

Understanding the Determinants of Entrepreneurial Intentions in Algerian Higher Education

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Received date: 12.12.2024; Accepted date: 11.03.2025; Publication date: 02.04.2025
doi: 10.56334/sei/8.2.38

Abstract

This study investigates the determinants of entrepreneurial intentions among Algerian university students using the Theory of Planned Behavior (TPB) and the Entrepreneurial Event Model (EEM). A cross-sectional survey was conducted with 242 students from various academic fields. The structured questionnaire assessed three main predictors—attitudes, social/institutional support, and perceived behavioral control—alongside entrepreneurial intentions. The results of binary logistic regression reveal that perceived behavioral control is the most significant predictor, indicating that students' confidence in their entrepreneurial

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Citation: Mekhmoukh S., Meziani H. , Gassem M.F., Moumeni A. (2025). Understanding the Determinants of Entrepreneurial Intentions in Algerian Higher Education. *Science, Education and Innovations in the Context of Modern Problems*, 8(2), 547-570. <https://imcra-az.org/archive/358-science-education-and-innovations-in-the-context-of-modern-problems-issue-2-volvi-2025.html>

abilities strongly influences their intention to start a business. Social and institutional support also demonstrated a significant positive effect. In contrast, entrepreneurial attitudes showed a weak negative association with intention, suggesting that favorable perceptions alone are insufficient without adequate capability and support. These findings highlight the importance of strengthening self-efficacy and institutional ecosystems rather than relying solely on promoting positive attitudes.

Keywords: entrepreneurial intention, Algeria, university students, perceived behavioral control, institutional support

JEL Codes : L26, M13

1. Introduction

Youth unemployment is a critical socio-economic challenge in the Middle East and North Africa (MENA) region, with young people facing the highest jobless rates in the world. Recent data show that youth unemployment in MENA averages around 25%, and in Algeria it exceeds 30% – among the highest in the region (World Bank, 2022; Naufal, 2022). This persistent unemployment crisis has prompted policymakers and development organizations to promote entrepreneurship as a strategic solution for job creation and economic diversification. Globally, youth have exhibited strong entrepreneurial aspirations; for example, a Global Entrepreneurship Monitor report found that young people are significantly more likely to intend to start a business than adults across various regions (Schøtt et al., 2015). Fostering youth entrepreneurship is increasingly viewed as a critical development strategy to integrate young graduates into the labor market and harness their potential for sustainable economic growth (Schøtt et al., 2015). In the Algerian context, encouraging university students to pursue entrepreneurial ventures has gained policy attention as a way to absorb a growing educated workforce and spur innovation in an economy long dominated by the hydrocarbon sector and public employment.

Despite this emphasis, entrepreneurial activity among Algerian youth remains relatively low, and the rate of new venture creation is widely perceived as below potential (Tounés & Mahmoudi, 2022). Algeria's young graduates often struggle to transition from education to employment, and many eventually consider self-employment out of necessity rather than opportunity (St-Jean et al., 2014). However, the factors that drive or hinder these students' intentions to start a business are not yet fully understood. Prior research on entrepreneurial intentions in Algeria is limited, and some evidence suggests that models developed in Western contexts may not directly translate to Algerian youth. For instance, a comparative study found that the usual predictors of entrepreneurial intention had little explanatory power among Algerian students, implying that unique cultural or economic factors are at play (St-Jean et al., 2014). This underscores the need for a contextualized

analysis of Algerian students' entrepreneurial intentions, grounded in robust theoretical frameworks that can capture both individual and situational determinants.

The Entrepreneurial Event Model (EEM) of Shapero and Sokol (1982) offers a complementary perspective by emphasizing the role of context and "triggering" life events in the formation of entrepreneurial intentions. EEM suggests that an entrepreneurial act occurs when an individual perceives entrepreneurship as desirable and feasible and has a propensity to act upon opportunities (Shapero & Sokol, 1982). Key elements of this model are perceived desirability (the attractiveness of starting a business, influenced by personal values and social expectations) and perceived feasibility (the degree to which one feels capable of successfully starting a business, akin to self-efficacy), along with a predisposition to act. Importantly, Shapero's model recognizes that a displacement event or trigger (such as job loss or unmet career aspirations) may "push" an individual toward entrepreneurship by altering perceptions of desirability and feasibility.

Although numerous initiatives aimed at fostering entrepreneurship in Algeria, a substantial gap persists between the high level of entrepreneurial interest among university students and the actual creation of new ventures. Thus, the central research question of this study is: What are the key determinants of entrepreneurial intentions among Algerian university students?

Guided by TPB and EEM, this study posits one main hypothesis and three sub-hypotheses:

- H_1 (Main Hypothesis): Algerian university students' entrepreneurial intentions are significantly influenced by their personal attitudes toward entrepreneurship, subjective norms, and perceived behavioral control.

- H_{1a} : A positive personal attitude toward entrepreneurship is positively associated with the entrepreneurial intentions of Algerian students.

- H_{1b} : Supportive subjective norms (i.e., the perception that family, peers, and community encourage entrepreneurship) are positively related to students' entrepreneurial intentions.

- H_{1c} : Higher perceived behavioral control, reflecting self-efficacy and the perceived feasibility of launching a venture, is positively correlated with entrepreneurial intentions.

In order to address the research question and test the hypotheses, this study pursues the following objectives:

- 1.To assess the overall level of entrepreneurial intentions among Algerian university students.

- 2.To identify and quantify the influence of individual factors (attitude, subjective norms, and perceived behavioral control) on these intentions.

3.To examine how these determinants, interact within the TPB framework in the Algerian context.

4.To provide policy and educational recommendations aimed at fostering an entrepreneurial ecosystem in Algeria.

