The Development of Entrepreneurial Culture Among Students Through Innovation: Case of Sidi Mohamed Ben Abdellah University

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Abstract:

Entrepreneurial culture has emerged as a powerful means of development in many countries of the world and can be regarded as a source of innovation and as a key to sustainable unemployment.

The national economic outlook, which was established by the High Commission for Planning, predicts economic growth of only 2.6% in 2016, this growth will not provide sufficient employment.

Morocco seeks to foster the entrepreneurial spirit of young Moroccans in order to encourage the creation, development of enterprises and the remuneration of investment in the service of employment through various policies that promote the " innovation.

Students and university graduates (including students from Sidi Mohamed Ben Abdellah University in Fez) are the most involved social group. Through this research, we will try to describe the entrepreneurial culture of students through a field study.

Our article is structured in the following way. In the first part, we try to treat the entrepreneurial culture by trying to take a general look, first of all, on its definition, then on the myths of entrepreneurship. In our second part, we talk about the entrepreneurial culture at the Sidi Mohamed Ben Abdellah University and the promotion of this culture among students through a field survey.

Since 2011, the university has also initiated the program "innova project", whose mission is to organize training courses for business creation and innovation for the benefit of students from different institutions.

Keywords: Entrepreneurship, university, students, assets, culture

INTRODUCTION:

Joseph Aloïs Schumpetr is one of the founders of the modern approach to entrepreneurship. This author shows us that undertaking today is a matter of intelligence, of individual and personal intelligence.

But it is also anchoring in a society and, from this point of view, to undertake, today, is also to be with its environment. And one does not remain on the idea of an entrepreneur isolated from his environment.

Innovation has always been considered as one of the cornerstones of capitalist economies. According to Joseph Schumpeter the main actor of entrepreneurial action is the emblematic person of the entrepreneur.

An entrepreneur is an economic agent whose function is to perform new production combinations that correspond to new consumer projects, new production methods, new markets or new types of industrial organization.

To realize these new combinations, the entrepreneur must be able to perceive opportunities, know how to exploit them and derive value from them.

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The essence of entrepreneurship is the ability to identify and build market value by bringing innovation and need into coincidence.

Entrepreneurship refers to both a state of mind and a dynamic of action. The entrepreneurial spirit has as its quality: risk-taking, initiative, conviction, pugnacity. But beyond these characteristics, the entrepreneur is distinguished by his ability to grasp change, Identify opportunities for development and bring about something new.

Schumpeter distinguishes:

- The invention: the discovery of new scientific and technical knowledge,

- Innovation (which is not simply a modification of the production function): the introduction of new technical processes, new products, new sources of raw materials and new forms of industrial organization.

Innovation is precisely the source of the dynamics of change in a given economy. The bearer of innovation is the entrepreneur who introduces into the economic process the inventions provided by technical progress or exploits the potentialoffered by new markets or new sources of raw materials.

In a world dominated by audiovisual and information and communication technologies, and from generations nourished by development theories, today's students are the actors of rapid and profound changes in the entrepreneurial culture at Within Moroccan society.

This press release has been developed with a goal that can be broken down into three levels. The first will allow us to focus on the notion of culture and entrepreneurial culture.

The second one will allow us to The role of technological innovation in the development of this entrepreneurial culture among young people. The first point will be used to present the advances made by the Sidi Mohamed Ben-Abdellah University for more than a decade in raising awareness among students To the culture of innovation that will enable them to strengthen their entrepreneurial spirit.

I. Entrepreneurial culture

"The notion of culture, understood in the extended sense, refers to ways of life and thought, is now fairly widely accepted , Even if it does not sometimes go without some ambiguities. But this has not always been the case. Since it first appeared in the eighteenth century, the modern idea of culture has constantly provoked very lively debates. "[1]. According to Hofstede (1980), culture is a collective mental programming specific to a group of individuals. It is a fundamental system of values peculiar to a particular group or society that forms the development of certain personality traits and motivates individuals in a society to engage in behaviors that would not be evident in other societies . For UNESCO (1982): "Culture, in its broadest sense, is seen as the set of distinctive, spiritual and material, intellectual and emotional traits that characterize a society or a social group. It encompasses, in addition to arts and literature, lifestyles, fundamental human rights, value systems, traditions and beliefs. "[2]. Entrepreneurial culture is the set of skills and qualities that drive a person to start their own business. In fact, Eliott Jaques gave the first definition of organizational culture in 1951: "the culture of business is its habitual and traditional way of thinking and action, more or less shared by all its members, Which must be learned and accepted, at least in part, by the new members. " Edgar Schein based this notion on three levels [3]. - "**Artefacts**" are the visible aspects of culture, such as observable behaviors, dress codes or language, references to the founding myth.

