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**University Students' Attitudes Toward the
Unemployment Allowance-A Field Study of
Students at Mohamed El-Bachir El-Ibrahimi
University, BordjBouArréridj, Algeria-**

نحو منحة البطالة -دراسة ميدانية على طلبة اتجاهات الطلبة الجامعيين
محمد البشير الابراهيمى برج بوعريريج الجزائر- جامعة

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Abstract:

This study investigates university students' perceptions of the unemployment allowance at Mohamed El-Bachir El-Ibrahimi University, Bordj Bou Arréridj. The research employed a descriptive methodology, deemed suitable for this type of study, using a questionnaire to measure students' attitudes toward the unemployment allowance. The instrument included 27 items administered to a purposive sample of 85 students enrolled in the third year of the Bachelor's program and the first year of the Master's program in Psychology.

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Findings reveal that students generally hold neutral attitudes toward the unemployment allowance. Furthermore, no statistically significant differences were observed in attitudes based on gender, educational level, or age.

Keywords:

attitudes; unemployment allowance; student; university.

المخلص:

هدفت هذه الدراسة إلى التعرف على اتجاهات الطلبة الجامعيين نحو منحة البطالة بجامعة محمد البشير الابراهيمي ببرج بوعريرج، ولتحقيق أهداف الدراسة استخدام المنهج الوصفي الأنسب لمثل هذه الدراسات وتصميم استبانة لقياس اتجاه الطلبة نحو موضوع الدراسة مكونة من (27) عبارة وزعت على عينة مكونة من (85) طالب وطالبة موزعين بين السنتين الثالثة ليسانس والأولى ماستر علم النفس، حيث تم اختيارهم بطريقة قصدية، توصلت نتائج الدراسة أن اتجاهات الطلبة الجامعيين نحو منحة البطالة اتجاه محايد وأنه لا توجد فروق ذات دلالة إحصائية لدى الطلبة الجامعيين في اتجاههم نحو منحة البطالة تعزى لمتغير الجنس والمؤهل العلمي والسن.

الكلمات المفتاحية: اتجاهات، منحة البطالة، الطالب، الجامعة.

1.Introduction

Unemployment is a critical socio-economic challenge affecting nations globally, posing risks to both development and social stability. Mishouk (2024) highlights that unemployment impairs individuals' capacity to support themselves and their dependents, often resulting in deprivation, frustration, and diminished societal integration, which can precipitate depressive tendencies and deviant behaviors. Consequently, social

problems, including increased theft and poverty, emerge, undermining social cohesion and threatening core societal values.

Governments implement various strategies to mitigate unemployment, including temporary allowances and supportive programs. Algeria, experiencing significant unemployment, reported a 9.7% rate by the end of 2024 (National Office of Statistics, ONS). In response, the Algerian government introduced measures such as the unemployment allowance.

The allowance, established under Executive Decree No. 22-70 dated 9 Rajab 1443 AH (February 10, 2022), defines eligibility, payment modalities, and beneficiary obligations to facilitate workforce integration. Quraymis and Aliwa (2023) assert that the allowance serves as a mechanism for social solidarity, justice, equitable wealth distribution, and reduced social exclusion. However, it may inadvertently increase natural unemployment by diminishing incentives for active job seeking, affecting labor market dynamics, including among university students.

Recent figures from the Minister of Labor, Employment, and Social Security indicate that by December 2025, approximately 1.9 million beneficiaries received the allowance, with women constituting 71% and men 29%. Of the beneficiaries, 60% were non-qualified, 24% university graduates, and 16% vocational training graduates. An increasing number of higher-degree holders have also sought the allowance due to limited labor market integration, reflecting a gap between theoretical knowledge and required professional experience.

Internal factors, such as limited career guidance and low personal motivation, reduce engagement in entrepreneurial initiatives. Social pressures and inadequate support networks heighten reliance on the allowance, while economic constraints

and a fragile labor market make it a practical alternative. Consequently, some students prioritize the allowance over continuing education.

Variations in students' attitudes toward the allowance exist: some perceive it positively as a temporary economic relief, others view it negatively as encouraging passivity, and a third group remains neutral.