The theoretical significance of this study lies in its extension of established entrepreneurship models—TPB and EEM—to a relatively under-researched context. While many studies have validated these frameworks in Western and some Asian contexts (Ajzen, 1991; Shapero & Sokol, 1982), their applicability in Algeria and the broader Maghreb region remains underexplored. This study, therefore, contributes to the generalizability of entrepreneurship theory by integrating both intrinsic factors and contextual triggers in an Algerian setting. Practically, the study is significant for policymakers and educators. By identifying the key determinants of entrepreneurial intentions, the findings can inform the design of targeted interventions—such as curriculum reform and mentorship programs—that enhance students' entrepreneurial competencies and ultimately reduce youth unemployment.

The study adopts a quantitative cross-sectional design using a structured survey instrument administered to 242 university students across several Algerian institutions. The questionnaire, developed based on validated TPB and EEM measures, collects data on students' attitudes, subjective norms, perceived behavioral control, and entrepreneurial intentions. This design addresses a significant research gap: although previous studies have examined entrepreneurial intentions in various contexts, few have focused on the unique interplay of individual and contextual factors among Algerian youth (Tounés & Mahmoudi, 2022; St-Jean et al., 2014). By integrating these dimensions, the study not only enriches the theoretical debate but also provides empirically grounded recommendations for enhancing the entrepreneurial ecosystem in Algeria.

This study is structured into five main sections: the introduction, literature review, methodology, results, and conclusion. Each section presents a logical progression from the research problem and theoretical framework to data analysis and key implications.

2. Literature Review

Entrepreneurial intention research in recent years has increasingly focused on university students in developing contexts, highlighting both individual and contextual determinants. Early studies in Algeria laid the groundwork by applying established intention models. For instance, Alili and Mahi (2019) employed the Theory of Planned Behavior (TPB) and Shapero's Entrepreneurial Event Model to examine six factors influencing Algerian students' startup intentions. Using a Partial Least Squares-SEM on 100 responses, they found that personal traits (e.g. proactivity), self-efficacy, and attitude towards entrepreneurship positively predicted intentions, whereas social recognition and formal entrepreneurship training had no significant effect. This suggests that by the late 2010s, individual dispositions

outweighed institutional support in driving students' venture intentions, hinting at shortcomings in how entrepreneurship education was then delivered. Expanding this insight, Boudia et al. (2020) surveyed 215 Master's students at Tlemcen University using a TPB-based framework. Their structural equation analysis confirmed that favorable attitudes and supportive subjective norms significantly boost intention, yet notably the direct impact of entrepreneurship training was negative. Such counter-intuitive results – also observed in Alili and Mahi's work – raised early concerns that Algerian entrepreneurship support programs (e.g. the ANSEJ scheme) were not effectively translating into higher entrepreneurial drive. These foundational studies underscored a need to critically assess educational approaches and to strengthen personal motivators for entrepreneurship among youth, directly informing the rationale for further investigation in this context.

As research progressed into the early 2020s, scholars began integrating additional psychological and contextual variables to better explain student entrepreneurial intentions, including comparative perspectives from the MENA region. In Saudi Arabia, Alshagawi and Ghaleb (2022) extended the TPB model by incorporating entrepreneurial risk perception and the social valuation of entrepreneurship in a sample of 802 university students. Their study, using SEM, revealed that fear of entrepreneurial risk exerts a significant negative influence on students' attitudes, perceived behavioral control (PBC), and ultimately their startup intentions. Conversely, strong societal appreciation for entrepreneurship was found to positively shape attitudes, PBC, and even subjective norms. Interestingly, while personal attitude and control emerged as significant predictors of intention (consistent with TPB), social norms did not directly affect intention in that context. This partial support for TPB highlights cultural nuances: in the Saudi setting, internal motivations were paramount, and peer/family approval was less influential than expected. Such findings align with other developing-country studies emphasizing personal agency. For example, a large-scale study in Yemen by Al-Qadasi et al. (2023) found that individual traits like need for achievement and locus of control bolstered students' entrepreneurial self-efficacy and intentions, whereas mere "instrumental readiness" (resources availability) showed no direct effect. Notably, perceived situational factors (e.g. economic or infrastructural conditions) did directly encourage Yemeni students' startup intentions, even though these factors did not enhance self-efficacy. Moreover, self-efficacy partially mediated the influence of personal traits on intention, reinforcing its pivotal role in intention formation. These comparative insights from the MENA region underline that beyond universal predictors (attitude, efficacy), contextual elements – be it cultural attitudes toward risk or environmental support – can significantly modulate entrepreneurial intentions among students. They also suggest that inconsistent effects of education and environment in earlier Algerian studies are not unique, warranting a closer look at how context and individual factors interact in different settings.

Building on this momentum, recent Algerian research has explicitly combined individual and contextual lenses. Tounés and Mahmoudi (2022) advanced the discussion by examining how Algeria's entrepreneurial climate interfaces with students' personal confidence. Adopting a dual-theory approach, they merged a context-centered perspective with an individual-centered one, focusing on perceived entrepreneurial climate and entrepreneurial self-efficacy, and further tested the moderating role of entrepreneurship education. In a survey of 302 Algerian university students, they observed two key outcomes. First, the perceived entrepreneurial climate – encapsulating the national business environment and support infrastructure – had a significant negative effect on students' entrepreneurial intentions. In other words, a challenging or discouraging climate in Algeria dampened the desire to start a venture. Second, although entrepreneurial self-efficacy was a positive driver of intention (in line with prior studies), its influence was not amplified by formal entrepreneurship. The lack of a moderating effect suggests that the current educational programs did little to boost students' confidence to translate into higher intent. These findings echo the earlier concerns: even as universities introduce entrepreneurship courses, their content or pedagogy may not be impactful enough to overcome external hurdles or to significantly raise self-belief. Tounés and Mahmoudi's contribution is important in highlighting the "intention gap" in Algeria – a discrepancy between policy efforts to encourage startups and students' subdued intentions, attributable to an unfavorable ecosystem. Their work thus provided a strong rationale for the present study to delve deeper into which interventions or environmental changes could mitigate the discouraging climate and better harness individual potential.

