The Entrepreneurial Mindset among Algerian University Students
A Case Study of Bachelor of Business Administration Students, Cohort 2023/2024, University of Setif 1-Algeria

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Abstract

Our entrepreneurial topic study's concern or the entrepreneurial orientation of Algerian students seeks to discover the motivating factors that make Algerian student establish and manage personal projects, and how the community environment affects this, especially within the Ministry of Higher Education and the Algerian state framework in general of adopting, encouraging and supporting the starts-up and innovative projects policy. As a model of it, the Ministerial decision n° 1275 issued in 2022 regarding start-up certificate.

The faculty of economic, management, and commercial science students at Setif 1 University, management branch 2023/2024 has been chosen as the study population, by distributing a questionnaire to recognize their perspectives about entrepreneurship and establishing their own projects.

Keywords: *Entrepreneurship, Algerian students, Entrepreneurial thought*

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1. Introduction

Entrepreneurial thinking has become the concern of societies worldwide today, as it has become a social demand. Entrepreneurial initiatives now focus their attention on addressing social disparities by directing the economy to meet and satisfy the needs expressed by society in various aspects, aiming to create social justice within the framework of achieving comprehensive development. This is especially crucial given the increasing burdens on countries to create and provide employment opportunities for all individuals who are willing and able to work on one hand, and the international trend towards capitalism and specialization on the other hand.

Algeria is not exempt to these problems; on the contrary, there is an increasing demand for work and the spread of unemployment are major challenges that still confront the public authorities. Obtaining a position today by young people, especially university graduates, does not necessarily mean obtaining a salary

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commensurate with their aspirations and competencies. An example of this is the experience of pre-employment contracts and unemployment benefits. This situation has pushed many in this segment towards other options to confront unemployment, the most important of which is working for oneself by establishing private projects.

In order to achieve this, Algeria has established numerous structures and entities and has launched various initiatives to encourage young people to start their own projects, including micro, small, and medium enterprises, while providing ways of financial support and follow-up to help them avoid failure and bankruptcy. The goal of all these initiatives was to engage youth in the development process. Among the latest initiatives is the project of the startup enterprise aimed at university students.

Based on the above, the problem of study manifests in: To what extent is entrepreneurial thinking prevalent among Algerian university students?

The undergraduate students majoring in Business Administration of the 2023/2024 cohort at the University of Setif 1 have been selected to conduct the field study.

The study aims to determine the extent to which Algerian students prefer entrepreneurship over working for others, in order to feel independent and self-fulfilled, as well as to assess students' possession of the necessary educational and personal qualifications, and the surrounding conditions that enable them to succeed in these endeavors.

The study was limited to students of the Faculty of Economics, Commercial Sciences, and Management Sciences at the University of Sétif 1, Department of Management Sciences, specializing in Business Administration during the academic year 2023/2024. This was done by selecting all students of the specialization, totaling 208 male and female students (comprehensive survey). They were given the questionnaire directly (hard copy) along with an explanation of its items and statements. 150 usable questionnaires were retrieved for analysis and study.

The study relied on the descriptive-analytical approach, drawing upon both secondary and primary data. Secondary data was collected from relevant books, articles, and previous studies related to the study topic, aiming to gather the scientific material for the theoretical framework of the study.

As for the primary data, it was collected through reliance on a questionnaire to gather quantitative data, to be used in addressing the research problem.

Previous studies include the study of Abbas and Saudi (2023) - Entrepreneurial orientation of university students in Algeria- case study of students from the University of Bouira; the study of Rahem Farid (2018) - Entrepreneurial intentions of Algerian students between the desire, potential and challengers: empirical study in larbi tebessi university students; and the study of Ben Cheikh (2017) - Determinants of the entrepreneurial orientation of university students: Field study on a sample of Skikda University students.

Abbas and Saudi (2023) aimed to identify the extent to which university students are interested in establishing entrepreneurial projects, ie, their preference for launching personal business instead of working for others. To achieve this, a

questionnaire was distributed to a sample of students from the Faculty of Economic Sciences, Commerce and Management Sciences at the University of Bouira, which included 05 basic axes related to the entrepreneurial approach, incentives and obstacles to starting the establishment of institutions. The study found that the majority of students questioned are interested and thinking seriously to start theirs micro and small projects. Their university education stimulated them, on the one hand, and on the other hand the achievements of their well-known entrepreneurs, reinforced by the personal and technical capabilities which they possess. With most agreeing that the conditions set by various bodies in the form of support for young people and encourage them to establish private businesses, do not really stimulate them, and even among these conditions, which is an obstacle to their actual launch of their projects.

