

## **Entrepreneurship Education in Algeria: Insights from university students**

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Received date :21.11.2024 & Accepted date : 23.11.2024 & Publication date:14.12.2024

### **Abstract:**

This study examines Algerian university students' perceptions of entrepreneurship education, their entrepreneurial aspirations, and the barriers and motivations shaping their attitudes. Using a structured questionnaire, data were collected from 168 students and analyzed through descriptive and inferential statistical methods, including reliability analysis and one-sample t-tests. The findings reveal strong support for integrating entrepreneurship education into curricula, with 82% of students endorsing its inclusion. A majority of respondents aspire to start their businesses within five to ten years after graduation, driven by motivations such as autonomy and financial independence, yet constrained by barriers including lack of funding and experience. Students prioritize decision-making and creativity as critical traits for success but undervalue practical skills like financial literacy. The study concludes that a holistic approach to entrepreneurship education, emphasizing experiential learning and financial support, is essential to prepare students for entrepreneurial endeavors. These findings offer actionable insights for enhancing entrepreneurship education in developing contexts.

**Keywords:** Entrepreneurship, Entrepreneurship Education, Barriers to Entrepreneurship, Entrepreneurial Skills, Algeria.

**JEL Classification Codes:** L26, I25, M13, J24, O55

### **Introduction:**

The significance of entrepreneurship education lies in its potential to foster an entrepreneurial mindset, which is essential for driving innovation and economic growth. Research has shown that positive perceptions of entrepreneurship can enhance students' intentions to pursue entrepreneurial ventures (Nuraeni et al., 2023). However, in Algeria, cultural and social barriers often discourage students from viewing entrepreneurship as a viable career option. The prevailing societal norms tend to favor stable employment in traditional sectors, leading to a perception of entrepreneurship as a risky endeavor (St-Jean et al., 2014). This study will investigate how these cultural factors influence students' aspirations and motivations toward entrepreneurship.

Algeria, like many other nations, faces a rapidly growing population of educated youth seeking opportunities for employment and self-reliance. However, traditional

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employment sectors often fall short of meeting the aspirations and potential of this demographic. In this context, fostering entrepreneurial mindsets and skills becomes a vital strategy for harnessing the potential of young people and addressing the socio-economic challenges of unemployment and underemployment.

Despite the increasing emphasis on entrepreneurship education globally, its integration and effectiveness in Algeria remain underexplored. Questions arise about whether students perceive entrepreneurship education as valuable, the motivations that drive them toward entrepreneurial pursuits, and the barriers that deter them from taking the entrepreneurial leap. This study seeks to address these questions by examining the perceptions, aspirations, and challenges faced by Algerian university students with respect to entrepreneurship and entrepreneurship education.

Moreover, the integration of entrepreneurship education into the Algerian higher education system remains inconsistent. Many institutions lack comprehensive entrepreneurship programs, and when such courses are offered, they often focus primarily on theoretical knowledge rather than practical application (Yordanova, 2021). This gap between academic learning and real-world application can leave students ill-prepared to navigate the complexities of starting and managing a business. Our research will assess students' experiences with current entrepreneurship education initiatives. Additionally, this study seeks to identify the challenges that face Algerian students starting their own businesses,

In the global context, entrepreneurship education is increasingly viewed as a vital component of educational curricula, aimed at addressing unemployment and fostering economic resilience (Tshehla et al., 2021); (Bakar et al., 2014). It empowers individuals to recognize and exploit opportunities, thereby contributing to the entrepreneurial ecosystem and enhancing overall societal welfare (Hou et al., 2022). In Algeria, the importance of entrepreneurship education is particularly pronounced, given the country's economic challenges, including high unemployment rates among youth and a pressing need for economic diversification (Driss & Bentouir, 2023). By fostering entrepreneurial skills and mindsets, EE can help mitigate these issues, enabling individuals to create their own employment opportunities and contribute to national economic development (Driss & Bentouir, 2023); (Aslam et al., 2022).

