%)	4 (13.3%)	4 (13.3%)	30 (100%)
Total	14 (30.4%)	20 (43.3%)	7 (15.2%)	7 (15.2%)	46 (100%)

The table indicates that the general trend is toward 43.3% of respondents who reported obtaining information about entrepreneurial events through professors, followed by 30.4% who received information through university announcements, and smaller but equal proportions who learned through social media and colleagues (15.2%).

When introducing gender as an independent variable, 50% of male students reported obtaining information from professors, while the lowest percentage (6.3%) obtained it via social media. Among females, 33.3% said they learned about such events through university announcements.

These results suggest that professors, due to their key role in the academic environment as producers and transmitters of knowledge, do not merely perform pedagogical tasks but also play a symbolic role in shaping students' orientations and behaviors—especially regarding entrepreneurial activities.

The university also contributes by disseminating information about events through its official pages, posters, and brochures, demonstrating a strong commitment to promoting these activities and ensuring broad student participation, which increases opportunities for academic and professional engagement.

After calculating the Chi-square coefficient, the calculated value was 1.16, and the tabulated value was 3.84, with 3 degrees of freedom and a significance level of 0.05. The coefficient of contingency was 0.15, indicating a weak positive correlation between the two variables.

Table 11. The Participation of Successful Entrepreneurs in Scientific Events and Its Impact on Entrepreneurial Motivation According to the Field of Specialization

Specialization	Participation of Entrepreneurs in Motivation			Total	
	Yes	%	No	%	Total
Sociology of Organization and Work	22	88%	3	12%	25
Sociology of Communication	8	100%	0	0%	8
Sociology of Education	13	100%	0	0%	13
Total	43	93.5%	4	6.5%	46

Based on the data presented in the table, it is clear that 93.5% of respondents stated that the participation of successful entrepreneurs in scientific events contributes to motivating them toward entrepreneurship, compared to 6.5% who indicated that such participation does not influence their motivation. When introducing the independent variable — the academic specialization — we observe that 100% of students in both *Sociology of Education* and *Sociology of Communication* confirmed that the participation of entrepreneurs has a positive impact on their motivation toward entrepreneurship. This is followed by 88% of students specializing in *Sociology of Organization and Work* who shared the same view, while 12% in this field expressed the opposite opinion.

From this analysis, it appears that although there is variation between those influenced and those not influenced by the presence of successful entrepreneurs, it can be said that these entrepreneurs serve as role models for students across specializations. Their participation in such events — especially when sharing the difficulties and challenges they faced at the beginning of their projects — provides students with a strong psychological boost toward entrepreneurial action. The real-life experiences of entrepreneurs inspire motivation, persistence, creativity, and innovation — key elements of self-driven initiative.

After calculating the Chi-square (χ^2), the computed value was 2.69, while the tabulated value was 5.99 at 1 degree of freedom and a significance level of 0.05. To determine the strength of the relationship, the contingency coefficient was calculated at 0.23, indicating a moderate relationship between the two variables.

Table 12. The Role of Scientific Events in Understanding Entrepreneurship Concepts in Practice

Contribution of Events to Understanding Entrepreneurship Concepts	Frequency	Percentage
Yes	17	37%
No	29	63%
Total	46	100%

According to the table, 63% of respondents stated that they did not benefit from entrepreneurship concepts, while 37% indicated that they did. This result may be attributed to the lack of interaction between students and professors despite the variety of activities offered. Such limited engagement can weaken self-motivation and cognitive empowerment, resulting in only a superficial understanding of concepts. In contrast, classroom discussions tend to promote deeper understanding through direct dialogue and participation.

Table 13. The Relationship Between Scientific Events and the Enhancement of Creative and Innovative Abilities According to Gender

Scientific Events Enhance Creativity and Innovation				Total	
Gender	Yes	%	No	%	Total
Male	11	68.8%	5	31.3%	16
Female	25	83.3%	5	16.7%	30
Total	36	78.3%	10	21.7%	46

As shown in the data, the overall trend leans toward 78.3% of respondents who believe that participation in scientific events enhances their creative and innovative capacities, compared to 21.7% who disagreed. Introducing the independent variable of gender revealed the following:

- 83.3% of females indicated that participation in academic activities encourages creative and innovative thinking, versus 16.7% who disagreed.
- 68.8% of males also stated that such activities enhance creativity and innovation, compared to 31.3% who disagreed.

Based on these results, it can be concluded that scientific and academic events provided by universities play a vital role in developing students' creative and innovative potential. These events go beyond the theoretical understanding of entrepreneurship, helping students build skills in critical thinking and problem-solving. Through workshops, seminars, and discussion sessions, students are encouraged to pursue independent work and explore non-traditional career paths, fostering innovation and entrepreneurial initiative.

After calculating the Chi-square (χ^2), the computed value was 1.30, while the tabulated value was 3.84 at 1 degree of freedom and $p = 0.05$. The contingency coefficient was 0.16, indicating a weak positive relationship between the variables.