By 2023 and 2024, the literature began exploring new dimensions such as generational shifts and specific entrepreneurial orientations, further refining our understanding of student intentions. In an Algerian study targeting Generation Z undergraduates, Amrouni and Azouaou (2024) found a striking deviation from traditional TPB patterns. Surveying 93 students at a single campus with a PLS-SEM approach, they discovered that subjective norms – influence from family, friends, and society – was the only factor with a significant positive impact on Gen Z students' entrepreneurial intentions. In contrast, the students' own attitudes toward entrepreneurship, their perceived behavioral control, and even prior entrepreneurship training showed no significant effect. This suggests that very young aspiring entrepreneurs in Algeria may be more swayed by social approval and cultural expectations than by their personal attitudes or classroom exposure. One critical interpretation is that existing educational programs have yet to empower Gen Z students to develop strong internal conviction or perceived control regarding startups. The authors themselves note the limited scope of their sample and urge broader studies, but their findings raise pertinent questions about a potential generation-specific mindset that prioritizes social validation. Such nuances

align with the broader observation that context matters: in Saudi Arabia, as noted, social norms were insignificant, whereas among Algerian Gen Z, they appear paramount. These mixed results call for further inquiry – a gap the current research aims to fill by examining a wider student population and the interplay of social influence with individual attitudes in Algeria.

Finally, the most recent scholarship has started dissecting entrepreneurial orientation traits among students, offering granularity on which personal qualities drive intentions. Kaouache et al. (2024) focused on three dimensions of individual entrepreneurial orientation – risk-taking, innovativeness, and proactiveness – in a sample of 333 Algerian university students. Using regression analysis, they found that a propensity to take risks and a proactive mindset each had a direct, significant positive effect on entrepreneurial intention. In contrast, innovativeness (the creative or novelty-seeking tendency) showed no statistically significant impact. This nuanced result suggests that not all entrepreneurial traits are equally influential for aspiring student entrepreneurs: being willing to act and tolerate risk matters more for intention formation than simply having innovative ideas. It aligns with Alshagawi and Ghaleb's (2022) observation that fear of risk undermines intentions – essentially the flip side of the importance of risk-taking found by Kaouache et al (2024).

Collectively, this literature paints a complex but enlightening picture. On one hand, core theories like TPB remain useful, as personal attitude, perceived control, and self-efficacy frequently emerge as key drivers of intention across studies. On the other hand, context-specific factors – from the national entrepreneurial climate to cultural norms and even generational differences – considerably modulate these drivers in Algeria and comparable developing countries. Many studies reported either weak or paradoxical effects of formal entrepreneurship education and institutional support, suggesting that simply transplanting entrepreneurship programs from other contexts may not yield the expected boost in intentions. This body of work establishes the scholarly discourse that the present study enters. By synthesizing these findings, our study is motivated to address the noted gaps and inconsistencies: particularly, we investigate how Algerian university students' entrepreneurial intentions are shaped by a confluence of individual attitudes and contextual perceptions, and whether targeted educational interventions can reconcile the disconnect observed in prior research. In doing so, we aim to contribute evidence that can help align Algeria's entrepreneurship education and ecosystem with the motivational needs of its next generation of entrepreneurs.

3. Data & Methodology

3.1 Research Design

This study employed a quantitative, cross-sectional survey to assess how attitudes, subjective norms, and perceived behavioral control affect entrepreneurial intentions among

Algerian university students. Data were collected at a single point in time, capturing variations in students' psychological determinants without experimental manipulation. By administering a structured questionnaire, the study ensured uniform measurement across respondents and facilitated statistical analysis of hypothesized relationships.

3.2 Population and Sampling

The target population comprised undergraduate students nearing graduation in Algerian public universities. To increase diversity, the survey was distributed in various faculties (e.g., economics, business, engineering). A convenience sampling strategy was used, relying on collaborations with faculty members who circulated the questionnaire. Participation was voluntary, and anonymity was guaranteed. Ultimately, 242 valid responses were gathered, providing sufficient power for hypothesis testing. Including students from multiple disciplines and regions helped reduce sampling bias and improve the broader applicability of the findings.

3.3 Data Collection Tool

A self-administered questionnaire was used, covering demographic information and items on attitudes, social norms, perceived control, and entrepreneurial intentions. All statements were rated on a five-point Likert scale (from "strongly disagree" to "strongly agree"). This scale design is straightforward for respondents and yields quantitative data suitable for regression. The questionnaire, originally developed in English, was translated and pilot-tested on a small group of students to confirm clarity and reduce ambiguity.

4. Findings and Discussions

4.1. Findings

4.1.1. Reliability and Validity Analysis

Table 1. Reliability Statistics for the Study Constructs

Construct	Cronbach's Alpha (α)	Interpretation
Entrepreneurial Attitudes (Q1–Q12)	0.713	Acceptable internal consistency
Social and Institutional Support (Q13–Q24)	0.896	Excellent internal consistency
Entrepreneurial Intentions (Q25–Q36)	0.843	Good internal consistency

Source: Prepared by the researcher, based on SPSS 27 outputs.

The Entrepreneurial Attitudes scale yielded a Cronbach's alpha of 0.713, which exceeds the commonly accepted minimum threshold of 0.70 (Nunnally & Bernstein, 1994). This suggests that the items within this construct are adequately interrelated and reliably measure students' self-perceived capabilities, creativity, and risk tolerance in relation to entrepreneurship. The Social and Institutional Support dimension recorded a Cronbach's

alpha of 0.896, indicating excellent reliability. This high internal consistency reflects a strong coherence among items measuring family, peer, community, and university-based support systems. The result enhances the credibility of subsequent analyses related to external enablers of entrepreneurial intentions. The Entrepreneurial Intentions scale achieved a Cronbach's alpha of 0.843, denoting good reliability. The scale items consistently reflect students' motivational readiness and planning related to business creation. This level of internal consistency ensures that the construct reliably captures the core dependent variable of the study.