The objective of this paper is to explore the perceptions of Algerian university students regarding entrepreneurship education and its role in identifying their entrepreneurial aspirations. Specifically, it seeks to assess students' views on the inclusion of entrepreneurship education in university curricula, identify the key skills they consider essential for entrepreneurial success, and understand the factors that motivate or deter them from pursuing entrepreneurial ventures. Moreover, the study aims to provide actionable insights for enhancing the effectiveness of entrepreneurship education in Algeria and addressing the barriers students face in realizing their entrepreneurial potential. (Driss & Bentouir, 2023); (Alarcón & Ordóñez, 2016); (Aslam et al., 2022).

### **1. Theoretical Background:**

Entrepreneurship education (EE) refers to the pedagogical practices aimed at equipping individuals with the knowledge, skills, and competencies necessary to engage in entrepreneurial activities. This encompasses a wide range of learning experiences, including theoretical instruction, practical applications, and experiential learning opportunities that foster an entrepreneurial mindset and behavior (Saadat et al., 2021); (Grivokostopoulou et al., 2019); (Liguori et al., 2021). The significance of entrepreneurship education has gained global recognition as it plays a crucial role in promoting economic growth, innovation, and job creation, especially in the context of rapidly changing labor markets and economic landscapes.

The literature on entrepreneurship education reveals a diverse array of models and practices globally, with significant implications for regions such as the Middle East and North Africa (MENA). In Silicon Valley, the entrepreneurial ecosystem is characterized by a strong emphasis on experiential learning, mentorship, and access to venture capital, which collectively foster an environment conducive to innovation and startup formation (Piperopoulos, 2012); (Ruskovaara & Pihkala, 2013). This model illustrates the importance of integrating practical experiences into educational frameworks, enabling students to apply theoretical knowledge in real-world contexts (Seikkula-Leino et al., 2021). Furthermore, the European Union has developed frameworks like EntreComp, which aim to standardize and enhance entrepreneurship competencies across member states, emphasizing the integration of entrepreneurship into various educational curricula (Apostu et al., 2022); (Seikkula-Leino et al., 2021).

In the MENA region, the role of universities in promoting entrepreneurship education has gained increasing attention. Research indicates that universities serve as critical hubs for fostering entrepreneurial skills and mindsets among students (Aljuwaiber, 2020). For instance, Nasiri and Hamelin highlight that several MENA countries have expanded educational schemes to support startups as a response to high unemployment rates, particularly among youth (Nasiri & Hamelin, 2018). This aligns with findings from Jamali et al., who argue that enhancing entrepreneurship education within universities is essential for addressing regional economic challenges (Jamali et al., 2016). Moreover, the challenges faced by social enterprises in the MENA region, such as funding constraints and outdated legislation, further underscore the need for robust entrepreneurship education that can empower students to navigate these obstacles effectively (Jamali et al., 2016).

However; despite the recognition of the importance of EE in the MENA region, several barriers persist. For example, Bastian and Zali emphasize the gendered context of entrepreneurship in North Africa, noting that women face unique challenges that hinder their entrepreneurial intentions and activities (Iro-Idoro et al., 2017); (B. L. Bastian et al., 2018). This highlights the necessity for tailored educational programs that consider the socio-cultural dynamics influencing entrepreneurship in the region (B. Bastian et al., 2019). Additionally, the findings of Bastian et al. suggest that addressing the educational needs of women entrepreneurs

is crucial for fostering a more inclusive entrepreneurial ecosystem (B. L. Bastian et al., 2018).

Moreover, the integration of innovative pedagogical approaches, such as game-based learning, has been proposed as a means to enhance engagement and effectiveness in entrepreneurship education (Sutton, 2021). This approach aligns with the broader trend of utilizing experiential learning techniques to cultivate entrepreneurial competencies among students (Neck & Greene, 2010); (Neck & Greene, 2012); (Tih et al., 2019).

Therefore; the MENA region requires a context-specific approach that addresses local challenges and leverages existing opportunities. By fostering a robust entrepreneurship education ecosystem that incorporates practical experiences, gender considerations, and innovative pedagogical methods, the MENA region can empower its youth to become successful entrepreneurs, ultimately contributing to economic development.

