

Graduation students' attitudes toward unemployment allowance as a temporary alternative in light of labor market challenges

اتجاهات الطلبة المقبلين على التخرج نحو منحة البطالة في ظل تحديات سوق العمل

Blaissa Hichem

University of 20 August 1955 – Skikda

h.blaissa@univ-skikda.dz

Received date: 15 / 02 / 2026 Acceptance date: 30 / 05 / 2026 Published date: 31 / 07 / 2026

ملخص:

تسعى هذه الدراسة إلى التعرف على اتجاهات الطلبة المقبلين على التخرج نحو منحة البطالة في ظل تحديات سوق العمل، وذلك من خلال وصف وتحليل طبيعة هذه الاتجاهات والكشف عن تأثيرها ولاسيما تلك المرتبطة بتصورات الطلبة حول فرص العمل والاستقرار المهني، والدور الذي تلعبه منحة البطالة في توجيه مساراتهم المستقبلية. ولتحقيق ذلك، تبنت الدراسة المنهج الوصفي كإطار منهجي لجمع ومعالجة المعطيات الميدانية، واختبار الفرضيات ميدانياً تم الاعتماد على أداة الدراسة، والمتمثلة في استخدام نموذج ليكارت (LIKERT) الخماسي المكون من خمس درجات كأداة لتحديد الاتجاهات، وتم توزيعه على عينة مكونة من 141 من الطلبة المقبلين على التخرج. كما تم الاستعانة بالأساليب الإحصائية المناسبة لذلك من خلال برنامج التحليل الإحصائي (SPSS V-26) وقد أفضت النتائج إلى:

- وجود فروق ذات دلالة إحصائية في اتجاهات الطلبة المقبلين على التخرج نحو منحة البطالة تعزى لمتغير الجنس.
 - يوجد تأثير ذو دلالة إحصائية بين اتجاهات الطلبة نحو منحة البطالة وصعوبة الاندماج في سوق العمل.
- الكلمات المفتاحية:** الاتجاهات، الطلبة الجامعيين، البطالة، منحة البطالة، سوق العمل.

Abstract:

This study seeks to identify the attitudes of students approaching graduation toward the unemployment allowance in light of labor market challenges, by describing and analyzing the nature of these attitudes and examining their effects particularly those related to students' perceptions of employment opportunities and professional stability, as well as the role the unemployment allowance plays in shaping their future trajectories. To this end, the study adopted the descriptive method as its methodological framework for collecting and processing field data. For field-testing the hypotheses, the study relied on its primary instrument, namely a five-point (Likert) scale, as a tool for measuring attitudes, which was administered to a sample of 141 students approaching graduation. Appropriate statistical techniques were also employed using the Statistical Package for the Social Sciences (SPSS, version 26). The findings revealed that:

- There are **statistically significant differences** in the attitudes of students approaching graduation toward the unemployment allowance attributable to the **gender** variable.
- There is a **statistically significant effect** between students' attitudes toward the unemployment allowance and the perceived **difficulty of integration into the labor market**.

Keywords: Attitudes, University Students, Unemployment, Unemployment Allowance, Labor Market.

Introduction:

Unemployment is considered one of the most prominent contemporary social and economic issues, particularly in developing countries, including Algeria. It does not affect individuals alone; rather, its repercussions extend to families and entire communities, as it generates a range of negative consequences that contribute to rising rates of poverty and social marginalization. In the Algerian context, young people—especially university graduates—face growing challenges in integrating into the labor market due to limited employment opportunities and the increasing number of graduates each year, making unemployment an urgent phenomenon that requires effective interventions. In response, the state has adopted the unemployment allowance policy as a social support mechanism aimed at alleviating the economic burdens of the unemployed and providing them with an opportunity to seek employment that corresponds to their qualifications.

This study aims to identify the attitudes of university students approaching graduation toward the unemployment allowance in light of the challenges imposed by the labor market. It does so by describing these attitudes and examining the extent to which the unemployment allowance influences perceived difficulties in professional integration, thereby contributing to an understanding of the implications of the unemployment allowance for students' perceptions and their future career choices.

First: Theoretical Framework:

1. Research Problem:

Contemporary societies are undergoing a series of social and economic transformations that have given rise to numerous challenges, foremost among them unemployment, which is regarded as a social problem with multiple dimensions and direct repercussions on social and economic stability. The significance of this phenomenon has increased in light of the declining roles of certain traditional social institutions, making unemployment a central subject of academic inquiry and scientific research.

Universities play a pivotal role in preparing human capital; however, university graduates increasingly encounter difficulties in integrating into the labor market, rendering unemployment one of the most prominent challenges facing students after graduation. Within this context, the Algerian government introduced the unemployment allowance in 2022 as a social support mechanism for first-time job seekers.

Within this context, Algeria is considered the first Arab country to officially adopt an unemployment allowance, which has attracted widespread attention across various social groups, particularly among university students. It is regarded as one of the mechanisms through which the government seeks to support graduates and job seekers during the period of job search. Moreover, this allowance is integrated into the social protection system directed toward the unemployed, a fact that has contributed to the formation of diverse perceptions, representations, and attitudes among university students toward it. Based on the foregoing, the research problem of the study revolves around a central question stated as follows:

- **What are the attitudes of students approaching graduation toward the unemployment allowance in light of labor market challenges?**

From this central question, the following sub-questions are formulated:

- Are there statistically significant differences in the attitudes of students approaching graduation toward the unemployment allowance that can be attributed to the gender variable?
- Is there a relationship between the attitudes of students approaching graduation toward the unemployment allowance and the perceived difficulty of integration into the labor market?

