
	<p>Science, Education and Innovations in the Context of Modern Problems Issue 2, Vol. 9, 2026</p>	
	<p>RESEARCH ARTICLE </p>	
	<h2 style="text-align: center;">Entrepreneurial Culture among University Students: A Field Study on Sociology Students at the University of Biskra</h2>	
<p>Naziha Khelil</p>	<p>Dr. Social Change and Public Relations Laboratory in Algeria, Mohamed Khider University of Biskra Algeria Email: naziha.khelil@univ-biskra.dz / https://orcid.org/0009-0006-2610-0861</p>	
<p>Keywords</p>	<p>Entrepreneurship, Entrepreneurial Culture, Private Venture, University, University Student.</p>	
<p>Abstract</p> <p>Entrepreneurship constitutes a vital indicator of developmental processes and serves as one of its core pillars. In an effort to foster an entrepreneurial ethos, Algerian universities have integrated this concept into their curricula, with the objective of cultivating entrepreneurial acumen among students, incentivizing them, and facilitating their transition into entrepreneurship, thereby alleviating unemployment. This study seeks to explore this concept and evaluate the prevalence of entrepreneurial culture within the university student population, while also identifying the key impediments and challenges that hinder their ability to establish their own ventures. Employing a survey methodology, this research utilized a questionnaire as the primary instrument, administered to a sample of 90 sociology students at the University of Biskra. The findings of the study revealed that the majority of students possess a rudimentary and superficial understanding of entrepreneurship. Furthermore, the study identified the most significant challenges confronting university students in establishing their own ventures, including a lack of experience and familiarity with entrepreneurial thinking, an inability to assume risks, and the perceived absence of coordination between the university and the labor market, which contributes to their reluctance to embark on entrepreneurial endeavors. These findings underscore the imperative of mobilizing supportive strategies and initiatives to cultivate and reinforce an entrepreneurial spirit among university students, as a means of fostering economic and social development within the broader societal context.</p>		
<p>Citation Khelil, N. (2026). Entrepreneurial Culture among University Students: A Field Study on Sociology Students at the University of Biskra. <i>Science, Education and Innovations in the Context of Modern Problems</i>, 9(2), 1-15. https://doi.org/10.56334/sei/9.2.84</p>		
<p>Licensed © 2026 The Author(s). Published by Science, Education and Innovations in the context of modern problems (SEI) by IMCRA - International Meetings and Journals Research Association (Azerbaijan). This is an open access article under the CC BY license (http://creativecommons.org/licenses/by/4.0/).</p>		
<p>Received: 11.06.2025</p>	<p>Accepted: 15.01.2026</p>	<p>Published: 20.02.2026</p>

Introduction

Introduction: The contemporary reorientation of higher education has led to an expansion of its scope, transcending the mere transmission of knowledge to encompass the development and capacitation of human resources, thereby aligning with the exigencies of the labor market. This is achieved through a range of educational programs and training workshops, with the ultimate goal of equipping university students with the requisite skills and competencies to navigate the professional sphere. A key aspect of this endeavor is the cultivation of entrepreneurial acumen, which seeks to enhance human capital, foster innovation, and empower individuals to contribute to societal development. Despite the establishment of entrepreneurship centers within Algerian universities, aimed at transforming students' creative ideas into nascent ventures and promoting individual initiatives to bolster entrepreneurial culture, the uptake of entrepreneurial activities among students, particularly within the social sciences, remains

limited. This is evident in the low participation rates in entrepreneurship-related activities and the dearth of ventures initiated by students, despite their exposure to theoretical coursework designed to stimulate innovation and equip them with the requisite skills for the workforce. This study endeavors to conduct a sociological analysis of the concept of entrepreneurship from the perspective of university students, examining their understanding of this phenomenon and identifying the primary obstacles that impede the realization of their innovative ideas as tangible projects. Specifically, this research seeks to address the following research questions:

1. What is the level of awareness and understanding of entrepreneurial culture among sociology students at the University of Biskra?
2. What are the most significant impediments to sociology students at the University of Biskra engaging in entrepreneurial activities?

Literature Review

Entrepreneurship has increasingly emerged as a strategic mechanism for economic diversification, innovation generation, employment creation, and social transformation in both developed and developing economies. In contemporary knowledge-based societies, universities are no longer perceived solely as institutions for transmitting theoretical knowledge; rather, they are expected to function as entrepreneurial ecosystems capable of fostering innovation, creativity, and self-employment among students. The growing importance of entrepreneurship within higher education has stimulated extensive scholarly interest in entrepreneurial culture, entrepreneurial intention, and entrepreneurship education, particularly among university students (Audretsch, 2014; Fayolle & Gailly, 2015).

The concept of entrepreneurial culture refers to a set of values, attitudes, beliefs, competencies, and behavioral orientations that encourage individuals to engage in entrepreneurial activities and transform innovative ideas into viable economic ventures. According to Ruel (2007), entrepreneurial culture constitutes an enabling social and educational environment that stimulates initiative, creativity, autonomy, and opportunity recognition. Similarly, Drucker (1985) conceptualized entrepreneurship as an innovative practice grounded in the capacity to exploit change as an opportunity for economic and social advancement. In sociological terms, entrepreneurial culture is deeply embedded within broader social structures, institutional dynamics, and cultural norms that shape individuals' perceptions of risk, self-employment, and economic independence (Bourdieu, 1986; Weber, 2002).

The theoretical foundations of entrepreneurial intention are largely informed by Ajzen's (1991) Theory of Planned Behavior, which posits that entrepreneurial behavior is primarily influenced by attitudes toward entrepreneurship, subjective norms, and perceived behavioral control. This framework has become one of the most widely applied theoretical models in entrepreneurship research due to its strong explanatory capacity regarding students' entrepreneurial intentions and decision-making processes. Krueger et al. (2000) further argued that entrepreneurial intentions are reliable predictors of entrepreneurial behavior, particularly when supported by favorable environmental and psychological conditions. Likewise, Bandura's (1997) theory of self-efficacy emphasizes that individuals with strong beliefs in their capabilities are more likely to initiate entrepreneurial actions and persist in the face of uncertainty and risk.