Accordingly, this study addresses the following research questions:

- What are university students' attitudes toward the unemployment allowance?
- Do gender differences influence these attitudes?
- Does educational level affect students' attitudes?
- Are there age-related differences in attitudes toward the allowance?

2. Research Hypotheses

Based on the research problem and questions, the study was guided by the following hypotheses:

- University students hold negative attitudes toward the unemployment allowance.
- No significant differences exist in attitudes based on gender.
- Significant differences exist in attitudes based on educational level.
- No significant differences exist in attitudes based on age.

3. Objectives of the Study: The study aims to:

- Assess whether the unemployment allowance affects university students positively or negatively.
- Identify factors influencing students' attitudes toward the allowance.

- Provide recommendations for policymakers and researchers to improve the allowance's objectives, reduce excessive dependence, and encourage active employment seeking.

4. Importance of the Study: the study's significance is highlighted by:

- Addressing a contemporary issue linked to Algeria's social and economic conditions.
- Raising awareness among students about the temporary nature of the unemployment allowance.
- Contributing to the understanding of students' perceptions and the allowance's labor market impact.

5.Previous Studies

Several studies have explored unemployment and unemployment allowances. Abbas (2023) examined the attitudes of students nearing graduation toward the unemployment allowance. Using a purposive sample of 45 participants and a descriptive questionnaire, the study found neutral attitudes, indicating that unemployment adversely affects society broadly and university graduates specifically.

Souad (2023) analyzed the unemployment allowance as a tool within public policy to reduce poverty in Algeria. Adopting a descriptive-analytical approach, the study concluded that the allowance supports vulnerable social groups and serves primarily to alleviate poverty.

Belkacem and Maati (2023) investigated the nature of the unemployment allowance and its beneficiaries among doctoral students. Using observation and interviews, they found that the allowance's impact varies according to beneficiaries' social conditions and status.

Part One: Theoretical Framework

First: The Concept of Unemployment

1. Definition of Unemployment: Unemployment refers to the condition in which individuals, capable and willing to work, are unable to secure suitable *employment* (Asiri, 2018, p. 546). It denotes both the absence of job opportunities and the lack of adequate remuneration.

2. Negative Effects of Unemployment: Unemployment produces significant social and economic consequences, including (Al-Moumeni, 2020, p. 160).

- Wastage of human resources.
- Negative impact on the gross domestic product (GDP)
- Reduced income and purchasing power.
- Investment in education without fully realizing human capital benefits.
- Increased reliance on foreign labor and depletion of foreign reserves.
- Higher costs for supporting unemployed individuals.
- Declining living standards.
- Psychological stress, frustration, diminished self-confidence, and potential suicidal tendencies.
- Weak social cohesion, reduced loyalty, and feelings of alienation.
- Migration-related social, psychological, and economic challenges.

Second: The Unemployment Allowance

1. Concept The unemployment allowance: supports first-time job seekers, providing financial aid and motivation during job search periods.

2. Eligibility Conditions In Algeria: the allowance is regulated under a joint ministerial decision dated 20 Rajab 1443

AH (February 21, 2022), specifying payment modalities and eligibility criteria. Beneficiaries must meet the following:

- Algerian nationality and residency.
- Age between 19 and 40 years.
- Registration with the National Employment Agency as first-time job seekers.
- No existing income.
- Compliance with national service obligations.
- Not enrolled in higher education or vocational training.
- Not previously benefited from public employment or social programs.
- Both spouses without income (Official Gazette, 2022, p. 11).

3. Obligations of beneficiaries recipients must:

- Accept at least two job offers matching their qualifications.
- Participate in training aimed at employability enhancement.

The allowance is suspended if:

- The beneficiary or spouse obtains employment or joins public support programs.
- The beneficiary requests suspension.
- Two suitable job offers are refused.
- Required training is declined.
- The beneficiary or spouse gains any form of income.
- In the event of death.

4. Reasons for Adoption: The allowance was introduced due to:

- High unemployment, with youth unemployment at approximately 20% (IMF, 2021).

→ Ineffective employment policies and bureaucratic inefficiencies(Grims & Aliwa, 2023, p. 84).

→ Rising crime and illegal migration.

