Determinant Factors of Entrepreneurial Intention within Generation Z Students: Case of Koléa University Campus in Algeria

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Determinant Factors of Entrepreneurial Intention within Generation Z Students: Case of Koléa University Campus in Algeria

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Purpose: This research work attempts to identify the determining factors of Koléa university campus generation Z students' entrepreneurial intention.

Design/Method/Approach: The applied research method is a quantitative approach in which a sample of 93 responses were analyzed using two software tools, IBM SPSS 25 and smartPLS4, and by adopting Structural Equation Modeling and Partial Least Squares for analysis and estimation.

Findings: Results showed a significant and positive impact of subjective norms on the entrepreneurial intention of the study sample. However, entrepreneurial training, attitude towards entrepreneurship, and perceived behavioral control had no impact on the entrepreneurial intentions of these students.

Theoretical Implications: This study contributes to the extent literature on generation Z students' entrepreneurial intention in an Algerian context by highlighting the importance of subjective norms in fostering this intention.

Practical Implications: Algerian universities should pay more attention to entrepreneurial education and trainings they offer to their students in order to incite them to create their own business.

Originality/Value: Understanding the characteristics of generation Z students is important for universities and businesses. knowing what stimulates the generation Z entrepreneurial intention is both interesting and primordial. In addition, such study in the Algerian context is scarce and still not common.

Research Limitations/Future Research: Limitations in this study include those related to the size of the sample and its area by focusing only on Koléa university students. Therefore, it is desirable to conduct more studies on the variables impacting entrepreneurial intention among Generation Z students enrolled in different Algerian institutions and to draw conclusions by extrapolating the results.

Paper Type: Empirical

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Визначальні фактори підприємницьких намірів серед студентів покоління Z: Кейс університетського містечка Колеа в Алжирі

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Мета роботи: У цій дослідницькій роботі зроблено спробу визначити визначальні фактори підприємницьких намірів студентів покоління Z в університетському містечку Колеа.

Дизайн / Метод / Підхід дослідження: Застосований метод дослідження – кількісний підхід, в якому вибірка з 93 відповідей була проаналізована за допомогою двох програмних інструментів, IBM SPSS 25 і SmartPLS4, а також за допомогою моделювання структурних рівнянь і методу часткових найменших квадратів для аналізу та оцінки.

Результати дослідження: Результати показали значний і позитивний вплив суб'єктивних норм на підприємницькі наміри досліджуваної вибірки. Водночас, підприємницька підготовка, ставлення до підприємництва та сприйняття поведінкового контролю не мали впливу на підприємницькі наміри цих студентів.

Теоретична цінність дослідження: Це дослідження доповнює літературу про підприємницькі наміри студентів покоління Z в алжирському контексті, підкреслюючи важливість суб'єктивних норм у формуванні цих намірів.

Практична цінність дослідження: Алжирські університети повинні приділяти більше уваги підприємницькій освіті та тренінгам, які вони пропонують своїм студентам, щоб заохотити їх до створення власного бізнесу.

Оригінальність / Цінність дослідження: Розуміння особливостей студентів покоління Z є важливим для університетів та бізнесу. знати, що стимулює підприємницькі наміри покоління Z, є цікавим і першочерговим. Крім того, такі дослідження в алжирському контексті є нечисленними і все ще не поширеними.

Обмеження дослідження / Майбутні дослідження: До обмежень цього дослідження належать ті, що пов'язані з розміром вибірки та її територіальним охопленням, оскільки воно зосереджене лише на студентах університету Колеа. Тому бажано провести більше досліджень щодо змінних, які впливають на підприємницькі наміри серед студентів покоління Z, які навчаються в різних алжирських закладах, і зробити висновки шляхом екстраполяції результатів.

Тип статті: Емпіричний

Ключові слова: покоління Z, теорія запланованої поведінки, підприємницька освіта, моделювання структурних рівнянь, SmartPLS, МСП.

1. Introduction

The world COVID 19 pandemic has changed all perspectives in several fields, and as any other crisis, it led to consider working conditions as uncertain (*Nawang, 2023*). Moreover, we cannot deny that the environment in which businesses operate nowadays is a VUCA "volatile, uncertain, complex, and ambiguous" environment (*Boyer, 2020*). These facts push businesses to reduce employment rate, as a consequence, graduate students are challenged. According to statistics from Statista, in a hostile environment such as Algeria, the unemployment rate was 15.93% in 2023 and is expected to rise to 19.41% by 2026. Whereas, a nation's economy is considered as being powered by its entrepreneurial spirit, which fosters the creation of wealth, the enrichment of value, and the contribution to unemployment reduction through the enhancement of self-employment especially amongst future graduated students (*Al-Mamary et al., 2023*). Additionally, regardless of the increasing number of studies on entrepreneurship and business creation since they first appeared in the literature, the reconsideration of entrepreneurship is no more a choice but a necessity (*Pranić, 2023*). One of the actions taken by the Algerian government is the establishment of a number of programs aiming to encourage entrepreneurship. One such program, known as "houses of entrepreneurship" has emerged in universities, gathering students with different project ideas and guiding them through the process of their business creation and, as a reward, best projects will be labeled.

Borrowed from social psychology, students' entrepreneurial intention is a highly regarded concept in management sciences. It is a fact, a student of today will face tomorrow a dilemma of becoming an employee or an entrepreneur. In this vein, one of the major roles of universities is to participate in preparing and shaping their students' future (*Cekule et al., 2023*). To do so, these academic actors need to be informed about factors boosting students' entrepreneurial intention. Because, according to *Mohan (2022)*, individuals who possess an entrepreneurial intention will be more aware about opportunities in the market.