Rahem (2018) focused on identifying the students' attitudes towards their own projects and identifying the potentials and challenges they will face when starting their projects. The study concluded that there is a desire among the students to establish Pioneer projects, they also indicated that they have the potential to facilitate this, despite the existence of a number of challenges, the most important of which is the weak investment climate in general.

The quantitative research method (survey) was used by Ben Cheikh (2017) to obtain answers from 75 first- and second-year students at the Faculty of Science and Economics and Business Studies at the University of Skikda. The data were analyzed using descriptive statistics and linear regression. The study concluded that the most important factors affecting the intention of the orientation of students in entrepreneurship was the social environment and the "Entrepreneurial Education and Student Attitude towards Entrepreneurship".

2. Entrepreneurship and Entrepreneurial Thinking

Entrepreneurship draws its foundations from social sciences such as psychology, economics, and marketing. With the developments that have affected the global economy, entrepreneurship and small projects emerged as a means to drive development and alleviate unemployment.

2.1 The Definition of Entrepreneurship

Finding a unified definition agreed upon by all economists and other researchers for the concept of entrepreneurship is difficult, as it involves a blend of various behavioral, economic, and social factors.

Entrepreneurship is a process that begins with an idea and ends with the presentation of a new product of value in the market. It involves the adventure of gathering and coordinating various available resources and facing all the risks associated with this process. Since the process involves innovation, whether in terms of the physical or intellectual product, methods and approaches, or the discovery of new resources, entrepreneurship embodies the principle of creativity (Marah, 2010).

It is known as “the action performed by the entrepreneur, which is executed in different contexts and in various forms. It can be the establishment of a new legal entity, as well as the development of an existing entity itself” (Hernndez, 2001).

Therefore, entrepreneurship is the set of actions and activities that allow for the creation of a new enterprise or the development of an existing one by exploiting opportunities and leveraging them through a blend of risk-taking, innovation, and effective management aimed at delivering a specific value.

The entrepreneur is the main driving force behind entrepreneurship, as the phenomenon of entrepreneurship combines three main concepts (establishing the enterprise, the spirit of entrepreneurship, and the entrepreneur). The latter is the subject of the phenomenon and the main actor in its various stages. Anything related to an existing or suspended enterprise or activity, the entrepreneur takes it upon themselves to restore and follow up on the work and develop it based on their characteristics and skills. Most studies have taught us that the success of any project depends not only on a conducive environment for creation but also on the characteristics of the entrepreneur. This means that the phenomenon of entrepreneurship has expanded beyond mere economic functions to include studying their behaviors, traits, and the impact of social and cultural variables.

The entrepreneur is the person who has the management and ability to turn a new idea or invention into an innovation," meaning that not everyone can be an entrepreneur, and no entrepreneur can succeed and continue without special and distinctive qualities (Saudi, 2020). These personal qualities are primarily manifested in self-confidence, the ability to take risks and make decisions in different circumstances, and most importantly, commitment and desire for independence.

They also include behavioral traits such as interactive skills, the ability to establish human and social relationships with different personalities, in addition to the ability to create integration between project stakeholders and create effective communication channels. This should not neglect the managerial qualities associated with intellectual skills; the entrepreneur must acquire knowledge and scientific and planning aspects to be able to manage their project. Also, analytical skills and the ability to identify strengths, weaknesses, opportunities, and threats are essential, along with technical skills manifested in the ability to choose the best alternative and achieve it in the most efficient manner, as well as the ability to deal with communication tools and technology.

2.2 The Importance of Entrepreneurship

The topic of entrepreneurship has been the subject of research for quite some time. This interest reflects the growing importance of entrepreneurship in the economic development of countries and societies. This growth is evident through the dynamic creation of institutions and enterprises that involve job creation and wealth generation. Private projects and entrepreneurship are considered the greatest force for generating wealth and a significant driver for creating job opportunities. Therefore, they contribute to economic growth and help societies avoid the problem

of unemployment. And thus, the importance of entrepreneurship becomes evident in economic growth, university graduates, job creation and institutional base renewal.

