

Analysis of Factors Influencing Entrepreneurial Intention Among Algerian Students: A Case Study of Students at the Koléa University Center – Tipaza (2025)

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Summary: This study primarily aims to identify the factors influencing entrepreneurial intention among students at the Kolea University Center in Tipaza. To achieve this objective, a descriptive and analytical approach was adopted, incorporating techniques such as descriptive statistics, factor analysis of mixed data and multiple regression. A sample of 250 students was selected using a quota sampling method and surveyed using a structured questionnaire. Descriptive statistical analysis showed that the level of entrepreneurial intention within the sample ranges from moderate to high. Factor analysis revealed that students who have a parent, friend, or family member engaged in entrepreneurial activity, or who follow entrepreneurs on social media, as well as those who are employed or self-employed, are more likely to exhibit a high level of entrepreneurial intention. Multiple linear regression, in turn, showed that entrepreneurial intention among these students is significantly influenced by the personal factor as well as the “education and training” factor.

Keywords: Entrepreneurship, Entrepreneurial intention, Entrepreneur, University students, Influencing factors,

Jel Classification Codes : L26, D91, I23

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I- Introduction :

The contemporary world is witnessing rapid economic and social transformations, as traditional employment is no longer able to absorb the increasing number of university graduates. This has compelled countries, especially developing ones, to seek alternative and effective solutions to reduce unemployment rates and create new economic dynamics. In this context, entrepreneurial activity has emerged as a strategic option for achieving sustainable development. Entrepreneurship is no longer seen merely as a means of profit-making, but rather as an effective tool for fostering creativity, innovation, and professional independence, particularly among young people.

There is a growing interest in strengthening entrepreneurial culture within the university environment, considering that the university today is a key actor in building human capital and shaping ambitious young minds capable of critical and creative thinking, and willing to engage in entrepreneurial experiences. Today's student is no longer just a job seeker, but rather a potential opportunity creator, establishing their own project and directing their professional path according to their own vision.

However, the shift toward entrepreneurial intention does not occur automatically or uniformly among all students; rather, it is influenced by a set of interrelated and complex factors. Some students possess motivation and passion from the outset, while others require external encouragement and support. In addition, the environment, the quality of education, and the availability of mentoring programs and financial support play decisive roles in shaping this intention.

From this perspective, studying entrepreneurial intention and how it is formed among university students is of both scientific and practical importance. It contributes to understanding the different factors that influence the adoption of this intention, and also enables educators and decision-makers to develop more effective support mechanisms that help build a generation of entrepreneurial youth capable of creating wealth and achieving economic and social development.

Based on the above, the central problem of this research can be formulated in the following main question:

What are the factors that influence entrepreneurial intention among university students?

Research Hypotheses:

The hypotheses formulated are:

H1: The personal factor has a significant influence on students' entrepreneurial intention.

H2: The socio-cultural factor has a significant influence on students' entrepreneurial intention.

H3: The economic and financial factor has a significant influence on students' entrepreneurial intention.

H4: The educational and training factor has a significant influence on students' entrepreneurial intention.

H5: The technological factor has a positive influence on students' entrepreneurial intention

Research Objectives:

This study aims to:

- Analyze the level of entrepreneurial intention among students at the Kolea university center;
- Identify the profiles of students most likely to develop a high level of entrepreneurial intention;
- Identify the factors that have a significant influence on entrepreneurial intention.

Research Significance:

The importance of this study lies in several key aspects. First, it focuses on a young university population, specifically students from the university center of Kolea. Second, it aims to provide a deeper understanding of the psychological, social, educational, financial and environmental factors that influence entrepreneurial engagement. Finally, the study highlights entrepreneurial engagement among students as a strategic option for addressing unemployment and promoting economic and social development.

I.1.Previous Studies:

Several studies have focused on understanding entrepreneurial intention among university students, including the following:

The study conducted by (Slimani, 2025) examined the factors influencing the dimensions of entrepreneurial intention among students in the Department of Management Sciences at the University of Badji Mokhtar in Annaba. Data were collected using a questionnaire and analyzed

through SPSS using factor analysis. The results identified five main factors shaping students' entrepreneurial intention: entrepreneurial ideation, motivation, causal factors, career choice, and social status.

Similarly, (Mezghiche, 2024) aimed to identify the most influential factors affecting entrepreneurial intention among Algerian university students and to determine which elements play the most significant role in the decision to start a business. A survey was conducted among 93 students. The results showed that entrepreneurial knowledge and self-efficacy are the most significant predictors of entrepreneurial intention. However, social norms and access to capital were found to have no significant explanatory power regarding entrepreneurial behavior and intentions.

The study by (Chib, 2022) aimed to examine the role of the university environment, rather than the educational program alone, as a determinant of entrepreneurial intentions. The author employed quantitative methods and structural equation modeling to analyze data collected from a sample of 364 final-year undergraduate students from various disciplines across universities in western Algeria. The results showed that the entrepreneurial university environment can be considered a key antecedent of entrepreneurial intentions. Moreover, the study confirmed that the university environment significantly influences entrepreneurial education, which in turn has a strong impact on entrepreneurial intentions.

In the same context, (Khanous and Djaider, 2021) aimed to identify the factors influencing entrepreneurial intention among university students at the University of Médéa. Data were collected from 146 students using a questionnaire. The findings revealed that attitude toward entrepreneurship is the main determinant of entrepreneurial intention, while personality traits, education, and entrepreneurial training showed no significant effect.