The majority of Algerian university students belong to Z generation, which is the generation that follows Y generation and are characterized as self-sufficient individuals who multitask, take initiatives, and are creative (*Retmi, 2020*). Therefore, such characteristics are well aligned with those of an entrepreneur who is widely recognized and defined in the literature. Consequently, the purpose of this paper is to highlight the factors affecting Z generation students' entrepreneurial intention in the Algerian context.

2. Theoretical Background

2.1. Entrepreneurship, Entrepreneur

Despite its multidisciplinary nature and the lack of a unified definition in the literature, entrepreneurship is still regarded as a pragmatic and multidimensional concept (*Verstraete & Fayolle, 2005; Pittaway & Cope, 2007*). As a result, entrepreneurship researches continue to gain popularity and attract the attention of authors and theorists. Entrepreneurship contributes to a nation's economic growth and encourages the creation of jobs (*Moses et al., 2016; Riaz et al., 2017; Farrukh et al., 2019; Stoica et al., 2020*), enabling people to become engaged and confront unemployment, especially the youth (*Papaleontiou-Louca et al., 2014; Trąpczyński et al., 2016*). Entrepreneurship can be described as a group of paradigms that frame this concept and make it less complicated (*Verstraete & Fayolle, 2005*). A first paradigm will focus on innovation and consider business creation as an innovative approach to generating revenue (*Maxwell, 2002*); in other words, it will launch new products and services with innovative characteristics to the market. Entrepreneurship also originates from identifying or recognizing opportunities then taking them and allow one to offer goods and services to the market (*Venkatarman, 1997; Alvarez & Barney, 2007*). This will help create wealth and value, which illustrates another paradigm promoted by authors such as *Ronstadt and Robert (1984)* and *Bruyat (1993)*. Finally, entrepreneurship can additionally be perceived as a process that results in the creation of new organizations and businesses (*Verstraete, 2003; Bosma et al., 2012*).

The presence of an entrepreneur is crucial for business creation. Several studies have attempted to understand and explain this character's behavior. In economic theory, an entrepreneur is first recognized as an individual who creates wealth, then as an inventor, and finally as an important actor in the production system. It concerns someone with the ability to recognize opportunities. This ability will lead to distinguish an entrepreneur from a capitalist (*Chell et al., 2008*). several approaches have been suggested in the literature. These include the descriptive approach, which focuses on the characteristics of entrepreneurs and analyzes their personality while highlighting characteristics that could set them apart from non-entrepreneurs (*Gartner, 1988*); the behavioral approach, whose authors aim to understand the behavior of this individual, emphasizes what makes the entrepreneur, or more specifically, the actions that they adopt and put into practice (*Shaver & Scott, 1992*).

2.2. Generation, Z Generation

Unavoidably linked to entrepreneurship, an entrepreneur is an individual who, in a sociological context, belongs to a distinct generation. Therefore, the term "generation" has been extensively explored by generational theory, it describes the time period during which an individual grows up and evolves. In accordance with Karl Mannheim's perspective, a generation is defined by *Kupperschmidt (2000)* as a group of people who are related by their "year of birth, age, location, and significant life events that they experienced during critical stages in their development."

Moreover, Considering the argument that age and birth year contribute to the definition of a generation, scholars have assigned names to each period. As of present day, there is a difference in the literature regarding the intervals that represent generations and their appellations (*Casoinic, 2016*).

Hence, six generations are defined by sociologists as follows: the traditionalists, who were born between 1922 and 1945 (*Casoinic, 2016*); the baby-boomers, who were born between 1946 and 1964 (*Hamdi et al., 2022*); the X generation, born between 1965 and 1979 (*Lewi, 2018*); the Y generation, born between 1980 and 1994 (*McCrindle, 2014; Lewi, 2018*); the Z generation, born between 1995 and 2010 (*McCrindle, 2014; Kubátová, 2016; Goh & Lee, 2018; Nguyen et al., 2021; Gabrielova & Buchko, 2021*) and finally, Generation Alpha born from 2010 onward (*Csobanka, 2016; Mahmood et al., 2020*). Z generation refers to the group of young people who are born between 1995 and 2010; also known as Gen Z (*Pichler et al., 2021*) or igeneration (*Hasmidyani et al., 2022*). These individuals were introduced to information technologies from birth and are part of a connected generation that has "never known a world without Internet" (*Gentina & Delecluse, 2018*).

In spite of their innate familiarity with technology, people belonging to Z generation have developed a unique way of expressing their self and seeking out information. According to *Frunzaru and Cismaru (2018)* Gen Z exhibits a high need for achievement when compared to previous generations. Also known as generation C, they value creativity, connection, and teamwork while working to foster an atmosphere of cooperation with their partners. It is a generation that expresses self-confidence and a strong desire for well-being in the workplace (*Ozkan & Solmaz, 2015; Dolot, 2018*). Last but not least, these young people are more likely to choose to work for companies or on projects that are closely related to their own beliefs and values. They are also "enthusiastic and motivated to undertake their work themselves" (*Retmi, 2020*).

2.3. Intention, Entrepreneurial Intention

S everal approaches are attributed to entrepreneurship. One of them is the processual approach, which attempts to answer the question "how?". While viewing entrepreneurship as a process leading to the creation of an enterprise, *Tounés (2006)* states that "Studying a future entrepreneurial behavior is inseparable from the intentions that drive individuals to manifest this behavior". In other words, creating a business requires the presence of an intention in the individual or the future entrepreneur.

Social psychology discipline has provided numerous studies on people's intentions as well as theories like the planned behavior theory *(Ajzen, 1991)* and the reasoned action theory *(Bandura, 1977)*. The latter enable the study of both the concept of intention and the concept of entrepreneurial intention of individuals. Therefore, Intention expresses the will, determination, and the amount of work that individuals are willing to put in to achieve their goal *(Ajzen, 1987)*. Finally, according to *Parker (2004)*, it is the state of mind that guides the individual's actions.