2. Research Hypotheses:

2.1. Main Hypothesis:

There is a positive attitude among students approaching graduation toward the unemployment allowance as a temporary alternative in light of labor market challenges.

2.2. Sub-Hypotheses:

- There are statistically significant differences in the attitudes of students approaching graduation toward the unemployment allowance attributable to the gender variable.
- There is a statistically significant effect between the attitudes of students approaching graduation toward the unemployment allowance and the perceived difficulty of integration into the labor market.

3. Significance of the Study:

The significance of this study stems from its focus on university students approaching graduation, as they constitute one of the groups most affected by unemployment and the difficulties of labor market integration. The study seeks to understand how students perceive the unemployment allowance as one of the policies adopted by the state to address this phenomenon, by analyzing their attitudes toward it within a professional context characterized by limited opportunities and instability. Furthermore, this study contributes to an understanding of the sociological dimensions that influence students' perceptions and choices, as well as the extent to which these are related to their views on employment opportunities and professional stability, and the role of the unemployment allowance in shaping their future career choices.

4. Objectives of the Study:

- To identify the attitudes of students approaching graduation toward the unemployment allowance, whether positive or negative.
- To examine the existence of differences in students' attitudes toward the unemployment allowance attributable to the gender variable (male/female).
- To analyze the nature of the relationship between students' attitudes toward the unemployment allowance and their perceptions of the difficulty of integration into the labor market, and to determine whether these difficulties influence their preference for the allowance.

- To derive field-based indicators that demonstrate the extent to which the unemployment allowance affects graduates' motivation to seek employment and engage in professional integration.

5. Key Concepts of the Study:

5.1. The Concept of Attitudes:

Attitudes constitute a multidimensional concept, as scholars and thinkers have differed in defining it due to variations in their perspectives-cognitive, psychological, and social. Attitudes are considered one of the central areas of social psychology. In what follows, the most prominent definitions of this concept will be presented.

According to **Rokeach**, an attitude is defined as an acquired organization with a relatively enduring character of beliefs held by the individual toward an object or a situation, which predisposes him or her to respond in a preferred manner. (**Simsim, 2005**)

Thomas defines an individual's attitude as the outcome of his or her temperament, the types of concepts imposed by society, and the way various situations are perceived in light of *personal experiences and patterns of thinking*. (**Hassan, 2012**)

According to **Hamed Zahran**, an attitude is defined as a hypothetical construct, or a latent or intervening variable that lies between stimulus and response. It represents a learned psychological readiness or a mental-neural predisposition to respond positively or negatively toward persons, objects, topics, situations, or symbols in the environment that elicit such responses. (**Zahran, 1997**)

- **Operational Definition:**

Operationally, attitudes refer to a set of inclinations, perceptions, behavioral responses, decisions, and cognitive evaluations formed by students approaching graduation toward the unemployment allowance. These attitudes are reflected in the degree of their willingness to benefit from the allowance, their interaction with it in response to their financial needs, and the extent to which they rely on it as a means of supporting their career paths and achieving their future goals.

5.2. The Concept of the University Student:

According to **Le Petit Robert**, a student is defined as an individual who pursues studies and attends courses at a university or a higher education institution, such as a medical student, a literature student, or a philosophy student. (**Le Petit Dictionnaire de La Langue Française, 1992**)

Similarly, **Larousse** defines a student as a person who attends lectures at a university or a higher education institution. (**La Rousse de La Langue Française, 1979**)

- **Operational Definition:**

Operationally, university students refer to a group of individuals who are officially enrolled in the final year of university education (Bachelor's or Master's level) during the academic year under study, who are about to complete the requirements for graduation and are preparing to transition into the labor market.

5.3. The Concept of Unemployment:

Unemployment refers to the condition of a person who is willing and able to work, has expressed the desire to do so, yet is unable to find employment. **(Qasimi, 2011)**

It is defined as an economic and social phenomenon characterized by the existence of a large number of individuals seeking work in contrast to a limited number of available job opportunities, or by an excess of available labor relative to employment opportunities. The concept of unemployment encompasses the situation of a worker who is involuntarily out of work despite actively seeking employment and expressing willingness to work, as well as the absence of full employment within society or an involuntary cessation of work due to the unavailability of job opportunities. **(AL-Sarahneh, 2000)**

- **Operational Definition:**

Operationally, unemployment refers to the absence of suitable employment opportunities for individuals who are capable of and willing to work, in a manner consistent with their skills, abilities, and academic qualifications. This condition is clearly reflected among the university students included in the present study.

5.4. The Concept of the Unemployment Allowance:

The unemployment allowance is a benefit granted to unemployed first-time job seekers who are registered with the services of the National Employment Agency. It constitutes a program designed to accompany, motivate, and support first-time job seekers during the period of job search. **(Mawazi, 2022)**

- **Operational Definition:**

the unemployment allowance is considered a social support mechanism that consists of providing temporary monthly financial assistance to first-time job seekers or to individuals who have lost their jobs, provided that they meet a set of legally defined conditions. This allowance aims to support beneficiaries during the job-search period until they obtain a salaried position based on a basic wage. Within the framework of this study, the unemployment allowance is examined in order to explore and analyze students' attitudes toward it.

5.5. The Concept of the Labor Market:

The labor market is a conceptual or virtual market that represents the supply of human labor power—individuals who are capable of and willing to work—set against the demand expressed by institutions across various economic and social sectors for vacant or newly created positions. It refers to the interaction between labor supply and demand in relation to human resources. **(Qasimi, 2011)**

- **Operational Definition:**

Operationally, the labor market is defined as the system that encompasses graduate students and job seekers (labor supply) and the available jobs offered by institutions and companies (labor demand). It represents the arena in which students' aspirations and readiness for professional integration intersect with available employment opportunities, while taking into account the role that the unemployment allowance may

play—either as a motivating factor encouraging job search or as a potentially discouraging factor that may influence decisions to enter the labor market or to remain unemployed.