Although entrepreneurial activity does not have a direct impact on economic growth, it does accelerate the pace of economic growth due to the continuous increase in the number of entrepreneurs. This result was demonstrated by a study conducted by GEM (Global Entrepreneurship Monitor) (www.gemconsortium.org), which proposed a comparative model for a group of different countries with cultural and social dimensions. The study found that countries with increasing entrepreneurial activity raise their gross domestic product (GDP) every year, indicating a positive relationship between the growth of entrepreneurial activities and GDP (Verstreate, 2006).

Educational opportunities have enabled a shift in the mindsets and orientations of university students towards entrepreneurship, initiative, and the pursuit of ideas and job opportunities that they can employ themselves and others through. Consequently, they move away from public sector jobs that cannot accommodate all graduates. The transition from job seeker to job creator fosters a culture of seriousness and entrepreneurial spirit" (Rahim, 2018).

Entrepreneurship is considered a means to reduce unemployment, as it is a source of creating job opportunities and maintaining them. It is essential for the social integration of the entrepreneur and their family.

Entrepreneurship can renew and reconstruct the economic fabric by creating new institutions or revitalizing existing ones, thereby compensating for disappearing institutions.

3. Entrepreneurial education and Ministerial Decision 1275 certificate of a startup/innovation patent

Education and training play a crucial role in the process of embarking on a project, enabling entrepreneurs to control the technology and knowledge that help them manage their project and lead it towards specific goals. Higher education plays a fundamental role in this through what it offers students in terms of knowledge, methodologies, and strategic insights that enable them to succeed and persist. This pushes universities to adopt knowledge and theses that support student orientations towards entrepreneurship, in addition to business incubators in every university.

Here, the role of the university emerges in its relationship with the economic and social environment, as well as its role as a partner and key driver of development in various fields. This is achieved through ensuring that today's students, tomorrow's entrepreneurs, and those aspiring to enter the world of entrepreneurship are equipped with the most important principles and basic foundations that guarantee them a good formation, enabling them to open wide horizons in establishing their own enterprises. Consequently, this ensures the definite and effective success of this project, which in turn benefits the national economy as a whole.

Ministerial Decision 1275 is considered one of the most important decisions made by the Ministry of Higher Education and implemented by Algerian universities

in 2022/2023. It introduces the concept of "Startup Certificate" or "Patent Certificate", aiming to enhance entrepreneurship and innovation spirit among university students, supporting them in establishing their own projects.

This decision, dated September 27, 2022, came within the framework of implementing the policy of the higher education and scientific research sector, aimed at valorizing the works and projects accomplished by students during their educational journey, when preparing their graduation theses (Bachelor's/Master's/Engineer's degree and doctoral students). This is part of a mechanism for certifying a startup institution or a patent (Borduson, 2023).

Just as obtaining a university degree- a startup institution requires a set of training programs, in the field of business plan preparation, aimed at accompanying registered students in preparing them. These programs culminate in the completion of a memorandum convertible into a startup institution upon graduation.

Teaching entrepreneurship is a fundamental step towards instilling a spirit of initiative and increasing business success opportunities, as well as creating future leaders capable of bearing the burdens of economic growth in line with global trends. Entrepreneurship education enhances outstanding capabilities in wealth creation and maximizes intellectual assets, contributing to the creation of a knowledge society and thus innovative entrepreneurs who play a pivotal role in achieving development and promoting the national economy.

And for the student who is at the end of his educational path, with an idea that can be transformed into a startup, he has the right to be accompanied by the university incubator, and to discuss their thesis to obtain a startup university degree. This project can be completed by a team consisting of small groups, ranging from 2 to 6 students from different majors and colleges. After their graduation theses are discussed by a mixed scientific evaluation and discussion committee, composed of a supervisor, a member from the university business incubator or entrepreneurship center, and a representative from economic and social partners. At the end of their university studies, the student receives a diploma from the startup institution and a -label- for an innovative project.

University business incubators take care of accompanying projects that obtain the initiative project label, to transform them into emerging institutions that have been awarded with the Label by the national committee granting this designation. This is in order to register outstanding projects in a national competition for the best emerging startups, and to appreciate these winning projects with financial support from the Ministry of Higher Education, Scientific Research, and economic and social partners.