An entrepreneurial intention (EI) is required for the creation of an organization. Besides, EI illustrates the existence of a personal dedication that motivates taking steps to pursue an entrepreneurial adventure *(Krueger, 1993; Thompson, 2009; Okeke et al., 2016)*. According to *Mohan (2022)*, those who hold an EI may be able to recognize and take advantage of opportunities on the market more readily than those who do not hold one. Finally, EI goes beyond a mental state; it refers to the decision to start a new activity that will ultimately lead to the creation of an enterprise *(Elliott et al., 2020)*.

2.4. Theory of Planned Behavior

T he Theory of Reasoned Action is succeeded by the Theory of Planned Behavior (TPB). In order to better examine a particular behavior, the authors of the latter introduced the variable perceived behavioral control. Accordingly, The TPB model encompasses three key factors that stimulate the initiation of a behavior's intention. As the primary factor, subjective norms (SN) indicate the influence that a group has on an individual's behavior, or, according to *Darpy and Volle (2003)*, what the individual in question analyzes when considering a course of action that they would want to take. The second factor is that of attitude towards entrepreneurship (EA), which refers to a person's aspirations and convictions regarding a certain behavior. The third factor is the perceived behavioral control (PC), which refers to how this person perceives their ability to plan and carry out an activity (create an enterprise). Together, these three factors will have an effect on the person's intention, whether entrepreneurial or not, to foresee the behavior or the creation of a business.

2.5. Gen Z Students 'Entrepreneurial Intention

T he idea that a student today may become an entrepreneur of tomorrow is one of the factors driving the study of students EI *(Tran, 2010)*. Therefore, by using the TPB as a research model, scholars and researchers became interested in the EI of this population and contributed to the literature with their findings and conclusions. Therefore, the following research question is formulated: What are the determinant factors of generation Z students' belonging to Koléa University campus entrepreneurial intention?

To be more specific:

- **Q1:** *What is the impact of subjective norms on the EI of Gen Z students belonging to Koléa University campus?*
- **Q2:** *What is the impact of Attitude Towards Entrepreneurship on the EI of Gen Z students belonging to Koléa University campus?*
- **Q3:** *What is the impact of Perceived Behavioral Control on the EI of Gen Z students belonging to Koléa University campus?*
- **Q4:** *What is the impact of Entrepreneurial Training on the EI of Gen Z students belonging to Koléa University campus?*

3. Hypothesis Development

3.1. Subjective Norms and Entrepreneurial Intention of Gen Z Students

T he family environment to which an individual belongs contributes to the formalization of their personality, beliefs, decisions, and behaviors *(Shapero & Sokol, 1982)*. Growing up in an entrepreneurial family (parents, siblings, or other close family members) can be advantageous when choosing to pursue entrepreneurship and when it comes to the belief that these individuals have entrepreneurial abilities *(Altinay & Altinay, 2008; Constantinidis et al., 2019)*. Based on their study on student's EI, *Zhang et al. (2015)* and *Herdjiono et al. (2017)* have confirmed the positive influence of SN and family environment on students' EI. Accordingly, SN have a positive influence on the EI of Gen Z students *(Eyel & Durmaz, 2019)*. At this point, a first hypothesis is provided:

H1: Subjective norms have a positive impact on Gen Z students' entrepreneurial intention.

3.2. Attitude Towards Entrepreneurship and Entrepreneurial Intention of Gen Z Students

I t is true that a person's attitude toward a behavior depends on their perception, motivations, and evaluation of the action, which can be positive or negative *(Ajzen, 1991)*. The use of TPB in numerous EI studies has shown that there is a relationship between EA and EI. Thus, two examples of such studies are: *Anjum et al. (2021)* study, which confirms that perceived creativity and EA positively impact EI in eight universities, and the *Hagger et al. (2007)* study, which was conducted in five different countries. In this regard, according to *Mahmood's* study *(2020)*, Gen Z students have an EI that is significantly associated with their AB. Based on these premises, the second hypothesis is proposed as follows:

H2: Attitude towards entrepreneurship has a positive impact on Gen Z students' entrepreneurial intention.

3.3. Perceived Behavioral Control and Entrepreneurial Intention of Gen Z Students

P C also refers to an individual's effectiveness, skills, perception of opportunities and resources that they believe they hold *(Lee et al., 2011)*. PC and EI of students are positively related *(Nguyen, 2017)*. PC participate in the detention of an EI *(Autio et al., 2001)*. However, according the study conducted by *Mohammed et al. (2017)* in Algeria, despite the significant relationship between the EI of students and SN as well as the EA, PC does not show any significant relationship with the EI of these students. In regards to Gen Z students' EI, the findings generated by *Hossain et al. (2023)* demonstrated that, in addition to the significant relationships already existing between EI, EA, and SN. The PC, in turn, has a significant relationship with these students' EI. Thus, the following hypothesis is proposed:

H3: Perceived behavioral control has a positive impact on Gen Z students' entrepreneurial intention.

3.4. Entrepreneurial Training and Entrepreneurial Intention of Gen Z Students

A s previously mentioned, present time student has the potential to become an entrepreneur of tomorrow. As such, universities play a critical role in the entrepreneurship education they offer and the mindsets they foster in their students *(Hannon, 2006)*. Several authors have explored the relationship between entrepreneurship training (TR) and EI *(Ajike et al., 2015; Westhead & Solesvik, 2016; Hahn et al., 2017)*. Based on their findings, these authors suggest that there is a positive correlation between TR and EI. According to *Zhang et al. (2014)* and *Mei et al. (2020)*, TR has a positive impact on students' EI. According

to *Frunzaru and Cismaru (2018)* study, which explored the effect of TR on Gen Z students' EI, findings have shown a significant impact of TR on these students' EI. Finally, the last hypothesis is expressed as follows:

H4: *Entrepreneurial training has a positive impact on Gen Z students' entrepreneurial intention.*