Furthermore, the study by (2018، راهم) sought to identify students' orientation toward entrepreneurial activity by measuring their willingness to create their own projects and determining their available capacities as well as potential obstacles. Based on a questionnaire administered to a sample of 200 students, the results indicated a moderate level of willingness, mainly driven by the desire for independence and self-realization. The study also showed that students possess stronger intellectual abilities and skills compared to their material resources. The main obstacles identified were the weak investment climate, along with administrative and marketing difficulties. The study recommended strengthening entrepreneurship education and providing greater support and guidance to students.

A study by (2017، مسيخ) aimed to measure the level of entrepreneurial orientation among final-year university students and to analyze the factors influencing it. The study adopted a descriptive-analytical method and used a questionnaire administered to 315 students. The examined factors included personal attitude, social support, self-efficacy, and the role of the university. The results revealed a positive orientation toward entrepreneurial activity, as well as statistically significant relationships between this orientation and personal attitude, social support, and self-efficacy. However, no significant differences were found based on gender, field of study, or level of education, except for age.

Finally, the study by (Bouhedjeur and Boumediene, 2017) aimed to identify the factors explaining why Algerian students prefer entrepreneurial work over salaried employment in the public or private sector. A survey was conducted among students from the Faculty of Economic, Commercial, and Management Sciences at the University of Chlef. The findings indicated that family background has a direct positive influence on students' entrepreneurial intention. Additionally, access to capital, practical experience, and social support positively contribute to strengthening students' intention to start a business.

The similarities between our study and previous studies lie in the objective of identifying the determinants of entrepreneurial intention among Algerian students. In contrast, the originality of our study lies, first, in its case study, as it focuses on students from the university center of Kolea (Tipaza). Second, it is reflected in the set of influencing factors proposed in the model, where new factors are introduced and additional items are incorporated into the five main factors. Third, it resides in the data analysis approach, which combines two complementary methods, namely Factor Analysis of Mixed Data (FAMD) and multiple linear regression, in order to build the model.

1.2. Overview of Entrepreneurship and Entrepreneurial Intention:

To better understand entrepreneurial intention, it is first necessary to clarify the general concept of entrepreneurship.

1.2.1. Definition of Entrepreneurship:

Scholars have spent several centuries attempting to define the concept of entrepreneurship, drawing on contributions from various disciplines such as psychology, sociology, economics, and management. Entrepreneurship is commonly understood as a form of self-employment, with entrepreneurs often characterized as individuals willing to take risks (Congregado, 2008, p. 50). It is also defined as the process of creating and developing a new business, organization, product, or service in order to realize a specific vision (Parthasarathy et al., 2011, p. 461). Furthermore, entrepreneurship can be seen as the process of creating value through the effective combination of resources to exploit available opportunities (Bouhedjeur & Boumediene, 2017, p. 29).

1.2.2. Definition of Entrepreneur:

Contemporary economists generally agree that the entrepreneur plays a crucial role as a business leader in fostering economic growth and development. An entrepreneur is typically defined as an individual who initiates and manages a business venture, demonstrating initiative, innovative skills, and a strong drive for achievement. Such an individual develops and owns their enterprise, takes moderate risks, and operates under conditions of uncertainty in order to achieve specific goals (Palanivelu & Manikandan, 2015, p. 9). Furthermore, an entrepreneur is someone who assumes the financial risks associated with starting and managing a new venture, which may involve introducing a completely new idea, adopting a novel approach, entering a new market, or undertaking an activity that has not been attempted before (Shuaibu et al., 2021, p. 2).

1.2.3. Entrepreneurial Intention:

Entrepreneurial intention refers to a state of mind that directs an individual's attention, experience, and actions toward the creation of a business, shaping the form and direction of organizations at their inception (Bird, 1988, p. 442). It is also defined as an individual's conscious willingness, developed after the formation of specific beliefs and attitudes, to become self-employed and engage in entrepreneurial activities (Bouhedjeur & Boumediene, 2017, p. 30). Furthermore, entrepreneurial intention represents a deliberate and planned decision to pursue entrepreneurial behavior, which helps explain key entrepreneurial processes such as opportunity recognition, idea generation, and venture creation (Krueger et al., 2000, p. 412).

1.3. Promoting Entrepreneurship in Algerian Universities:

The missions of universities in Algeria are no longer limited to teaching and scientific research; they now also include the promotion of entrepreneurship and innovation as a "third mission." This is achieved through the integration of entrepreneurial culture into academic programs and the establishment of support mechanisms such as entrepreneurship development centers and university business incubators, which assist students in developing their projects. Ministerial Decision No. 1275 of 2022 further strengthened this orientation through the "diploma-startup" and "diploma-patent" schemes, which aim to link graduation projects to the creation of real entrepreneurial ventures or the registration of patents. In this context, the university plays a fundamental role in developing entrepreneurship-related skills. Academic programs should focus on fostering independence, perseverance, self-confidence, and other entrepreneurial competencies. The university also contributes significantly to the acquisition of entrepreneurship-related knowledge and to the teaching of the scientific concepts underlying this field (Sriti & Maaradj, 2020, p. 203).

II– Methods and Materials:

II.1. The Method of Data Collection:

For data collection, a non-probability sampling method was adopted due to the absence of a comprehensive sampling frame. Specifically, quota sampling was used, based on available information regarding the distribution of students within the university hub according to their schools. This method assumes that the proportion of the sample drawn from each school relative to the total sample size is equal to the proportion of students from each school within the overall student population of the university center. The data collection instrument used was a questionnaire, which consisted of four main sections. The first section included socio-demographic questions aimed at identifying the characteristics of the study sample. The second section contained questions related to professional experience and the social environment, with the purpose of measuring the influence of

social relationships and surrounding role models on students' entrepreneurial orientation. The third section included questions designed to measure students' entrepreneurial intention by assessing their tendencies, motivations, and behaviors related to the creation of their own projects. The fourth section covered the personal, social, cultural, economic, financial, educational, training, and technological factors influencing students' entrepreneurial orientation.