In summary, all three scales demonstrate psychometric adequacy, supporting their use in hypothesis testing and multivariate analysis. These findings confirm that the survey instrument is statistically robust and appropriate for measuring the latent constructs associated with entrepreneurial intention formation among Algerian university students.

Table 2. Communalities of Extracted Items (Extraction Method: PCA)

Item No.	Item Summary	Extraction
Q1	Confidence in starting a business	0.636
Q2	Possess necessary skills and knowledge	0.744
Q3	Ability to overcome challenges	0.809
Q4	Generate creative business ideas	0.838
Q5	Innovative problem-solver	0.734
Q6	Identifying unmet needs as business opportunities	0.838
Q7	Willingness to take financial risks	0.884
Q8	Accepting risk as part of entrepreneurship	0.878
Q9	Comfort with uncertain income	0.893
Q10	View entrepreneurship as attractive career	0.830
Q11	Positive attitude toward entrepreneurship	0.765
Q12	Belief in benefits of entrepreneurship	0.877
Q13	Family supports intention to start business	0.754
Q14	Emotional encouragement from family	0.802
Q15	Family would assist if business started	0.717
Q16	Community encourages entrepreneurial activity	0.840
Q17	Peer support for launching venture	0.916
Q18	Culture of entrepreneurship in environment	0.930
Q19	University offers entrepreneurship programs	0.822
Q20	University promotes entrepreneurial initiatives	0.838
Q21	Access to university mentoring	0.804

Q22	Access to training or funding resources	0.755
Q23	Awareness of support organizations	0.754
Q24	Ease of accessing information to start business	0.858
Q25	Strong desire to start own business	0.890
Q26	Intention to become entrepreneur	0.772
Q27	Excitement about self-employment	0.863
Q28	Preparedness to start business if opportunity arises	0.777
Q29	Readiness to turn ideas into viable business	0.718
Q30	Clear plan to start business	0.807
Q31	Steps already taken toward launching business	0.753
Q32	Plan to start business within a few years	0.856
Q33	Entrepreneurship is most suitable path	0.893
Q34	Determination to pursue entrepreneurship	0.875
Q35	Entrepreneurship depends on own will	0.875
Q36	Confidence in executing business idea	0.877

Source: Prepared by the researcher, based on SPSS 27 outputs.

Table 3. Total Variance Explained by Principal Components

Component	Eigenvalue	% of Variance	Cumulative %
1	7.773	21.59%	21.59%
2	4.543	12.62%	34.21%
3	3.124	8.68%	42.89%
4	2.715	7.54%	50.43%
5	2.435	6.76%	57.19%
6	2.166	6.02%	63.21%
7	1.948	5.41%	68.62%
8	1.452	4.03%	72.66%
9	1.186	3.29%	75.95%
10	1.083	3.01%	78.96%
11	1.045	2.90%	81.86%

Source: Prepared by the researcher, based on SPSS 27 outputs.

Table 4. Selected Rotated Component Loadings (Varimax Rotation)

Item Statement	Component	Loading
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I am comfortable with uncertainty in income when starting a business	1	0.821
Risk-taking is an acceptable part of achieving entrepreneurial goals	1	0.817
I can access mentoring or guidance at the university	1	0.799
My community encourages entrepreneurial activities	2	0.881
I receive emotional encouragement from my family regarding entrepreneurship	2	0.863
I aim to start a business within the next few years	3	0.917
I have developed a clear plan to establish my own business	3	0.837
I possess the necessary skills and knowledge	4	0.785
My family supports my intention to start a business	5	0.846
I enjoy identifying unmet needs that could become viable businesses	6	0.883
My peers and friends support the idea of launching a venture	7	0.908
There is a growing culture of entrepreneurship in my environment	7	0.885
I have a strong desire to start my own business	8	0.911
It is easy for me to find reliable information about how to start a business	8	0.843
My university offers programs or courses related to entrepreneurship	9	0.859
The idea of being self-employed excites me	10	0.784
I am willing to take financial risks to pursue a business opportunity	11	0.923

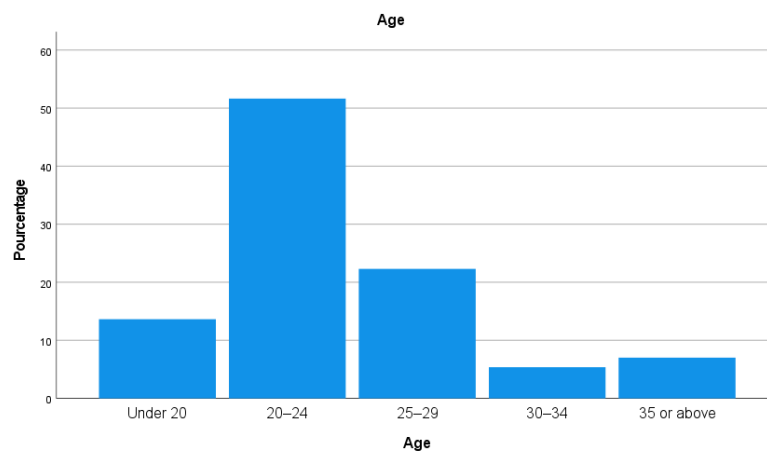
Source: Prepared by the researcher, based on SPSS 27 outputs.

Exploratory Factor Analysis (EFA) was conducted on the 36-item scale using Principal Component Analysis (PCA) with Varimax rotation. The results revealed strong psychometric properties for the scale and confirmed its multidimensional structure. Communality values for all items exceeded 0.60, indicating that each item contributed adequately to explaining the variance in its associated component. These results suggest that the instrument captures distinct dimensions of entrepreneurial intention and its antecedents. The extracted factors explained a cumulative 81.86% of the total variance, which is considerably above the standard threshold for construct validity in social science research. Eleven components had eigenvalues greater than one, suggesting the presence of multiple latent factors. Although the original conceptual model proposed three main constructs, the additional components may reflect nuanced subdimensions within attitudes, social support, and entrepreneurial motivation, particularly given the broad range of psychological and contextual variables assessed in this instrument.