→ Declining human development indices

5. Objectives of the Unemployment:aims to:

→ Reduce youth poverty resulting from unemployment.

→ Mitigate economic crises from declining oil revenues.

→ Containing public discontent and responding to popular demands expressed during the 2019 political movement.

→ Reducing crime rates and illegal migration while enhancing social security.

→ Ensure equitable wealth distribution.

→ Improving human development levels and social welfare for marginalized groups.

→ Contributing to the achievement of sustainable development goals (Souad, 2023, p. 710) .

6. Responsible Authority: The National Employment Agency (ANEM) manages the allowance. According to Article 190 of the 2022 Finance Law (Official Gazette, Issue No. 100), the allowance targets first-time job seekers registered with ANEM.

Third: Definition of the University and the University Student

1.Definition of University: Mohamed SalehMarmoul defines the university as a scientific institution encompassing society's elite and serving as a central authority due to its diverse knowledge and research outputs(Bouras & Kaidoum, 2023, p. 109).

2.Definition of University Students: For this study, university students include third-year Bachelor's and first-year Master's students in Psychology at Mohamed El-Bachir El-

Ibrahimi University, BordjBouArréridj, during the 2024–2025 academic year.

Part Two:Methodology and Research Procedures

1. Research Method: Given the objective of identifying university students' attitudes toward the unemployment allowance, the descriptive method was adopted. This method is suitable for describing phenomena, analyzing trends, and examining attitudes.

2.Study Population: The population consisted of 105 students, encompassing all third-year Bachelor's degree students specializing in Work and Organizational Psychology, and first-year Master's degree students in Work and Organizational Psychology and Human Resource Management at the Faculty of Social and Human Sciences, Mohamed El-Bachir El-Ibrahimi University, BordjBouArréridj, during the 2024–2025 academic year.

3.Study Sample:A purposive sample of 85 students was selected from the population. This non-probability sampling ensures that the sample aligns with the research objectives and provides meaningful results.

3.1. Sample Characteristics

Table 1: Distribution by Gender

Table 1: Distribution of the Sample According to Gender

Gender	Frequency	Percentage
Male	18	21.2%
Female	67	78.8%
Total	85	100%

Source: Prepared by the researchers based on SPSS 22 outputs.

The table shows that the majority of the sample consists of female students (78.8%), while males represent (21.2%). The higher proportion of females may be attributed to their greater academic commitment and persistence in pursuing academic success. In contrast, the lower proportion of males can be explained by higher dropout rates in the early stages of education, as many tend to enter the labor market or vocational training at an early age. This result in a higher number of female students compared to male students at the university level.

Table 2: Distribution by Educational Qualification

Educational Qualification	Frequency	Percentage
Bachelor's degree	60	70.6%
Master's degree	25	29.4%
Total	85	100%

Source: Prepared by the researchers based on SPSS 22 outputs.

The table indicates that the majority of the sample holds a Bachelor's degree (70.6%), while the remaining participants are Master's degree students (29.4%).

Table 3: Distribution by Age

Age Group	Frequency	Percentage
20–22 years	51	60%
23–25 years	31	36.5%
26–28 years	1	1.2%
29–31 years	0	0%
32–34 years	0	0%

35–36 years	2	2.4%
Total	85	100%

Source: Prepared by the researchers based on SPSS 22 outputs.

The table shows that most participants are aged 20–22 years (60%), followed by 23–25 years (36.5%), with older age groups representing exceptional cases. This distribution aligns with academic levels and the unemployment allowance eligibility (19–40 years), ensuring sample diversity.

4. Research Instrument

4.1. Components of the study instrument

(questionnaire): comprised two sections:

- **Section One:** Personal variables (gender, educational qualification, age).

- **Section Two:** Attitudes toward the unemployment allowance (30 items across four sub-dimensions: self-related, academic, social, and economic factors).

Table 4: Questionnaire Dimensions

Questionnaire	Dimensions	Number of Items
Unemployment Allowance	Self-related factors	9
	Academic factors	8
	Social factors	7
	Economic factors	6
Total		30

Source: Prepared by the researchers.