- **"Values"** are the terms chosen consciously by the managers and the management of the company.

- **The "premises"** are the beliefs that operate unconsciously; They deal with questions of a philosophical nature such as the nature of man, the relation to time, the notion of justice. This culture is the foundation of innovation.

II.Technological Innovation: What Technology Are We Talking?

The OECD defines innovation as the set of scientific, technological, organizational, financial and commercial approaches that lead to, or are expected to lead to, the realization of products or technologically new or improved processes. The Oslo Manual defines it as the implementation - marketing or implementation - by a company, and for the first time, of a product (good or service) or a new or significantly improved (production) process, a new marketing method or a new organizational method in the practices of a company, the organization of the workplace or relationships. Technological innovations result from research work. Again, two types of innovation can be distinguished. This is the design of a new technology, or a new material, as a result of a specific research program. They correspond to technological innovations of the first type, described in the

OECD Oslo Manual. "In the School, innovation is often the object of lively debate, with its supporters and opponents. And yet, it seems necessary to think of innovation more under the sign of ambivalence: an ambivalence assumed and even claimed. Indeed, to be lucid, it is necessary to consider innovation for its considerable interest, in that it is the bearer of a positive change and an opportunity for progress; It is equally useful to be suspicious and to identify the dangers that threaten us. In a world in constant change, technological innovation is progressing at a very rapid pace, as is the case in our Moroccan education system, because we do not (FLOT), also known as open and massive online courses (CLOM), or MOOC is an open type of distance training capable of hosting A large number of participants. Course participants, teachers and students, Are dispersed geographically and communicate only via the Internet. Free educational resources are often used. In the English-speaking world, more than 100,000 people may be attending a course. [4]. The CADI AYYAD University in Marrakech, in early 2013, set up a system of on-line distance learning, open to all, by filming some of its courses and distributing them On the Internet, in order to benefit the largest number of students by spreading them on the portals of the university. Given the difficulty of access to education in Morocco, this meets specific needs such as improving the success of students who work in crowded classes and optimizing the teaching resource. Free educational resources opened up to everyone massively. The concept of free educational resources is an initiative of Unesco. Information and communication technologies are integrated into educational curricula to democratize access to knowledge in a knowledge society [5]. MOOC is an open resource. The training is on-line, accessible free of charge and without discrimination via the Web. The mass criterion reflects access to a wide range of courses as well as the mobilization of a very wide audience. [6]. MOOC is today a reflection of innovation in distance education. Distance learning is considered to be the foundation of a pedagogical innovation, in order to succeed in qualifying thus, an unfailing commitment of teachers seems necessary.

A.developed at USMBA level: ICE / USMBA

Innovation and Creation of Enterprises is an entrepreneurial activity dedicated to young people carrying innovative projects wishing to create their own companies, it begins with entrepreneurship training via module " INNOVA PROJECT ", and ends with the incubation of the best projects in the incubator of the Cité de l'Innovation. This managerial action addresses all the potentialities of Sidi Mohamed Ben Abdellah University: PhD students, engineers, graduates and senior technicians.

1.Objective

The main objective of the activity is to create an active link between academic training And the economic sector. Through the module "Innova Project", it allows to:
- Develop the desire to undertake among students of the university by arousing their interest.
 - To teach the students what it takes to create a company and manage its expansion.
- Develop entrepreneurial skills to exploit commercial opportunities.
Therefore, the main emphasis is on helping project promoters to realize their ideas by facilitating monitoring, coaching, incubation and even financing.

B. the institutions concerned by ICE / USMBA

with the objective of The spirit of entrepreneurship and innovation within the university, several actions have been organized since 2011 until 2016 for the benefit of students of Sidi Mohamed Ben Abdellah University, Activities launched at the Cité de l'Innovation. Awareness-raising caravans on the JCE Business Creation Day 2011-2016 were organized at the various institutions of the Sidi Mohamed Ben Abdellah University, namely:
- Faculty of Sciences,
- Faculty of Letters and Human Sciences,
- Economics and Social Sciences
- Faculty of Science and Technology
- Ecole Supérieure de Technologie
-Faculty of Medicine and Pharmacy
- National School of Applied Sciences
-National School of Commerce and Management

C.The evolution of many projects since 2011- 2015

We can advance this evolution in the following table

Table 1-Distribution of number of projects and number of students

Year	Number of projects	Number of students with projects
2011	60	11selected
2012	68	91
2013	120	130
2014	93	114
2015	123	136

According to this table it can be argued that: In 2011, 60 Projects have been submitted by students who have undergone training on innovation and Innovation and business creation, and of the 60 projects submitted, 11 were pre-selected to take the final competition [7].