6. The Theoretical Approach:

6.1. Keynesian Theory:

Keynesian theory is attributed to the economist **John Maynard Keynes** (1883–1946), who presented its foundations in his book *The General Theory of Employment, Interest and Money*, published in 1936. This theory focuses on addressing the problem of unemployment and achieving full employment within the capitalist system. Keynes's ideas emerged in the context of his critique of the classical school, particularly its assumption that the economy naturally tends toward equilibrium at the level of full employment. **(Zaki, 1998)**

Keynesian analysis was grounded in the realities of the global economic crisis of 1929–1930, emphasizing that an economy may settle into an equilibrium state without achieving full employment, thereby explaining the existence of involuntary unemployment. Keynes distinguished among three equilibrium states: an underemployment equilibrium, which occurs at levels below full employment and represents the most common situation; an optimal equilibrium corresponding to full employment, which is considered temporary; and an overemployment equilibrium that may exceed the level of full employment and is likewise situational in nature. **(Ben-Faiz, 2009)**

Based on the foregoing, it becomes clear that this theory provides an important interpretive framework for understanding individuals' behavior and attitudes within the context of the labor market, particularly in situations characterized by limited opportunities and unclear career pathways. Within this framework, the unemployment allowance can be viewed as a factor that contributes to reshaping the perceptions of students approaching graduation, as it offers them a temporal margin to reflect upon and reassess their career choices. However, the effectiveness of this mechanism remains contingent upon the manner in which it is integrated into comprehensive employment policies, such that it is employed as a supportive instrument for professional integration rather than as a permanent substitute for work. This, in turn, calls for a balanced approach that takes into account the economic, social, and psychological dimensions of university students.

6.2. Job Search Theory:

Job Search Theory, which emerged during the 1970s through the contributions of economists such as **Phelps, Gordon, Hall, and Perry**, offered an alternative explanation of labor market dynamics. This theory is based on the premise that information regarding job opportunities and wages is neither fully nor immediately available, which renders the job search process complex and non-instantaneous. **(Yahiat, 2006)**

It further emphasizes that job search is a costly process in terms of time and resources, both for individuals and for institutions, which explains the persistence of unemployment alongside the existence of vacant jobs. According to this perspective, unemployment is interpreted as frictional and voluntary in nature, as individuals prefer

to continue searching for jobs that better match their skills and wage expectations, particularly in the context of uncertainty associated with labor market information. **(Ben-Jima, 2012)**

The theory also assumes that job seekers possess general knowledge of the wage distribution and set for themselves a minimum acceptable wage below which they are unwilling to work, with the duration of the job search being positively related to the expected wage level. Within this framework, Job Search Theory helps explain youth unemployment and the unemployment of new entrants to the labor market, including university students approaching graduation, whose periods of unemployment tend to be prolonged due to limited work experience and insufficient awareness of labor market requirements and opportunities. **(Ben-Shehra, 2008)**

Within this framework, the unemployment allowance can be understood as a social mechanism that contributes to reducing the cost of job search by alleviating the financial burdens borne by the unemployed during the search period. This allowance enables job seekers—particularly university students approaching graduation—to allocate more time to gathering information about employment opportunities and to improving the alignment of their career choices, without being compelled to accept unsuitable jobs. Accordingly, the unemployment allowance does not necessarily lead to the perpetuation of unemployment; rather, in light of Job Search Theory, it may be viewed as an instrument that helps enhance the quality of matching between labor supply and demand in the labor market and improves prospects for professional integration in the medium term.

7. Direct Reasons for the Adoption of the Unemployment Allowance:

7.1. Rising Unemployment Rates:

One of the primary and most significant reasons behind the adoption of the unemployment allowance is the rise in unemployment rates. In Algeria, this increase can be attributed to several factors, including shortcomings in the mechanisms underlying employment policies and the regulation of the labor market. In 2021, the unemployment rate reached **13.4%**, according to data from the International Monetary Fund, while it rose to approximately **20% among young people**.

This increase is linked to a number of structural and objective factors, most notably the decline in public spending levels, the state's withdrawal from key investments, the absence of a sufficiently strong capitalist class capable of compensating for this withdrawal, and the fragility of the industrial base. In addition, the lifting of customs restrictions and the adoption of free trade within the framework of the agreement with the European Union contributed to undermining local initiatives, which found themselves competing with large-scale enterprises. Furthermore, the preparatory measures required for accession to the World Trade Organization have also created additional pressure on emerging local economies **(Quraymis. M & Alioua. M)**. Altogether, these factors have had a significant impact on unemployment rates within the labor market.

