



## Entrepreneurial Engagement of Students in Startup Creation: Case of the University of Bejaia

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**Abstract:** Reflection on entrepreneurship constitutes a vast research field. The objective of this study is to contribute to the understanding of student entrepreneurship, specifically the creation of startups.

In this perspective, we first aimed to build a theoretical framework for the research. Secondly, we examined and presented the context of the study, highlighting its particularities. Finally, we conducted a survey among one hundred and eleven (111) final year students from Algerian universities.

Data collection was carried out using an exploratory quantitative approach among final year students (L3, M1, M2) from various Algerian universities using a Google Forms questionnaire, and data were analyzed using SPSS software.

The study reveals the positive impact of entrepreneurship training on the entrepreneurial intention of students, who appear to be quite favorable to the creation of startups, particularly in the fields of commerce and digitalization. However, they face significant obstacles: lack of funding, practical experience, and unawareness of supporting organizations.

**Keywords:** *entrepreneurship, student entrepreneurship, startup, Algeria.*

**JEL Classification Codes :** L26, M13, I23, F54.



## التزام الطلاب في ريادة الأعمال من خلال إنشاء الشركات الناشئة: حالة جامعة بجاية

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### ملخص:

تشكل دراسة ريادة الأعمال مجالاً واسعاً للبحث. تهدف هذه الدراسة إلى المساهمة في فهم ريادة الأعمال لدى الطلاب، ولا سيما إنشاء الشركات الناشئة. من هذا المنظور، سعينا أولاً إلى بناء إطار نظري للبحث. ثانياً، قمنا بفحص وعرض سياق الدراسة، مع تسليط الضوء على خصائصها. أخيراً، أجرينا استطلاعاً شمل 111 طالباً في السنة النهائية من جامعات جزائرية.

تم جمع البيانات باستخدام نهج كمي استكشافي بين طلاب السنة النهائية (L3)، M1، M2 من مختلف الجامعات الجزائرية باستخدام استبيان Google Forms، وتم تحليل البيانات باستخدام برنامج SPSS، تكشف الدراسة عن التأثير الإيجابي لتدريب ريادة الأعمال على نية الطلاب في ريادة الأعمال، الذين يبدون متفانين جداً بإنشاء شركات ناشئة، لا سيما في مجالات التجارة والرقمنة. ومع ذلك، فإنهم يواجهون عقبات كبيرة: نقص التمويل، والخبرة العملية، وعدم معرفة المنظمات الداعمة.

الكلمات المفتاحية: ريادة الأعمال، ريادة الأعمال الطلابية، الشركات الناشئة، الجزائر.

تصنيف JEL: L26, M13, I23, F54.

## **1. INTRODUCTION**

In a constantly changing world, marked by accelerating technological innovations, market globalization, and the transformation of economic and social needs, entrepreneurship emerges as a fundamental lever of growth, competitiveness, and development. At the heart of this dynamic, young people, particularly students, occupy an increasingly central place. Driven by an innovative spirit, a desire for professional autonomy, and a desire to contribute to change, they are increasingly engaging in entrepreneurial endeavors, often through the creation of startups.

Student entrepreneurship represents a major trend in many economies, including developing countries like Algeria, where issues related to youth unemployment, economic diversification, and the emergence of an innovative productive fabric are priority challenges. The startup, as an innovative, agile organization with high growth potential, embodies a business model particularly favored by this new generation of entrepreneurs and is a focus area for economic development strongly encouraged by the government. However, the transition from idea to realization of an entrepreneurial project is not without obstacles. It relies on a complex combination of personal, academic, institutional, and economic factors and requires appropriate support to maximize the chances of success.

In this context, this research aims to analyze the multiple dimensions of entrepreneurial dynamics among students, through an exploration of the factors that influence startup creation. Our goal is to understand how and why students engage in entrepreneurship, particularly in startup creation. This leads us to the following question:

### **What are the determinants of students' entrepreneurial engagement in startup creation?**

More specifically, we will focus on the factors influencing the entrepreneurial dynamics of students in startup creation, support programs (universities and incubators), and finally, identify the barriers and obstacles that might deter them from realizing their projects.

To achieve this, we conducted a field survey through a questionnaire among a sample of two hundred (200) students.

Finally, this study will be structured into three main axes. The first aims to establish the theoretical framework, the second will address the context and methodology of the research, and finally, the third will be dedicated to the results of the survey.

## **2. Theoretical framework**

**Student entrepreneurship** has become a phenomenon that is increasingly gaining ground in the university sphere. This theoretical framework aims to highlight the concepts and theories that explain entrepreneurial dynamics among students, particularly in the context of startup creation.