4. Field Study

This section addresses the elements related to the field study conducted on a sample of students from the University of Setif 1. The study focused on undergraduate students majoring in Business Administration from the 2023/2024

cohort. It involved distributing a questionnaire regarding study variables, along with analyzing the obtained results.

4.1 The community and sample of the study

To assess the extent of entrepreneurial thinking and the entrepreneurial orientation among Algerian university students, a random sample of students from the University of Ferhat Abbas Setif1 was selected. Due to the sample size, it was limited to undergraduate students majoring in Business Administration for the academic year 2023/2024, totaling 208 students. This specific major was chosen due to the nature of the scientific material taught in various courses, which enables students to learn about the mechanisms of managing and administering various projects, thereby acquiring knowledge and skills for establishing and managing their own projects in the future.

208 comprehensive surveys were distributed to all students of the specialization. 176 surveys were retrieved, of which 26 were excluded from analysis due to incomplete basic data. Therefore, the number of surveys available for study and analysis became 150.

4.2 Study Variables

The questionnaire distributed to students consists of two main axes in addition to two questions, one related to gender and the other to the student's inclination towards entrepreneurship or seeking employment in the public/private sector.

The first axis includes three dimensions, each with five questions measuring: the desire to start a personal project, personal characteristics and abilities, and support for starting the project.

The second axis includes the obstacles and hurdles that the project faces from the students' perspective.

A Likert scale model (with five levels) has been selected to measure questionnaire items, and the overall direction of responses from the study sample has been estimated by calculating both the mean and standard deviation of the questionnaire items using SPSS version 20. The following table illustrates this.

The General Trend of the Likert Five-point Scale

Table 1

The arithmetic mean of the corresponding levels	The general direction of the sample
[1 - 1.79]	Very low (strongly disagree)
[1.80 - 2.59]	Low (disagree)
[2.60 - 3.39]	Medium (neutral)
[3.40 - 4.19]	High (agree)
[4.20 - 5]	very high (strongly agree)

Source: Prepared by the researcher based on the outputs of the SPSS program

Since the study sample was selected from the same level (bachelor's degree) and the same major (business administration), the only remaining variable to determine the descriptive characteristics of the sample is gender, which was distributed as follows:

Distribution of the Study Population by Gender

Table 2

Gender	Frequency	Percentage
Female	95	63.3
Male	55	36.7
Total	150	100%

Source: Prepared by the researcher based on the outputs of the SPSS program

It is evident from the table above that 63.3% of the sample individuals are females, representing the majority compared to 36.7% for males.

4.3 Results Analysis

The results of the survey will be analyzed question by question. The question regarding choice was as follows: At the end of your studies, what do you prefer? Establishing a venture (private project) or employment in one of the public or private institutions? And the results were:

Distribution of the Study Population According to Choice (entrepreneurial orientation or job orientation)

Table 3

	Establishing a private project		Employment in the public/private sector		Total
	Male	**Female**	**Male**	**Female**	
Fequiency	**44**	**72**	**11**	**23**	
Total	**116**		**34**		**150**
Percentage	**77.3**		**22.7**		**100**

Source: Prepared by the researcher based on the outputs of the SPSS program

The results showed that 77.3% of the students chose to pursue entrepreneurship after graduation or completing their studies, while 22.7% of them chose to pursue employment either in the public or private sector. However, it should be noted that this percentage may not accurately reflect reality because most of those

who chose the entrepreneurial path have no idea about the project or venture they will establish.

It is noticed that more than 75% of the females belonging to the study population (with a total of 95 female students) had entrepreneurial aspirations, as they expressed their desire to establish their own projects after graduation. Meanwhile, 25% of them preferred a career-oriented path. On the other hand, over 80% of the male students expressed their desire to establish their own projects after graduation, while the rest expressed their preference for obtaining a job either in the public or private sector.

And thus, the analysis of the reasons for leaning towards entrepreneurial work or establishing a private project will be limited to 116 individuals from the study community, as they have expressed their desire to establish their own projects after graduation.

5 Students' answers on the first axis

Through this axis, students' answers to questions about the three dimensions will be analyzed. The first dimension is the desire to create a personal project. This dimension measures the desire of undergraduate students in business administration at the University of Setif 1 to create their own projects.

The table above demonstrates the extent of agreement among the sample individuals regarding the items of the first dimension: the desire to establish a personal project. The results in the table indicate full agreement of all sample individuals on the first item "I prefer working on my own project rather than working for others", where the percentage of those strongly agreeing with this item reached 78.44%. The mean of responses for this item was 4.77 with a standard deviation of 0.232.