7.2. Failure of Employment Policies:

The employment policies that were implemented gradually turned into mere bureaucratic structures and periodic statistical reports that were largely superficial, rigid, and lacking in accuracy, often presented in a formal and demonstrative manner

rather than reflecting actual labor market realities (**Quraymis, 2021**). Among the factors that contributed to the failure of employment policies are the following:

a) Economic Factors:

The deterioration of the country's economic conditions has led to a decline in economic growth rates and a reduction in investment levels, which in turn has resulted in decreased productivity and efficiency of institutions. (**Quraymis. M & Alioua. M**)

b) Demographic Factors:

The emergence of these cohorts of adolescents and youth, along with their influx into schools and for the majority—into the job search market, characterizes Algerian society and profoundly alters its social reality. For policymakers, these data must be taken into account; failure to provide employment opportunities to absorb youth into the economy will entail significant costs at both societal and individual levels. Specifically, this may lead to a waste of human capital, the emergence of structural unemployment among youth, the expansion of the informal economy, and potentially, social and political instability. Therefore, the demographic growth of the youth population is not, in itself, a cause of youth unemployment; rather, the critical factor is how public authorities manage this demographic surge. (**Ben-Yahia, 2019**)

7.3. Supporting Social and Political Stability:

a) Social Stability:

Social stability is defined as a state of mental, psychological, and emotional equilibrium in which an individual's abilities are organized in a manner that prepares him or her—through a combination of emotion and affect—to respond appropriately. It may also be understood as the set of knowledge an individual acquires from the surrounding environment in all its components, including land, agricultural resources, infrastructure, irrigation systems, individuals, and existing organizations. This knowledge operates through an emotional charge that manifests in the degree of adjustment and compatibility with the environment. In this sense, stability is linked to the individual's psychological state, the knowledge he or she possesses about the organization or society in which they live, and the nature of their emotional orientation and attachment toward it. (**Quraymis. M & Alioua. M**)

b) Political Stability:

Political stability is considered an integral part of overall social stability and cannot be separated from it. Numerous definitions have been proposed to conceptualize political stability. **H. Leon Hurwitz** defines it as the absence of violence, the continuity and durability of governments, the acquisition of legitimacy by the political system, and the absence of structural change. It also implies the avoidance of force and coercion and relates to the system's capacity to manage internal conflicts and crises, address external challenges, and respond to societal demands, thereby reflecting its overall effectiveness and competence. (**Quraymis. M & Alioua. M**)

Based on the review of the direct reasons that led to the adoption of the unemployment allowance, it becomes evident that this measure was introduced in response to structural imbalances in the labor market, manifested in rising

unemployment rates, the limited effectiveness of employment policies, as well as economic and demographic pressures that have particularly affected educated youth.

Within this context, university students' attitudes toward the unemployment allowance are shaped as perceptions of a transitional support mechanism that enables them to cope with the difficulties of professional integration and to alleviate social burdens during the transition from university to the labor market. However, these attitudes remain conditional upon the extent to which public policies are able to link the allowance to concrete integration pathways, thereby ensuring that it functions as a complementary instrument to employment rather than a substitute for it. This, in turn, directly influences students' perceptions and their motivation to seek employment.

8. Conditions and Modalities for Benefiting from the Unemployment Allowance:

- The applicant must hold Algerian nationality.
- The applicant must be a resident in Algeria.
- The applicant must be between **19 and 40 years of age**.
- The applicant must regularize and justify their status with regard to **national service**.
- The applicant must be registered as an unemployed first-time job seeker with the services of the **National Employment Agency** for a period of no less than six months.
- The applicant must not be enrolled in a higher education institution or in vocational training.
- The applicant must not have any source of income, regardless of its nature.
- The applicant must not have previously benefited from public programs aimed at supporting business creation or expansion, professional integration schemes, or social assistance programs.
- The applicant must provide proof of compliance with national service obligations.

According to **Article 3**, this allowance also benefits former inmates who have completed their prison sentences and do not have any source of income, provided that they meet the conditions stipulated in the relevant decree. (**executive Decer, 2022, February 10**)

It can therefore be argued that students' understanding of the conditions for benefiting from the unemployment allowance contributes to directing their attention toward analyzing the extent to which these conditions influence their academic choices and career paths. This awareness enables them to make more informed and appropriate decisions that allow them to benefit from the allowance while pursuing their professional objectives.

Second: Methodology:

1. Research Methodology:

The descriptive approach was adopted in this study due to its suitability to the nature of the phenomenon under investigation. This approach aims to provide an accurate description of the various dimensions and underlying contexts of the unemployment allowance. It is considered appropriate for examining this phenomenon, as it focuses on observing its characteristics and analyzing its manifestations as they exist in reality, in addition to identifying the effects associated with its variables and interpreting them

in light of the proposed hypotheses. This, in turn, contributes to drawing scientific conclusions that enhance the understanding of students' attitudes toward the unemployment allowance in the context of labor market challenges.

2. Limits of the Study:

2.1. Spatial Limits:

The field study of the research topic was conducted at the Department of Social Sciences, Faculty of Humanities and Social Sciences, University of 20 August 1955 – Skikda.

2.2. Human Limits:

The study was applied to male and female students at the Bachelor's level (third-year Bachelor's) and the Master's level (Master 2) who are approaching graduation at the Department of Social Sciences (Faculty of Humanities and Social Sciences), University of 20 August 1955 – Skikda. The total number of students in this population is estimated at **470**, distributed as follows:

Table (01)
Distribution of the Study Population

Category	Bachelor's Students (Licence)	Master's Students	Grand Total
Total Students	253	217	470
Male	12	24	36
Female	241	193	434

Source: Administration of the Department of Social Sciences.

2.3. Temporal Limits:

The fieldwork for this study was conducted during the period from **25 November 2025** to **21 December 2025**.

3. Data Collection Instruments:

The present study relied on a **questionnaire** as the primary tool for data collection regarding the research topic. The questionnaire was divided into four sections as follows:

- **Section 1:** Demographic information.
- **Section 2:** Attitudes of students approaching graduation toward the unemployment allowance according to the gender variable.
- **Section 3:** The dimension(s) of students' attitudes toward the unemployment allowance.
- **Section 4:** The dimension of difficulty of integration into the labor market.

4. Psychometric Properties of the Study Instrument:

The study questionnaire was designed based on the **five-point Likert scale** (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree), with sequential values assigned to each response category from **5 to 1**, as commonly used.