4. Research Methodology

4.1. Conceptual Framework

Based on the hypotheses formulated earlier, and according to TPB model, the conceptual framework related to this study is presented in *Fig.1* as follows:
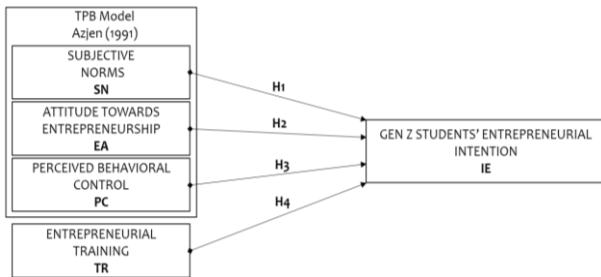

Figure 1: Conceptual Model

Source: Research Results, 2023

4.2. Measures

The questionnaire was developed using the TCP and other previous studies as a basis, and it is structured as follows:

EI: entrepreneurial intention of students is measured using *Chen et al. (1998)* and *Zhao et al. (2005)* scale. It includes six items that are measured using a five points Likert scale, ranging from "completely agree" to "completely disagree".

EA: attitude towards entrepreneurship is measured using a scale that consists of five items that focus on students' motivation towards entrepreneurship *(Carter et al., 2003; Diamane & Koubaa, 2015)*. These items are measured using a five points Likert scale, ranging from "completely agree" to "completely disagree".

PC: perceived behavioral control is measured using an 8-item scale that highlights the major steps in creating an enterprise *(Boissin et al., 2009)*. A 5-point Likert scale ranging from "fully able" to "not at all able" is used as the measurement scale for these items.

SN: Subjective norms are measured using three items adapted from *Liñán and Chen (2009)* that highlight the perception of family, friends, and closed people regarding the individual's ability to launch create their own enterprise. The items are rated on a five points Likert scale ranging from "completely agree" to "completely disagree".

ER: the variable entrepreneurial training does not belong to TPB model. Thus, it is measured based on a five items scale *(Mian, 1997; Liñán & Chen, 2009; Turker & Selcuk, 2009; Kraaijenbrink et al., 2010; Saeed et al., 2018; Youssef, 2021)* ranging from "completely agree" to "completely disagree".

Likewise, the survey includes one question that permits the identification of Gen Z students as well as demographic questions related to the profile of the sampled students. Finaly, most questions related to Gen Z characteristics are adopted from *Hortemel and Montambeault (2019)'* Study.

4.3. Analytical Approach

For data analysis, IBM SPSS 25 and SmartPLS 4 software were used in this study. Demographic data frequency analysis is based on SPSS outputs *(Tab. 2)*. Two phases are used, based on structural equation modeling (SEM), which has already proven successful for TPB and intention-to-other-factor estimation *(Schlaegel & Koenig, 2014)*, and partial least squares (PLS-SEM), a statistical method that allows modeling's various parameters to be estimated. First, the measurement model will be evaluated, followed by the structural model. The former describes the relationship between the latent variable (EI, SN, PC, EA, and TR) and its items (measurement variables), which is verified by examining the convergent validity model that checks internal reliability (Composite Reliability (CR), Cronbach's Alpha), factor loadings, and average variance extracted (AVE). In addition, discriminant validity is verified through hetero-trait-mono-trait (HTMT) and the Fornell and Lacker criterion *(Tab. 1)*.

The second model to be verified is a structural model. The verification process happens by conducting a bootstrapping analysis that leads to identify standardized correlation coefficients and to verify hypothesis and significance of links by determining the statistical T-value and P-value. To conclude, a final verification concerns the assessment of predictive relevance of latent variables by examining the determination coefficients, namely R^2 (model explanatory power) and the Cohen f^2 index (strength of the relationship).

Table 1: Measurement model and structural model evaluation tools

Measurement Model		1- Convergent Validity		2-Discriminant Validity	
Cronbach's Alpha	Factor loadings	CR	AVE	HTMT Fornell and Lacker criterion	
≥ 0.60 (Hair Jr et al., 2010a)	≥ 0.50 (Hair et al., 2010b)	≥ 0.70 (Tenenhaus et al., 2005)	≥ 0.50 (Malhotra et al., 2007)	0.85 (Hair et al., 2019)	
Structural Model		**1- hypotheses test Bootstrapping**		**2- Predictive relevance evaluation**	
standardized correlation coefficient		T-value	P-value	R^2	f^2
Positive/negative relationship		≥1.96	≤ 0.05	R^2=0.67 strong R^2=0.33 average R^2=0.19 weak explanatory power *(Chin, 1998)*	f^2=0.35 important effect f^2=0.15 average effect f^2=0.02 weak effect *(Cohen, 1988)*

Source: Research Results, 2023

5. Data and Methods

The study we conducted is based on a sample of students from five business schools at the university campus of Koléa in Algeria. We first created our questionnaire using Google Forms and shared it on social networks and student mail accounts. As the desired response rate was not met, we created a

QR code and asked students to scan it and respond to the survey. Additionally, we had to print the questionnaire and distribute it to students belonging to those business schools. Consequently, we obtained 119 responses. First, we eliminated the responses from students who do not belong to Gen Z. Next, in order to only include students who have an entrepreneurial intention, we excluded the respondents who chose to become employees in response to the

question, "After graduating, if you could choose between creating your own business and becoming an employee, which would you choose?''. Then, for the electronic version we had placed restrictions on every question to ensure that the responses were complete. For the paper version we had to remove some responses. Finally, we examined the skewness and kurtosis coefficients using the SmartPLS software. The results represented in *Tab. 3* satisfy the required normality conditions: -2 ≤ Skewness ≤ 2 and -7 ≤ Kurtosis < 7 (*Jolibert & Jourdan, 2006*). Hence, we have 93 useable responses in our final sample.