The rotated component matrix demonstrated clear and interpretable loadings. Items related to self-efficacy, risk-taking, and confidence consistently loaded on the same factor, aligning conceptually with perceived behavioral control. Support-related items grouped into separate factors reflecting social and institutional support, such as family encouragement, university resources, and peer influence. Entrepreneurial intention items, including statements about desire, planning, and readiness to launch a business, formed coherent factors, affirming the internal consistency of the dependent variable construct. Overall, the factor structure supports the theoretical framework of the study. These findings provide strong empirical justification for using the instrument in hypothesis testing and further multivariate analysis.

4.1.2. Demographic Characteristics of Respondents

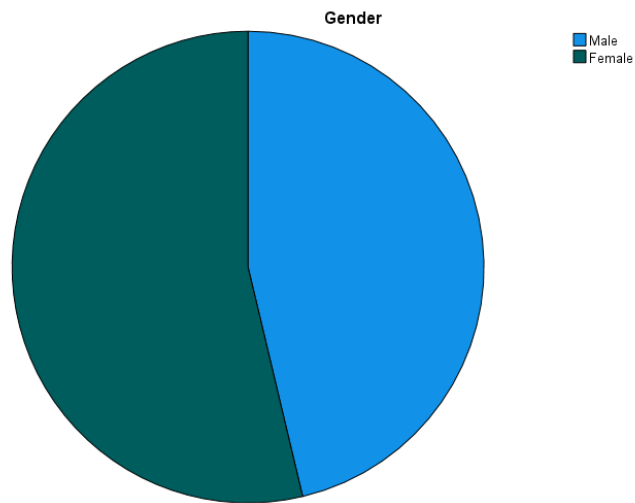
Figure 1. Distribution of Respondents by Age



Source: SPSS 27 outputs.

The largest proportion of respondents (over 50%) were aged between 20 and 24, indicating a concentration of participants in the typical university age range. Individuals under 20 and between 25–29 were moderately represented, while those aged 30 and above formed a minor segment. This distribution reflects a predominantly young population, aligning with the study's target of capturing students nearing graduation.

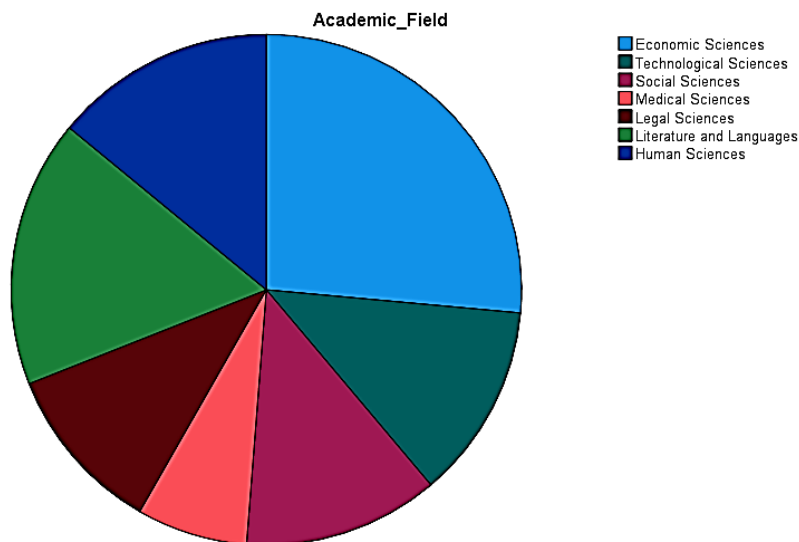
Figure 2. Gender Distribution of Respondents



Source: SPSS 27 outputs.

The gender distribution shows a slight female majority, with women comprising over half of the total sample. This balance reflects increasing female participation in Algerian higher education. The relatively equitable gender representation strengthens the generalizability of the findings across genders.

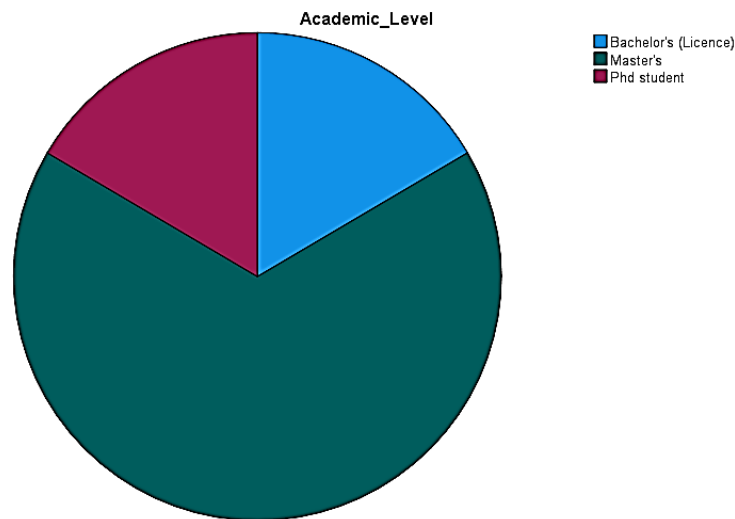
Figure 3. Distribution by Academic Field



Source: SPSS 27 outputs.

Respondents were drawn from diverse academic backgrounds, with noticeable representation from Economic Sciences, Technological Sciences, and Human Sciences. Medical and Legal Sciences had smaller shares, while Literature and Social Sciences showed moderate presence. This disciplinary diversity provides a broad base for analyzing differences in entrepreneurial intention across fields.