To determine the interval length of the Likert scale categories, the following procedure was applied:

- **Calculating the range:** The range is calculated by subtracting the lowest value on the scale from the highest value; that is, $5 - 1 = 4$.
- **Calculating the category (interval) length:** This is obtained by dividing the range by the number of categories (i.e., the number of response options) to determine the effective length of each category; thus, $4 \div 5 = 0.8$.

Since the scale does not start at zero but rather begins at one, the upper limit of the first category is calculated as $1 + 0.8 = 1.8$. This means that any arithmetic mean falling between **1.00** and **1.80** is classified within the first category. Subsequently, **0.80** is added each time to determine the remaining categories. The following table illustrates this classification:

Table (02)
Boundaries of the Five-Point Likert Scale Categories

Score	Weighted Mean Interval	Response Category	Level
1	1.00 – 1.80	Strongly Disagree	Very Low
2	1.81 – 2.60	Disagree	Low
3	2.61 – 3.40	Neutral	Moderate
4	3.41 – 4.20	Agree	High
5	4.21 – 5.00	Strongly Agree	Very High

Source: Prepared by the researchers.

– Questionnaire Reliability:

To verify the reliability of the study instrument, **Cronbach's alpha** coefficient was calculated, as shown in the following table:

Table (03)
Cronbach's Alpha Reliability Coefficient for the Study Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
0.917	19

Source: Prepared by the researchers based on SPSS outputs.

It is evident from the table above that the overall reliability coefficient of the questionnaire is very high, reaching **0.917** for the **19** questionnaire items. This value exceeds the commonly accepted threshold of **0.70**, indicating that the questionnaire demonstrates a very high level of reliability and can therefore be confidently used for the field application of the study.

5. Statistical Methods for Processing Field Data:

To achieve the objectives of the study, the **Statistical Package for the Social Sciences (SPSS)** was used for data processing. The present study employed the following statistical techniques:

- **Frequencies and percentages:** Used to describe the characteristics of the study sample.
- **Arithmetic mean (mean score):** Used to determine the average responses of participants to the items and dimensions of the study, that is, the extent to which the level of agreement for each questionnaire item is relatively high or low.
- **Standard deviation:** Used to identify the extent to which the responses of the study sample deviate for each item or dimension, as well as to determine the degree of dispersion in participants' responses across the study items and dimensions.
- **Range:** Used to determine the interval length of the five-point Likert scale categories.
- **Cronbach's alpha reliability coefficient:** Used to assess the reliability of the study questionnaire.
- **Independent-samples t-test:** Used to examine whether there are differences in respondents' attitudes toward the study dimensions and domains according to dichotomous demographic variables.
- **Simple linear regression coefficient:** Used to measure the effect of one dimension/variable on another single dimension/variable.

6. Study Sample and Its Characteristics:

A representative sample of the target study population was selected using **purposive sampling**. The sample size was **141** male and female students.

- Sample Characteristics (Demographic Analysis)

Table (04)

Distribution of the Sample According to Demographic Variables

No.	Variable	Category	Frequency	Percentage (%)
01	Gender	Male	30	21.3
		Female	111	78.7
02	Age	20 – 24 years	110	78.0
		25 – 29 years	18	12.8
		30 – 34 years	3	2.1
		35 – 39 years	10	7.1
03	Academic Level	Bachelor's (Licence)	66	46.8
		Master's	75	53.2
04	Specialization	General Sociology	66	46.8
		Sociology of Deviance and Crime	22	15.6
		Sociology of Organization and Work	20	14.2
		Sociology of Education	10	7.1
		Sociology of Communication	15	10.6
		Urban Sociology	8	5.7
Total			141	100.0

Source: Prepared by the researchers.

The statistical evidence presented in the table above, which shows the distribution of the study sample according to demographic variables, indicates that the majority of participants are **female (78.7%)**, whereas **males** constitute **(21.3%)** of the study sample.

This pattern can be attributed to females' strong inclination toward higher education as a means of securing future employment opportunities and achieving financial independence, as well as the possibility of benefiting from the unemployment allowance upon graduation in the absence of a job. In addition, this group tends to prefer humanities disciplines, including the social sciences. By contrast, the lower proportion of male students may be explained by their growing preference for technical fields, or for taking a more direct route into the labor market, as well as regularizing their national service status to ensure eligibility for the unemployment allowance. These choices appear to be driven by an increasing conviction that a lengthy academic trajectory is no longer a guaranteed pathway to employment.

With regard to the age variable, the quantitative data indicate that respondents are distributed across different age groups at varying rates. The **20–24** age group represents the largest proportion (**78%**), followed by the **25–29** age group (**12.8%**), then the **35–39** age group (**7.1%**), and finally the **30–34** age group (**2.1%**).

Accordingly, the results reported in the table indicate that the **20–24** age group constitutes the largest proportion of students in the Department of Social Sciences, as it represents the typical age for university enrolment and for completing one's studies in order to obtain a degree that facilitates integration into the labor market or enables the pursuit of postgraduate education. By contrast, the other age groups account for relatively low proportions. This may be attributed to occupational and family stability, which often limits individuals' likelihood of returning to study, except in cases driven by strong incentives such as opportunities for professional advancement.

The statistical data presented in the table regarding the distribution of respondents by academic level indicate a relatively close proportion between the two groups, with a slight predominance of Master's students, who represent **53.2%** of the total sample, while Bachelor's students account for **46.8%**.

This relatively balanced distribution—albeit slightly favoring Master's students—carries several implications that can be interpreted in light of students' awareness of labor market requirements. In particular, the growing perception that a Bachelor's degree alone is no longer sufficient to compete in a labor market that increasingly demands more specialized expertise and higher levels of competence appears to motivate students to continue their studies in order to strengthen their employment prospects.