While the answer to the second item came as I try to exploit the opportunities to establish my own project, with an agreement rated at 97% (between agree and strongly agree). One student disagreed with this item, while two expressed neutrality towards answering this item. The mean score for responses to this item was 4.68 with a standard deviation of 0.358.

The third item states that my friends have their own projects or aspire to do so. The results indicate that about 54% of the sample agree that their friends either have or aspire to have their own projects, while approximately 22% express neutrality on this item and around 13% disagree. The mean score for responses to this item was 3.65 with a standard deviation of 1.013.

Through these results, the strong desire and ambition of undergraduate students in business administration at University of Setif 1, batch 2023/2024, to launch small investment projects according to their academic and financial capabilities at the beginning, are evident. They can later expand these projects into larger businesses if they find the necessary support and sufficient facilities to access the business market.

Results of Students' Responses on the First Dimension
(Desire to Establish a Private Project)

Table 4

Number	Question	Approval Rating					Arithmetic Mean	Standard Deviation
		strongly disagree	Agree	Neutral	Disagree	Strongly Disagree		
1	I prefer working on my own project rather than working for others	**91**	**25**	**0**	**0**	**0**	**4,77**	**,232**
		78.44	**21.56**	**0**	**0**	**0**		
2	I am trying to exploit opportunities to establish my own project.	**84**	**29**	**2**	**0**	**1**	**4,68**	**,358**
		72.41	**25**	**1.72**	**0**	**0.86**		
3	My friends have their own projects or aspire to have them.	**20**	**55**	**26**	**10**	**5**	**3,65**	**1,013**
		17.24	**47.4**	**22.41**	**8.62**	**4.31**		
4	I always try to translate my entrepreneurial ideas into reality.	**50**	**57**	**5**	**2**	**2**	**4,30**	**,613**
		43.1	**49.13**	**4.31**	**1.72**	**1.72**		
The arithmetic mean and the general standard deviation of the first dimension							**4.51**	**0.283**
The general direction of the first dimension (desire to establish a private project)							**Very High**	

Source: Prepared by the researcher based on the outputs of the SPSS program

The fourth and final item: I always try to translate my entrepreneurial ideas into reality. The results indicate that more than 82% of the sample agreed with their attempts to translate their ideas into future projects to be implemented after graduation, while about 4% of them expressed their disagreement with this item and 4.3% expressed neutrality. The mean score for responses to this item was 4.30 with a standard deviation of 0.613.

The arithmetic mean of the items related to the desire to establish a private project was 4.51, which is a level higher than the hypothetical average (3) and belongs to the fifth domain in Likert's five-point scale (Table 1, p. 8). The standard deviation is 0.283, indicating a considerable homogeneity in the responses. Therefore, it is evident from the data analysis that the individuals in the research sample have a very high desire to establish their own projects.

The second dimension is personal characteristics. This dimension refers to the personal characteristics required in a contractor or project owner from the students' perspective.

Students' Answers Results on the Second Dimension (Personal Characteristics)

Table 5

Number	Question	Degree of agreement					The arithmetic mean	The standard deviation
		Strongly agree	Agree	Neutral	Disagree	Strongly Disagree		
5	I have the ability to take risks	44	61	9	2	0	4,27	,458
		37.9	52.6	7.75	1.7	0		
6	I have the ability to discover opportunities and seize them	39	66	8	3	0	4,22	,466
		33.6	56.9	6.9	2.5	0		
7	I can continuously present or propose something new	47	56	10	3	0	4,27	,528
		40.5	48.27	8.62	2.5	0		
8	I can usually solve the problems that I encounter	35	72	7	2	0	4,21	,392
		30.1	62	6.2	1.7	0		
The arithmetic mean and the general standard deviation for the second dimension.							**4.26**	**0.228**
The general trend of the second dimension (personality traits)							**Very high**	

Source: Compiled by the researcher based on the outputs of SPSS software

The table above illustrates the extent of agreement among the sample individuals regarding the items of the second dimension: personality characteristics. The results in the table indicate that the sample individuals agree on the first item concerning risk-taking ability by over 90% (between strongly agree and agree), while only 1.7% of respondents disagreed with this item, and 9 students expressed neutrality, equivalent to nearly 8%. The arithmetic mean of responses to this item was 4.27 with a standard deviation of 0.458.