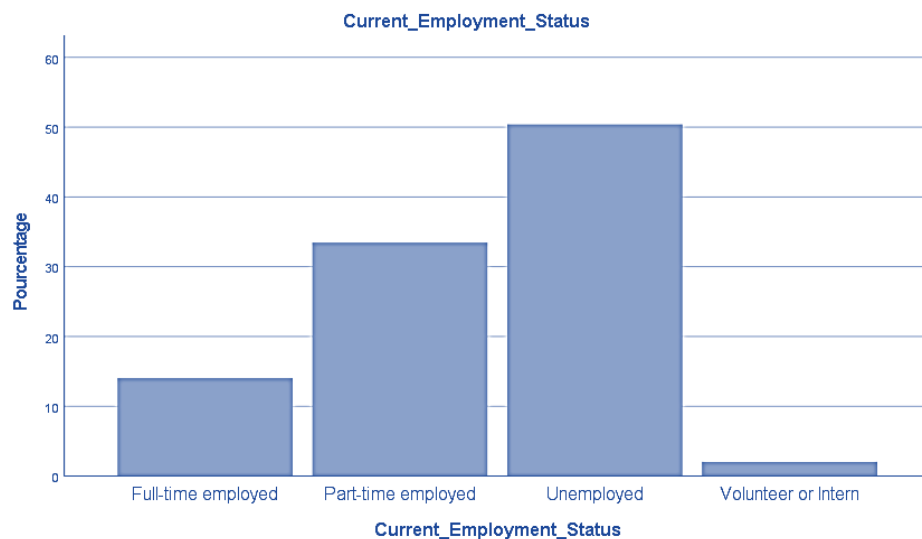
Figure 4. Distribution by Academic Level



Source: SPSS 27 outputs.

Master's students formed the majority of the sample, followed by Bachelor's students and a smaller proportion of PhD candidates. This suggests a research focus on students in advanced stages of academic training. The dominance of postgraduate students may influence the maturity and realism of entrepreneurial perspectives observed in the study.

Figure 5. Marital Status of Respondents



Source: SPSS 27 outputs.

A significant majority of respondents were single, accounting for over 60% of the sample, followed by married participants and small minorities of divorced and widowed individuals. This reflects the typical demographic composition of university students in

Algeria. Marital status may serve as a contextual variable influencing personal motivation for entrepreneurship.

4.1.3. Descriptive Analysis of Survey Responses

Table 5. Descriptive Statistics of Survey Items (N = 242)

Item No.	Item Summary	Min	Max	Mean	Std. Deviation
Q1	I am confident in my ability to successfully start my own business.	1	5	3.68	1.203
Q2	I possess the necessary skills and knowledge to launch a venture.	1	5	3.63	0.846
Q3	I believe I can overcome challenges associated with starting a business.	1	5	3.54	1.019
Q4	I often generate creative business ideas.	1	5	3.59	0.811
Q5	I consider myself an innovative problem-solver.	1	4	2.93	1.331
Q6	I enjoy identifying unmet needs that could become viable businesses.	3	5	3.48	0.563
Q7	I am willing to take financial risks to pursue a business opportunity.	1	5	3.30	0.842
Q8	Risk-taking is part of achieving entrepreneurial goals.	1	5	3.60	0.794
Q9	I am comfortable with income uncertainty in entrepreneurship.	1	5	3.69	0.820
Q10	I view entrepreneurship as an attractive career option.	1	5	3.22	1.089
Q11	I have a positive attitude toward becoming an	3	5	3.55	0.523

	entrepreneur.				
Q12	I believe the benefits outweigh the drawbacks of entrepreneurship.	1	5	2.69	1.572
Q13	My family supports my entrepreneurial intentions.	1	5	2.95	1.248
Q14	I receive emotional encouragement from my family.	1	5	3.33	0.932
Q15	My family would assist me in starting a business.	3	5	3.60	0.611
Q16	My community encourages entrepreneurship.	1	5	3.40	0.938
Q17	My peers support the idea of starting a venture.	1	5	3.00	1.283
Q18	There is a growing culture of entrepreneurship in my environment.	1	5	2.96	1.470
Q19	My university offers entrepreneurship programs.	1	5	3.17	1.055
Q20	My university promotes student entrepreneurship.	1	5	3.39	1.242
Q21	I can access mentoring at university for entrepreneurship.	1	5	3.69	0.868
Q22	I have access to training or funding resources.	1	5	3.32	0.847
Q23	I am aware of organizations that support young entrepreneurs.	1	5	3.51	0.811
Q24	It is easy to find reliable information on how to start a business.	1	5	2.99	1.380
Q25	I have a strong desire to	1	5	3.16	1.131

	start my own business.				
Q26	I intend to become an entrepreneur.	1	5	2.86	1.375
Q27	The idea of being self-employed excites me.	1	5	2.61	1.353
Q28	I feel prepared to start a business if the opportunity arises.	1	5	3.34	1.305
Q29	I am ready to turn my ideas into a viable business.	1	5	2.38	1.401
Q30	I have a clear plan to establish my business.	1	5	3.03	1.449
Q31	I have already taken steps to start a business.	1	5	2.20	1.442
Q32	I aim to start a business within a few years.	1	5	3.10	1.240
Q33	Entrepreneurship is the most suitable path for me.	1	5	2.40	1.446
Q34	I am determined to pursue entrepreneurship regardless of challenges.	1	5	3.34	1.308
Q35	Starting a business depends primarily on my own will.	1	5	2.32	1.362
Q36	I am confident in my ability to execute a business idea.	1	5	3.32	1.283

Source: Prepared by the researcher, based on SPSS 27 outputs.