Table 14. The Services of the Entrepreneurship House According to Academic Specialization

Entrepreneurship Services	House				Total	
Specialization		Yes	%	No	%	Total
Sociology of Organization and Work		13	52%	12	48%	25
Sociology of Communication		4	50%	4	50%	8
Sociology of Education		12	92.3%	1	7.7%	13
Total		29	63%	17	37%	46

From the data presented, the general trend indicates that 63% of respondents are aware of the services provided by the Entrepreneurship House at Bordj Bou Arreridj University, compared to 37% who are not. When introducing the independent variable — academic specialization — the following results were observed:

- 92.3% of students in *Sociology of Education* stated they were familiar with the services provided, compared to 7.7% who were not.
- In *Sociology of Organization and Work* and *Sociology of Communication*, the proportions were relatively close (52% and 50%, respectively) for those aware of the services.

Statistically, these findings suggest that entrepreneurial culture is becoming increasingly embedded among students, especially with the integration of entrepreneurship courses into university curricula and the organization of related workshops and conferences. This growing awareness encourages students to explore new opportunities in the face of high unemployment rates among graduates, indicating a shift toward self-employment and innovation.

After calculating the Chi-square (χ^2), the computed value was 6.67, while the tabulated value was 5.99 at 2 degrees of freedom and $p = 0.05$, confirming a significant relationship between specialization and awareness of Entrepreneurship House services. The contingency coefficient was 0.35, indicating a weak positive correlation between the two variables.

Table 15. The Provision of Financial and Advisory Services by Business Incubators

The Provision of Financial and Advisory Services by Business Incubators for Student Projects	Frequency	Percentage
Yes	34	73.9%
No	12	26.1%
Total	46	100%

Based on the responses of the participants, 73.9% stated that business incubators provide financial and advisory services for student projects, while 26.1% indicated the opposite — that incubators do not offer such services to student entrepreneurs. This variation can be attributed to the students' level of awareness and their efforts to obtain information related to entrepreneurship, available financing mechanisms, and the role of incubators as an essential tool for the actual implementation of entrepreneurial projects. Conversely, the second percentage may be explained by the stereotypical perception some students hold — viewing incubators as merely formal institutions that fail to deliver on their promises. Additionally, irregular attendance and weak engagement in university training programs may contribute to students' lack of knowledge about the various mechanisms provided by business incubators.

Table 16. Accessibility of the Entrepreneurship House

The Entrepreneurship House is Easily Accessible	Frequency	Percentage
Yes	28	60.9%
No	18	39.1%
Total	46	100%

According to the data above, 60.9% of the sample indicated that the Entrepreneurship House is easily accessible, while 39.1% reported the opposite. This disparity suggests varying levels of student engagement in entrepreneurial culture, which universities promote through conferences and awareness days. The more students participate in such activities, the more likely they are to perceive accessibility to the Entrepreneurship House as an opportunity. On the other hand, students with limited engagement in entrepreneurship and lacking initiative tend to remain detached from entrepreneurial spaces such as the Entrepreneurship House.

Table 17. The Adequacy of Training Programs Provided by Business Incubators to Support Entrepreneurship

The Training and Advisory Programs Provided by Business Incubators are Sufficient to Support Entrepreneurship	Frequency	Percentage
Yes	30	65.2%
No	16	34.8%
Total	46	100%

The data in the table above show that 65.2% of respondents expressed satisfaction with the adequacy of the training and advisory programs provided by business incubators in supporting entrepreneurship within the university. This indicates a certain level of institutional efficiency and good performance aimed at spreading entrepreneurial culture among students. The presence of business incubators within universities serves as a complementary educational space designed to guide and encourage students to acquire entrepreneurial skills and become active economic actors through the support and mentorship mechanisms available in the university, alongside theoretical knowledge.

Conversely, 34.8% of respondents indicated that the training and advisory programs offered by incubators are insufficient and require further practical reinforcement. This opinion suggests a growing awareness among students that training alone is not enough to meet the professional and technical competencies required by the labor market. Students increasingly demand more field experiences, practical internships, entrepreneurial training, and real-world experimentation that align with their needs and future aspirations.

6. Discussion of the General Results in Light of the Hypotheses

First Hypothesis:

Entrepreneurial programs contribute to motivating students to adopt entrepreneurial behavior.

The study results revealed that most students, particularly females, believe that the content of the entrepreneurship module aligns with labor market requirements — estimated at 70%. This positive perception reflects students' awareness of the importance of this subject and the university's commitment to including it across academic specializations to enhance students' entrepreneurial competence.

The findings also showed that 73.9% of respondents believe that the entrepreneurship program helps shift their perspective toward self-employment and individual initiative. Furthermore, concerning the relationship between acquiring entrepreneurial skills and the desire to establish an entrepreneurial project, the most enhanced skill was found to be personal skills (30.4%). Among male students, 47.4% expressed a lack of desire to start a business, while 33.3% of female students showed willingness and demonstrated creative thinking skills.