Recent literature demonstrates that universities play a central role in cultivating entrepreneurial culture by integrating entrepreneurship education into academic curricula, organizing practical training programs, and establishing innovation centers and business incubators (Nabi et al., 2017). Entrepreneurship education is increasingly recognized as a transformative pedagogical approach capable of enhancing students' creativity, critical thinking, problem-solving abilities, and entrepreneurial intentions (Fayolle & Gailly, 2015). Souitaris et al. (2007) found that participation in entrepreneurship programs significantly increases students' entrepreneurial motivation and confidence, particularly when educational models emphasize experiential learning and practical engagement rather than purely theoretical instruction.

In the context of entrepreneurial universities, Audretsch (2014) argues that higher education institutions have gradually evolved into engines of regional economic development and innovation production. This transformation reflects the emergence of the "entrepreneurial university" model, which emphasizes university-industry collaboration, technology transfer, and entrepreneurial support systems. Similarly, Etzkowitz (2008) introduced the Triple Helix model, which conceptualizes innovation as the outcome of interactions between universities, industry, and government institutions. These perspectives suggest that entrepreneurial culture cannot be developed in isolation but requires institutional coordination and supportive socio-economic ecosystems.

Despite the growing global emphasis on entrepreneurship education, numerous studies reveal that university students continue to face significant barriers that limit their entrepreneurial engagement. Liñán and Chen (2009) demonstrated that entrepreneurial intentions among students are strongly shaped by cultural context, institutional support, and perceived feasibility. Similarly, Hattab (2014), in a study conducted in Egypt, found that while entrepreneurship education positively influences entrepreneurial intention, structural obstacles such as inadequate funding, weak institutional support, and fear of failure remain substantial deterrents. These

findings are particularly relevant in developing countries, where labor market instability and limited employment opportunities increase the strategic importance of entrepreneurship as an alternative pathway for youth integration into economic life.

Several studies conducted within the Algerian context have also emphasized the persistent weakness of entrepreneurial culture among university students. Abdeli and Abdeli (2020) observed that Algerian universities continue to rely predominantly on theoretical teaching approaches that inadequately prepare students for entrepreneurial practice. Their study identified institutional bureaucracy, weak communication strategies, and insufficient practical training as major obstacles to entrepreneurial engagement among students. Likewise, Benourida et al. (2021) highlighted the limited effectiveness of entrepreneurship centers in Algerian universities due to low student participation and inadequate dissemination of entrepreneurial awareness.

Research further indicates that gender, academic specialization, and socio-cultural expectations significantly influence entrepreneurial orientation among university students. Thomas and Mueller (2000) argued that entrepreneurial behavior is culturally embedded, meaning that social values and gender norms can either facilitate or inhibit entrepreneurial participation. In many conservative social contexts, female students may encounter additional barriers related to societal perceptions of women's professional roles, risk-taking behaviors, and financial independence. Consequently, entrepreneurial aspirations among female students may remain constrained despite educational exposure to entrepreneurship-related concepts.

Another important dimension emphasized in contemporary entrepreneurship literature concerns the relationship between practical training and entrepreneurial competence. Ismail et al. (2015) argue that entrepreneurial competencies are not solely acquired through theoretical instruction but require experiential learning environments that enable students to develop leadership, communication, strategic thinking, and opportunity recognition skills. Similarly, Gibb (2002) criticized traditional higher education systems for prioritizing academic conformity over creativity and innovation, thereby limiting students' entrepreneurial capacities. This criticism is particularly applicable in contexts where entrepreneurship is taught merely as a theoretical academic subject without practical application or market engagement.

Moreover, the literature increasingly recognizes the importance of entrepreneurial ecosystems in shaping students' entrepreneurial intentions. According to the OECD (2023), effective entrepreneurial ecosystems require institutional coordination, access to financial resources, mentorship programs, supportive public policies, and strong university-industry linkages. Bosma et al. (2023), through the Global Entrepreneurship Monitor report, emphasized that entrepreneurial culture is strongest in societies where innovation, self-employment, and individual initiative are socially valued and institutionally supported. In contrast, weak institutional trust, bureaucratic constraints, and limited economic opportunities tend to discourage entrepreneurial risk-taking among young people.

From a sociological perspective, entrepreneurship can also be interpreted as a mechanism of social mobility and empowerment. Schumpeter (1934) conceptualized entrepreneurs as agents of creative destruction who drive economic transformation through innovation and market disruption. Meanwhile, Shane and Venkataraman (2000) emphasized that entrepreneurship involves the identification, evaluation, and exploitation of opportunities within dynamic social and economic contexts. These perspectives position entrepreneurship not merely as an economic activity but as a socially constructed process shaped by institutional arrangements, cultural expectations, and educational systems.

Although existing scholarship has generated substantial insights into entrepreneurship education and entrepreneurial intentions, several gaps remain evident in the literature. First, much of the existing research focuses primarily on business and engineering students, while comparatively limited attention has been devoted to students in the social sciences and humanities. Second, many studies emphasize entrepreneurial intention without sufficiently examining the sociological and institutional barriers that inhibit entrepreneurial practice among university students. Third, research within the Algerian context remains relatively fragmented and descriptive, with limited empirical attention devoted to the relationship between entrepreneurial culture, gender dynamics, institutional support, and labor market perceptions among sociology students specifically.

Accordingly, the present study contributes to the existing literature by providing a sociological examination of entrepreneurial culture among sociology students at the University of Biskra. It seeks to explore students' perceptions of entrepreneurship, evaluate the extent of entrepreneurial awareness, and identify the primary institutional, psychological, and socio-cultural barriers that hinder entrepreneurial engagement. By focusing on students within the social sciences, the study addresses an important empirical gap and contributes to broader discussions concerning entrepreneurship education, youth employment, and university transformation in developing societies.