In 2012, at the end of the awareness caravan, 68 projects were submitted by 91 promoters of projects distributed on the various establishments of the USMBA.

In 2013 After a period of awareness on the 3rd edition of the ICE activity, 120 projects were submitted by 130 candidates.

After a period of awareness on the 4th edition of the ICE 2014 activity, 93 projects were filed by 114 candidates, and in 2015, 123 projects were filed by 136.

Students work either individually or in partnership with their classmates.

D-The institutions of origin of the students

The breakdown of students by institution may be as follows:

Table 2-Breakdown of project holders by USMBA establishments:

Establishments	Number of project holders
FST	50
FSDM	29
EST	5
FSJES	5
ENCG	2
ENSA	4
FLSH Sais	2
INPAM	2
Other	15
Total	**114**

Source. City of innovation report 2015

One notes that the spirit of creativity and innovation is found among students with a scientific specialty compared to other students who emanate from other sectors.

As long as students advance in their level of education as long as the entrepreneurial spirit develops at home. As shown in the following table:

Table 3-Distribution of students carrying projects according to the Sectors:

Sectors	Number of candidates
Doctorat	61
DUT	4
Licence	12
Master	17
Ingénieur	20

E.The partners of the USMBA

ICE 2011-2016 was organized in partnership with CGEM (General Confederation of Enterprises of Morocco), CRI (Regional Investment Center Fez), OMPIC (Moroccan Office of Industrial and Commercial Property), CCIS (Chamber Of Commerce of Industry and Services-Fes), and the Foundation of Creation of Enterprise of the Popular Bank.

The three best projects were awarded at the various editions of business creation.

III. The experience of Sidi Mohamed Ben Abdellah University with the MOOC: undertaking through training

Entrepreneurship is seen today as a means to improve a country's economic performance and to develop its competitiveness at the international level. It is a strategic solution to the problem of unemployment by improving the integration of young people and the creation of employment.

Since 2008, the expansion of entrepreneurship in the university community remains a major challenge. The discipline arrived in Morocco quite late, a delay that is considerable compared to other universities in the world, but in spite of that, the university of Fes has launched, with force, in the awareness of the students so that they adopt A motivating spirit in favor of the creation of companies.

To date there is a lack of comprehensive research on the different meanings and approaches to entrepreneurial education in universities.

According to a study carried out on the basis of a sample of students from the Faculty of Legal, Economic and Social Sciences of Fez, despite the efforts made by the State and the university to encourage students to create But they are still reluctant to do so.

Entrepreneurial education is always in a period of rapid change and change. While evolving and changing, the offer of entrepreneurship programs will expand even further in the international market. Rapid development will reach other markets. In this regard, it is very important to develop intercultural exchanges in the field of entrepreneurship in order to increase the efficiency and effectiveness of the programs provided.

With the increased use of the Internet and computer technologies, the importance of virtual forms of education will continue to increase. Distance learning is becoming increasingly widespread in the field of entrepreneurship.

As part of the International Labor Organization's CIDA-funded project, Sidi Mohamed Ben-Abdellah University launched its first CLE (Understanding Enterprise) distance learning course in 2008.

The overall objective of CLE is to contribute to the creation of a corporate culture in a country or society, to encourage awareness among young people of the opportunities and challenges of entrepreneurship and self-employment, and To make them aware of the role they play in shaping their future and that of the socio-economic development of their country. [Cle.usmba.ac.ma, accessed 02 November 201].

CLE is a dynamic, participative and intuitive training on business and entrepreneurial spirit for young people.

The training program "Understanding Enterprise" has been transformed into distance learning with the required pedagogical methodology.

Young people who have taken the CLE training will take a positive approach to entrepreneurship and will be more motivated to start their own business. Youth unemployment will be reduced because these young women and young people will increase their employability for paid employment and their ability to create self-employment or start their own business.

In the long term, CLE entrepreneurship training will change their attitude in society and contribute to a positive corporate culture.

IV.developpement of entrepreneurial culture in young students: the example of a practice in the university Sidi Mohamed Ben Abdellah

It is a question of presenting the conceptual, methodological framework and the results of a survey that we carried out on the ground.

A. Interest and methodology of research.

The implantation of the entrepreneurial culture at the university will have fostered in the future students a desire to undertake and to carry out projects which propose realistic challenges and in which they have   autonomy of action. They will be interested in further developing this crop and the associated characteristics.