II.2. The Study Population and Sample:

The target population of this study comprises students enrolled at the university center of Kolea, Tipaza. It includes all students registered in the various schools within the center during the 2024/2025 academic year, with a total population of 6,684 students. The study sample consists of 250 students, selected and distributed as follows:

Table (1): Distribution of the study sample by school

School	Population size	proportion	Sample size
the National Higher School of Statistics and Applied Economics (ENSSEA)	1604	24%	60
the Higher School of Commerce (ESC)	1418	21.2%	53
the School of Higher Commercial Studies (EHEC)	1684	25.2%	63
the Higher School of Management and Digital Economy (ESGEN)	1230	18.4%	46
the National Higher School of Management (ENSM)	748	11.2%	28
Total	6684	100%	250

The source: Created by the authors

II.3. Variables and Measurement:

The variables used in this study can be summarized in the table below:

Table (2): Description and Classification of Study Variables

Variables	Variable label	categories	Type of variable
Gender	Gender	Male Femele	Qualitative variable
Age	Age	Less than 20 years From 20 to 25 years More than 25 years	Qualitative variable
Level	Level	Preparatory Master's Doctorate	Qualitative variable
Current employment status	Are you currently working?	Yes, I have a job Yes, I am self employed No, I am not working	Qualitative variable
Parental entrepreneurial background	Does either parent have an entrepreneurial activity?	Yes/No	Qualitative variable
Friends' entrepreneurial background	Does any friend have an entrepreneurial activity?	Yes/No	Qualitative variable
Other family members' entrepreneurial background	Does any other family member have an entrepreneurial activity?	Yes/No	Qualitative variable
Exposure to entrepreneurial content on social media	Do you follow any people with entrepreneurial activities on social media?	Yes/No	Qualitative variable
Entrepreneurial intention	-	-	Quantitative variable
Personal factor	-	-	Quantitative variable
Social cultural factor	-	-	Quantitative variable
Economic financial factor	-	-	Quantitative variable
Educational training factor	-	-	Quantitative variable
Technological factor	-	-	Quantitative variable

The source: Created by the authors

The dependent variable "Entrepreneurial intention" and the independent variables related to personal, social, economic, educational, and technological factors were measured using multiple items on a Likert scale (from 1 to 5). For each factor, a composite score was constructed by calculating the mean of its corresponding items. This approach allows the dependent variable and each factor to be treated as a continuous quantitative variable in the subsequent analysis.

The following scale was adopted to interpret the mean scores: if the mean value is less than 2.33, the level of agreement is considered low; if it ranges between 2.33 and 3.66, it is considered moderate; and if it exceeds 3.66, it is considered high.

II.4. Methods of Analysis:

To achieve the set objectives, the descriptive statistical approach was used, and for the statistical analysis tools used in this study, we cite Alpha Cronbach's test which helps to measure the reliability of the answers of the questionnaire, descriptive analysis of the variables of the study using the analysis of the mean and standard deviation, the Factor Analysis of Mixed Data, and to meet the hypothesis of this study, we turned to the Multiple Linear Regression using SPSS and Rstudio softwares.

II.5. The Reliability of the Research Instrument:

To test the reliability of the questionnaire in this study, Cronbach's Alpha test was used on the part of factors of the entrepreneurial intention. The extracted results are presented in the table below:

Table (3): Alpha Cronbach's test

Axes		Cronbach's Alpha
Entrepreneurial intentions		0.786
Factors influencing entrepreneurial intention	Personal factor	0.803
	Socio-cultural factor	0.680
	Economic and financial factor	0.674
	Educational and training factor	0.843
	Technological factor	0.842
All questionnaire dimensions		0.874

The source: Authors' elaboration based on SPSS output

The results presented in Table 3 show that the overall reliability coefficient of the questionnaire dimensions is high, reaching 0.874, which indicates a strong level of internal consistency among the questionnaire items. Regarding the entrepreneurial intention dimension, a reliability coefficient of 0.786 was recorded, reflecting a good level of reliability. As for the personal, technological, educational, and training factors dimension, the reliability coefficients ranged between 0.803 and 0.843, indicating a high level of reliability. In contrast, the social and cultural factor dimension and the economic and financial factor dimension recorded the lowest reliability coefficients, at 0.680 and 0.674 respectively, which may indicate some variability in respondents' answers regarding these dimensions.

Overall, the results show that the questionnaire demonstrates a high degree of reliability, making it a valid and dependable instrument for use in the field application of the study.

III- Results and discussion :

III.1. Sociodemographic Characteristics of the Sample Study:

This section presents the sociodemographic characteristics of the study sample. It provides an overview of key variables such as gender, age and level allowing for a better understanding of the profile of the respondents included in the analysis.

Table (04) : Socio-Demographic Characteristics of Respondents

Variables	Category	Frequency	Percentage
Gender	Female	161	64.4%
	Male	89	35.6%
Age	Less than 20 years	56	22.4%
	From 20 to 25 years	188	75.2%
	More than 25 years	6	2.4%
Level	Preparatory	80	32%
	Master's	167	66.8%
	Doctorate	3	1.2%

The source: Authors' elaboration based on SPSS output

It can be seen from the table above that females represent the largest proportion of the sample, accounting for 64.4%, compared to males at 35.6%. This may reflect the composition of the student population in the university center under study. It is also evident that the majority of the sample belongs to the 20–25 age group, representing 75.2%, which is the most prevalent category in the university environment. The group under 20 years old accounts for 22.4%, while those over 25 years old represent a small proportion of 2.4%. This distribution reflects the nature of the university population, which mainly consists of young individuals. This is consistent with the objectives of the study, which address students' entrepreneurial intention, as this age group is expected to be more prepared and responsive to concepts of initiative and personal projects.