Entrepreneurship has long been defined by researchers in management sciences as a process of innovation (Schumpeter, 1932), a market opportunity exploitation process (Fayolle &

Verstraete, 2005), an organizational phenomenon (Gartner, 1988; Aldrich, 1999; Sharma and Chrisman, 1999; Hernandez, 1999), or a value creation process (Ronstadt, 1984; Bruyat and Julien, 2001).

Indeed, entrepreneurship is a rich and complex concept, often approached from different perspectives. From a classical standpoint, it refers to the act of creating an organization to seize an opportunity and profit from it. From an economic perspective, Schumpeter presents it as introducing new productive combinations: new products, processes, markets, or organizational forms. From a managerial perspective, Drucker emphasizes the ability to identify, evaluate, and exploit business opportunities, often with a degree of risk.

Student entrepreneurship, on the other hand, refers to initiatives taken by students during or after their academic journey, often with the support of an institutional framework. It reflects the ability of students to transform ideas into concrete actions, mobilizing resources and creating value in a learning environment.

In summary, entrepreneurship is based on the detection of opportunities, resource mobilization, and engagement in risk-taking to generate value. For students, this approach fits within a training framework, enriched by creativity, personal motivation, and academic contributions. It plays a key role in modernizing higher education and promoting innovation.

The term **start-up** became popular in the late 1990s, and since then there have been several attempts to define it. According to Hurel (2000), a start-up can be defined as a recently created company that is innovative in terms of its sector of activity, marketing methods, or development model, and is experiencing rapid growth in terms of turnover and capital.

More recently, the most widely used definition is that of Steve Blank (2012), who defined a start-up as: "...a temporary organization seeking an industrializable business model that enables exponential, repeatable, and scalable growth."

Other authors, such as Graham (2012), consider a startup to be an innovative young company that generally operates in the modern technology sector and is designed to experience rapid growth.

Ries (2015) defines a startup as "a human institution designed to create a new product or service under conditions of extreme uncertainty." He also specifies that "the goal of a startup is to understand as quickly as possible the right thing to create, the thing that customers want and will pay for."

A startup is therefore a young, temporary company, generally operating in the field of new technologies and characterized by its scalability. Today, this type of organization has become a trend among students.

### **3. Context and Methodology of the Research**

With the aim of diversifying Algeria's economy, which is heavily dependent on hydrocarbons, and offering alternative professional integration opportunities to students, the Algerian government has turned to the entrepreneurial trend centered on "the startup," focusing on transforming universities into wealth creation hubs by aligning education with the needs of the knowledge economy and preparing students to become entrepreneurs.

Several government initiatives have emerged, including ministerial order no. 1275 of September 27, 2022, allowing for "One diploma/one startup," which involves transforming students' innovative projects into startups. In addition, entrepreneurship and innovation training has been launched, such as that at Bejaia University, or the introduction of entrepreneurship modules into various specialty curricula, as well as the organization of competitions and events around the theme of entrepreneurship and startup creation. Our work aims to contribute to understanding the entrepreneurial dynamics of students in the creation of startups.

Our research is an exploratory quantitative study focused on final-year students (L3, M1, M2) from various Algerian universities and different specialties. Data collection was conducted through a questionnaire containing inquiries related to our research theme on Google Forms. Statistical processing of the obtained data was carried out using SPSS software.

The objective of our research is to analyze the factors influencing startup creation among young students. To achieve our goals, we developed a questionnaire.

Our sample consists of one hundred and eleven (111) students. Specifically, out of the two hundred (200) questionnaires distributed, one hundred sixteen were retrieved, of which five (05) are unusable.

## **4. RESULTS AND DISCUSSION**

This final section will present and discuss the main results of the survey.

### **4.1. Characteristics of the Study Sample:**

Before delving into the analysis of variables related to the dynamics of startup creation by students, it is necessary to delineate the profile of the students in our sample. A number of characteristics were selected, including:

- **Gender:**

The distribution of our sample by gender shows a predominance of women at 55%, compared to 45% for men.

- **Age:**

Concerning age, the majority of surveyed students (56.8%) are between 20 and 25 years old, followed by those aged between 26 and 30 years (27.9%), reflecting a young, potentially active population in developing entrepreneurial projects.

- **Level of Study:**

Regarding level of study, a very strong majority of participants are enrolled in master's programs (72.1%), while 21.6% are in bachelor's programs and only 6.3% at the doctoral level.