1. Survey

The questionnaire is divided into two parts, the first relating to the student's personal data to define the respondent's profile, consisting of 11 questions: 2 open and 9 closed with scale. We used two types of scales: Semantics and Binary.

The second part serves to answer some questions about entrepreneurial culture, We used the type of semantic scale:

- I do not agree at all;

- I do not agree - ; I am neither for nor against; I agree +; I totally agree ++).

The questionnaire consists of 53 questions.

2. Data Collection

We administered our questionnaire face-to-face. At the end of the data collection phase, we have a response rate of 86.67%. Note that we have scanned the questionnaires filled in through the "SPHINX V5" software.

a.The sample and the results obtained

* Sampling

The extraction of a survey sample is the basis for the results, decisions and recommendations of each field study. It must be representative of the population concerned and provide sufficiently precise results. For the definition of our sample, we choose the simple random method. After delimitation of the mother population, it is a question of drawing a random sample and making contact.

Our sample is made up of students from the Faculty of Legal, Economic and Social Sciences of Fez.

Among the selected respondents, women represented a rate of 42.3% and men with a rate of 57.7%.

* Analysis of search results

After completing the questionnaires, we can announce the following results:

96.2% of the target surveyed has already taken an entrepreneurial training course at the university.

69.2% already know an entrepreneur, the latter is generally a member of their family with a rate of 46.2%.

Concerning professional experience, 73.1% have already worked or spent internship within a company, 69.2% of them in a company of a third.

96.2% have already thought of starting their own business after completing their training.

46.2% say they will try to find a stable and hard job after completing their studies.

In addition, 73.1% of respondents attest to the ability to launch a business. At the same time 88.5% are willing to take the risk.

42.3% do not believe in luck as an essential element to succeed the case against only 38.5% who believe in it.

92.3% of those surveyed express an admiration of people who have a business and manage it successfully.

More than 50% of students believe that entering an entrepreneurial experience requires a good idea, money, knowledge about the business world, and qualifications.
Despite the efforts made by the State and the university to encourage students to set up their own business, 76.9% think that it is very complicated to set up a company. For them, it is necessary to think of a multitude of problems, and 92.2% think that to create and manage their business as a real professional, they have to work more than others.

Only 26.9% of students intend to start a business, which asserts the rate of 65.2% of people who already have the idea of being workers in a firm after their university studies.

The majority of students are aware of the importance of small businesses in society and their role in creating   More than 96% of the target respondents have confidence in themselves, they attest that they have the ability to express their ideas in a clear and concise manner. We also record that 95.1% know take the initiative to resolve misunderstandings as soon as they arise, and to explore options for solutions adequately.

V- Testing solutions to promote the entrepreneurial culture of students
The university can be considered as an essential element in strengthening Entrepreneurial culture and innovation among young people, hence the need to integrate entrepreneurship and entrepreneurship awareness tools into university curricula. Emphasis should be placed on:
- Entrepreneurship education and the development of entrepreneurial spirit, to train entrepreneurs who will be the driving forces of companies tomorrow. This will help develop a shared and publicly shared entrepreneurial culture, thus fostering innovation, initiative and accountability at the organizational level.
- The State must commit itself to creating an environment conducive to the emergence of a genuine entrepreneurial culture among young people. To facilitate the launching of small businesses,
- To provide effective, accessible strategies adapted to the needs of young / future entrepreneurs to carry out their business project. Several dimensions impact our entrepreneurial environment:
-**Socioculturaldimension:** Entrepreneurship depends heavily on The culture of the individual as well as those around him / her.
-**Psychologicaldimension.** Entrepreneurship is linked to consciousness, personal aspirations and the development of the entrepreneur.
-Entrepreneurial learning.
Develops skills or to implement in the environment carriers of ideas of creation of companies. This learning in Morocco is also done by raising awareness of the creation of companies, notably by television programs such as a challenger on 2m.
-Economic and political dimensions
Entrepreneurship depends essentially on the recognition of the state of the economic activities in which the entrepreneurs and the facilities that it grants them.
Conclusion
In short, entrepreneurship or entrepreneurship is not a person isolated from the world, it is a person of course who has a will, a project, but this project is also built in relation to This environment, this space in which one lives and any individual, of course, must develop this capacity to integrate his environment. So undertaking is a matter of personal decision, but it is also a matter of becoming, a matter of projection. In this vision the university Sidi Mohamed Ben Abdellah through his experience of ICE and undertake CLE aims to encourage Students to take courses in the field of entrepreneurship in order to present and develop innovative projects.

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