Methodology

This study employed a quantitative descriptive survey design to examine the level of entrepreneurial culture among university students and identify the major obstacles limiting their engagement in entrepreneurial activities. The descriptive approach was considered appropriate because it enables the systematic analysis of students' perceptions, attitudes, and experiences regarding entrepreneurship within the university environment.

Research Population and Sample

The target population of the study consisted of undergraduate sociology students enrolled at Mohamed Khider University of Biskra, Algeria, during the 2025–2026 academic year. A purposive sampling technique was utilized to select participants from the Department of Sociology. The final sample included 90 students who voluntarily agreed to participate in the study and completed the questionnaire adequately for analysis.

Data Collection Instrument

Data were collected using a structured questionnaire designed based on previous studies related to entrepreneurial culture, entrepreneurial intention, and entrepreneurship education. The questionnaire consisted of two main sections:

1. Demographic and academic information of respondents.
2. Statements related to entrepreneurial culture and obstacles to entrepreneurial engagement.

The instrument included 16 close-ended questions distributed across two analytical dimensions:

- Knowledge and awareness of entrepreneurship.
- Perceived barriers to entrepreneurial activities.

The questionnaire items were measured using categorical response formats and percentage-based frequency analysis.

Validity and Reliability

To ensure content validity, the questionnaire was reviewed by several academic specialists in sociology and entrepreneurship studies. Minor linguistic and structural modifications were implemented based on their recommendations. A pilot review was also conducted before the final administration of the instrument to ensure clarity and comprehensibility of the questionnaire items.

Data Collection Procedure

The questionnaires were distributed directly to students within the Department of Sociology after obtaining verbal consent from participants. Respondents were informed about the academic purpose of the study and assured that their responses would remain anonymous and confidential. Participation in the study was entirely voluntary.

Data Analysis

The collected data were coded and analyzed using descriptive statistical techniques. Frequencies and percentages were employed to interpret students' responses and identify the dominant trends related to entrepreneurial awareness and perceived entrepreneurial barriers. The findings were subsequently interpreted sociologically in light of existing theoretical and empirical literature on entrepreneurship and higher education.

Ethical Considerations

The study adhered to accepted ethical principles in social science research. Respondents participated voluntarily and were informed about the objectives of the study. No identifying personal information was collected, and all data were used exclusively for scientific and academic purposes.

Entrepreneurial Culture:

Entrepreneurial culture refers to the aggregate of skills, knowledge, and attitudes acquired by individuals or groups, which are then applied to invest in capital, foster innovation, and create new ventures. This encompasses behaviors, motivations, reactions, planning, decision-making, organization, and control. Entrepreneurial culture is shaped by various factors, including family, education, institutions, and the environment (Wafaa, 2020). It is also defined as a set of values, beliefs, and knowledge that consciously guide the behavior of individuals, institutions, or groups in relation to entrepreneurship and venture creation (Ruel, 2007). The entrepreneurial culture model, as proposed by J.P. Sabourin and Y. Gasse (1988), highlights the stages that lead to the emergence of entrepreneurs among students who have received training in entrepreneurship. The key factors influencing this model include:

- **Antecedents:** Personal and environmental factors that encourage the development of entrepreneurial predispositions, such as having parents who are entrepreneurs.
- **Predispositions:** Psychological characteristics that are conducive to entrepreneurship, such as motivation and risk-taking.
- **Realization of entrepreneurial potential:** The translation of entrepreneurial abilities and capacities into tangible projects, influenced by positive factors and obstacles.

University Student. A university student is an individual who has acquired advanced academic knowledge and skills through systematic study at a university, typically culminating in a degree. They possess a detailed understanding and critical analytical

skills in their field of study (Hamdan, 2009). In this study, the focus is on first-year sociology students at the University of Biskra. Second:

Secondly: Characteristics of Entrepreneurial Culture:

Entrepreneurial culture encompasses a set of key attributes, including:

- **Valuing Business Activities:** Societies that valorize entrepreneurship accord significant importance to business activities, prioritizing them in the social hierarchy, and facilitating access to contracts, capital, and company formation.
- **Valuing Individual and Collective Initiatives:** Entrepreneurial societies are characterized by opportunities, where members exhibit a propensity for challenge and are empowered to determine their own trajectories and capitalize on available opportunities.
- **Emphasis on Perseverance and Determination:** Research indicates that entrepreneurs who demonstrate perseverance and determination are more likely to establish successful ventures. Entrepreneurial culture promotes these traits, fostering a supportive environment that encourages attempts, tolerates failure, and provides a safety net for individuals pursuing entrepreneurial endeavors.
- **Balancing Security and Risk:** The entrepreneurial process involves risk, and societies that strike a balance between security and risk accord a prominent place to entrepreneurship, thereby elevating its status. Entrepreneurial culture seeks to reconcile security and risk, creating a balance between the need for stability and the necessity of taking risks to achieve entrepreneurial goals.
- **Managing the Tension between Stability and Change:** Entrepreneurship is often associated with change, and entrepreneurial culture navigates the tension between stability and change. While stability is essential for organizational continuity, change is necessary for innovation and the creation of new products and services. Entrepreneurial culture fosters a balance between these competing demands, promoting a dynamic equilibrium that facilitates growth and development. (Al-Aziz, 2016, pp. 47-48)

Third: Components of Entrepreneurial Culture There are four key areas where entrepreneurial culture can be fostered:

- **Social Environment:** The social environment plays a crucial role in encouraging entrepreneurship, given its complex and rich composition.
- **Family:** The family unit nurtures entrepreneurial abilities in its members, encouraging them to establish ventures as a future career path, particularly if family members are already entrepreneurs. This is achieved through early socialization, where children are encouraged to take on responsibilities and develop entrepreneurial skills.
- **School or University:** Educational institutions are not isolated from the socio-economic dynamics of society. Beyond their traditional teaching and training roles, schools and universities should establish connections with entrepreneurship, serving as catalysts for development by promoting entrepreneurial culture among young people.
- **Religion:** Religion is a pivotal social institution that furnishes social actors with a repertoire of values and norms. The emphasis on diligence, professional competence, and self-reliance in securing one's livelihood are values shared across various scriptural traditions, thereby constituting a fundamental component of entrepreneurial praxis.
- **Customs and Traditions:** Societal customs and traditions exert a profound influence on entrepreneurial orientation, with certain communities perpetuating specific industries or trades across generations. For instance, Bedouin societies engage in agriculture and pastoralism, while artisanal and commercial activities are transmitted intergenerationally (Mohammed, 2021, pp. 347-360).