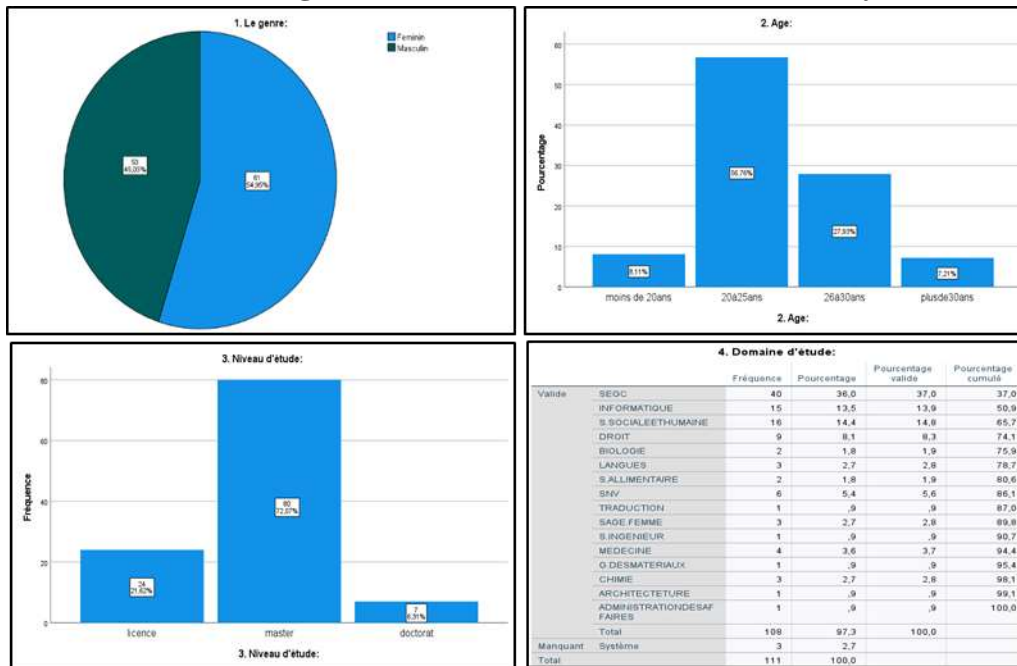
- **Field of Study:**

In terms of field of study, the most represented areas are economics, management, and commerce (37%), followed by computer science (13.9%) and social and human sciences (14.8%).

- **University:**

The question regarding the origin university indicates a strong predominance of students from Bejaia University, representing 88.1% of respondents. Other institutions such as Algiers, Tizi Ouzou, Sétif, or Tlemcen are very slightly represented, which is normal given that the majority of students contacted are from Bejaia University.

Figure 1. Profile of the Students in the Study



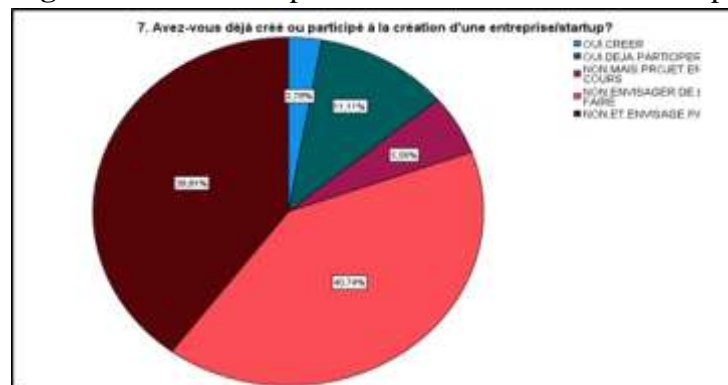
Source: Generated by SPSS from survey data.

#### 4.2. Entrepreneurial dynamics among students:

In this section, we will interpret and analyze the results of our survey on the entrepreneurial dynamics of students in creating startups.

When asked about their understanding of a startup, 45.5% of students refer to rapid growth, followed by innovation (31.8%) and uncertainty (10.6%). This shows that students are well aware of the specificities of the startup model compared to a traditional business.

Fig 2. Students' Entrepreneurial Intent to Create Startups



Source: Generated by SPSS from survey data.

Results show that only 2.8% of respondents have already created their own business or startup, while 11.1% have participated in creating a startup, which remains relatively low. In contrast, a significant proportion (40.7%) plan to create a startup in the future, and 5.6% are already engaged in an ongoing project, indicating a strong latent entrepreneurial potential.

However, nearly 39.8% of respondents have never been involved in an entrepreneurial project and do not intend to do so, revealing some reluctance or disinterest in entrepreneurship. These figures highlight a gap between intention and the realization of projects, suggesting the presence of barriers to entrepreneurial action.

### 4.3. Intention by Gender and Age

Analysis of entrepreneurial intention according to the respondents' gender yields the following results (Table 1).