III.2. Presentation of the Second Axis of the Questionnaire related to the Professional Experience and the Social Environment:

This section examines the second part of the questionnaire, which focuses on students' professional experience and their social environment.

Table (05): Professional Experience and Social Environment of Respondents

Variables	Category	Frequency	Percentage
Current employment status	Yes, I have a job	10	4%
	Yes, I am self employed	36	14.4%
	No, I am not currently working	204	81.6%
Parental entrepreneurial background	No	204	81.6%
	Yes	46	18.4%
Friends' entrepreneurial background	No	149	59.6%
	Yes	101	40.4%
Other family members' entrepreneurial background	No	114	45.6%
	Yes	136	54.4%
Exposure to entrepreneurial content on social media	No	69	27.6%
	Yes	181	72.4%

Source: Created by the authors based on results obtained from SPSS

We observe that the vast majority, representing 81.6% of the study sample, do not engage in any professional activity. This indicates that the sample largely consists of non-working students, which may be due to the intensive academic workload in these institutions compared to universities, limiting students' ability to balance studies and work simultaneously. The statistics also show that only 18.4% of the respondents are engaged in some form of work, whether a formal job or self-employment. Additionally, 81.6% of participants do not have parents involved in entrepreneurial activities, which may reflect a lack of directly influential entrepreneurial role models within the family environment. However, more than 40% of the respondents have friends who are engaged in entrepreneurial activities, indicating a certain level of social exposure to entrepreneurship, even if it is not predominant. Furthermore, more than half of the sample have other family members involved in entrepreneurial activities, suggesting the presence of an indirect family influence. On the other hand, 72.4% of the sample follow a large number of individuals engaged in entrepreneurial activities on social media, reflecting a strong openness to digital influences and entrepreneurial culture through the internet.

III.3. Analysis of Students' Entrepreneurial Intention:

Entrepreneurial intention among the sample members is measured through a set of statements, where the level of agreement is determined based on the mean and standard deviation.

Table (06): Descriptive Statistics of Entrepreneurial Intention Items

Items	Mean	Standard deviation
I have a strong desire to start my own business	4.13	0.884
I collect information on how to start and manage an entrepreneurial activity	3.65	0.929
I have an idea for starting my own business	3.48	1.042
I often participate in training programs on entrepreneurship, whether at school or outside	2.73	1.059
I am ready to start my entrepreneurial project in the future	3.69	1.056

The source: Authors' elaboration based on SPSS output

The analysis results indicate that the highest level of agreement was for the statement “I have a strong desire to start my own business,” with a mean score of 4.13, with the lowest standard deviation, indicating a low dispersion of values around the mean, reflecting a strong entrepreneurial intention. Participants also showed a clear readiness to establish a future project (mean = 3.69), indicating a high level of psychological and mental preparedness to engage in entrepreneurship. On the other hand, “participation in entrepreneurship training programs” recorded a moderate level (2.73), reflecting a relative weakness in the practical and field-related aspect. Similarly, other statements such as having a business idea and gathering information on how to start a venture showed moderate levels of agreement. Based on the above, it can be concluded that the entrepreneurial intention of the sample ranges between moderate and high, but is accompanied by a lack of actual practice and practical training. This highlights the need for supportive interventions to enhance practical competencies and to provide effective training programs.

III.4. Analysis of Factors Influencing Entrepreneurial Intention:

The personal, social and cultural, economic and financial, educational and training, as well as technological factors were evaluated using a set of statements. These statements were analyzed based on their mean scores and standard deviations.

III.4.1. Analysis of Personal Factor:

This section focuses on the analysis of the personal factor. It aims to assess how these attributes influence students’ entrepreneurial intention and their willingness to engage in entrepreneurial activities.

Table (07): Descriptive Statistics of Items Measuring the Personal Factor

Items	Mean	Standard deviation
I have confidence in my ability to start my entrepreneurial project and succeed as an entrepreneur	3.79	0.882
I prefer professional independence over working as an employee	4.10	0.863
Entrepreneurial activity is the best way to achieve my personal and professional goals	3.92	0.906
I have an entrepreneurial spirit and enjoy taking on challenges and seeking new opportunities	3.70	0.953
I take risks without great fear of failure	3.46	1.002
I possess a high level of creativity	3.59	0.870
I have the basic skills to manage a project	3.44	0.908

The source: Authors’ elaboration based on SPSS output

The results of the analysis of personal factor show that the statement “I prefer professional independence over working as an employee” recorded the highest mean (4.10), and the lowest standard deviation, followed by “I have confidence in my ability to start my entrepreneurial project and succeed as an entrepreneur” (mean = 3.79), indicating strong motivation toward entrepreneurship and business creation. Participants also considered entrepreneurial activity as the most suitable means to achieve their personal and professional ambitions (mean = 3.92), and showed a noticeable willingness to take on challenges and seek new opportunities. These indicators clearly reflect the presence of key entrepreneurial traits such as initiative, ambition, and independence. On the other hand, some indicators fell within the moderate level of agreement, such as “I take risks without great fear of failure” (mean = 3.46) and “I have the basic skills to manage a project” (mean = 3.44), suggesting that practical skills and the ability to cope with failure still require further support, whether through training or mentoring.

Based on this, it can be concluded that personal factor represents an important driver of entrepreneurial intention among young people. However, they require practical support in terms of training and skill development to achieve a concrete transition toward entrepreneurial activity.