The Sociological Perspective on Entrepreneurship.

The entrepreneurial sector has been a focal point of sociological inquiry, with studies examining entrepreneurship through the lens of organizational theory development. Scholars have conceptualized entrepreneurship as a social space, while others have interpreted the scientific production surrounding the enterprise and its relationship to entrepreneurial action. This interest in entrepreneurship dates back to the foundational sociologists, including Durkheim, Weber, and Marx. Durkheim's work, "The Division of Labor in Society," underscores the significance of economic action within the social context, highlighting the role of institutions and the division of labor in shaping social cooperation. In contrast, Marx's perspective, as noted by Raymond Aron in "Main Currents in Sociological Thought," views the Marxist stage as a developmental milestone in the sciences of sociology, economics, and politics. Marx's socio-economic thought, according to Aron, provides a framework for understanding capitalist society, wherein the entrepreneur is seen as a capitalist agent who accumulates capital. Weber, meanwhile, emphasizes the influence of Protestant ethics on entrepreneurial behavior, positing that the economic actions of capitalist entrepreneurs are incomprehensible without considering their conception of work and value system. The emergence of the entrepreneurial class is thus attributed to the advent of Protestantism. Joseph Schumpeter, a seminal figure in the study of entrepreneurship,

conceptualizes the entrepreneur as a creative agent and driving force behind economic development. Schumpeter's characterization of entrepreneurial action as innovation, creativity, renewal, and charisma resonates with Weber's ideas (Habba, 2022). Sixth: The Social and Economic Role of Entrepreneurship A. Social roles of entrepreneurship: - Providing employment opportunities and creating jobs to alleviate unemployment - Enhancing individual income - Fostering social mobility and development by mitigating poverty and addressing social issues concomitant with unemployment - Achieving novel income strata - Augmenting national welfare through equitable distribution of wages and revenue - Supplying products and services that satiate societal needs and expectations - Cultivating social initiative in diverse domains B. Economic roles of entrepreneurship: - Contributing to inflation mitigation by augmenting local production (supply) - Developing economic surplus through enhanced productivity - Promoting regional development through innovative products - Enhancing the trade balance and augmenting national exports - Diversifying the industrial structure through variegated manufacturing patterns - Addressing economic disequilibria and proposing organizational alternatives through entrepreneurial institutions - Expanding investments by attracting savings that contribute to national economic integration - Developing and qualifying economic frameworks through entrepreneurial praxis (technical and administrative) - Diversifying national income and augmenting local financial reserves (Al-Zahraa, 2023/2022, p. 90)

Previous Studies

Study 1: The Contribution of University Education and Scientific Research to the Development of Entrepreneurial Culture among University Students A study conducted by Leloui Amira and Roubachia Meriem (2018) aimed to investigate the contribution of university education and scientific research to the development of entrepreneurial culture among university students. The study used a survey method and collected data from 102 students at the University of 8 Mai 1945, Guelma. The results showed that: - Most students prefer to pursue a master's degree in academia rather than a professional master's degree. - The university's entrepreneurship center has made efforts to promote entrepreneurial culture among students, but the information provided is insufficient. - Students lack awareness of the benefits offered by support organizations. - Many students have ideas and a desire to start their own businesses, but they are hesitant due to various obstacles.

Study 2: Communication Strategy at the University to Promote Entrepreneurial Culture among Students A study conducted by Fatima Zahra Azizi (2023) aimed to investigate the communication strategy at the University of Annaba and its role in promoting entrepreneurial culture among students. The study used a descriptive method and collected data from 375 students and a group of officials responsible for developing the communication strategy at the university. The results showed that: - There is a high level of communication between students and the university. - There is a high level of entrepreneurial culture among students. - There is no significant relationship between the communication strategy and the promotion of entrepreneurial culture among students. - There are no significant differences in the responses of students regarding the communication strategy based on gender, age, and social status, but there are differences based on academic qualification and faculty. The study proposed a communication strategy to enhance entrepreneurial culture among students at Algerian universities.

Importance of the Study This study is important because it addresses the topic of entrepreneurial culture among sociology students. Understanding the reality of this culture can help determine students' attitudes towards entrepreneurial work and identify the main obstacles they face. This can lead to the creation of new job opportunities, rather than relying on public sector employment, which is often limited. **Objectives of the Study** The study aims to:

- Investigate the level of entrepreneurial culture among university students
- Identify the main obstacles and challenges that students face when starting their own businesses
- Understand the role of entrepreneurial culture in students' future plans

Methodology The study used a survey method to collect data from sociology students at the University of Biskra. The sample consisted of 161 students from the Department of Sociology, with 90 questionnaires returned. **Data Collection Tools** The main data collection tool was a questionnaire with 16 questions, divided into two axes:

Axis 1: Level of knowledge about entrepreneurship (8 questions)

Axis 2: Obstacles to practicing entrepreneurship (8 questions) The questionnaire also included personal data questions.

Analysis and Interpretation of Results

Axis 1: Level of Knowledge about Entrepreneurship among University Students

Table 1: Level of respondents' knowledge of the concept of entrepreneurship?

options	frequencies	percentages
good	16	17.7%

average	54	60%
weak	20	%22.2
total	90	100%

The table indicates that 60% of the surveyed students have a basic understanding of entrepreneurship, while 17.7% have a moderate level of knowledge about the concept. Meanwhile, 22.2% have a weak and superficial understanding. This suggests that knowledge about entrepreneurship is insufficient, despite the Algerian university's efforts to promote entrepreneurial practice and culture, aiming to bridge the gap between academia and the external environment, particularly the job market. Interpretation

- The university has incorporated entrepreneurship into its curricula across various disciplines to foster an entrepreneurial mindset among students.
- The university organizes various activities, programs, and workshops to support this approach.
- Entrepreneurship centers have been established to accompany and assist students in materializing their ideas and projects.