**Table 1.** Entrepreneurial intention by gender.

Tableau croisé 7. Avez-vous déjà créé ou participé à la création d'une entreprise/startup? * 1. Le genre:				Tableau croisé 7. Avez-vous déjà créé ou participé à la création d'une entreprise/startup? * 2. Age:						
Effectif		1. Le genre:		Total		2. Age:				Total
		Feminin	Masculin			moins de 20ans	20à25ans	26à30ans	plusde30ans	
7. Avez-vous déjà créé ou participé à la création d'une entreprise/startup?	OUI.CREER	2	1	3	OUI.CREER	0	0	2	1	3
	OUI.DEJA.PARTICIPER	4	8	12	OUI.DEJA.PARTICIPER	0	9	2	1	12
	NON.MAIS.PROJET.EN.COURS	3	3	6	NON.MAIS.PROJET.EN.COURS	0	1	3	2	6
	NON.ENVISAGER.DE.LE.FAIRE	20	24	44	NON.ENVISAGER.DE.LE.FAIRE	2	31	10	1	44
	NON.ET.ENVISAGE.PAS	29	14	43	NON.ET.ENVISAGE.PAS	6	21	13	3	43
Total		58	50	108	Total	8	62	30	8	108

*Source: Generated by SPSS from survey data.*

Regarding the link between gender and entrepreneurial intention, results show that more students participated in creating a business or startup (8 men vs. 4 women), while slightly more female students have created one themselves (2 women vs. 1 man). Ongoing projects are evenly distributed between both genders. However, a gap appears in future intention, with twenty-four (24) students considering creating a startup compared to twenty (20) female students. Additionally, female students are twice as likely not to consider engaging in entrepreneurship (29 vs. 14 men), which may indicate some reticence or specific barriers to female entrepreneurial engagement.

Regarding age influence, it is noteworthy that participation in creating a business or startup primarily concerns those aged 20 to 25, while effective creation appears more among those aged 26 and over. The intention to create a business or startup is particularly marked among the 20 to 25 age group (31 respondents), indicating a strong entrepreneurial potential in this age range. In contrast, those under 20 and aged 26 to 30 are more likely not to consider launching into entrepreneurship, which can be explained by a lack of experience for younger individuals and already established professional stability for older ones.

### 4.4. Intention to Create Startups by Level and Field of Study

Survey results (Table 2) show that entrepreneurial intention is stronger among master's level students, which can be related to the fact that they are nearing the end of their studies and thus more exposed to professional opportunities.

**Table 2.** Entrepreneurial intention by level and field of study.

Effectif	7. Avez-vous déjà créé ou participé à la création d'une entreprise/startup?	3. Niveau d'étude:			Total
		licence	master	doctorat	
	OUI.CREER	2	0	1	3
	OUI.DEJA PARTICIPER	2	10	0	12
	NON.MAIS PROJET EN COURS	0	5	1	6
	NON.ENVISAGER.DE LE FAIRE	8	36	0	44
	NON.ET.ENVISAGE.PAS	10	28	5	43
Total		22	79	7	108

Effectif	4. Domaine d'étude:	7. Avez-vous déjà créé ou participé à la création d'une entreprise/startup?				Total
		OUI.CREER	OUI.DEJA PARTICIPER	NON.MAIS PROJET EN COURS	NON.ET.ENVISAGE.PAS	
	ECONOMIQUE	2	4	2	21	10
	INFORMATIQUE	0	1	2	3	9
	SCIENCE POLITIQUE	0	1	1	3	10
	DROIT	0	0	1	0	8
	BIOLOGIE	0	0	0	1	1
	LANGUES	0	1	0	0	2
	SCIENTIFIQUE	0	1	0	1	0
	ENV	1	0	0	4	1
	TRADUCTION	0	1	0	0	0
	SCIENCE FEMME	0	2	0	0	1
	INGENIEUR	0	0	0	1	0
	MEDICINE	0	0	0	4	0
	CHIMIE	0	0	0	3	0
	ARCHITECTURE	0	0	0	1	0
	ADMINISTRATION DES AFFAIRES	0	1	0	0	0
Total		3	12	6	42	108