4.2. Revision of the study instrument

(questionnaire): were scored on a five-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. The scale ranges were determined as follows:

Table 5: Likert Scale Cell Lengths

Scale Range	Response Option	Attitude Toward the Unemployment Allowance
1.00 – 1.80	Strongly Disagree	Very Negative
1.81 – 2.60	Disagree	Negative
2.61 – 3.40	Neutral	Neutral
3.41 – 4.20	Agree	Positive

4.21 – 5.00	Strongly Agree	Very Positive
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Source: Prepared by the researchers.

4.3.Psychometric Propertiesof the Study Instrument

4.3.1. Validity:Validity refers to the extent to which the instrument measures what it is intended to measure. To ensure the validity of the study questionnaire, several procedures were adopted.

4.3.1.1.Content Validity (Expert Judgment):

After constructing the instrument, it was reviewed by a panel of psychology experts to evaluate the clarity of wording, the suitability of the dimensions to the measured construct, and the appropriateness of the response options.

4.3.1.2.Internal Consistency and Construct Validity:

Following content validation, internal consistency validity was assessed through correlation coefficients between each item and its corresponding dimension. Construct validity was examined by calculating correlations between each dimension score and the total questionnaire score.

Table 6:Internal consistency Results (selected items)

Statements	Correlation Coefficient	Significance Level	Statements	Correlation Coefficient	Significance Level	Statements	Correlation Coefficient	Significance Level	Statements	Correlation Coefficient	Significance Level
1	0.773**	0.000	9	0.798**	0.000	17	0.549*	0.0120	25	0.497*	0.0260
2	0.206	0.383	10	0.485*	0.0300	18	0.707**	0.0000	26	0.724**	0.0000
3	0.874**	0.000	11	0.780**	0.0000	19	0.733**	0.0000	27	0.483*	0.0310
4	0.786**	0.000	12	0.779**	0.0000	20	0.628**	0.0030	28	0.653**	0.0020
5	0.563**	0.000	13	0.462*	0.0400	21	0.630**	0.0030	29	0.810**	0.0000
6	0.734**	0.000	14	0.267	0.2540	22	0.689**	0.0010	30	0.771**	0.0000
7	0.743**	0.000	15	0.802**	0.0000	23	0.593**	0.0060			
8	0.718**	0.000	16	0.244	0.2990	24	0.487*	0.0300			

Source: Prepared by the researchers based on the outputs of SPSS 22.

- Most questionnaire items showed statistically significant correlations ($p < 0.05$), indicating good internal consistency.
- Only a few items (2, 14, 16) were not significant and were removed from further analysis.

• Construct validity of the Unemployment Allowance Questionnaire.

Table 7:construct validity Questionnaire.

Dimensions	Correlation Coefficient	Total Score
Personal Factors	0.837**	0.000
Academic Factors	0.742*	0.000
Social Factors	0.808**	0.000
Economic Factors	0.859**	0.000

Source: Prepared by the researchers based on the outputs of SPSS 22.

4.3.2. Reliability

4.3.2.1.Cronbach’s Alpha Method:Questionnaire reliability was assessed using Cronbach’s alpha. The overall

coefficient reached $\alpha = 0.907$, indicating high reliability and suitability for data collection.

Table 8: Reliability Results Using Cronbach’s Alpha

Instrument	Cronbach’s Alpha
Total Score	0.907

Source: Prepared by the researchers based on the outputs of SPSS 22.

4.3.2.2.Split-Half Method:

The questionnaire items were divided into two equivalent halves, and the correlation was adjusted using the Spearman–Brown formula. The corrected reliability coefficient was 0.940, confirming strong instrument stability.

Table 9: Split-Half Reliability Results for the Unemployment Grant Questionnaire

Statements	Reliability (Cronbach’s Alpha)	Reliability (Spearman-Brown)
Individual	0.861	0.940
Paired	0.770	–

Source: Prepared by the researchers based on the outputs of SPSS 22.

5. Study Limits:

- **Spatial:** Department of Psychology, Mohamed Béchir El Ibrahimy University, BordjBouArréridj.
- **Temporal:** Academicyear 2024–2025.
- **Human:** Sample of 85 university students.