III.4.2. Analysis of Socio-Cultural Factor:

This section examines the social and cultural factor. It aims to understand how these external elements shape students' attitudes toward entrepreneurship and affect their entrepreneurial intentions.

Table (08): Descriptive Statistics of Items Measuring the Socio-Cultural Factor

Items	Mean	Standard deviation
My family always encourages me to engage in entrepreneurial activity	3.49	1.015
My friends always encourage me to engage in entrepreneurial activity	3.58	0.929
The success of projects of people I know inspires me	3.91	0.876
The ecosystem (society and surrounding conditions) encourages entrepreneurial ideas	3.29	1.114
The positive perception of entrepreneurs in society inspires me	3.58	1.008

The Source: Authors' elaboration based on SPSS output

The results of this dimension highlight the role of social and cultural factors in shaping the entrepreneurial intention of the sample. The statement "The success of projects of people I know inspires me" recorded the highest mean (3.91) and the lowest standard deviation, indicating a low dispersion of values around the mean. This reflects a high level of agreement and confirms the importance of role models and real-life examples in encouraging individuals to adopt entrepreneurial behavior. The statements "My friends always encourage me to engage in entrepreneurial activity" and "The positive perception of entrepreneurs in society inspires me" both recorded similar means (3.58), which fall within a moderate level of agreement tending toward high. This highlights the role of informal social support in fostering an entrepreneurial spirit among individuals. Similarly, the statement "My family always encourages me to engage in entrepreneurial activity" recorded a mean of 3.49 and a standard deviation of 1.015, indicating a moderate level of family support that is not decisive in directing individuals toward entrepreneurship. This may reflect differences in family backgrounds and varying openness to entrepreneurial culture. On the other hand, the statement "The ecosystem (society and surrounding conditions) encourages entrepreneurial ideas" recorded the lowest mean in this dimension (3.29), suggesting a limited perception of the supportive role of the social and institutional environment in promoting entrepreneurial initiatives. This may reflect a gap between individual aspirations and the broader environment that is expected to support such initiatives.

Based on these findings, it can be concluded that social and cultural factor provides a relatively supportive environment for entrepreneurial intention, particularly through personal relationships and direct influences such as family, friends, and successful role models. However, the role of society and institutions appears less pronounced, highlighting the need to strengthen entrepreneurial culture at the societal level and to develop a more supportive ecosystem for entrepreneurial initiatives.

III.4.3. Analysis of Economic and Financial Factor:

This section analyzes the economic and financial factor. It aims to evaluate how these elements influence students' entrepreneurial intention.

Table (09): Descriptive Statistics of Items Measuring the Economic and Financial Factor

Items	Mean	Standard deviation
There are financial facilities (loans, funding, government support) that encourage me to engage in entrepreneurship	2.76	1.008
The economic situation in Algeria encourages entrepreneurship	2.89	1.068
The level of economic and financial success of projects in the market encourages me	3.29	1.045
The desire to achieve quick profit encourages me	3.86	1.010
I have sufficient savings to start an entrepreneurial project	2.46	1.109
My family provides me with financial support to start my entrepreneurial project	3.92	1.095

The Source: Authors' elaboration based on SPSS output

The results of the analysis of economic and financial factor reveal a clear variation in the respondents' evaluations of these factors, with levels of agreement ranging from low to high. This reflects diversity in individuals' financial conditions and motivations. The statement "My family provides me with financial support to start my entrepreneurial project" recorded the highest mean

(3.92), indicating a high level of agreement and highlighting the importance of family financial support as a key driver for entrepreneurial activity, especially given the limited availability of formal funding sources. Similarly, the statement “The desire to achieve quick profit encourages me” recorded a high mean (3.86), reflecting a strong motivation among young people to engage in entrepreneurship driven by immediate financial gain, rather than relying on institutional factors or public policies. In contrast, the statement “I have sufficient savings to start an entrepreneurial project” recorded a low mean (2.46) with a high standard deviation indicating a high dispersion of responses and a low level of agreement. This clearly reflects individuals limited personal financial capacity to fund their projects, suggesting a greater reliance on external sources of financing, particularly family support or funding programs. The statements “The economic situation in Algeria encourages entrepreneurship” (mean = 2.89) and “Financial facilities such as loans and government support encourage entrepreneurship” (mean = 2.76) both fall within a moderate level of agreement tending toward low. This indicates a limited perception, or a certain lack of confidence, in the effectiveness of the economic and institutional environment in supporting entrepreneurship. The statement “The level of economic and financial success of projects in the market encourages me” recorded a mean of 3.29, which falls within the moderate range. This suggests a moderate perception among respondents regarding the chances of success in the market, but not strong enough to act as a powerful motivator toward entrepreneurial orientation.

Based on these results, it can be concluded that personal economic motivations, such as the desire for profit and family financial support, are strong drivers of entrepreneurial intention. In contrast, constraints related to limited personal funding and low confidence in the economic and institutional environment represent major obstacles that may hinder young people’s engagement in entrepreneurial activities.

III.4.4. Analysis of Educational and Training Factor:

This section examines the educational and training factor, focusing on the role of academic programs, entrepreneurship courses, and skill development initiatives. It aims to assess how education and training contribute to shaping students’ entrepreneurial intentions and enhancing their readiness to engage in entrepreneurial activities.