6. Results

6.1. Descriptive Statistics

T *ab .2* displays the frequencies associated with our sample; a preliminary analysis allowed us to exclude respondents from other generations. 75% of the sample is made up of women and 25% is made up of men. Students from the Higher School of Commerce 'ESC' (33%) and the School of Higher Commercial Studies 'EHEC' (40%) make up the majority of those who responded. Additionally, 71%, are master's students.

Regarding EI of our sample, we used cross-tab between EI intensity level and gender, students' level of study, students' academic specialization and attractive academic sector. Results are spotlighted in *Fig. 2*, *Fig. 3*, *Fig. 4* and *Fig. 5*. Findings show that when compared to men who 39% of them have a strong EI, most of women (43%) in this sample state having a medium EI level (*Fig.* 2). In addition (*Fig.* 3), from the 22% of the bachelor students, 40% have a strong EI; 44% of the master students think that their EI level is medium which is almost aligned with the PhD students (57%) who judge that their intention level to create a business is medium.

When it comes to specialization (*Fig.* 4), results show that management control (50%), international trade (50%), and management students (38 %) possess a strong EI vis-à-vis other specialties like marketing, where more than half of the sample

consider their EI level as medium which is aligned with accounting and finance students (37% for both).

**Table 2:** Respondent's profile (n=93)

	Catégories	Frequences	Percentages
Age	Before 1995	5	5%
	From 1995	93	95%
Gender*	Man	23	25%
	Woman	70	75%
University	ESC	37	40%
	EHEC	31	33%
	ENSSEA	8	9%
	ESGEC	10	11%
	ENSM	7	7%
Level of study	Bachelor	20	22%
	Master	66	71%
	PhD	7	7%

*Note: * starting from gender, frequencies and percentages concern only Gen Z.*

Source: Research Results, 2023

Concerning attractive activity sectors, findings in Fig. 5 provide diversified EI levels across the six categories. Indeed, students who are attracted by Industrial, Agriculture – livestock, and other sectors like banking as well as distribution and transport possess a strong EI level (42%, 44%, 50%). Most students belonging to TIC and services categories consider that their EI level is weak (38%, 67% respectively).

What about Gen Z? As shown in Tab. 3; 63% of the Gen Z students in our survey are multilingual, many of them are drawn to the industrial and telecommunications sectors as well as the services sector (33%, 27%, and 20%, respectively). 36% of this survey's participants think they are proficient with ITC tools. This generation views workplace flexibility as being extremely significant (38%). At last, success (49%) and happiness (33%) are synonymous with their future careers, followed by money (31%).
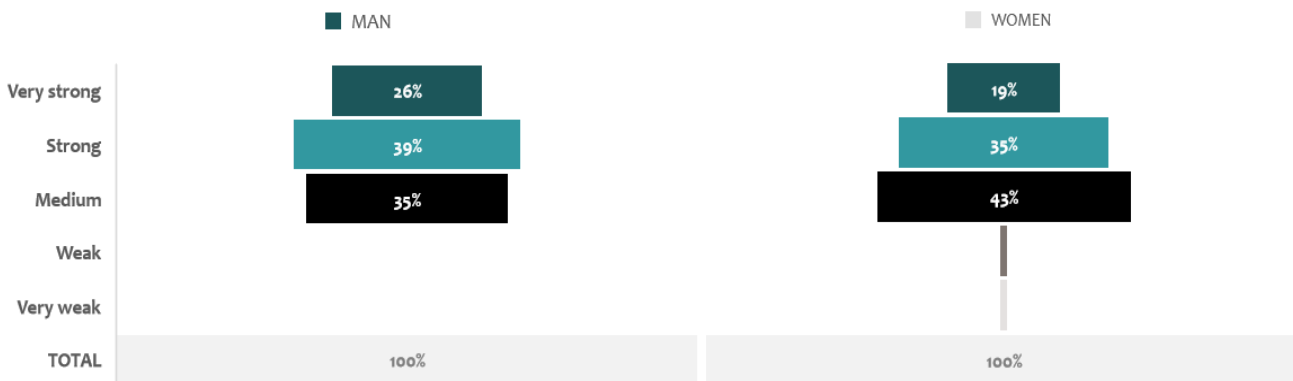
Figure 2: Cross-tabulation results: Gender and EI level
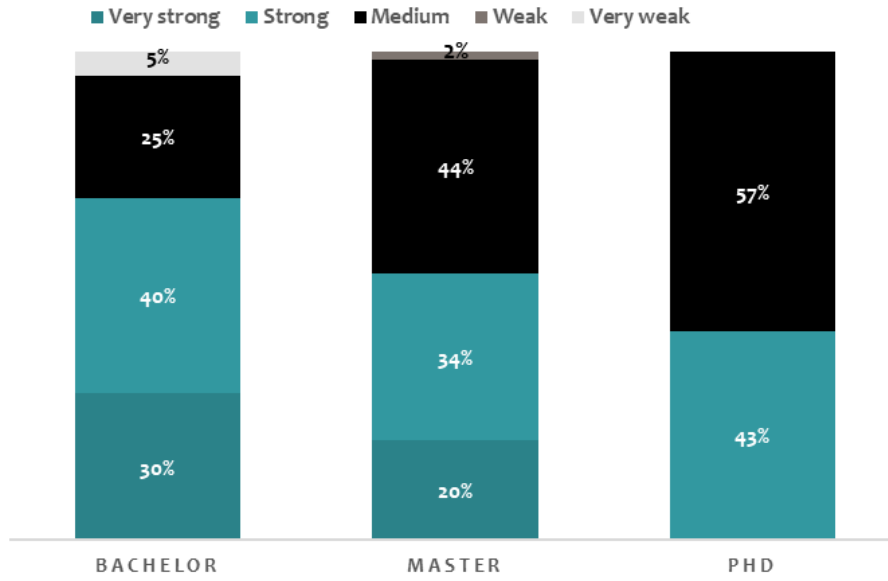
Source: Research Results, 2023