Despite these efforts, there is still a need to enhance students' knowledge about entrepreneurship. The university should continue to promote entrepreneurial practice and culture to achieve its objectives.

Table 2: Source of respondents' knowledge of entrepreneurship.

Options	frequencies	percentages
from coursework	86	95.5%
Attending training courses	4	4.4%
Total	90	100%

Results The table above indicates that the majority of surveyed students (95.5%) acquired their knowledge of entrepreneurial culture through their university education, while 4.4% of respondents, in addition to their academic training, were driven by curiosity to explore this new concept further. Interpretation

- The level of interest in entrepreneurial thinking varies according to academic discipline and specialization.
- Students in social sciences may be less inclined to attend entrepreneurship workshops and seminars, as these fields are more theoretical than applied.
- The majority of students in these disciplines are female, and societal cultural norms often discourage women from pursuing independent entrepreneurial ventures, favoring public sector employment instead.
- Gender is a key determinant in the inclination towards entrepreneurial work.
- Academic specialization plays a significant role in shaping students' interest in entrepreneurial thinking.

Conclusion It appears that university education is the primary source of students' knowledge about entrepreneurial culture. However, differences in interest in entrepreneurial thinking exist based on academic discipline, specialization, and gender. Universities should consider these factors when designing educational and training programs aimed at fostering entrepreneurial culture among students.

Table 3: Whether entrepreneurship is considered a professional choice for the respondent.

Options	frequencies	percentages
yes	68	75.5%

no	22	24.4%
total	90	100%

The data presented in the table reveals that a significant majority of surveyed students (75.5%) do not envision entrepreneurship as a viable career path for their future, whereas 24.4% are uncertain about its suitability as a professional choice. This ambivalence may be attributed to the ambiguity surrounding the concept of entrepreneurship, leading to apprehensions about venturing into the unknown and the attendant economic, financial, and legal implications. These challenges collectively contribute to the perception of entrepreneurial practice as a daunting prospect for university students. In this context, the prevailing societal gaze appears to undermine the female students' confidence in their ability to establish and manage their own enterprises. The majority of respondents, being female, seem to internalize the societal expectation that women are not suited for entrepreneurial pursuits, and that their career aspirations should be limited to seeking employment in public or private sector organizations. This reinforces the notion that entrepreneurship is not a viable or desirable career option for women, thereby perpetuating the existing power dynamics and limiting their agency in the professional sphere.

Table 4: Whether the respondent has previously attended courses or workshops on entrepreneurship?

options	frequencies	percentages
yes	3	3.3 %
no	87	96.6%
total	90	100%

The data presented in the table reveals that a significant majority (96.6%) of surveyed students exhibit a lack of interest in entrepreneurial ideology and refrain from participating in training workshops and seminars organized by the university and entrepreneurship center. This pronounced disengagement from such initiatives is a crucial factor contributing to the dearth of entrepreneurial culture among university students. This finding is corroborated by a study conducted by Laaloui Amira, which highlights that despite the entrepreneurship center's extensive outreach efforts to promote entrepreneurial thinking and culture among students, utilizing various communication channels including online platforms (websites, social media), conferences, training sessions, brochures, and mass media, student participation remains disappointingly low.

Table 5: Whether the respondent has plans for their own project after graduation?

Options	frequencies	percentages
yes	12	13.3%
no	78	86.6%
total	90	100%

Upon examining the table above, it is evident that 86.6% of the surveyed students do not have a personal project post-graduation. This can be attributed to the prevailing tendency among university students to rely on their degrees for employment, thereby neglecting to explore alternative entrepreneurial ventures. The lack of awareness regarding the concept of entrepreneurship, coupled with a strong inclination towards securing a public sector job, appears to be the primary aspiration for these students upon graduation, particularly among the predominantly female sample population.

- It is noteworthy, however, that despite harboring innovative ideas and a desire to establish their own businesses, many students fail to take the initiative to do so, largely due to their perceived inability to undertake such a venture, citing various reasons.

Table 6: Respondent's opinion on whether entrepreneurship provides better opportunities for financial independence?

options	frequencies	percentages
yes	69	76.6%
no	21	23.3%
total	90	100%

The table reveals that a significant majority (76.6%) of surveyed students believe that entrepreneurship offers better opportunities for financial independence, whereas 23.3% do not share this view. This suggests that while university students recognize the potential of entrepreneurship to provide financial autonomy, this perception is insufficient to motivate them to embark on entrepreneurial ventures and assume the associated risks.

- This ambivalence may be attributed to the students' limited exposure to entrepreneurial culture, which may stem from either their own lack of initiative in exploring alternative career paths or the inadequate efforts of the university and entrepreneurship center to promote entrepreneurial thinking. The latter may have failed to provide sufficient opportunities for students to engage with entrepreneurial concepts through workshops, seminars, and other initiatives, thereby hindering their understanding and appreciation of entrepreneurial ideology.

Table 7: Respondent's opinion on the factors that encourage entrepreneurial activity?

options	frequencies	percentages
financial support	71	78.8%
moral support	4	4.4%
training opportunities	15	16.6%
total	90	100%

- The table reveals that 78.8% of the surveyed students perceive financial support as the primary factor hindering their engagement in entrepreneurial activities or the establishment of their own businesses. Meanwhile, 4.4% of respondents identify a lack of moral support as the key obstacle, while 16.6% attribute their motivation to pursue entrepreneurial endeavors to training opportunities. This suggests that the university's efforts to promote entrepreneurial culture and provide requisite support mechanisms, including financial frameworks, training opportunities, and moral encouragement, remain insufficiently communicated to students, thereby discouraging them from pursuing entrepreneurial ventures.