Regarding the specialization variable, the numerical data show that **General Sociology** accounts for the highest proportion (**44.7%**), followed by **Sociology of Deviance and Crime** (**15.6%**), and then **Sociology of Organization and Work** (**14.2%**). **Sociology of Communication** represents **10.6%**, whereas **Sociology of Education** accounts for **7.1%**. Finally, **Urban Sociology** constitutes **5.7%** of the sample.

This pattern can be interpreted in light of several academic and professional considerations. General Sociology constitutes the shared foundational knowledge base

from which students' academic trajectories typically begin, particularly at the undergraduate (Bachelor's) level. This choice may also reflect a strategic orientation toward acquiring broad-based training that offers greater flexibility in the labor market and strengthens students' prospects in recruitment competitions, especially in the education sector and public administration. Conversely, students' lower enrolment in some other specializations may be attributable to preconceived perceptions regarding the limited professional prospects associated with those fields.

Third: Analysis and Interpretation of Field Data:

1. Presentation and Analysis of Respondents' Responses toward the "Graduating Students' Attitudes" Dimension According to Gender:

In what follows, the statistical evidence related to the sample participants' responses to the statements representing the section of students' attitudes toward the unemployment allowance, according to the gender variable, is presented. The results are reported through **frequencies, percentages, means, standard deviations, and t-test (T-Test) values**. The findings are presented as follows:

Table (05)

Respondents' Responses Regarding the Dimension "Attitudes of Students Approaching Graduation Toward the Unemployment Allowance "by Gender

No.	Item Content	Mean	Std. Deviation	T-Test	Direction (Level)
01	The unemployment grant helps graduates cope with economic conditions after graduation.	3.66	0.961	8.236	Agree (High)
02	The unemployment grant represents real support for job seekers.	3.19	1.114	2.041	Neutral (Moderate)
03	The unemployment grant alleviates psychological pressures during the job search period.	3.99	0.914	12.897	Agree (High)
04	I believe the unemployment grant provides temporary social protection for graduates.	3.70	0.998	8.353	Agree (High)
05	The unemployment grant gives me a sense of security and stability during the job search phase.	3.46	1.124	4.942	Agree (High)
06	The unemployment grant provides me with temporary financial independence.	3.85	0.853	11.847	Agree (High)
07	My chances of finding a job within the first months after graduation are low.	3.91	1.045	10.393	Agree (High)
08	I believe relying on the unemployment grant is only a temporary option.	4.29	0.694	22.197	Strongly Agree (Very High)
09	The unemployment grant enhances my sense of financial security after graduation.	3.43	1.097	4.756	Agree (High)
Grand Total	Overall Scale	3.72	0.977	13.300	Agree (High)

Source: Prepared by the researchers based on SPSS outputs.

The quantitative evidence presented in the above table, which concerns the level of respondents' responses to the dimension "Attitudes of students approaching graduation toward the unemployment allowance" by gender, indicates that the overall response level for this dimension was high and positive. The **overall mean score** reached **3.72**, suggesting that the majority of respondents expressed agreement with the items of this dimension. The **standard deviation** was **0.977**, indicating a considerable degree of dispersion and variability in the responses.

Item (08) was among the most indicative statements, as it obtained the highest mean score (4.29) with a “Strongly Agree” response tendency. This suggests that students recognize the **temporary nature** of the unemployment allowance and do not view it as a permanent substitute for employment.

Several items with a socio-economic focus also recorded high mean scores, with Item (01) yielding a mean of 3.66 and Item (06) a mean of 3.85. This reflects respondents’ agreement regarding the allowance’s role in helping graduates cope with post-graduation living difficulties and in providing a degree of temporary financial independence.

At the psychological level, Item (03) recorded a high mean score (3.99) and a statistically significant value. This is further supported by the high mean scores of Items (05) and (09), suggesting that the allowance contributes to alleviating psychological pressure and strengthening feelings of security and stability. By contrast, Item (02) registered a moderate mean (3.19) with a relatively neutral response tendency, indicating variation in students’ views on whether the allowance constitutes an effective long-term solution to the unemployment problem.

2. Presentation and Analysis of Respondents’ Responses Regarding the Dimension “Students’ Attitudes Toward the Unemployment Allowance”

The numerical data presented in the following table reflect the mean scores of the study sample’s responses to the items of the dimension “Students’ attitudes toward the unemployment allowance,” along with their standard deviations, frequencies, and percentages. The results are presented as follows:

Table (06)

Respondents’ Responses Regarding the Dimension “Students’ Attitudes Toward the Unemployment Allowance”

No.	Item Content	Mean	Std. Deviation	T-Test	Direction (Level)
10	I feel reassured when thinking about the availability of the unemployment grant during the transitional phase after graduation.	3.53	1.114	5.523	Agree (High)
11	I will use the unemployment grant to support myself financially during the job search period.	4.02	0.731	16.576	Agree (High)
12	The unemployment grant plays an important role in the social and professional stability of graduates.	3.12	1.105	1.296	Neutral (Moderate)
13	I prefer to benefit from the unemployment grant temporarily until I find a suitable job opportunity.	4.02	0.823	14.727	Agree (High)
14	I prefer delaying the acceptance of an unsuitable job because the grant provides me some time to choose the best option.	3.15	1.294	1.431	Neutral (Moderate)
Total	Sub-dimension Total	3.56	1.013	8.957	Agree (High)

Source: Prepared by the researchers based on SPSS outputs.