Figure 3: Cross-tabulation results: level of study and EI level
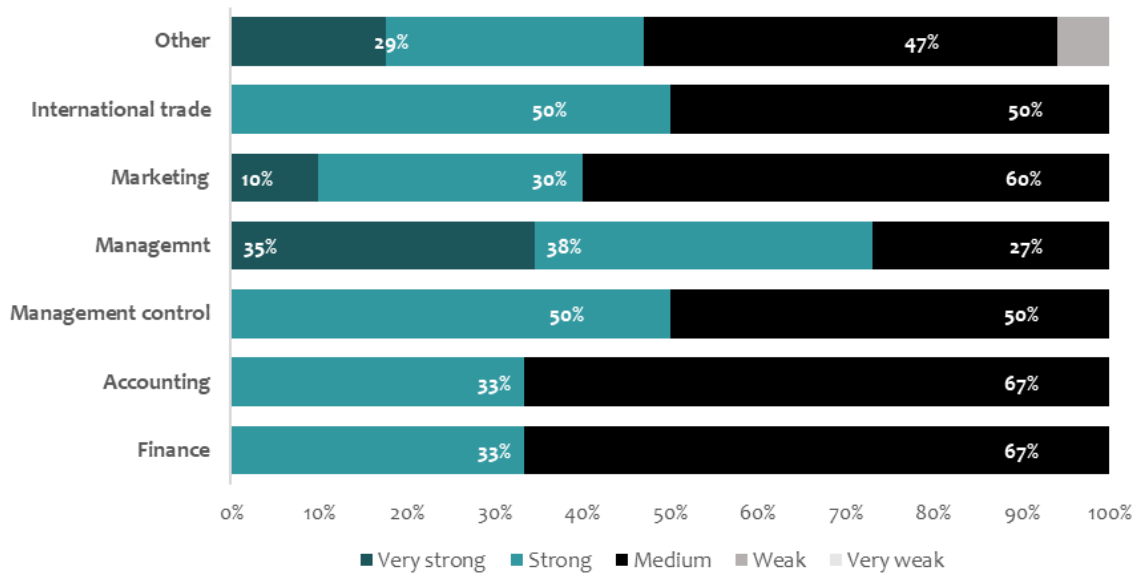
Source: Research Results, 2023

Figure 4: Cross-tabulation results: specialization and EI level
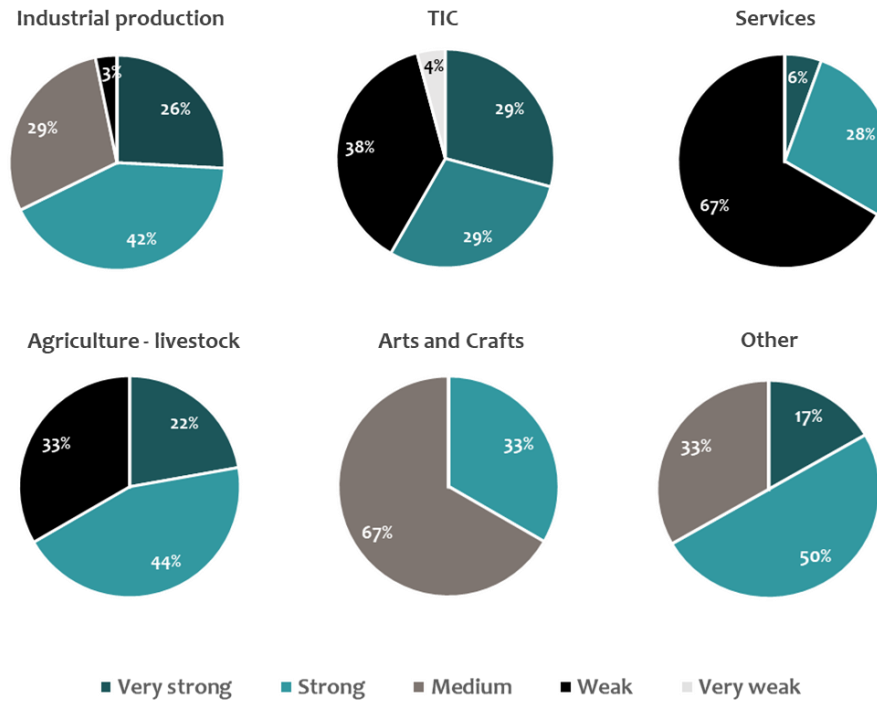
Source: Research Results, 2023

Figure 5: Cross-tabulation results: attractive sector and EI level

Source: Research Results, 2023

Table 3: Gen Z characteristics

Catégories		Frequences	Pourcentages
Number of learnt languages	1	1	1%
	2	19	20%
	3	59	63%
	More than 3	14	15%
Attractive activity sector	Industrial Production	31	33%
	TIC	25	27%
	Services	19	20%
	Agriculture - livestock	9	10%
	Arts and crafts	3	3%
	Other	6	7%
Word used to describe one's future profession	Happiness	33	24%
	Success	49	35%
	Balance	19	14%
	Money	31	22%
	Social recognition	6	4%
	Other	2	1%
Degree of ITC mastery	Very good	16	
	Good	23	
	Medium	16	
	weak	5	
	Very weak	33	
Importance of flexibility in a work environment	Very important	35	
	Quite important	32	
	Neutral	20	
	Rather unimportant	6	
	Not important at all	-	

Source: Research Results, 2023

6.2. Validity of the Research Instrument

Tab. 4 displays the findings of the convergent validity analysis. The first findings indicated that AVE < 0.50 and factor loadings < 0.50. In order to respect the theoretical significance in one hand (*Tab. 1*) and the measurement model's reliability in the other hand, TR, SN, and PC related variables have been removed. In light of this, the factorial contributions of the measurement variables range from 0.530, the lowest value, to 0.918, the highest,

all of which are significant, hence reliable. The Cronbach's alpha ranges from 0.616 to 0.840, and the constructs' CR is displayed within an interval of 0.832 to 0.883. These findings indicate good internal reliability. Regarding discriminant validity, results of HTMT and Fornell and Lacker tests (*Tab. 5*) indicate a good discriminant validity with all values <0.85. Indeed, these results show that a construct is far more defined by its measurement variables than by the measurement variables of other constructs.