The answer to the second item concerning the ability to discover opportunities and seize them, came with a consent rate of 90% (between agree and strongly agree), while 2.5% of the sample disagreed with this item, and

approximately 7% expressed neutrality in responding to this item. The arithmetic mean for the responses to this item was 4.22, with a standard deviation of 0.466.

The third item "I can continuously come up with new ideas or suggestions" yielded results indicating that approximately 89% of the sample agreed that they are capable of continuously being creative and suggesting new ideas, while 2.5% disagreed with this item, and around 8.7% expressed neutrality regarding it. The arithmetic mean for responses to this item was 4.27, with a standard deviation of 0.528.

The fourth and final item "I can usually solve problems that I encounter" indicates that the results related to it, show agreement from over 92% of the sample on their ability to tackle problems and overcome potential obstacles, while approximately only 1.7% of them expressed disagreement with this item, with 6.2% indicating neutrality. The arithmetic mean for responses to this item was 4.21 with a standard deviation of 0.392.

The arithmetic mean of the items related to the personality traits associated with the entrepreneur was 4.26, which is a level higher than the hypothetical mean (3) and belongs to the fifth range in the Likert five-point scale (Table 1, p. 8). The standard deviation was 0.228, indicating a considerable degree of homogeneity in the responses. Therefore, data analysis suggests that individuals in the research sample possess some of the required traits for entrepreneurship and are encouraged to start their own venture.

The previous results reveal a positive and optimistic outlook regarding the possibility of extracting successful entrepreneurs in various fields from among the business administration students at Setif 1 University, batch 2023/2024. It is essential to support and assist them financially and morally to exploit these potentials and capabilities they possess, or at least feel they possess, and to develop and direct them towards a good and productive path, and to transition this direction into actual practice.

The third dimension is about the potentials and support for establishing a project. This dimension measures students' perspectives on the required capabilities and the extent of their availability to start the project.

Results of Students' Responses on the Third Dimension
(Potentials and Support for Project Creation)

Table 6

Number	Question	Agreement Degree					The Arithmetic Mean	Standard Deviation
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
9	I have sufficient funds to complete my project	**9**	**30**	**19**	**36**	**22**	**2,72**	**1,575**
		7.75	**25.86**	**16.37**	**31**	**19**		
10	I am familiar with the mechanisms supporting the establishment of new enterprises in Algeria such as ANSEJ, ANGEM, and CNAC.	**21**	**40**	**19**	**26**	**10**	**3,31**	**1,555**
		18	**34.5**	**16.37**	**22.41**	**8.6**		
11	The facilities provided by support entities motivate me to establish my project	**26**	**35**	**25**	**19**	**11**	**3,40**	**1,598**
		15.5	**30.17**	**21.55**	**16.37**	**9.5**		
12	My family will help me establish my project	**40**	**39**	**16**	**12**	**9**	**3,77**	**1,554**
		34.5	**33.6**	**13.8**	**10.3**	**7.7**		
13	I have friends who will participate in my project with me.	**20**	**25**	**22**	**18**	**31**	**2,87**	**2,131**
The overall arithmetic mean and the standard deviation for the third dimension.							**3.22**	**1.045**
The general trend of the third dimension (Capabilities and Support for Project Creation).							**Medium**	

Source: Prepared by the researcher relying on the outputs of SPSS program

The table above demonstrates the extent of agreement among the sample individuals regarding the items of the third dimension: capabilities and support for initiating a project. The results in the table indicate that the sample individuals do not agree on the first item, "I have sufficient funds to accomplish my project," with approximately 50% (between strongly disagree and disagreeing) disagreeing, while around 30% of the sample individuals agreed with this item, and 16.37% expressed neutrality regarding their financial capabilities to start their own projects. The arithmetic mean of the responses to this item was 4.27, with a standard deviation of 1.575, indicating a very high level of homogeneity in the responses to this item.

The answer to the second item indicated that 52% (between agree and strongly agree) of the respondents were aware of the mechanisms supporting the establishment of new enterprises in Algeria, such as ANSEJ, ANGEM, and CNAC. However, 31% of the sample disagreed, stating they were not familiar with these mechanisms supporting private projects in Algeria. Approximately 16.37% expressed neutrality in answering this item. The arithmetic mean for responses to this item was 3.31, with a standard deviation of 1.555.