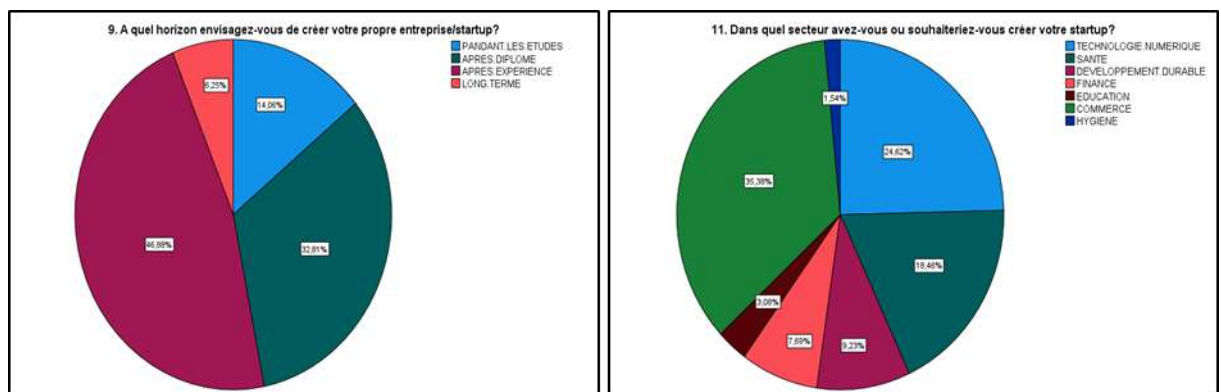
Source: Generated by SPSS from survey data.

As for the relationship with the field of study, results reveal that students in economics, management, and commerce are the most engaged in entrepreneurship, with several having already created or participated in a business or startup, and a high proportion planning to do so. Computer science students show some interest, although most do not plan to venture into entrepreneurship. In contrast, students from other study fields, such as social sciences, medicine, chemistry, or languages, exhibit a very low level of entrepreneurial involvement, suggesting that the field followed significantly influences interest in startup creation.

#### 4.5. Timeline for Startup Creation and Activity Sector:

When asked about the timeline for creating a business or startup, nearly half of the respondents (46.9%) plan to create their startup after gaining professional experience, while 32.8% wish to do so after obtaining their diploma, and only 14.1% during their studies. This result suggests that most students perceive entrepreneurship as a medium- to long-term project requiring prior maturity or experience.

Figure 3. Timeline for Startup Creation and Desired Activity Sector



Source: Generated by SPSS from survey data.

Regarding the sectors of activity considered for creating a startup, results reveal a high interest in commerce (35.4%) and digital technologies (24.6%), indicating an attraction to accessible and promising sectors. Health (18.5%) and sustainable development (9.2%) are also mentioned, reflecting some diversity in entrepreneurial ambitions.

It is worth emphasizing that the chosen sector of activity is significantly linked to the training field; in fact, the commerce sector ranks first with the majority of respondents,

mainly from management fields, which illustrates a natural tendency for management students to focus on commercial projects.

In health, this sector is primarily chosen by students in medicine, natural sciences, and paramedical fields, which shows an interest in undertaking in a field closely related to their training.

#### 4.6. Nature of Innovation and Its Protection:

Results show that students' innovative projects primarily focus on technological (29 cases) and service innovations (21 cases). However, a significant proportion of them (26 out of 64) do not consider any form of protection for their innovation, which poses a potential risk of losing intellectual property.

Among those who protect their innovation, the most commonly used forms are patents (16 cases) and copyrights (16 cases), mainly for technology, service, and business model projects. Trademark registration and trade secrets are much less utilized.

This indicates a lack of awareness or means for the legal protection of ideas, despite a notable innovative potential, particularly in the technological field.

**Table 3. Nature of innovation and how to protect it.**

Tableau croisé 15. Quelle est la nature de l'innovation de votre startup (existante ou envisagée)? * 16. Avez-vous protégé ou envisagez-vous de protéger votre innovation:							
Effectif	15. Quelle est la nature de l'innovation de votre startup (existante ou envisagée)?	16. Avez-vous protégé ou envisagez-vous de protéger votre innovation:					Total
		BREVET	MAQUE. DEPOSEE	DROIT. AUTEUR	SECRET. COMMERCIAL	AUCUNE. PROTECTION	
	TECHNOLOGIE	7	3	4	1	14	29
	SERVICES	6	1	5	1	8	21
	MODELE.AFFAIRE	2	0	5	0	2	9
	PROCEDE	1	0	2	0	1	4
	5	0	0	0	0	1	1
Total		16	4	16	2	26	64

*Source: Generated by SPSS from survey data.*

#### 4.7. Development Stage and Founding Team:

Results show that the majority of startup projects are still in the ideation stage (31 out of 62) and are mainly developed in collaboration with study peers (12 cases), but also with family members (8 cases) or alone (5 cases). Projects that have reached more advanced phases such as validation (12 cases), commercialization (5 cases), or growth (8 cases) are often led by teams formed among peers or involving individuals from the academic setting. This underscores the university setting's importance in entrepreneurial reflection.

In contrast, projects formed only with friends outside the academic framework are less numerous and less represented in advanced stages, indicating a weak connection with support networks.