Table 4: Results from the measurement model - convergent validity

Variables - Items	Skewness	Kurtosis	CR	AVE	Loadings
EI Entrepreneurial Intention **Alpha de Cronbach = 0.840**			0.883	0.562	
EI_1_REDA	0.549	1.589			0.530
EI_2_POBJ	0.754	0.755			0.745
EI_3_DOEV	0.320	0.711			0.764
EI_4_SDET	0.035	0.760			0.786
EI_5_VSER	-0.103	1.404			0.806
EI_6_FINT	0.103	-0.266			0.828
SN Subjective Norms **Alpha de Cronbach = 0.616**			0.832	0.713	
SN_1_FAM	-0.287	0.923			0.918
SN_2_FRI	0.287	0.923			0.765
EA attitude Towards entrepreneurship **Alpha de Cronbach = 0.764**			0.833	0.502	
EA_1_PMDE	0.672	1.643			0.759
EA_2_BAUT	0.026	2.581			0.832
EA_3_LMON	0.660	0.967			0.652
EA_4_DSUS	0.126	1.253			0.627
EA_5_CHALL	0.628	0.177			0.651
PC Perceived behavioral control **Alpha de Cronbach = 0.750**			0.838	0.565	
PC_5_IPIC	0.103	-0.266			0.728
PC_6_IPIM	0.893	1.250			0.702
PC_7_NEES	-0.021	0.799			0.775
PC_8_RIES	0.115	0.150			0.799
TR Entrepreneurship Training			n/a	n/a	
TR_1_CIDE	n/a	n/a	n/a	n/a	1.000

Source: Research Results, 2023

Table 5: Results from the measurement model – discriminant validity

HTMT						Fornell-Larker Criterion				
	EA	EI	PC	SN	TR	EA	EI	PC	SN	TR
EA						**0.709**				
EI	0.339					0.292	**0.750**			
PC	0.464	0.318				0.352	0.278	**0.752**		
SN	0.540	0.527	0.694			0.406	0.397	0.435	**0.845**	
TR	0.297	0.127	0.323	0.119		0.243	0.118	0.294	0.075	**1.000**

Source: Research Results, 2023

7. Further Evaluation

T he first step involves confirming the validity of the model by analyzing the relationship's significant indicators (T-value and P-value) through the use of bootstrapping. i displays the model's evaluation results by exposing the T and P values. *Tab.* 6 shows T and P values related to the relationships between EA (T = 0.976 < 1.96, P = 0.329 > 0.05), PC (T = 0.713, P = 0.476), TR (T = 0.341, P = 0.733), and SN (T = 2.677 > 1.96, P = 0.007 < 0.05) with EI.

Cohen's indicator f^2, which analyses the predictive power of the model is indicated in *Tab.* 7 EA (f^2=0.016), PC(f^2=0.007), SN (f^2=0.082) and TR (f^2=0.002). In the same table, R² adjusted value is equal to 0.15.

Table 7: Results from the structural model – *Predictive power*

Variables	f^2	Conclusion
EA	0.016	No effect
PC	0.007	No effect
SN	0.082	Average effect
TR	0.002	No effect
*R² = 0.187; R² adjusted =0.150 (**weak explanatory power**)*		

Source: Research Results, 2023

8. Discussion

D rawing upon TPB Model and entrepreneurial training constructs, our research objective was to determine the factors affecting Gen Z students' EI. According to the findings, it is only SN that possesses an effect on these student's EI. Indeed, the values of β = 0.303, T-value = 2.677 > 1.96, and P-value = 0.007 < 0.05 emphasize a positive and significant relationship. However, the model shows a low predictive power, with a value of R²= 0.15, indicating that this measurement model only explains 15% of the variance in the EI of Gen Z students and thus, there are other determining factors that explain the EI of this sample. Such findings demonstrate the role and impact that the opinion of family and other people in the students' immediate environment about their ability to become entrepreneurs have on their perception of entrepreneurship and their intention to start their own business.

Accordingly, hypothesis *H1*, which states that SN have a positive impact on EI of Gen Z students, is accepted. Therefore, our findings regarding subjective norms mirror *Eyel and Durmaz (2019)* who have conducted their study in turkey and found that SN impacts students' EI, *Al-Mamary & Alraja (2022)* who were interested in Saudi Arabia university students confirmed the applicability of TPB model in this country and the influence of SN on students' EI, also *Mahfudzi & Fitri (2022)'* study that lay stress on the positive effect of family environment (SN) and its significant relationship with Indonesian students' EI and self-efficacy.
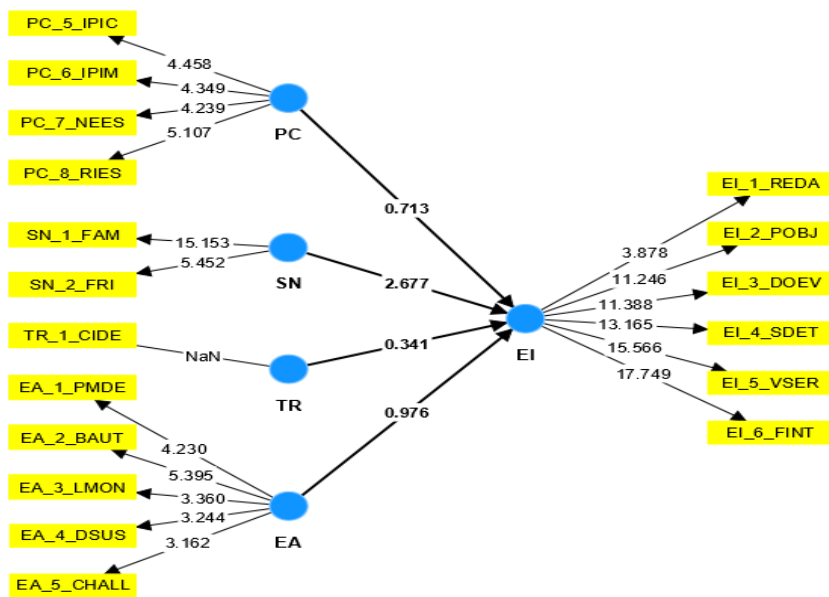
Figure 6: SEM analysis findings