Entrepreneurship Education (EE) involves diverse models and practices, with notable examples emerging from regions such as Silicon Valley and various European nations. Silicon Valley represents a model where education is closely intertwined with practical experience and industry engagement. Institutions such as Stanford University emphasize experiential learning, where students are encouraged to develop their ideas into viable business models through hands-on projects, mentorship, and access to venture capital networks (Piperopoulos, 2012). This model fosters an entrepreneurial mindset by providing students with real-world challenges and opportunities to collaborate with established entrepreneurs and investors (Ruskovaara & Pihkala, 2013).

The literature shows that modern entrepreneurship education employs diverse teaching methods such as lectures, guest speakers, case studies, and exposure to role models. When designing such programs, it is essential to tailor them to students' specific needs. Lectures, readings, and textbooks can be used to deliver foundational knowledge, while active learning techniques like case studies, group discussions, and brainstorming sessions can help build essential skills. Additionally, real-world problem-solving and consulting with small businesses should be integrated to offer hands-on experience. Program outcomes should be evaluated based on behavioral changes, skill acquisition, product development, and the creation of prototypes.

In order to succeed as an entrepreneur, individuals need a variety of skills, including persuasion, creativity, critical thinking, leadership, negotiation, problem-solving, social networking, and time management (D. M. Rae, 1997). Cultivating creativity and innovation requires the activation of right-brain thinking, which involves handling uncertainty, addressing open-ended problems, making decisions with incomplete information, lateral thinking, and intuitive reasoning (Lewis, 1987). Therefore, entrepreneurship education programs should aim to stimulate students' right-brain thinking. It has also been observed that gender differences influence the motivations for participating in entrepreneurship programs. Hence, these programs should be customized to address the unique needs of male and female students.

Moreover, entrepreneurship education should expose students to real-world complexities and equip them with strategies to navigate and overcome these challenges (Petridou et al., 2009).

In Europe, various initiatives have been implemented to enhance entrepreneurship education across member states. The EntreComp framework, developed by the European Commission, aims to provide a comprehensive approach to fostering entrepreneurial competencies among students (Seikkula-Leino et al., 2021). This framework emphasizes the importance of integrating entrepreneurship education into existing curricula, promoting a culture of innovation, and encouraging collaboration between educational institutions and businesses (Apostu et al., 2022). Countries like Finland and the UK have also made significant strides in embedding entrepreneurship education within their higher education systems, focusing on developing students' creativity, problem-solving skills, and resilience ((Seikkula-Leino et al., 2019); (Katz et al., 2013).

A study conducted with postgraduate students in the United Kingdom revealed that the primary expectations from entrepreneurship education were acquiring the skills and knowledge needed to start a business, building confidence, and developing the capabilities necessary for entrepreneurship. The students reported that their participation in entrepreneurship modules had enhanced their skills in areas such as new venture planning and identifying and developing opportunities. However, they perceived financial planning as the least valuable aspect, while they considered market research to be highly valuable, with creative thinking being regarded as particularly important (D. Rae & Woodier-Harris, 2012).

In the MENA region, particularly Algeria, the context of entrepreneurship education presents unique challenges and opportunities. Studies indicate that while there is a growing recognition of the importance of EE in addressing youth unemployment and fostering economic diversification, the implementation of effective programs remains limited (Driss & Bentouir, 2023); (Aslam et al., 2022). Research highlights the need for tailored entrepreneurship education models that consider local cultural and economic contexts, as well as the specific needs of students (Shahidi, 2022). For instance, initiatives aimed at integrating entrepreneurship education into vocational training programs have shown promise in equipping students with practical skills and enhancing their employability (Driss & Bentouir, 2023); (Alarcón & Ordóñez, 2016).

Moreover, the Algerian government has initiated various programs to promote entrepreneurship among youth, recognizing the potential of EE to stimulate economic growth and innovation (Driss, 2023; Aslam, 2022). However, challenges such as inadequate resources, lack of trained educators, and insufficient collaboration between educational institutions and the private sector hinder the effectiveness of these initiatives (Driss, 2023; Alarcón & Ordóñez, 2016). Reports suggest that enhancing the quality of entrepreneurship education in Algeria requires a multifaceted approach, including curriculum reform, improved pedagogical

practices, and stronger partnerships with industry stakeholders (Driss, 2023; Aslam, 2022; Alarcón & Ordóñez, 2016).