To explore this question further, we analyzed the relationship between the university environment and its effective influence on students' entrepreneurial intention for startup creation. Results confirm that among the forty-four (44) students who have taken an entrepreneurship module, thirty-three (33) have also participated in a complementary training

or program, demonstrating a strong continuity between academic education and practical engagement. Conversely, among those who did not take a university module (22 students), only 10 have pursued external training, suggesting that university exposure to entrepreneurship stimulates interest and participation in other initiatives.

**Table 4.** Entrepreneurship Module and Entrepreneurial Training

Tableau croisé 18. Avez-vous eu un module entrepreneurial durant votre cursus universitaire? * 19. Avez-vous déjà participé à une formation ou un programme sur l'entrepreneuriat?					
Effectif		19. Avez-vous déjà participé à une formation ou un programme sur l'entrepreneuriat?			Total
		1	2		
18. Avez-vous eu un module entrepreneurial durant votre cursus universitaire?	OUI	33	11		44
	NON	10	12		22
Total		43	23		66

*Source: Generated by SPSS from survey data.*

Among the 48 students who believe their university environment fosters an entrepreneurial spirit, university incubators (17 responses) represent the most incentive element, followed by teachers (13) and the integration of entrepreneurship into curricula (10). This indicates that when they perceive clear institutional support, students feel more encouraged to undertake, particularly through concrete structures and educational supervision.

That said, they wish for more support from experts and financial aid, highlighting that even in an environment perceived as favorable, the concrete needs for guidance and funding remain strong.

Conversely, among the 15 students who perceive their environment as unfavorable, responses remain low and scattered, with only 5 mentions for incubators and 3 for entrepreneurial clubs or programs. This underscores that the absence or low visibility of these facilities significantly reduces their mobilizing impact.

**Table 5.** The role of the university environment.

Tableau croisé 20. Pensez-vous que votre environnement universitaire favorise l'esprit d'entreprise? * 25. Dans quelle mesure les éléments suivants de votre environnement universitaire vous incitent-ils à envisager la création d'une startup?						
Effectif		25. Dans quelle mesure les éléments suivants de votre environnement universitaire vous incitent-ils à envisager la création d'une startup?				Total
		ENCOURAGEMENT. ENSEIGNANT	CLUB.ET. PROGRAMME S. ENTREPRENEURIAUX	INTEGRATION. D.E. ENTREPRENEURIAUX	SOUTIEN. INCUBATEURS	
20. Pensez-vous que votre environnement universitaire favorise l'esprit d'entreprise?	OUI	13	8	10	17	48
	NON	3	3	4	5	15
Total		16	11	14	22	63

*Source: Generated by SPSS from survey data.*

#### 4.8. Funding Sources:

Results show that personal or family funds are by far the most used or anticipated source of funding by entrepreneurial students, with 50% of responses. This indicates a strong

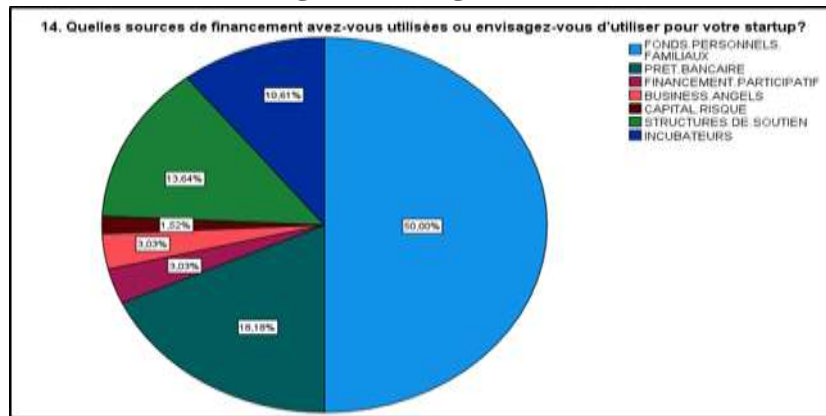
dependence on self-financing, often due to lack of access or awareness of other sources.

Bank loans come in second place (18.2%), showing some openness to more formal solutions, although likely limited by strict access conditions for young entrepreneurs.

Support structures (13.6%) and incubators (10.6%) represent interesting but still underutilized institutional alternatives. Their low use may be explained by a lack of information, support, or complex procedures.

In contrast, sources such as crowdfunding, business angels, or venture capital remain very marginal (together barely 7.5%), reflecting a low familiarity with these more advanced mechanisms typically reserved for more mature projects.