The descriptive analysis of the survey responses reveals notable trends in Algerian university students' entrepreneurial perceptions. Items related to self-confidence and perceived control—such as “I can access mentoring” (M = 3.69), “I am comfortable with uncertainty” (M = 3.69), and “I am confident in starting a business” (M = 3.68)—recorded the highest mean values, suggesting a generally strong internal belief in entrepreneurial capacity. In contrast, intention-related items such as “I have already taken steps toward launching a business” (M = 2.20), “Entrepreneurship is the most suitable path for me” (M = 2.40), and “My decision depends primarily on my own will” (M = 2.32) showed the lowest means, indicating a

clear gap between belief and action. Additionally, while support from universities and family received moderate scores, some statements—such as awareness of support organizations and availability of reliable information—scored just around the neutral mark, implying perceived limitations in external support systems. These findings highlight a critical paradox: despite a relatively high degree of confidence and readiness, many students remain hesitant or uncommitted to taking concrete steps toward entrepreneurship, suggesting the need for targeted ecosystem interventions and policy alignment.

4.1.4. Testing the hypotheses

Table 7. Normality Test Results (Kolmogorov-Smirnov and Shapiro-Wilk)

Dimension Description	K-S Statistic	df	Sig. (K-S)	S-W Statistic	df	Sig. (S-W)
Entrepreneurial Attitudes	0.118	242	< 0.001	0.956	242	< 0.001
Social and Institutional Support	0.086	242	< 0.001	0.986	242	0.017
Entrepreneurial Intentions	0.159	242	< 0.001	0.928	242	< 0.001

Source: Prepared by the researcher, based on SPSS 27 outputs.

The results of the normality test using both the Kolmogorov-Smirnov and Shapiro-Wilk tests indicate that the data do not follow a normal distribution across all three dimensions. All significance (Sig.) values were below the 0.05 threshold, including the dimension of Social and Institutional Support (d2), which recorded a Shapiro-Wilk p-value of 0.017. This suggests that the assumption of normality is violated, and therefore, non-parametric statistical tests are more appropriate for subsequent analyses

Main Hypothesis

Table 8. Spearman Correlation Matrix Between Key Constructs

Variables	d1: Attitudes	d2: Support	d3: Intentions
d1: Attitudes	1.000	0.524**	0.388**
d2: Support	0.524**	1.000	0.257**
d3: Intentions	0.388**	0.257**	1.000

Note: Correlation is significant at the 0.01 level (2-tailed).

Source: Prepared by the researcher, based on SPSS 27 outputs.

Spearman's rank-order correlation test was conducted to examine the relationship between entrepreneurial attitudes (d1), social and institutional support (d2), and entrepreneurial intentions (d3) among Algerian university students. The results revealed statistically significant and positive correlations between all three variables, as shown in the correlation matrix. The correlation between entrepreneurial attitudes (d1) and entrepreneurial intentions (d3) was $\rho = 0.388$ at a significance level of $p < 0.01$, indicating a moderately strong positive relationship. This suggests that students with more favorable attitudes toward entrepreneurship are more likely to express strong entrepreneurial intentions. Additionally, a positive correlation was observed between social and institutional support (d2) and entrepreneurial intentions (d3), with a coefficient of $\rho = 0.257$ and $p < 0.01$. This implies that external support from family, peers, and the academic environment contributes—albeit to a lesser extent—to shaping students' entrepreneurial intentions. Moreover, a strong correlation was found between entrepreneurial attitudes (d1) and social/institutional support (d2), with $\rho = 0.524$, indicating a potential interactive influence between individual mindset and environmental encouragement in forming intentions. Based on these findings, the main hypothesis (H_1)—which posits that students' entrepreneurial intentions are significantly influenced by both personal attitudes and social/institutional support—is statistically supported.

Sub-Hypotheses

Table 9. Logistic Regression and Model Fit Statistics Results

Parameter	Coefficient (B)	Std. Error	z	p-value	95% CI (Lower)	95% CI (Upper)
Intercept	-17.580	2.782	-6.32	0.000	-23.033	-12.128
Attitudes	-1.840	0.922	-2.00	0.045	-3.647	-0.034
Social/Institutional Support	+1.648	0.663	+2.48	0.013	+0.348	+2.948
Perceived Behavioral Control	+5.250	0.769	+6.82	0.000	+3.743	+6.758
Log-Likelihood (Null Model)	-158.627					
Log-Likelihood (Fitted Model)	-73.921					
Chi-Square (Omnibus Test)	169.412					
Degrees of	3					

Freedom (df)	
R ²	0.534

Source: Prepared by the researcher, based on SPSS 27 outputs.

The binary logistic regression model was conducted to examine the predictive power of three independent variables—attitudes toward entrepreneurship, social/institutional support, and perceived behavioral control—on the entrepreneurial intentions of Algerian university students.

The model demonstrates strong explanatory power, as reflected in the R² value of 0.534, indicating that the independent variables together explain approximately 53.4% of the variance in students' entrepreneurial intentions. Moreover, the Omnibus Chi-Square Test is statistically significant ($\chi^2 = 169.412$, $p < 0.001$), confirming that the model significantly improves prediction over the null model. The decrease in log-likelihood from -158.627 (null model) to -73.921 (fitted model) further supports the robustness of the model fit.

Among the predictors, perceived behavioral control emerged as the strongest and most statistically significant factor ($B = +5.250$, $p < 0.001$), suggesting that students who feel confident in their ability to execute entrepreneurial tasks are much more likely to intend to start a business. This finding aligns with prior research emphasizing the role of self-efficacy in intention formation.

Social and institutional support also had a significant positive effect ($B = +1.648$, $p = 0.013$), indicating that encouragement and resources from family, peers, and universities positively influence students' entrepreneurial intentions. This underscores the importance of a supportive ecosystem for fostering entrepreneurial ambition.

Interestingly, attitudes toward entrepreneurship showed a statistically significant but negative relationship with entrepreneurial intention ($B = -1.840$, $p = 0.045$). While counterintuitive, this finding may suggest a discrepancy between favorable attitudes and actual behavioral intentions in the Algerian context—possibly due to perceived barriers such as economic risk, regulatory hurdles, or lack of institutional trust. It highlights that positive attitudes alone are insufficient in motivating entrepreneurial behavior if not accompanied by a strong sense of control and environmental support.