6.Statistical Methods:The following statistical methods were used:

- Split-half method.
- Pearson correlation coefficient to examine relationships between variables (validity).
- Cronbach's alpha coefficient to calculate the reliability of the instrument (Unemployment Allowance Questionnaire).
- Spearman–Brown coefficient, used to adjust the reliability value of the test.
- Independent-samples t-test to identify differences between the means of two groups (gender and educational qualification).
- One-way ANOVA to examine differences among multiple groups (age).
- Arithmetic mean to measure response central tendency by calculating the average scores of the sample.

Part Three: Presentation, Analysis, and Interpretation of Results

1. Normality of Data Distribution: Before hypothesis testing, the assumption of normal distribution for the study variables was verified using the Kolmogorov–Smirnov test.

Table 10: Normality Test for Unemployment Allowance Variable

Variable	Kolmogorov–Smirnov			Data Distribution Type
	Statistic	Degrees of Freedom (df)	Significance Level (Sig)	
Unemployment Allowance	0.095	85	0.056	Does not follow normal distribution

Source: Prepared by the researchers based on SPSS 25 outputs.

The significance value (0.056) exceeds 0.05, confirming normal distribution and validating the use of parametric tests.

2. Presentation and Analysis of the Results of the General Hypothesis: The general hypothesis predicted that university students' attitudes toward the unemployment allowance are negative. Means, standard deviations, and attitude categorizations for each questionnaire item were calculated.

Table 11: Means and Standard Deviations of Students' Attitudes

Item	Statement	Arithmetic Mean	Standard Deviation	Attitude
1	Receiving the unemployment allowance meets my material needs.	2.48	1.27	Negative
2	I will receive the unemployment allowance and continue searching for a job.	3.32	1.23	Neutral
3	The higher the unemployment allowance, the stronger the tendency toward it.	3.03	1.21	Neutral
4	I feel that the allowance is a temporary but important solution.	3.36	1.11	Neutral
5	Unemployment motivates me to think	2.87	1.27	Neutral

	positively about the allowance.			
6	I believe the unemployment allowance provides me with many benefits.	2.60	1.23	Negative
7	I encourage students to benefit from the unemployment allowance.	2.32	1.12	Negative
8	I will register for the unemployment allowance upon graduation.	2.87	1.30	Neutral
9	My specialization's low demand in the labor market drives me toward the allowance.	2.67	1.09	Neutral
10	Theoretical teaching methods encourage me toward the allowance.	2.62	1.06	Neutral
11	Overcrowding at the university encourages me toward the allowance.	2.77	2.46	Neutral
12	I need the allowance because my specialization does not allow project creation.	2.45	1.15	Negative
13	Weak career guidance at university makes me rely on the allowance.	3.38	1.23	Neutral
14	Difficulty finding a job after graduation.	3.95	1.22	Positive
15	My family encourages me to benefit from the allowance.	2.70	1.23	Neutral
16	My family supports my decision to receive the allowance.	3.41	1.17	Neutral
17	My friends encourage me to receive the allowance.	3.20	1.14	Neutral
18	I know many friends who benefited from the allowance.	3.87	1.07	Positive
19	Weak entrepreneurial culture drives me toward the allowance.	2.84	1.21	Neutral
20	My family's weak financial situation drives me toward the allowance.	2.81	1.20	Neutral
21	I seek quick income, which makes me consider the allowance.	2.81	1.21	Neutral
22	Lack of job opportunities drives me toward the allowance.	3.45	1.17	Positive
23	The allowance provides better economic income opportunities.	2.52	1.15	Negative
24	Wages in some jobs are nearly equal to the allowance.	3.44	1.34	Positive

2 5	I prefer the allowance over low-paid jobs.	2.75	1.51	Neutral
2 6	Insurance and tax burdens push me toward the allowance.	2.97	1.26	Neutral
2 7	Difficulty in starting a project makes me prefer the allowance.	2.81	1.27	Neutral
Overall Mean		2.97	1.25	Neutral

Source: Prepared by the researchers.

The overall mean (2.97) indicates a neutral attitude toward the unemployment allowance. Students view it as a temporary, pragmatic solution rather than a strongly favorable or unfavorable measure. This neutrality may reflect limited awareness of the allowance's objectives and conditions.