The third item, "Facilities provided by accompanying bodies encourage me to establish my project," indicates that approximately 45.6% of the sample individuals agree that the facilities provided by various institutions and facilities encourage them to establish their own projects after graduation. Meanwhile, about 26% expressed their disagreement with this item, and approximately 21.55% expressed neutrality regarding this item. The arithmetic mean for responses to this item was 3.40, with a standard deviation of 1.598.

The fourth item, "My family will help me start my own project," indicates that the results related to it show agreement from more than 68% of the sample on receiving family support to establish their own projects after graduation, while 18% expressed the possibility of not receiving family support and backing in starting a personal project. Meanwhile, 13.8% expressed neutrality on this point. The arithmetic mean for responses to this item was 3.77 with a standard deviation of 1.554.

As for the fifth and final item, "I have friends who will join me in my project," was endorsed by approximately 39% of the sample members as agreeing positively regarding the possibility of involving colleagues and friends in their own projects. However, more than 42% of the sample members disagreed with this, while 19% remained neutral on this item. The arithmetic mean for responding to this item was 2.78, with a standard deviation of 2.131.

Concerning the arithmetic mean of the items related to capabilities and support for establishing and implementing a private project was 3.22, which is higher than the hypothetical average (3) and belongs to the third domain in Likert's five-point scale (Table 1, page 8). The standard deviation of 1.045 indicates a significant degree of homogeneity in the responses.

Based on the results of this axis, it becomes clear that the students of the Bachelor of Business Administration at University of Setif 1 for the class of 2023/2024 have a moderate to low tendency towards the availability of resources and support for their entrepreneurial projects after graduation. This means that the overall facilities provided by support institutions and facilities for establishing enterprises in Algeria are not highly motivating for students, either due to ignorance of them or due to their limitations in relation to the capabilities of university graduates who are eager to start entrepreneurial work.

Students' responses on the third axis (obstacles and challenges) indicates the obstacles that students see as potentially hindering their own projects.

Results of Students' Responses on the Second Axis (Obstacles and Hindrances)

Table 7

Number	Question	Agreement Degree					The Arithmetic Mean	The Standard Deviation
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
14	The administrative problems that I may encounter.	17	31	33	28	7	3,20	1,308
		14.65	26.72	28.44	24	6		
15	The anticipated financial problems.	34	49	18	10	5	3,84	1,164
		29.3	42.2	15.5	8.62	4.3		
16	The investment climate is not encouraging.	18	39	24	23	12	3,24	1,524
		15.5	33.6	20.7	20	10.3		
17	The potential problems related to marketing.	14	37	32	21	12	3,17	1,379
The arithmetic mean and the general standard deviation of the second axis							**3.47**	**0.794**
The general direction of the obstacles and hindrances axis							**High**	

Source: Prepared by the researcher relying on the outputs of SPSS software

The table above illustrates the extent of agreement among the sample individuals regarding the second axis: obstacles and challenges that the project may face at its inception. The results in the table indicate that approximately 41% of the sample individuals agreed on the first item, which is the administrative problems that I may encounter. Meanwhile, 30% of the sample individuals disagreed with this item, and 28.33% expressed neutrality regarding the possibility that administrative matters and procedures could be among the obstacles they will face when establishing their own projects. The arithmetic mean for the answers to this item was 3.20, with a standard deviation of 1.308, indicating very high homogeneity of responses to this item.

The answer to the second item, concerning expected financial problems, came with the agreement of 71.5% of the sample (between agree and strongly agree)

that financial problems are expected and may hinder them from establishing their own projects. Meanwhile, 13% of the sample disagreed with this item, while approximately 15.5% expressed neutrality in answering this item. The arithmetic mean of the answers to this item was 3.84, with a standard deviation of 1.168.

As for the results related to the third item, "unfavorable investment climate," more than 49% of the sample agreed that the investment climate in Algeria is not encouraging and is considered one of the obstacles they may face in establishing their own projects. Meanwhile, 30% of the sample did not agree with this item, while approximately 21% of them expressed neutrality in their response. The arithmetic mean for this item was 3.24 with a standard deviation of 1.524.