**Fig 4. Funding Sources**

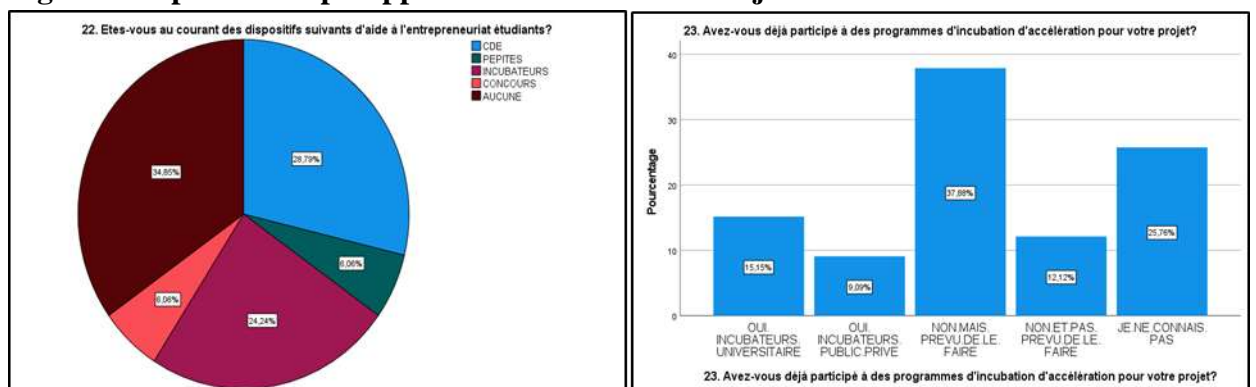


Source: Generated by SPSS from survey data.

#### 4.9. Entrepreneurship Support Mechanisms and Project Incubation

Results indicate that 34.8% of respondents are unaware of any support mechanism, revealing a deficit in communication or visibility around existing structures. Among those who are aware, CDEs (Entrepreneurship Development Centers) (28.8%) and incubators (24.2%) are the most mentioned. This suggests that support tools are still poorly known or inadequately integrated into the university ecosystem.

**Fig 5. Entrepreneurship Support Mechanisms and Project Incubation**



Source: Generated by SPSS from survey data.

As for actual participation in incubation or acceleration programs, only 24.3% have participated, whether in university incubators (15.2%) or public/private ones (9.1%). 37.9% of interviewed students have not yet participated but plan to do so, while 38% (sum of "no" and "I don't know") are not engaged at all in these efforts, indicating a lag in action despite some

interest.

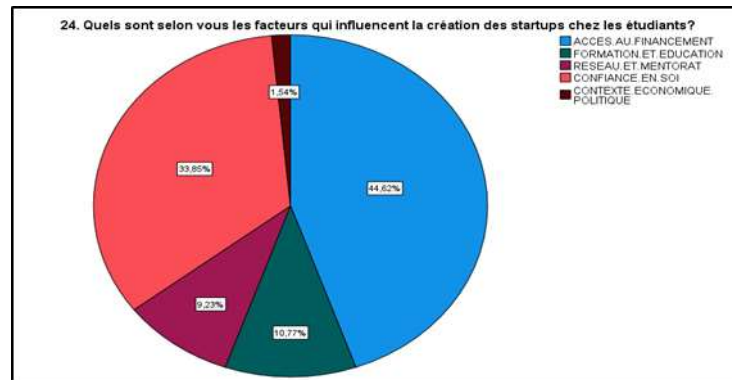
**4.10. Factors Influencing Startup Creation Among Students:**

Results show that the two most cited factors by students are access to funding (44.6%) and self-confidence (33.8%). This indicates that students' major concerns revolve around the available financial resources and their own personal capacity to undertake.

Other factors such as training and education (10.8%) and networking and mentoring (9.2%) appear secondary, although they are also important in entrepreneurial development. Very few students (1.5%) mention the economic or political context, which may either reflect a certain discouragement regarding this aspect or, conversely, a focus on personal means or institutional supports for entrepreneurship.

It is noteworthy that over 40% of respondents did not express any opinion, which may indicate a lack of awareness or experience on the subject.