Table (10): Descriptive Statistics of Items Measuring the Educational and Training Factor

Items	Mean	Standard deviation
The curricula provide me with sufficient knowledge about entrepreneurial activity	2.84	1.138
My field of study motivates me to engage in entrepreneurial activity	3.60	1.052
I receive training that encourages me toward entrepreneurship	3.13	1.094
The availability of business incubators in the institution encourages me to engage in entrepreneurial activity	3.27	1.036
What business incubators and entrepreneurship centers provide in terms of educational foundations and training encourages me to move toward entrepreneurial activity	3.20	1.022

The Source: Authors’ elaboration based on SPSS output

The results of the analysis of statements related to educational and training factor show variation in the respondents’ attitudes, as most mean scores fall within the moderate range (between 2.33 and 3.66). This indicates a moderate level of awareness and interest in entrepreneurial training, along with differences in evaluating the effectiveness of educational programs and curricula in supporting this intention. The statement “My field of study motivates me to engage in entrepreneurial activity” ranked first with a mean of 3.60, a value close to the upper limit of the moderate range, indicating a moderate-to-high level of agreement. This highlights the important role of academic specialization in shaping students’ entrepreneurial tendencies. It was followed by the statements “The availability of business incubators in the university encourages me to engage in entrepreneurial activity” (mean = 3.27) and “What business incubators and entrepreneurship centers provide in terms of educational foundations and training encourages me to move toward entrepreneurial activity” (mean = 3.20). Both fall within the moderate level of agreement, reflecting a relatively positive perception of the role of these support structures, though not at a high level. The statement “I receive training that encourages me in the field of entrepreneurship” recorded a mean of 3.13, indicating that the impact of direct training on entrepreneurial motivation remains moderate, possibly due to the limited availability or effectiveness of such programs. In contrast, the statement “The curricula provide me with sufficient knowledge about entrepreneurial activity” recorded the lowest mean (2.84), still within the moderate range but tending toward low. This reflects a certain level of criticism

of formal curricula and their insufficiency in developing the required entrepreneurial culture and skills.

Based on these findings, it can be concluded that educational and training factor represents a moderately strong driver of entrepreneurial intention. Academic specialization and business incubators appear to be relatively positive influences, while curricula and entrepreneurship training programs still require further development in terms of content and practical application to ensure a real and lasting impact on fostering students' entrepreneurial spirit.

III.4.5. Analysis of Technological Factor:

This section analyzes the technological factor, focusing on access to digital tools, technological skills, and the use of online platforms. It aims to evaluate how technology influences students' entrepreneurial intentions by facilitating innovation, access to information, and the development of new business opportunities.

Table (11): Descriptive Statistics of Items Measuring the Technological Factor

Items	Mean	Standard deviation
I can easily access modern technology such as the internet or advanced software	3.92	0.820
I believe that technological tools support me well in starting my entrepreneurial project	3.90	0.821
I can easily use modern technologies such as e-commerce and digital marketing in managing projects	0.915	3.68
I find that advanced technologies such as business management or design software are available and easy to use	3.69	0.904
I have sufficient technical knowledge to implement my entrepreneurial project using modern digital tools	3.29	1.048

The Source: Authors' elaboration based on SPSS output

The results of the analysis of statements related to technological factor indicate a high level of awareness among respondents regarding the role of technology in supporting entrepreneurial intention. The statements "I believe that advanced technological tools (such as business management and digital marketing tools) support me well in starting my entrepreneurial project" and "I believe that modern technological means support the creation of entrepreneurial projects" recorded the highest means (3.92 and 3.90 respectively), reflecting a high level of agreement. This shows that respondents have a good awareness of the importance of modern technological tools and recognize their effective role in supporting entrepreneurship. They were followed by the statements "I find that advanced technologies such as business management or design software are available and easy to use" (mean = 3.69) and "I can use modern technologies such as e-commerce and digital marketing in managing projects easily" (mean = 3.68), both of which also fall within a high level of agreement. This indicates respondents' ability to effectively use technological applications related to business and project management. The statement "I have sufficient technical knowledge to implement my entrepreneurial project using modern digital tools" recorded a mean of 3.29, which falls within the moderate range, indicating some variation in the level of specialized technical knowledge among respondents.

Based on these results, it can be concluded that technological factor represents a strong driver of entrepreneurial intention, as most individuals feel capable of accessing and utilizing modern technologies in their projects. However, specialized technical knowledge may still constitute a relative barrier for some individuals, highlighting the need to strengthen training in digital and technical skills in a more comprehensive and in-depth manner.

III.5. Factor Analysis of Mixed Data:

Mixed Data Factor Analysis (FAMD) was used because the dataset includes both quantitative and qualitative variables. This method allows us to analyze these variables together. It helps to better understand the data and to identify the profiles of students most likely to develop a high level of entrepreneurial intention.

III.5.1. Eigenvalues:

According to the eigenvalues table presented below, it is shown that the first two axes explain 16.04% and 10.36% of the total inertia, respectively, representing a cumulative percentage of 26.40%. Furthermore, the first five axes account for 49.29% of the total inertia, indicating a satisfactory overall representation of the data structure.