Additionally, 54.3% of respondents confirmed that the entrepreneurship module helped them develop project ideas, with 56.7% of females stating that it encouraged them to adopt entrepreneurial thinking — indicating a strong entrepreneurial inclination among this group.

The study also revealed that 93.5% of respondents believe the entrepreneurship education program fosters creativity and innovation, meaning that the program's content enhances students' understanding of entrepreneurship and equips them with the necessary skills and knowledge to establish entrepreneurial ventures.

In conclusion, the study found that entrepreneurship education aligns with market demands and contributes to transforming students' traditional views of employment toward embracing entrepreneurial culture. It encourages them to pursue future entrepreneurial projects by strengthening their creative and innovative capacities — the foundation of any entrepreneurial endeavor. Based on the statistical analyses and indicators from the composite tables, it can be said that the first hypothesis was partially confirmed.

Second Hypothesis:

Scientific events contribute to motivating students to adopt entrepreneurial behavior.

The study found that 97.8% of respondents confirmed that the university is committed to organizing scientific conferences related to entrepreneurship. This demonstrates institutional engagement in promoting entrepreneurial thinking and encouraging students to adopt entrepreneurial behavior.

Regarding access to information about these events, 43% of respondents reported obtaining it through professors — with 50% of them being male — while 33.3% of female students said they learned about such events through university announcements.

Furthermore, 93.5% of respondents stated that the participation of successful entrepreneurs in scientific events inspires and motivates them toward entrepreneurship. This strong motivational effect was particularly evident among students in Sociology of Communication and Sociology of Education (100%) and Sociology of Organization and Work (88%).

However, 63% of respondents indicated that scientific events do not sufficiently enhance their understanding of entrepreneurial concepts, which may be due to limited direct interaction with professors.

As for the relationship between scientific events and creativity by gender, 78.3% of respondents agreed that such events help develop creativity and innovation, with 83.3% of females confirming that these events enhance creative thinking and the development of entrepreneurial ideas.

In summary, scientific events organized within the university are among the most effective mechanisms for stimulating entrepreneurial orientation. They provide an inspiring environment, supported by professors who share information about events and by the participation of successful entrepreneurs who serve as motivating figures. Based on statistical analyses, and despite the weak correlation between variables, the second hypothesis was also partially confirmed.

Third Hypothesis:

The Entrepreneurship House and Business Incubators contribute to motivating students to adopt entrepreneurial behavior.

The results showed that 63% of respondents are aware of the services offered by the Entrepreneurship House for student entrepreneurs, with 92.3% of Sociology of Education students being the most knowledgeable about these services.

Regarding the provision of financial and advisory services by business incubators, 73.9% of respondents confirmed that incubators play a role in offering these forms of support. Additionally, 60.9% stated that the Entrepreneurship House is easily accessible.

As for the adequacy of training programs, 65.2% of respondents considered the programs provided by incubators sufficient to support entrepreneurship.

Overall, the findings demonstrate that both the Entrepreneurship House and business incubators actively provide students with essential support — financial, advisory, and motivational. The students' awareness of these services also reflects the university's dedication to promoting entrepreneurial thinking and motivating students toward self-initiative. Training and advisory programs are seen as key supportive tools for encouraging entrepreneurial behavior. Based on the simple and composite statistical results, and despite the weak correlation between variables, the third hypothesis was partially confirmed.

Conclusions

In light of the study's findings, it is evident that the university has gone beyond its traditional academic role of producing knowledge and has evolved into a space that fosters new forms of active engagement. By focusing on developing entrepreneurial skills among youth and university students, the university has adapted to social transformations and limited employment prospects — marking a symbolic shift from a rent-seeking mindset to a creative, entrepreneurial outlook.

The role of the university environment in Bordj Bou Arreridj reflects this transformation, in line with Ministerial Decision No. 1275, making it a space for cultural and value requalification aimed at motivating students. This is achieved through the combined efforts of entrepreneurship training, business incubators, and scientific events designed to encourage students to adopt new orientations that strengthen their autonomy and initiative.

The study concluded the following:

- The content of the entrepreneurship module — as an educational program — largely aligns with labor market needs and equips students with the necessary knowledge and skills to establish entrepreneurial projects.
- The entrepreneurship program reshapes students' perceptions of self-employment, reinforcing independence and self-confidence while motivating them toward entrepreneurial thinking.
- Professors play an essential role in disseminating information about scientific events related to entrepreneurship, with universities ensuring widespread communication through campus announcements.
- The participation of successful entrepreneurs serves as a powerful motivator for students to adopt entrepreneurial behavior through the presentation of real-life experiences.
- Scientific events enhance creative capacities, especially among female students.
- University-based business incubators provide comprehensive financial, advisory, and support services to student entrepreneurs, and their training programs are considered sufficient for entry into the entrepreneurial world.

Recommendations:

- Focus on practical aspects that enhance students' creativity and innovation.
- Continue to host successful entrepreneurs as influential role models who inspire students to embrace entrepreneurial behavior.

Strengthen partnerships between the university and economic institutions to ensure better alignment between education and the labor market.

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