## **2. Entrepreneurship Education need and challenges**

The current state of entrepreneurship education (EE) in Algeria reflects a growing recognition of its importance within the broader educational framework. The Algerian education system, traditionally characterized by a strong emphasis on theoretical knowledge, is gradually integrating entrepreneurship as a vital component of its curriculum. This shift is essential for addressing the high unemployment rates, particularly among youth, and fostering a culture of innovation and self-employment (Messikh, 2021).

Most higher education institutions in Algeria have taken proactive steps to incorporate entrepreneurship education into their programs either by offering specialized courses and programs focused on entrepreneurship or by the establishment of business incubators and innovation centers within these universities has facilitated practical learning experiences, allowing students to engage in real-world entrepreneurial activities (Osman, 2023).

The Algerian government has recognized the need to promote entrepreneurship as a means of economic diversification and job creation. Recent policies have aimed to enhance the entrepreneurial ecosystem by providing financial support, training programs, and resources for aspiring entrepreneurs (Abderzag et al., 2024). For example, all practices that come up with the Ministry of Higher Education and Scientific Research. (2022). Ministerial decree no. 1275 of September 27, 2022, on the mechanism “One Degree, One Startup”. and the National Agency for the Promotion of Small and Medium Enterprises (ANADE) has been instrumental in supporting entrepreneurship initiatives, offering training and funding opportunities for startups (Abderzag et al., 2024).

Moreover, the Algerian government has integrated entrepreneurship education into its national development strategy, aligning it with the Sustainable Development Goals (SDGs) (Abderzag et al., 2024). This integration reflects a commitment to fostering an entrepreneurial mindset among the youth, which is essential for driving economic growth and innovation in the country. However, challenges remain, including the need for improved curriculum relevance, better-trained educators, and enhanced collaboration between educational institutions and the private sector (Messikh, 2021; Abderzag, F. T et al., 2024; 2024; Osman, 2023).

The current state of entrepreneurship education in Algeria is evolving, with significant efforts from both educational institutions and government policies to promote entrepreneurial skills and mindsets. While progress has been made, ongoing challenges must be addressed to fully realize the potential of entrepreneurship education in contributing to the country's economic development.

The implementation of entrepreneurship education in Algeria faces several significant challenges that hinder its effectiveness and integration into the

educational system. These challenges can be broadly categorized into cultural and social barriers, a lack of resources and skilled educators, and gaps between academic learning and practical application, in what concerns the entrepreneurship education challenges we may city the following ones:

**a) Cultural and Social Barriers**

Cultural perceptions of entrepreneurship in Algeria often prioritize traditional employment paths over self-employment and entrepreneurial ventures. Many individuals view entrepreneurship as a risky endeavor, which can deter potential entrepreneurs from pursuing business opportunities (Mahmudin, 2023); (Harahap et al., 2023). This cultural mindset is compounded by societal expectations that favor stable, government-related jobs, leading to hesitancy among students to engage in entrepreneurial activities (Harahap et al., 2023). Additionally, family support plays a crucial role in shaping entrepreneurial intentions; families that do not encourage entrepreneurial pursuits can significantly impact students' willingness to explore this path (Harahap et al., 2023).

**b) Lack of Resources, Skilled Educators, or Infrastructure**

The lack of adequate resources and infrastructure is another critical challenge facing entrepreneurship education in Algeria. Many educational institutions struggle with insufficient funding, which limits their ability to develop comprehensive entrepreneurship programs and provide necessary materials and facilities (Suparno et al., 2019); (Neck & Greene, 2010). Furthermore, there is a notable shortage of skilled educators who are equipped to teach entrepreneurship effectively. Many educators lack practical experience in entrepreneurship, which is essential for imparting relevant knowledge and skills to students (Dharmawati et al., 2020); (Boldureanu et al., 2020). This gap in qualified instructors can lead to a disconnect between the theoretical aspects of entrepreneurship education and the practical skills needed to succeed in the business world (Samad et al., 2021).