Table (12): Eigenvalues

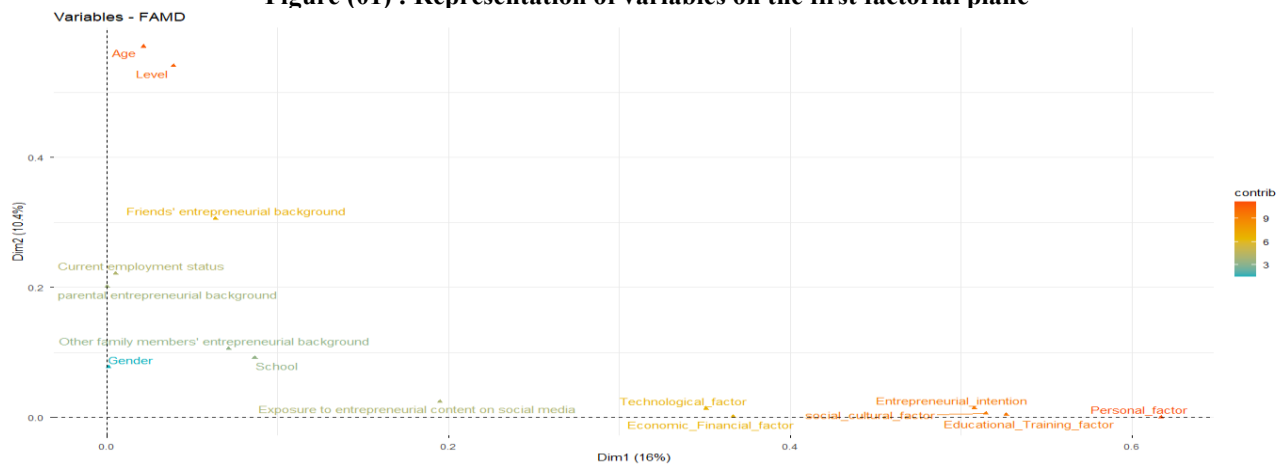
	Dim 1	Dim 2	Dim 3	Dim 4	Dim 5
Variance	3.368	2.176	2.025	1.510	1.271
Percentage of variance	16.037	10.364	9.643	7.189	6.054
Cumulative percentage of variance	16.037	26.401	36.044	43.233	49.286

The Source: Authors' elaboration based on R-studio output

III.5.2. Representation of the Study Variables in the First Factorial Plan (Axis 1 and Axis 2):

In this section, two graphs will be presented. The first illustrates the representation of all the variables in the study (both quantitative and qualitative) on the first factorial plane, while the second graph shows the representation of the categories (modalities) of the qualitative variables on the same factorial plane.

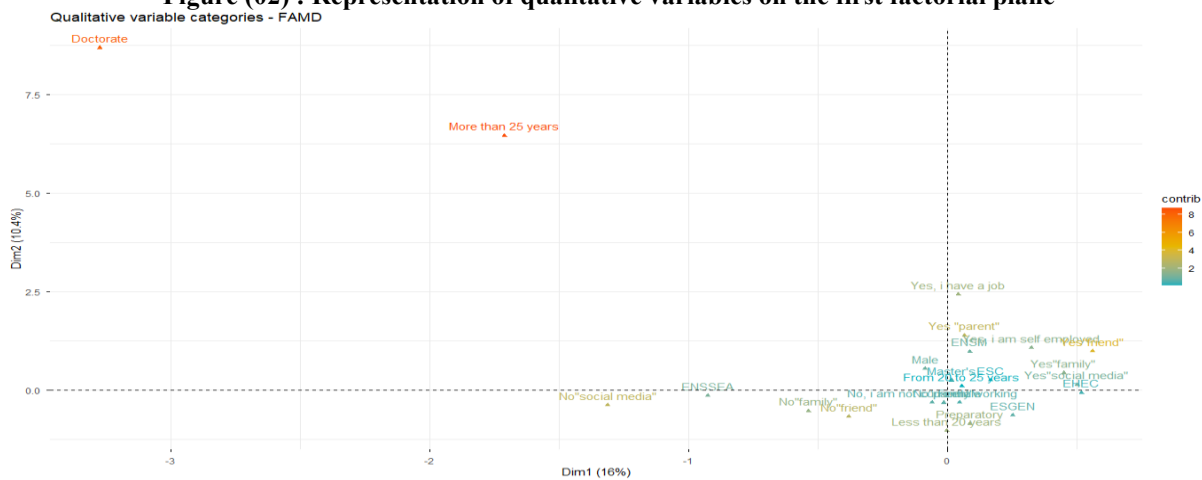
Figure (01) : Representation of variables on the first factorial plane



The Source: Authors' elaboration based on R-studio output

From this figure, it can be observed that Axis 1 explains 16% of the total inertia. On the right side of this axis, the following variables are represented: “personal factor,” “educational factor,” “economic and financial factor,” “technological factor,” and “entrepreneurial intention.” In contrast, fewer variables are located on the left side of this axis. Therefore, this dimension can be interpreted as being related to entrepreneurial intention and its determinants. On the other hand, Axis 2 explains 10% of the total inertia. This axis shows, at the upper part, the two variables “age” and “level.” This indicates that Axis 2 represents a sociodemographic dimension (age and level), and thus it differentiates students according to their demographic profile rather than their entrepreneurial intention.

Figure (02) : Representation of qualitative variables on the first factorial plane



The Source: Authors' elaboration based on R-studio output

From the representation of the qualitative variables on this factorial plane, we observe the presence of the following categories: “Yes–parents” (students who have a parent engaged in entrepreneurial activity), “Yes–friend” (students who have a friend engaged in entrepreneurial activity), “Yes–social media” (students who follow individuals involved in entrepreneurial activities on social media), “Yes–I’m self-employed,” and “Yes–I have a job.” These categories reflect a profile of students who are exposed to an entrepreneurial environment. These categories reflect a profile of students exposed to an entrepreneurial environment, who are more likely to develop a high level of entrepreneurial intention. In contrast, on the left side, we find the categories “More than 25 years” and “No–social media” (students who do not follow entrepreneurial individuals on social media). This indicates a profile of older students who are less exposed to entrepreneurial environment. Axis 1 therefore confirms the interpretation of the quantitative variables related to entrepreneurial intention. Regarding Axis 2, it groups at the upper part the following categories: “Doctorate,” “More than 25 years,” and “Yes–I have a job.” This corresponds to students who are older, more educated, and professionally integrated. In contrast, at the lower part, we find students who are under 20 years old, in the preparatory cycle, and who have neither a job nor self-employment activity.