Table 8: Respondent's opinion on whether the university provides sufficient support to university students to engage in entrepreneurial activities?

Options	frequencies	percentages
yes	12	13.3%
No	78	86.6%
Total	90	100%

- The table above indicates that 86.6% of the surveyed students believe that the university does not provide sufficient support for students, whereas 13.3% perceive that the university offers adequate support. This suggests that the university and entrepreneurship center have insufficient engagement with students, failing to effectively communicate the concept of entrepreneurship and its benefits.
- This finding is consistent with a study by Laaloui Amira, which highlights that despite the efforts of entrepreneurship centers to promote entrepreneurship through media campaigns, the information provided to students remains inadequate. The university's role should focus on inculcating entrepreneurial thinking among students through sensitization and awareness-raising initiatives, emphasizing the importance of entrepreneurship and its developmental impact.

- This can be achieved through diverse training programs and activities that motivate students to consider establishing their own businesses, thereby fostering an entrepreneurial culture. A study by Mohamed Ferlas (2012) supports this notion, suggesting that entrepreneurial spirit can be stimulated at any stage, provided that adequate support and methods for disseminating entrepreneurial culture are implemented.

Axis 2: Obstacles faced by university students in engaging in entrepreneurial activities?

Table 9: Respondent's opinion on whether lack of experience can be an obstacle to engaging in entrepreneurial activities?

options	frequencies	percentages
yes	69	76.6%
no	21	23.3%
total	90	100%

- The table indicates that 23.3% of the surveyed students attribute their reluctance to engage with entrepreneurial thinking to a lack of experience and knowledge in this domain. As previously noted, this dearth of interest can be attributed to the university's inadequate efforts to promote entrepreneurial culture through various activities, workshops, and seminars aimed at fostering creativity and encouraging students to conceptualize their own projects prior to graduation. Furthermore, the fear of failure and its attendant consequences appears to be a significant deterrent, contributing to the prevailing apathy towards entrepreneurial pursuits among students.

Table 10: Respondent's opinion on whether their inability to take risks is an obstacle to engaging in entrepreneurial activities?

options	frequencies	percentages
yes	87	96.6%
no	3	3.33%
total	90	100%

- The table indicates that 96.6% of the surveyed students attribute their reluctance to engage in entrepreneurial activities to an inability to assume risks. This suggests a lack of comprehensive understanding of entrepreneurial ideology, which is a responsibility that the university should address. The students' apprehension stems from their limited exposure to the complexities and procedures associated with entrepreneurship, as their university education has primarily focused on preparing them for direct employment. The fear of establishing and managing their own businesses, particularly at an early stage without prior work experience, serves as a significant deterrent to entrepreneurial pursuits among university students.

Table 11: Respondent's opinion on whether their lack of initiative is what prevents them from engaging in entrepreneurial activities?

options	frequencies	percentages
yes	26	28.8%
no	64	71.1%
total	90	100%

The table reveals that 71.1% of the surveyed students do not believe that a lack of initiative hinders their engagement in entrepreneurial activities, whereas 28.8% attribute their reluctance to pursue entrepreneurship to this very factor. This suggests

that despite the prevailing absence of entrepreneurial culture, students tend to perceive themselves as possessing initiative, albeit without guidance or support to translate this into tangible entrepreneurial endeavors.

Entrepreneurial attributes, such as leadership, risk-taking, and problem-solving, are essential for success in this domain. In this context, the university plays a pivotal role in fostering these skills through targeted activities and training programs designed to nurture students' personal development, creative spirit, and entrepreneurial aspirations.

Table 12: Respondent's opinion on whether lack of self-confidence prevents them from engaging in entrepreneurial activities?

options	frequencies	percentages
yes	33	36.6%
no	57	63.3%
total	90	100%

The data presented in the table indicates that 63.3% of the surveyed students do not perceive a lack of self-confidence as a primary obstacle to engaging in entrepreneurial activities. Instead, they attribute their reluctance to other factors, most notably the fear of risks and consequences associated with entrepreneurship, which is exacerbated by the absence of effective support from the university and entrepreneurial incubators in providing students with the requisite knowledge and skills to bolster their self-confidence and entrepreneurial intentions. Conversely, 36.6% of the respondents believe that a lack of self-confidence is a significant barrier to entrepreneurial engagement. This highlights the pivotal role of the university in fostering self-confidence and nurturing students' propensity to establish their own ventures, through targeted guidance and mentorship. The university's role in cultivating self-confidence, entrepreneurial aspirations, and accompaniment is crucial in enabling students to navigate the entrepreneurial landscape effectively. A lack of self-confidence, coupled with inadequate access to relevant information, may deter students from articulating their ideas and pursuing entrepreneurial endeavors. The ability to think critically, make informed decisions, and exercise self-reliance are essential personal attributes for entrepreneurial success.

Table 13: Respondent's opinion on whether their poor understanding of how to establish a business is what prevents them from engaging in entrepreneurial activities?

options	frequencies	percentages
yes	73	81.1%
no	17	18.8%
total	90	100%

The data presented in the table indicates that 81.1% of the surveyed students perceive a lack of understanding of how to establish a business as a significant barrier to engaging in entrepreneurial activities. This lack of comprehension is a major impediment to entrepreneurial pursuits among university students, as their apprehension about launching their own ventures may stem from an inadequate grasp of entrepreneurial concepts. This underscores the university's critical role in elucidating entrepreneurial principles and fostering an environment conducive to innovation and creativity, extending beyond theoretical coursework to encompass guidance, training, and motivational initiatives. Despite efforts by the university and entrepreneurial incubators to disseminate entrepreneurial culture through seminars and campaigns, students exhibit a notable reluctance to participate in such events, reflecting a deficiency in motivation to engage with this domain.