**c) Gaps Between Academic Learning and Practical Application**

Another significant challenge is the gap between academic learning and practical application in entrepreneurship education. While many programs focus on theoretical knowledge, they often fail to provide students with hands-on experiences that are crucial for developing entrepreneurial skills (Ojo, 2024); (Lai et al., 2015). Effective entrepreneurship education should balance theoretical knowledge with practical skills, including real-world applications and experiential learning opportunities (Bugaje et al., 2020); (Tunga & Danfulanj, 2021); (Okenwa-Fadele & Oyeyemi, 2023); (Marliyah et al., 2018). However, the current curriculum in many Algerian institutions does not adequately address this need, leading to graduates who may possess theoretical knowledge but lack the practical skills necessary to launch and manage a business successfully.

The challenges in implementing entrepreneurship education in Algeria are multifaceted, involving cultural and social barriers, a lack of resources and skilled

educators, and significant gaps between academic learning and practical application. Addressing these challenges requires a concerted effort from educational institutions, government bodies, and the broader community to foster a supportive environment for entrepreneurship education. By overcoming these obstacles, Algeria can better equip its youth with the skills and mindset necessary to thrive in an increasingly competitive global economy.

### **3. Research Methodology**

This study employs a descriptive research design to explore Algerian students' perceptions of entrepreneurship education, their entrepreneurial aspirations, the skills deemed essential for success, and the challenges and motivations influencing their attitudes. The approach involves the collection of quantitative data through a structured survey questionnaire, enabling the analysis of trends, opinions, and statistically significant patterns among respondents. The target population for this research comprised university students in Algeria. A total of 168 students participated in the survey; the sample was selected to capture diverse perspectives from various educational backgrounds, with a focus on students enrolled in engineering and business-related disciplines.

The questionnaire included questions about demographic Information, perceptions of Entrepreneurship Education, Entrepreneurial Aspirations, skills and barriers of entrepreneurship. It was designed with a combination of Likert-scale items, multiple-choice questions, and open-ended responses to ensure comprehensive data collection.

The survey was administered electronically to ensure accessibility and ease of response. Participation was voluntary, and informed consent was obtained from all respondents. Nevertheless; the findings retrieved from the sample of 168 respondents may not fully generalize to all Algerian students due to possible regional or institutional variations. Additionally, self-reported data may be subject to biases, such as social desirability or misinterpretation of survey questions.

### **4. Data Analysis and Discussion**

The reliability of the survey instrument, assessed using Cronbach's Alpha, shows a value of 0.821. This high reliability score indicates strong internal consistency among the nine items in the survey. With a sample size of 168 respondents, the instrument effectively captures consistent and coherent responses regarding perceptions of entrepreneurship education and related areas. This ensures the validity of the data collected, providing a robust foundation for meaningful insights and further analysis.

**Table 1: Reliability Statistics**

| Number of Cases | Cronbach's Alpha | Number of Items |
|-----------------|------------------|-----------------|
| 168             | 0.821            | 9               |

In the table 2 below we see that the responses reveal that most students (56%) plan to start their businesses within five to ten years after graduation, highlighting a preference for gaining experience and resources before initiating entrepreneurial ventures. A significant portion (27%) plans to embark on this path sooner, within five years, reflecting a proactive entrepreneurial spirit. However, 15% of students do not intend to pursue entrepreneurship, emphasizing the need for targeted support and encouragement for students at different readiness levels. The remaining 3% who plan to start after ten years indicate a long-term outlook for entrepreneurship, possibly reflecting personal or professional priorities.

**Table 2: Do You Plan to Start Your Own Business in the Future?**

| Options                            | Number of Respondents | Percentage |
|------------------------------------|-----------------------|------------|
| Never                              | 22                    | 15         |
| In the first 5 years after college | 40                    | 27         |
| 5 to 10 years after college        | 83                    | 56         |
| After 10 years                     | 4                     | 3          |

The one-sample t-test results for Variable 1 reveal a mean of 2.42, with a highly significant p-value of 0.000. The t-value of 17.080 indicates a strong deviation from the null hypothesis, suggesting that respondents hold a statistically significant and consistent opinion about the measured variable. The confidence interval of 1.92 to 2.56 reinforces this conclusion. These results highlight a shared perspective among students, which could be related to their attitudes or beliefs about entrepreneurship.