These findings are consistent with the study by (Abbas, 2023), which also reported neutral attitudes among university students toward the unemployment allowance.

3. Analysis of First Sub-Hypothesis (Gender Differences)

The first sub-hypothesis proposed no significant gender differences in students' attitudes toward the Unemployment Grant. Arithmetic means, t-values, and significance levels were calculated to test this, showing no statistically significant differences between male and female students

Table 12: Results of the Independent-Samples t-Test for Differences in Sample Responses to the Unemployment Grant by Gender

Questionnaire	Variable	N ^o	Arithmetic Mean	t-value	Degrees of Freedom	Significance Level	Statistical Significance
Unemployment Grant	Male	18	80.50	0.030	83	0.106	Not Significant
	Female	67	80.35				

Source: Prepared by the researchers based on the outputs of SPSS 22.

The t-test results (Sig = 0.106 > 0.05) show no significant gender differences in students' attitudes toward the

Unemployment Grant. This suggests that students' perceptions are similar regardless of gender, likely due to shared study conditions, rules, and socio-economic circumstances

4. Analysis and Discussion of Results of the Second Sub-Hypothesis (Educational Qualification Differences)

The second sub-hypothesis proposed that students' attitudes toward the Unemployment Grant differ by educational level. Means and t-tests were calculated to examine differences between Bachelor's and Master's students.

Table 13: t-Test results by Educational Qualification

Questionnaire	Variable	N	Arithmetic Mean	t-value	Degrees of Freedom	Significance Level	Statistical Significance
Unemployment Grant	Bachelor	60	80.53	0.115	0.722	0.7220	Not Significant
	Master	25	80.04				

Source: Prepared by the researchers based on the outputs of SPSS 22.

The results (Sig = 0.722) show no significant differences in attitudes toward the Unemployment Grant based on educational level, indicating that students at different academic stages face similar challenges.

5. Analysis and Discussion of Results of the Third Sub-Hypothesis (Age Differences)

The third sub-hypothesis examined differences by age using one-way ANOVA.

Table 14: One-Way ANOVA by Age

Questionnaire	Source of Variance	Sum of Squares	Mean Square	Degrees of Freedom	f-value	Significance Level	Statistical Significance
Unemployment Grant	Between Groups	1282.841	427.614	3	1.356	0.262	Not Significant
	Within Groups	25541.347	315.325	81			

Source: Prepared by the researchers based on the outputs of SPSS 22.

ANOVA results show no significant age-based differences in attitudes toward the Unemployment Grant (Sig = 0.262), indicating that students of all ages share similar perceptions and challenges regarding the grant.

6.Discussion The findings indicate a neutral attitude toward the unemployment allowance, influenced by self-related, academic, social, and economic factors. Gender, educational qualification, and age did not significantly affect attitudes. The results align with Abbas (2023) and highlight the multidimensional nature of students’ perspectives on unemployment support.

Conclusion

Despite the measures and procedures adopted by the state to address the phenomenon of unemployment-most notably the introduction of the unemployment allowance, which may contribute to alleviating high unemployment rates-this allowance represents an important opportunity for unemployed youth and degree holders. It provides financial support, albeit limited, that helps beneficiaries meet their basic needs and maintain a dignified standard of living until they secure employment.

However, the temporary nature of this allowance may generate unintended adverse effects, as it can negatively influence certain economic sectors and labor market-related activities. This necessitates a balanced approach that simultaneously considers both social and economic dimensions to ensure that the allowance fulfills its intended purpose without producing counterproductive outcomes.

7. Suggestions and Recommendations

Based on the findings of the study, the following recommendations are proposed:

- Reviewing the mechanisms of the unemployment allowance and linking it with training, qualification, or professional integration opportunities.
- Addressing the challenges that hinder university students' entry into the labor market.
- Enhancing psychological, vocational, and career guidance services for students at the end of their university studies.
- Improving the content of academic training to ensure stronger alignment with labor market needs.
- Promoting entrepreneurial culture among students to reduce dependence on allowances.
- Strengthening and activating the role of the private sector in job creation.

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