The statistical results presented in the above table indicate that university students’ overall attitudes toward the unemployment allowance were high, with a total mean

score of **3.56**, reflecting a general tendency to agree with the content of the items. The standard deviation was **1.013**, indicating a moderate level of variability in respondents' answers.

Items related to the economic and transitional dimension of the allowance recorded the highest mean scores. Specifically, Items **(11)** and **(13)** achieved a high mean of **4.02**, with response tendencies ranging from “Agree”, indicating clear consensus among students regarding the use of the allowance as a form of temporary financial support during the job-search period.

Item **(10)** also produced a relatively high mean score (**3.53**), reflecting the psychological role of the allowance in enhancing feelings of reassurance during the post-graduation transition. By contrast, Items **(12)** and **(14)** yielded moderate mean scores (**3.12** and **3.15**, respectively), suggesting some variation in students' views regarding the extent to which the allowance contributes to social and professional stability or enables them to postpone accepting unsuitable jobs.

3. Presentation and Analysis of Respondents' Responses Regarding the Dimension "Difficulty of Integration into the Labor Market"

The numerical indicators presented in the following table show the mean scores of the study sample's responses to the items measuring the dimension “Difficulty of integration into the labor market,” along with their standard deviations, frequencies, and percentages. The results are presented as follows:

Table (07)

Respondents' Responses Regarding the Dimension "Difficulty of Integration into the Labor Market"

No.	Item Content	Mean	Std. Deviation	T-Test	Direction (Level)
15	The unemployment grant helps mitigate the effects of difficulty integrating into the labor market.	3.21	1.026	2.460	Neutral (Moderate)
16	I believe labor market competition makes the unemployment grant an important option for fresh graduates.	3.39	0.932	5.057	Neutral (Moderate)
17	I consider the unemployment grant essential due to the gap between graduation and securing employment.	3.79	0.906	10.405	Agree (High)
18	The unemployment grant is likely to help me avoid accepting unsuitable jobs.	3.45	1.136	4.741	Agree (High)
19	The unemployment grant gives me sufficient time to choose a job that suits my professional aspirations.	3.39	1.205	3.841	Neutral (Moderate)
Total	Dimension Total	3.44	1.041	6.956	Agree (High)

Source: Prepared by the researchers based on SPSS outputs.

The statistical data presented in Table (06), concerning the level of respondents' responses to the dimension related to the perceived difficulty of integration into the labor market, indicate that the overall response level for this dimension was high and positive. The overall mean score reached **3.44**, reflecting a general tendency to agree with the content of the items. The standard deviation was **1.041**, suggesting relatively limited variation in respondents' views.

Item (17) recorded a relatively high mean score (**3.79**), indicating that students perceive a time gap between graduation and obtaining employment as a barrier to rapid integration into the labor market, thereby justifying their need for a transitional support mechanism.

Item (18) also achieved a relatively high mean score (**3.45**), reflecting a tendency to view the allowance as a mechanism that provides a margin of career choice, rather than forcing immediate entry into jobs that do not align with one's training or aspirations. By contrast, Items (15), (16), and (19) yielded moderate mean scores, suggesting some variation in students' assessments of the extent to which the allowance facilitates labor market integration or contributes to long-term social and professional stability.

4. Hypotheses Testing Results:

Table (08)

Results of the Test of Significance of Differences in Student Attitudes toward the Unemployment Grant According to Gender

Variables	Gender	N	Mean	Std. Deviation	T-Value	Sig. Level (p-value)	Decision
First Dimension	Male	30	31.00	7.847	-2.126	0.041	Statistically Significant
	Female	111	34.20	4.974			

Source: Prepared by the researchers based on SPSS outputs.

Based on the table presenting the test of the significance of differences for the items of the first dimension according to the gender variable, the **Sig.** value is **0.041**, which is lower than the significance level of **0.05**. This indicates the presence of **statistically significant differences** in respondents' attitudes toward the items of the first dimension attributable to gender. Accordingly, the null hypothesis is rejected and the alternative hypothesis is accepted, which states that **there are statistically significant differences at the 0.05 level in students' attitudes toward the unemployment allowance that are attributable to gender.**

Accordingly, the hypothesis stating that there are statistically significant differences in students' attitudes toward the unemployment allowance attributable to gender can be confirmed, as this appears to reflect divergent orientations regarding the state's role in addressing labor market imbalances. Female students tend to adopt more positive attitudes toward the allowance, viewing it as a support mechanism that ensures a minimum level of economic stability during the transitional period following graduation.

This orientation is consistent with **the Keynesian perspective**, which emphasizes the importance of social policies and government support in mitigating the effects of unemployment and protecting groups that are more vulnerable to precarity. By contrast,

male students' tendency to pursue more direct career strategies—centered on rapid entry into the labor market—suggests that they view the unemployment allowance primarily as a temporary support mechanism rather than a substitute for employment, and one that does not necessarily meet their higher social and economic expectations.

Table (09)

Results of Simple Linear Regression Analysis to Test the Impact of Students' Attitudes Toward the Unemployment Grant on the Difficulty of Integration into the Labor Market

Independent Variable	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	R	R²	T-Value	Sig. (p-value)
	2.911	0.962	0.791	0.626	3.027	0.003
	0.803	0.053			15.238	0.000
Difficulty of Integration into the Labor Market						
The impact is statistically significant						

Source: Prepared by the researchers based on SPSS outputs.