**Table 3: One-Sample t-Test for Variable 1**

| Mean | t      | df  | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference |
|------|--------|-----|-----------------|-----------------|-------------------------------------------|
| 2.42 | 17.080 | 168 | 0.000           | 2.406           | 1.92 to 2.56                              |

The table 4 show that the majority of respondents (82%) strongly agree or agree that entrepreneurship should be taught in engineering colleges, reflecting widespread recognition of its value in education. A small minority (6%) disagrees, and 13% are neutral, indicating that some students may not yet see the relevance of entrepreneurship education. This broad support emphasizes the importance of integrating entrepreneurship-focused courses into the engineering curriculum to prepare students for entrepreneurial opportunities.

**Table 4: Should Entrepreneurship Be Taught in Engineering Colleges?**

| Options           | Number of Respondents | Percentage |
|-------------------|-----------------------|------------|
| Strongly Agree    | 52                    | 31         |
| Agree             | 85                    | 51         |
| Neutral           | 21                    | 13         |
| Disagree          | 8                     | 5          |
| Strongly Disagree | 2                     | 1          |

Meanwhile the second t-test reveals a mean score of 1.28, with a significant p-value of 0.000 and a t-value of 13.420. This strong statistical significance demonstrates consistent responses from participants, indicating that their perceptions or attitudes toward the tested variable are significantly distinct from the null hypothesis. The confidence interval of 1.02 to 1.47 confirms the reliability of this finding.

**Table 5: One-Sample t-Test for Variable 2**

| Mean | t      | df  | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference |
|------|--------|-----|-----------------|-----------------|-------------------------------------------|
| 1.28 | 13.420 | 168 | 0.000           | 1.278           | 1.02 to 1.47                              |

In the next table (table 6) we have asked the participants their opinion about the importance of entrepreneurship education even if they are not interested in starting a business and the results highlight that the majority (75%) of students agree or strongly agree that entrepreneurship education is useful even for those who do not plan to start a business. This perception underscores the value of entrepreneurship education in fostering transferable skills such as critical thinking, problem-solving, and creativity. The neutral responses (19%) and the small percentage of disagreement (7%) suggest that while the majority sees its benefits, some may need more exposure to its applications.

**Table 6: the importance of Entrepreneurship Education**

| Options           | Number of Respondents | Percentage |
|-------------------|-----------------------|------------|
| Strongly Agree    | 38                    | 23         |
| Agree             | 87                    | 52         |
| Neutral           | 32                    | 19         |
| Disagree          | 11                    | 7          |
| Strongly Disagree | 0                     | 0          |

Data collected show that a great majority of students (67%) disagree or strongly disagree with the idea that entrepreneurs are born, signaling a belief in the teachability of entrepreneurial skills. Only 9% agree with this notion, while 23% remain neutral. This finding aligns with contemporary perspectives that entrepreneurship is not an innate trait but can be cultivated through education and practice.

**Table 7: Entrepreneurship Can't Be Taught in a Classroom**

| Options           | Number of Respondents | Percentage |
|-------------------|-----------------------|------------|
| Strongly Agree    | 4                     | 2          |
| Agree             | 12                    | 7          |
| Neutral           | 38                    | 23         |
| Disagree          | 68                    | 40         |
| Strongly Disagree | 46                    | 27         |

In the next table ( table 8) we asked the participants about the skills and characteristics that they find relevant for becoming a successful entrepreneur, where students rate decision-making skills (98%), creativity (90%), and risk-taking (86%) as the most critical traits for entrepreneurial success. Practical skills like financial knowledge (68%) and negotiation (76%) received lower importance, indicating gaps in student perception or awareness of their significance. This result emphasizes the need for curricula that address these overlooked skills while strengthening decision-making and creative thinking.