Overall, the results provide empirical support for the main hypothesis (H₁) and all three sub-hypotheses (H_{1a}, H_{1b}, H_{1c}), albeit with a nuanced interpretation of the role of attitudes. The findings point to the critical importance of empowering students psychologically and structurally—through training, mentoring, and reducing institutional barriers—in order to translate interest in entrepreneurship into actionable intentions.

4.2. Discussions

This study aimed to identify the key psychological and contextual factors influencing the entrepreneurial intentions of university students in Algeria. Using a binary logistic regression

model informed by the Theory of Planned Behavior (TPB) and the Entrepreneurial Event Model (EEM), the findings offer meaningful insights into how individual dispositions and environmental support jointly shape students' entrepreneurial aspirations.

The results revealed that perceived behavioral control (PBC) was the most powerful predictor of entrepreneurial intention. This aligns with existing literature emphasizing self-efficacy and internal locus of control as central drivers of entrepreneurial behavior (Ajzen, 1991; Liñán & Chen, 2009). Students who felt confident in their ability to execute a business idea—whether through prior experience, exposure, or skill development—were significantly more likely to express an intention to launch a venture. This highlights the pivotal role of entrepreneurial competence-building in educational environments. It also reinforces the idea that fostering a belief in one's capacity to navigate uncertainty and overcome obstacles is not merely complementary, but central to entrepreneurial development (Krueger et al., 2000).

The second major finding concerns the positive effect of social and institutional support. Students who reported emotional and informational support from their families, peers, and universities demonstrated significantly higher entrepreneurial intention. This finding is consistent with the broader understanding of subjective norms in TPB and with regional research showing the weight of familial and community expectations in career decisions (Tounés & Mahmoudi, 2022; Alshagawi & Ghaleb, 2022). In the Algerian context—where entrepreneurship is still emerging as a desirable career path—external encouragement appears to play a compensatory role in shaping intentions, especially when internal confidence or economic feasibility is fragile. It also validates the importance of institutional efforts to embed entrepreneurship education, mentorship, and resource access in the university experience (Kaouache et al., 2024).

Perhaps the most intriguing result was the negative but significant relationship between students' attitudes toward entrepreneurship and their entrepreneurial intentions. While this contradicts traditional TPB expectations, it is not unprecedented in developing country contexts. Several explanations are possible. First, Algerian students may maintain idealized attitudes toward entrepreneurship—viewing it as desirable or exciting—yet remain discouraged by practical barriers, such as bureaucratic inefficiencies, lack of startup capital, or fear of failure (St-Jean et al., 2014). Second, some students may express positive attitudes due to social desirability bias, without a genuine commitment to entrepreneurship. Third, it is also possible that certain pro-entrepreneurial attitudes emerge as a result of frustration with the labor market, rather than authentic entrepreneurial ambition. In such cases, attitude becomes more reactive than proactive—shaped by necessity rather than opportunity (Amrouni & Azouaou, 2024).

Collectively, these findings reinforce the view that entrepreneurial intention is multi-dimensional—not simply the product of internal attitudes but the outcome of a complex

interplay between beliefs, capabilities, and contextual enablers. While TPB remains a valid framework, this study illustrates that perceived feasibility and external support may outweigh desirability in influencing intention formation in emerging economies. As such, theoretical models of entrepreneurship must continue to be contextualized to reflect local socio-economic and cultural realities (Liñán & Fayolle, 2015).

In practical terms, the study suggests that Algerian universities and policymakers should prioritize initiatives that enhance students' perceived entrepreneurial control and expand access to support structures. These might include incubator programs, pitch competitions, hands-on workshops, and streamlined links between academic curricula and real-world entrepreneurial ecosystems. Equally, reframing entrepreneurship not only as an individual aspiration but as a collective endeavor rooted in institutional trust and community validation is likely to enhance its appeal among students navigating uncertain professional futures.

5. Conclusion

This study examined the determinants of entrepreneurial intentions among Algerian university students by integrating psychological and contextual variables within the frameworks of the Theory of Planned Behavior (TPB) and the Entrepreneurial Event Model (EEM). The empirical results, based on binary logistic regression, demonstrated that perceived behavioral control, social and institutional support, and—more complexly—personal attitudes all contribute significantly to shaping students' entrepreneurial intentions.

The most robust predictor was perceived behavioral control, indicating that students' self-efficacy and belief in their ability to succeed in entrepreneurship are critical precursors to intention. Social and institutional support also emerged as a significant facilitator, highlighting the role of family, peer networks, and university programs in fostering a favorable entrepreneurial climate. Contrary to expectations, attitudes toward entrepreneurship exhibited a negative effect, suggesting that while students may idealize entrepreneurship, they may also face cognitive dissonance when that ideal collides with systemic or practical barriers.

The findings of this study affirm that entrepreneurial intentions in Algeria are not solely determined by individual aspiration, but are shaped by a dynamic interplay between confidence, support structures, and institutional conditions. This underscores the need for policymakers and educational institutions to move beyond surface-level promotion of entrepreneurship and toward more concrete strategies that empower students, mitigate environmental constraints, and build real-world capacities.

Given the structural and psychological barriers faced by Algerian youth, the study recommends targeted interventions such as mentorship programs, experiential entrepreneurship training, and streamlined access to startup support services. By focusing on

enabling conditions rather than motivational slogans, Algeria's higher education system can more effectively cultivate a generation of competent, resilient entrepreneurs.

Future research should consider longitudinal approaches to track entrepreneurial behavior over time and explore how these intentions translate into actual venture creation. Additionally, comparative studies across North African or Middle Eastern contexts could enrich the generalizability of the findings and offer regionally tailored policy recommendations.

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