Based on the previous table, the correlation coefficient **R** reached **0.791**, indicating a **strong positive relationship** between students' attitudes toward the unemployment allowance and the perceived difficulty of integration into the labor market. The coefficient of determination **R²** was **0.626**, suggesting that **62.6%** of the variance in the dependent variable (difficulty of labor-market integration) is explained by students' attitudes toward the unemployment allowance. Moreover, the significance level (**Sig. = 0.000**) is lower than the assumed threshold (**p ≤ 0.05**), and the regression coefficient indicates a statistically meaningful effect. Accordingly, the null hypothesis is rejected and the alternative hypothesis is accepted, confirming that **students' attitudes toward the unemployment allowance have a statistically significant effect on the perceived difficulty of integration into the labor market at the 0.05 level**.

Accordingly, the hypothesis concerning the relationship between students' attitudes toward the unemployment allowance and the perceived difficulty of integration into the labor market can be confirmed. In this regard, the findings indicate that labor market conditions constitute a decisive and statistically significant factor in shaping students' attitudes toward the unemployment allowance: the more severe the difficulties of professional integration become, the more students tend to rely on the allowance as a transitional mechanism that provides a minimum level of financial stability and social security.

These results can also be interpreted in light of **Job Search Theory**, which posits that the unemployment allowance, as a social policy instrument, helps reduce the financial burdens associated with the job-search period. This, in turn, affords university students a wider time margin to identify and select more suitable employment opportunities without being compelled to accept ill-matched jobs. Consequently, this mechanism may improve the quality of matching between labor supply and demand in the labor market and enhance prospects for professional integration.

5. Study Findings:

In light of the study's theoretical framework and the methodology adopted for analyzing the data, and based on the empirical treatment of the phenomenon under investigation, the study yielded the following findings:

- There are **statistically significant differences** in the attitudes of students approaching graduation toward the unemployment allowance attributable to the **gender** variable.
- There is a **statistically significant effect/relationship** between students' attitudes toward the unemployment allowance and the perceived **difficulty of integration into the labor market**.

Conclusion:

This study concludes that the unemployment allowance goes beyond being merely a temporary form of financial support; it plays a tangible role in shaping university students' educational and career trajectories by alleviating material burdens and strengthening feelings of security and stability during the transition from university to the labor market.

The findings further show that the attitudes of students approaching graduation toward the unemployment allowance are influenced by social and professional factors. Statistically significant differences were observed with respect to gender, in addition to a significant effect between these attitudes and students' perceptions of the difficulty of integrating into the labor market. This reflects students' understanding of the unemployment allowance as a response to a labor market reality characterized by limited opportunities and instability.

In light of these results, the study recommends linking the unemployment allowance to effective programs for professional integration, while taking gender differences into account within employment policies. It also calls for enhanced coordination between universities and labor market institutions to ensure that the allowance functions as a transitional pathway toward employment rather than as a permanent substitute for it.

List of references:

1. AL-Sarahneh, A. (2000). *The Problem of Unemployment and Its Remedies: a Comparative Study between Jurisprudence and Law* (1st ed.). Damascus, Syria: Dar AL-Yamama for printing and publishing, p.30.
2. Ben-Faiz, N. (2009). *The Problem of Unemployment and The role of Labor Market Institutions in Algeria(1990-2005)*. Master's Thesis, Faculty of Economic Sciences and Management Sciences, p.17.
3. Ben-Jima, O. (2012). *The Role of Small and Medium Enterprises in Reducing Unemployment*. Master's Thesis, Faculty of Economic sciences, Management and Commercial Sciences, p.70.
4. Ben-Shehra, M. (2008). *Economic Reform and Employment Policy (The Algerian Experience)*. Jordan: Dar AL-Hamid, p.245.
5. Ben-Yahia, S. (2019). Unemployment in Algeria: Characteristics, Causes and Consequences. *Revue de L'ijtihad d'Etudes Juridiques et Economiques*, Vol 08(NO.01), 13-38.
6. Executive Decree, N. 2.-7. (2022, February 10). *Determining the conditions and modalities for benefiting from the unemployment allowance, its amount, and beneficiaries' obligations*.
7. Hassan, S. (2012). Attitudes from a Sociological Perspective. *Damascus university journal*, vol.28(No.3), pp.299-323.
8. *La Rousse de La Langue Française*. (1979). Lexis Librairie Larousse, p.690.
9. *Le Petit Dictionnaire de La Langue Française*. (1992). Monreale, Canada, p386.
10. Mawazi, A. (2022). The Limits of Legal Protection for The Unemployed in Algerian Law. *Critical Journal of Law and Political* , Vol.17(No.01), pp.622-652.
11. Qasimi, N. (2011). *Glossary of Terms in the Sociology of Organization*. Algeria: Office des Publications Universitaires(OPU), pp.25-76.
12. Quraymis, M. (2021). The Labor Market and Employment Policies in Algeria: a Critical Perspective Based on Empirical Data. *Studies in The Sociology of Organizations Journal*, Vol.09(NO.01), PP.9-23.
13. Quraymis, M & Alioua, M. (2023). Unemployment Allowance Policy and Social and Political Stability. *Studies in the Sociology of Organization Journal*, Vol.11(No.01), pp.77-88.

14. Simsim, H. (2005). *Public Opinion theory* (1st ed.). Cairo: AL-Dar AL-Thaqafiya, p.57.
15. Yahiat, M. (2006). *The Problem of Unemployment and Inflation in Algeria (1970-2005)*. University of Algeria: PhD Dissertation in Economic Sciences, p.37.
16. Zahran, H. (1997). *Sociol Psychology* (4th ed.). Cairo: Alam AL-Kutub, p.146.
17. Zaki, R. (1998). *The Political Economy of Unemployment: An Analysis of The Most Serious Problems of Contemprory capitalism*. Kuwait: Knowledge Series (Monthly Cultural Books) issued by the national council for culture, arts and letters, p.287.