Regarding the fourth and final item in the second axis, concerning potential marketing problems, approximately 44% of the sample agreed with this item, considering marketing issues among the obstacles they may face when establishing their own projects after graduation. Meanwhile, about 24% of the sample disagreed with this item, not considering marketing problems as obstacles to their own projects. Additionally, 27.6% were neutral regarding this type of problem. The arithmetic mean for this item was 3.47 with a standard deviation of 0.794.

The arithmetic mean of the items related to obstacles and challenges that may face them when establishing a private project was 3.47, which is a higher level than the hypothetical average (3) and belongs to the fourth domain (high) in The Likert five-point scale (Table 1, p. 8), with a standard deviation of 0.794 indicating a significant homogeneity in responses.

Based on the previous results, it is found that the biggest obstacle facing business administration students at University of Setif 1, batch 2023/2024, is related to financial aspects. Their financial capabilities often compel them to seek various support and accompanying institutions, which they frequently find themselves unable to meet the conditions or unwilling to accept them, thus limiting their desire to embark on fruitful personal projects. However, educational and psychological incentives are always in their favor, as most of them have the motivation to pursue entrepreneurial work based on some experiences they have witnessed and their academic knowledge and background.

5.1 Results and Recommendations

The concept of entrepreneurship has become one of the widely discussed topics lately, due to the increasing interest in it and the encouragement to adopt it as a method or approach that helps contribute to building a strong and advanced economy on one hand, and creating a class of individuals with expertise and competencies supported by purposeful higher education, enabling them to materialize their ideas into practical projects that allow them to contribute to their economies and societies.

The results obtained from the field study conducted on students of the Faculty of Economic Sciences, Business Administration, and Management Sciences,

specifically the students of the Bachelor of Business Administration batch 2023/2024 at University of Setif 1, have shown the following:

There is a very strong desire among the students of the Bachelor of Business Administration at Setif 1 University, batch 2023/2024, to establish their own enterprises. About 77.3% of them expressed their desire to start a project after graduation, which confirms the inclination of this student category towards independence and self-realization through entrepreneurial work, achieving their ambitions to become businessmen in the future. However, this does not reflect the actual reality, as most of them have no idea about the projects they will establish after graduation. These results reflect their initial entrepreneurial desire and orientation.

The gender does not have a significant impact on motivating students towards establishing private institutions and projects, as a considerable percentage of female students, exceeding 75%, expressed their desire to establish their own projects after graduation and completing their studies.

The results indicate that students consider themselves to possess entrepreneurial traits, primarily characterized by the ability to take risks and make timely decisions, as well as the capacity to confront various challenges. These qualities in themselves serve as a motivation to pursue starting their own project.

The results have shown that academic major plays a significant role in students' entrepreneurial inclination. This is reflected in the majority of them aspiring to start their own projects after graduation, as they are heavily influenced by their major. They study modules related to how to establish a project, ways to obtain support, and methods of managing the institution or project. This has led them to prefer entrepreneurial orientation over job orientation.

Financial obstacles are considered the biggest challenge that students may face in establishing their own projects. The lack or absence of financial resources forces them to turn to various support and accompanying entities. The study has shown a significant percentage of them are unaware of their existence, and they may often find themselves unable to meet their conditions or unwilling to accept them (interest-based loans).

Based on these results, it's possible to provide a set of recommendations that complement the study and can be considered as factors to enhance or foster entrepreneurial mindset among university students, encouraging them to pursue entrepreneurship and self-employment:

- ✓ The necessity of making students aware that entrepreneurship is a choice and not an alternative in the absence of employment opportunities;
- ✓ Increasing the number of workshops and lectures on entrepreneurial thinking in various university faculties;
- ✓ Facilitating the interaction with university support and accompaniment entities by organizing regular meetings with representatives of youth support and empowerment bodies, in an open format allowing the maximum number of students to approach them and inquire about various procedures and incentives;

- ✓ Adopting more advertising, especially at the level of universities, institutes, and schools, for entities such as ANGEM, ANSEG, CNAC, and others, in order to introduce their various activities and initiatives and to bring them closer to students;
- ✓ Providing successful examples of entrepreneurs who started with the assistance of various support and mentoring entities to make it a live practical experience for students;
- ✓ Fostering female entrepreneurship as one of the modern trends, especially considering the expressed desire of many female students to venture into private projects, and working on providing support and guidance for such endeavors;
- ✓ The need to reconsider financing methods due to their hindrance to students for religious reasons.

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