**Table 8: the needed characteristics for Becoming a Successful Entrepreneur**

| Skills                         | Importance (Percentage) | Average | Variance |
|--------------------------------|-------------------------|---------|----------|
| Decision-Making Skills         | 98%                     | 3.82    | 0.31     |
| Risk-Taking                    | 86%                     | 3.21    | 0.35     |
| Good Communication             | 82%                     | 3.16    | 0.42     |
| Creativity and innovation      | 90%                     | 3.47    | 0.58     |
| Knowledge about Business Plans | 82%                     | 3.11    | 0.72     |
| Negotiation                    | 76%                     | 3.02    | 0.34     |
| Marketing                      | 78%                     | 3.14    | 0.68     |
| Knowledge of Finance           | 68%                     | 2.74    | 0.83     |

The results demonstrated in the table 9 hereafter highlight the strongest motivators for becoming an entrepreneur include self-employment (67%), financial independence (66%), and societal impact (64%). These motivations reflect students' aspirations for autonomy and the ability to make meaningful contributions to their communities. The high emphasis on these factors suggests that entrepreneurship education should highlight real-world examples of these benefits.

**Table 9: Motivating Factors for Becoming an Entrepreneur**

| Motivators                      | Respondents who chose this option | Percentage |
|---------------------------------|-----------------------------------|------------|
| Being self employed             | 128                               | 67%        |
| Independence in decision making | 94                                | 56%        |
| It is your Dream                | 97                                | 58%        |
| Financial independence          | 111                               | 66%        |
| Self esteem                     | 80                                | 48%        |
| To create value                 | 62                                | 37%        |

|                    |     |     |
|--------------------|-----|-----|
| Family and society | 108 | 64% |
|--------------------|-----|-----|

Lastly we asked the participants about the obstacles in starting their own businesses , the results in table 10 below show that the lack of funds (70%) and experience (57%) are the most commonly cited barriers to entrepreneurship, reflecting structural and educational challenges. Knowledge gaps (40%) and risk aversion (34%) are also significant, emphasizing the need for comprehensive support systems, including funding opportunities and experiential learning.

**Table 10: obstacles for being an entrepreneur in the future**

| Deterrents              | Number of Respondents | Percentage |
|-------------------------|-----------------------|------------|
| Experience              | 95                    | 57%        |
| Funds                   | 118                   | 70%        |
| Knowledge               | 68                    | 40%        |
| Risk                    | 57                    | 34%        |
| Family Responsibilities | 20                    | 14%        |
| Better career           | 7                     | 4%         |
| Not Interested          | 38                    | 23%        |
| family                  | 18                    | 11%        |

## Conclusion

This study was conducted to check the perceptions, aspirations, and challenges of Algerian university students regarding entrepreneurship and entrepreneurship education. The findings reveal a strong inclination among students toward pursuing entrepreneurship as a career, with a majority planning to start their own businesses within five to ten years after graduation. However, this entrepreneurial ambition is tempered by significant barriers, including a lack of funds, experience, and knowledge, which underscore the need for enhanced support systems and educational interventions.

The overwhelming endorsement of entrepreneurship education highlights its perceived importance not only for those who plan to start businesses but also as a means to develop transferable skills such as decision-making, creativity, and problem-solving. While students recognize the importance of critical traits like risk-taking and innovation, there is a noticeable under appreciation of practical skills such as financial literacy and negotiation, suggesting areas where educational programs can be strengthened. The rejection of the belief that entrepreneurs are born and the widespread agreement that entrepreneurial skills can be taught further validate the role of structured education in fostering entrepreneurship.

Motivating factors such as autonomy, financial independence, and societal value creation drive students' entrepreneurial aspirations, reflecting their desire for self-reliance and meaningful contributions to their communities. At the same time, the study identifies critical gaps in the entrepreneurial ecosystem, including financial

constraints and limited practical exposure, which hinder students' ability to translate their aspirations into action.

The findings of this study emphasize the need for Algerian universities to adopt a holistic approach to entrepreneurship education. This includes integrating practical components such as internships, business simulations, and mentorship programs to bridge the gap between theoretical knowledge and real-world application. Additionally, addressing structural barriers through financial assistance and experiential learning opportunities is crucial to fostering a supportive environment for aspiring entrepreneurs.

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