Based on the two representations presented above, it can be concluded that axis 1 highlights a dimension related to entrepreneurial intention and its determinants (personal, economic and financial, educational, and technological). It contrasts students who are highly exposed to an entrepreneurial environment (family, friends, social media, and professional activity) who are more likely to develop a high level of entrepreneurial intention, with those who are less exposed. Axis 2 reflects a sociodemographic dimension, opposing older and more highly educated students to younger students who are still in training. This dimension is mainly structured by age and level of education.

III.6. Multiple Linear Regression and Identification of Factors Influencing Entrepreneurial Intention:

III.6.1. Construction of the Model:

The statistical model was constructed in order to test the study hypotheses by considering entrepreneurial intention as the dependent variable, while the independent variables included personal factor, social and cultural factor, economic and financial factor, educational and training factor, as well as technological factor. To estimate the impact of these factors on the dependent variable, multiple linear regression analysis was employed, and the following table presents the results of this analysis.

Table (13): Results of Multiple Linear Regression

Variable	B	Standard error	Beta	t	Sig
Constant	0.547	0.252	-	2.169	0.031
Personal factor (X_1)	0.733	0.070	0.620	10.422	0.000
Socio- cultural factor (X_2)	-0.011	0.066	-0.010	-0.170	0.865
Economic and financial factor (X_3)	0.083	0.061	0.076	1.370	0.172
Educational and training factor (X_4)	0.105	0.052	0.120	2.035	0.043
Technological factor (X_5)	-0.077	0.057	-0.075	-1.362	0.175

The Source: Authors’ elaboration based on SPSS output

The results of the multiple linear regression coefficients table show that the “personal” factor and “educational and training” factor are the only ones that demonstrated statistical significance at a significance level below 0.05. The personal factor recorded a significance level of (Sig = 0.000) with a positive effect value (B = 0.733), reflecting a strong and direct influence of this factor on students’ entrepreneurial intention. Similarly, the educational and training factor also showed a positive effect (B = 0.105), with an acceptable level of significance (Sig = 0.043), indicating its positive role in enhancing entrepreneurial intention. In contrast, the other factors (socio-cultural, economic and financial, and technological) did not show statistical significance, as their Sig values all exceeded 0.05. This indicates that their effects are not statistically significant in explaining entrepreneurial intention within the studied sample.

III.6.2. Analysis of the Variance Related to the Constructed Model:

This section presents the ANOVA results used to test the overall significance of the regression model and to examine whether the independent variables significantly explain entrepreneurial intention.

Table (14): ANOVA Results of the Regression Model

	Sum of squares	Degrees of freedom	Mean square	F-value	Sig
Regression	60.800	5	12.160	40.964	0.000
Residual	72.430	244	0.297	-	-
Total	133.230	249	-	-	-

The Source: Authors' elaboration based on SPSS output

The results of the analysis of variance (One Way ANOVA) indicate that the multiple linear regression model used in this study is statistically significant, with a significance level of $\text{Sig} = 0.000 < 0.05$. This allows us to conclude that the model is statistically significant as a whole and is acceptable from a statistical perspective, meaning it can be relied upon to explain this behavior. Moreover, the high F-value (40.964) reflects the explanatory power of the model and confirms that the independent variables collectively have a significant effect on entrepreneurial intention. The statistical model is expressed through the following multiple linear regression equation:

$$\hat{Y} = 0.547 + 0.733X_1 + 0.105X_4$$

Dependent variable (Y): Entrepreneurial intention

Independent variables (X_j) $j = 1, 2, 3, 4, 5$

X_1 : Personal factor

X_4 : Educational and training factor

III.6.3. Testing of Research Hypotheses:

Based on the results of the multiple linear regression analysis, it can be concluded that only two factors have a statistically significant influence on entrepreneurial intention among students, namely the personal factor and the educational and training factor.

- The first hypothesis (H1: The personal factor has a significant influence on students' entrepreneurial intention) is accepted.
- The second hypothesis (H2: The Socio-Cultural factor has a significant influence on students' entrepreneurial intention) is rejected.
- The third hypothesis (H3: The Economic and financial factor has a significant influence on students' entrepreneurial intention) is rejected.
- The fourth hypothesis (H4: The educational and training factor has a significant influence on students' entrepreneurial intention) is accepted.
- The fifth hypothesis (H5: The technological factor has a positive influence on students' entrepreneurial intention) is rejected.

IV- Conclusion:

At the end of this study and based on the results of the descriptive statistical analysis, it can be concluded that entrepreneurial intention among students at the Koléa University Center ranges from a moderate to a high level.

Based on the Factorial Analysis of Mixed Data, it was found that students who are exposed to an entrepreneurial environment (with parents or friends engaged in entrepreneurial activities, or who follow entrepreneurship-related accounts on social media), as well as those who are employed or self-employed, are more likely to exhibit a high level of entrepreneurial intention.

This study also shows, based on the results of the multiple regression analysis, that both the personal factor and the "education and training" factor have a significant impact on entrepreneurial intention among students at the Koléa University Center.

Regarding the research hypotheses, the results indicate that H1 (personal factor) and H4 (educational and training factor) are accepted, while H2 (socio-cultural factor), H3 (economic and financial factor), and H5 (technological factor) are rejected.

Accordingly, it is recommended to strengthen personal and formative factors by focusing on the development of students' individual skills and capacities through the implementation of specialized training programs aimed at promoting the entrepreneurial mindset and stimulating individual initiative. Furthermore, it is important to support the university environment by expanding

and enhancing the role of business incubators and entrepreneurship centers within universities, as well as by offering integrated training programs that help bridge the gap between education and the labor market and reinforce entrepreneurial culture.

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