**Fig 6. Factors Influencing Startup Creation**

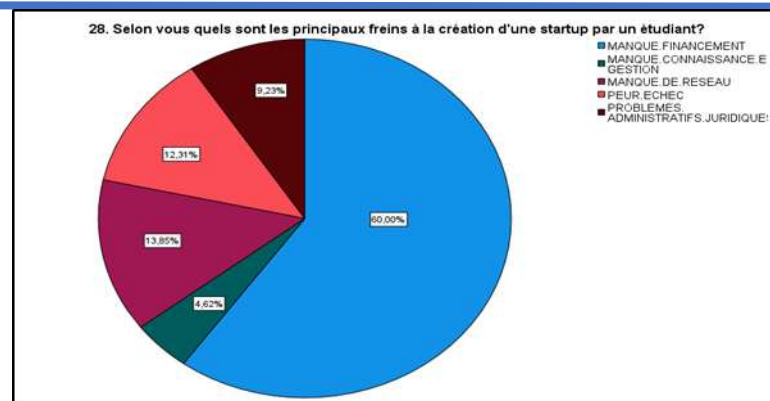


*Source: Generated by SPSS from survey data.*

**4.11. Barriers Encountered by Students When Creating Startups**

Lack of funding emerges overwhelmingly as the main barrier (60%), confirming the critical importance of access to financial resources for initiating an entrepreneurial project. Other obstacles are also identified, although to a lesser extent, such as lack of networking (13.8%), fear of failure (12.3%), and administrative and legal issues (9.2%). In contrast, the lack of knowledge in management is mentioned by only 4.6% of respondents, which may indicate a level of confidence in the skills acquired or an underestimation of business management aspects.

**Fig 7. Barriers Encountered by Students**



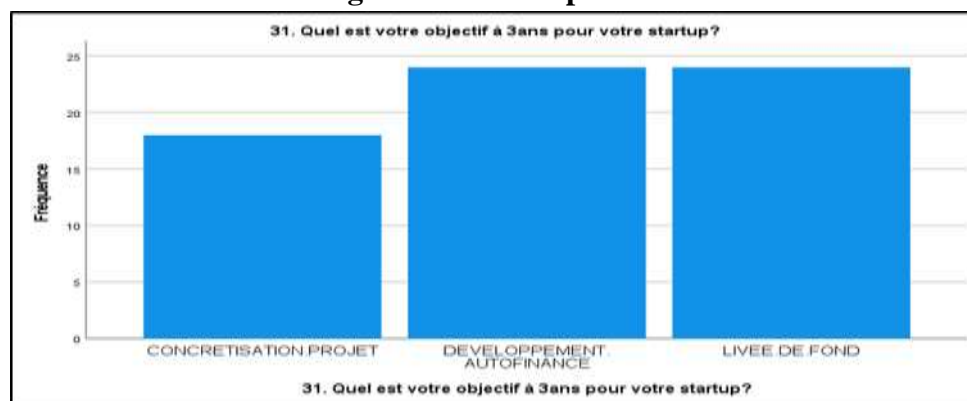
*Source: Generated by SPSS from survey data.*

In addition to these barriers, students also highlight the lack of economic opportunities and insufficient support.

#### 4.12. Future Perspectives of Students

Among the 66 students who responded, the goals for their startup over the next three years reveal a relatively balanced distribution: 36.4% aspire to self-financed development, expressing a desire to ensure the viability of their project without relying on external funding, while another 36.4% plan to raise funds, indicating an ambition for rapid growth and an orientation towards models requiring financial support. Finally, 27.3% want to prioritize bringing their project to fruition, reflecting an early stage in the entrepreneurial process focused on transitioning from idea to concrete realization.

**Fig 8. Future Perspectives of Students**



*Source: Generated by SPSS from survey data.*

## 5. CONCLUSION

Through this research work, we have explored the entrepreneurial dynamics among students in Algeria. By mobilizing a theoretical framework and conducting a field survey, we were able to identify the levers, barriers, and motivations that shape students' entrepreneurial engagement.

The results of our survey, conducted among 111 students primarily from Bejaia University, clearly show an attraction to entrepreneurship. Nearly 60% of surveyed students express an

intention to create their own startup, with many envisioning this ambition within a near future, once they have their diploma or after gaining some years of professional experience. This willingness is particularly strong among students aged 20 to 25, enrolled in master's programs, especially in management, economics, computer science, medicine, and languages. The motivations expressed are varied: the desire for autonomy, lack of job opportunities in salaried work, as well as the ambition to innovate, realize a personal idea, or respond to a local need. The sought-after sectors include commerce and digital technologies, perceived as accessible and full of opportunities.

However, this entrepreneurial intention is significantly hindered by well-identified obstacles. The lack of funding is the foremost barrier cited by 60% of respondents. Access to aid remains limited or poorly known, prompting most students to consider self-financing or seeking support from their families. Other barriers include administrative burdens, lack of networks, fear of failure, or a lack of practical experience.

Our study also reveals a certain unfamiliarity with available entrepreneurial support mechanisms; more than a third of students are not aware of CDEs or university incubators, and only a minority have participated in incubation programs. Furthermore, those who have received access to an entrepreneurship module or training are often more engaged and better prepared, highlighting the university's role in fostering entrepreneurship among young students.

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