Table 14: Respondent's opinion on whether the lack of a creative and encouraging environment is what prevents them from engaging in entrepreneurial activities?

options	frequencies	percentages
yes	61	67.7%

no	29	32.2%
total	90	100%

The data presented in the table indicates that 67.7% of the surveyed students believe that the absence of an environment conducive to creativity is a significant obstacle to their engagement in entrepreneurial activities. In the absence of such an environment, which would encourage students to consider their own projects beyond government employment, students are unlikely to exhibit initiative and innovation. This is exacerbated by the university's failure to fulfill its role in creating this environment through diversifying entrepreneurial activities, making them more accessible to students, and providing incentives that motivate and propel them towards entrepreneurial pursuits. It is also plausible that many university students, particularly in the current era, are reluctant to exert themselves and engage in independent endeavors due to a lack of experience and fear of directly entering the job market. Many students may possess innovative and creative ideas, but their fear of failure, whether due to financial or personal considerations, hinders the translation of these ideas into tangible projects.

Table 15: Respondent's opinion on whether the absence of practical activities leads students to shy away from entrepreneurial activities?

options	frequencies	percentages
yes	79	87.7%
no	11	12.2%
total	90	100

The data presented in the table reveals that 87.7% of university students perceive the absence of practical studies and activities as a significant factor that may lead to their disengagement from entrepreneurial pursuits. This suggests a deficiency in university education, which is predominantly theoretical, incorporating entrepreneurship as a theoretical module without fostering the motivation or incentive for students to grasp and develop a comprehensive understanding of the subject. As a result, students view entrepreneurship as merely a theoretical exercise, lacking practical application, rather than a catalyst for innovation and creativity. The criticism leveled against such academic programs is that they are overly theoretical and lack practical content. Ideally, these programs should aim to cultivate and nurture entrepreneurial culture among students by imparting entrepreneurial skills and competencies, empowering them to take initiative. Entrepreneurship encompasses not only the transmission of knowledge but also the ability to translate that knowledge and ideas into projects that benefit individuals and society.

Table 16: Respondent's opinion on whether the lack of coordination between the university and the job market contributes to students' reluctance to start their own business?

options	frequencies	percentages
yes	88	97.7%
no	2	2.2%
total	90	100

- The table indicates that 97.7% of the surveyed students believe that the lack of coordination between the university and the job market contributes to their reluctance to establish their own businesses. The university plays a vital role in inculcating entrepreneurial culture, guiding students, and providing training to foster initiative and transform ideas into projects.
- The university's engagement with the external environment, coupled with theoretical knowledge, can provide students with practical training, enhancing their awareness of entrepreneurship's importance. Linking the university with external institutions

can facilitate students' understanding of the job market and enable them to benefit from practical approaches to implementing their ideas, aligning with developmental needs.

- Research suggests that the absence of alignment between university education and the job market is a significant obstacle to disseminating entrepreneurial culture among students. The university's failure to integrate graduates into the job market and prepare them for the workforce stems from weak relationships with societal institutions and inadequate training, which fails to meet job market demands. Focusing on entrepreneurial orientation can be an attractive option for some Algerian university graduates, particularly in the absence of direct employment opportunities (Wafa, 2020).

Conclusion

The study concludes that there is a notable absence of entrepreneurial culture among university students, particularly those majoring in sociology, despite the inclusion of this concept in their academic curriculum. However, the methods employed by the university to foster entrepreneurial culture have failed to resonate with students and yield desired outcomes. The study identifies several key obstacles hindering students' engagement in entrepreneurial activities, including the lack of an environment conducive to entrepreneurship, the predominance of theoretical approaches over practical applications, and the scarcity of inspiring role models. To promote entrepreneurial culture among students, the university should:

- Organize regular training workshops, in addition to theoretical coursework, across all disciplines to instill entrepreneurial culture in university students.
- Develop effective mechanisms to disseminate entrepreneurial culture, creating an environment that encourages students to innovate and embark on their own projects without fear or hesitation.
- Equip students with essential skills and thinking approaches to prepare them for professional life, fostering self-reliance and confidence in their abilities and ideas, thereby enabling them to establish their own businesses and contribute to economic and social development.

Declarations

Ethics Approval and Consent to Participate

The study was conducted in accordance with the ethical standards of scientific research and the principles outlined in the Declaration of Helsinki. Participation in the survey was entirely voluntary, and informed consent was obtained from all respondents prior to data collection. The participants were assured of the confidentiality and anonymity of their responses. No personal identifying information was collected, and the data were used exclusively for academic and research purposes.

Consent for Publication

The author confirms that all participants provided informed consent for the anonymous use of the collected data for research and publication purposes.

Availability of Data and Materials

The data supporting the findings of this study are available from the corresponding author upon reasonable request. The research materials, including the questionnaire instrument, may also be provided for academic purposes subject to ethical considerations.

Funding

This research received no external funding from any governmental, commercial, or non-profit funding agency.

Competing Interests

The author declares that there are no financial, institutional, or personal conflicts of interest regarding the publication of this study.

Authors' Contributions

Dr. Naziha Khelil solely conceptualized the study, designed the research methodology, conducted data collection and analysis, interpreted the findings, and prepared the manuscript for publication.

Acknowledgments

The author expresses sincere gratitude to the students of the University of Biskra who participated in this study and contributed valuable insights to the research. Appreciation is also extended to Mohamed Khider University of Biskra for providing an academic environment supportive of scientific research.

Author Information

Dr. Naziha Khelil is affiliated with the Social Change and Public Relations Laboratory in Algeria at Mohamed Khider University of Biskra, Algeria. Her research interests include sociology, social change, youth studies, entrepreneurship, and higher education development.

AI Declaration

The author confirms that no generative artificial intelligence tools were used in the collection, analysis, or interpretation of the research data. Any language editing assistance was limited to improving linguistic clarity and did not contribute to the intellectual content, scientific analysis, or conclusions of the study.

Institutional Review Statement

According to the institutional regulations applicable to non-clinical social science research involving anonymous survey participation, formal ethical committee approval was not required for this study.

Open Access and Licensing Statement

This article is published as an open access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY 4.0) License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are properly cited.

References:

1. Abdeli, H., & Abdeli, W. (2020). Promoting entrepreneurial culture in Algerian universities: Manifestations and obstacles. *Journal of Economic Studies*, 18(1), 256-270.
2. Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
3. Aloui, A., & Roubachia, M. (2018, April 28-29). *The contribution of university education and scientific research to the development of entrepreneurial culture among university students*. International Conference on the University and Its Opening to the External Environment: Expectations and Challenges, University of 8 May 1945 Guelma, Algeria.
4. Audretsch, D. B. (2014). From the entrepreneurial university to the university for the entrepreneurial society. *The Journal of Technology Transfer*, 39(3), 313-321. <https://doi.org/10.1007/s10961-012-9288-1>
5. Azizi, F. Z. (2023). *University communication strategy to promote entrepreneurial culture among students: A field study at the University of Annaba* (Master's thesis). University of Constantine 3, Algeria.
6. Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.
7. Benourida, H., Krouch, S. E., & Heboul, M. (2021). Activating entrepreneurial culture among university students through entrepreneurship centers: A field study at the University Center of Mila. *Journal of Contemporary Economic Studies*, 6(2), 347-360.
8. Bosma, N., Hill, S., Ionescu-Somers, A., Kelley, D., Levie, J., & Tarnawa, A. (2023). *Global Entrepreneurship Monitor 2022/2023 global report*. Global Entrepreneurship Research Association.
9. Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-258). Greenwood Press.
10. Drucker, P. F. (1985). *Innovation and entrepreneurship*. Harper & Row.
11. Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention. *Journal of Small Business Management*, 53(1), 75-93. <https://doi.org/10.1111/jsbm.12065>
12. Fayolle, A., & Liñán, F. (2014). The future of research on entrepreneurial intentions. *Journal of Business Research*, 67(5), 663-666. <https://doi.org/10.1016/j.jbusres.2013.11.024>
13. Gasse, Y., & Tremblay, M. (2011). Entrepreneurship among university students: Empirical findings from Canada. *International Journal of Business and Social Science*, 2(3), 1-14.
14. Hamdan, M. (2009). *Dictionary of education and teaching terms* (2nd ed.). Dar Al-Kumuz for Knowledge Publishing and Distribution.
15. Hattab, H. W. (2014). Impact of entrepreneurship education on entrepreneurial intentions of university students in Egypt. *The Journal of Entrepreneurship*, 23(1), 1-18. <https://doi.org/10.1177/0971355713513346>
16. Hba, W. (2022). A sociological reading of entrepreneurship. *Journal of Human Sciences*, 22(1), 38-54.
17. Ismail, V. Y., Zain, E., & Zulihar. (2015). The portrait of entrepreneurial competence on student entrepreneurs. *Procedia - Social and Behavioral Sciences*, 169, 178-188. <https://doi.org/10.1016/j.sbspro.2015.01.300>
18. Juma, A. (2016). *Entrepreneurship and regional culture: An exploratory approach* (Master's thesis). Faculty of Economics, Commercial Sciences and Management, Mascara, Algeria.
19. Krueger, N. F., Reilly, M. D., & Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15(5-6), 411-432. [https://doi.org/10.1016/S0883-9026\(98\)00033-0](https://doi.org/10.1016/S0883-9026(98)00033-0)
20. Kuratko, D. F. (2016). *Entrepreneurship: Theory, process, and practice* (10th ed.). Cengage Learning.

21. Liñán, F., & Chen, Y. W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 33(3), 593–617. <https://doi.org/10.1111/j.1540-6520.2009.00318.x>
22. Liñán, F., Nabi, G., & Krueger, N. (2013). British and Spanish entrepreneurial intentions: A comparative study. *Revista de Economía Mundial*, 33, 73–103.
23. Mohammed, B. H., Krouch, S. E., & Heboul, M. (2021). Activating entrepreneurial culture among university students through entrepreneurship centers. *Journal of Contemporary Economic Studies*, 6(2), 347–360.
24. Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The impact of entrepreneurship education in higher education: A systematic review and research agenda. *Academy of Management Learning & Education*, 16(2), 277–299. <https://doi.org/10.5465/amle.2015.0026>
25. OECD. (2023). *Entrepreneurship at a glance 2023*. OECD Publishing. <https://doi.org/10.1787/1c012b35-en>
26. Rahman, H. B. (2021). *Entrepreneurship*. Al-Alam Yaqraa Publishing and Distribution.
27. Ruel, P. (2007). *Entrepreneurial culture: A condition favoring its implementation, emergence, and sustainability in the school environment*. University of Quebec.
28. Schumpeter, J. A. (1934). *The theory of economic development*. Harvard University Press.
29. Shane, S. (2003). *A general theory of entrepreneurship: The individual-opportunity nexus*. Edward Elgar Publishing.
30. Shane, S., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *Academy of Management Review*, 25(1), 217–226. <https://doi.org/10.2307/259271>
31. Souitaris, V., Zerbinati, S., & Al-Laham, A. (2007). Do entrepreneurship programmes raise entrepreneurial intention among science and engineering students? *Journal of Business Venturing*, 22(4), 566–591. <https://doi.org/10.1016/j.jbusvent.2006.05.002>
32. Thomas, A. S., & Mueller, S. L. (2000). A case for comparative entrepreneurship: Assessing the relevance of culture. *Journal of International Business Studies*, 31(2), 287–301. <https://doi.org/10.1057/palgrave.jibs.8490901>
33. Touunés, A. (2003). *Entrepreneurial intention: A comparative study between students following entrepreneurial training and students in DAAF* (Doctoral dissertation). University of Rouen, France.
34. UNESCO. (2022). *Entrepreneurship education in higher education institutions*. UNESCO Publishing.
35. Wahbi, S. M. (1996). *The role of media in providing role models for university youth* (Vol. 1). Dar Al-Fajr for Publishing and Distribution.