Table 6: Results from the structural model – H*ypothesis test and findings*

	Original sample (O)	Sample mean (M)	STDEV	Statistics T	P values	Conclusion
EA -> EI	0.128	0.172	0.132	0.976	0.329	Rejected
PC -> EI	0.089	0.129	0.126	0.713	0.476	Rejected
SN -> EI	0.303	0.286	0.113	2.677	0.007	Accepted
TR -> EI	0.038	0.020	0.112	0.341	0.733	Rejected

However, the hypotheses *H2*, *H3*, and *H4* are rejected because their T-values are lower than 1,96 and their P-values are greater than 0.05, which means they are not aligned with theoretical significance. Yet, these findings do not harmonize with previous studies like the ones conducted by *Mahmood (2020)* who concluded that EA has a significant relationship with Pakistan Gen Z students' EI; *Hossain et al. (2023)* pointed out via their study in universities located in Bangladesh that EA positively and significantly impact EI of these students; and *Frunzaru and Cismaru (2018), Cekule et al. (2023)* who conducted their studies in Romania, China, and Latvia, respectively, in their studies, they observed that TR have a significant relationship with students' EI. Last but not least, *Nawang (2023)* was able to conclude after conducting a study in a Malaysian context that EI of students is significantly and positively impacted by PC and EA. Hence, despite other studies conclusions, our sample's EA and PC levels do not explain EI which is congruent with *Mohammed et al. (2017)*. Algerian study of students EI, their findings showed that all TPB model's determinant do impact significantly their sample EI except for PC. In this context, and in spite of our small sample size, our suggestion will be aligned with *Mohammed et al. (2017)*'s proposition about enriching students' entrepreneurial knowledge and culture via improved TR by universities. Under this condition, we think that EA and PC will play a better role regarding Gen Z EI. Besides, a longitudinal study of Gen Z student's EI that focuses on the impact or effect of the houses of entrepreneurship program that was lunched in Algerian universities can be a good step to identify the other factors that will lead some students to create their own business.

In addition to our findings, it is interesting to note that the majority of the sample, 71%, are master's students who are already specialized and have more entrepreneurial knowledge than bachelor students. Nevertheless, when comparing their EI intensity level with bachelor students who constitute a smaller number, we can notice that the bachelor students possess a stronger EI intensity. It leads to question the effectiveness of the

entrepreneurial trainings offered by these universities and somehow helps to understand why TR doesn't have nor a significant neither a positive relationship with EI of this sample. When it comes to gender, and as noted above, men show a stronger EI level than women even if these findings are aligned with *Pranić (2023)*' results, they can't be generalized because of the unbalanced number of the two genders.

Management students seem to be more likely attracted by the idea of business creation, results show that EI for most of them ranges between very strong (35%) and strong (38%), then followed by other students who also belong to management field. These findings stimulate our curiosity about different syllabus adopted in these study field. Because of the small sample size in this study, these findings cannot be generalized. For that reason, analyzing through a wider study the link Algerian management students - EI can confirm or contradict these findings.

Attractive sectors according to sampled students' EI shows a variation, the ones attracted by agriculture and industry sector possess a strong EI level, the majority of the ones that lean towards services and ITC claim having a weak EI level, and for arts and craft, most of gen Z students in this sample think that their EI intensity level is medium. Albeit, in Algeria, in reference to the statistical newsletter for SMEs, the percentage of market share per sector for SMEs represents: 51.48% for services, 23.83% for arts and craft, 8.53% for industry, and 0.62% for agriculture (*Direction Générale de la Veille Stratégique, des Etudes et des Systèmes d'Information, 2022*). It seems that for entrepreneurs, services and art and craft are more attractive. Therefore, it can be explained by the perception of these students concerning the small number of SMEs in industry and agriculture sectors.

Regarding the frequencies that describe Gen Z, findings indicate that these students prefer a flexible work environment and see success as what describes the most their future careers, these results can be benefit for businesses to question the actual work environment they provide for their collaborators and if it is

harmonized and congruent with Z generation' expectations in terms of work flexibility and organizational agility. In addition to this, Algerian universities are awaited to take a step back and evaluate what sort of programs are more suitable, what kind of training is needed to support and mentor students in their pursuit of success, and how to foster Gen Z 's EI.

Finally, the size of our sample represents a limitation about generalizing our findings, also the fact that we only focused on Koléa university students. Hence, conducting further research on Gen Z students' EI belonging to various Algerian universities and pursuing diversified programs can bring more answers and enrich our understanding of determinant factors affecting this intention.

9. Conclusion

T he purpose of this study is to test the TPB model and clarify factors affecting entrepreneurial intention of a sample of Algerian students belonging to Gen Z by adding entrepreneurial training as an independent variable. Data analysis led to only accept the first hypothesis in which social norms positively and significantly impact EI and to reject the three other hypothesis. Despite its limitations such as size, this study can provide information to businesses about this generation expectations and questions entrepreneurial education programs adopted by universities, it also shows the actual entrepreneurial maturity level of students which demands to be nourished and considered. In this matter, the Algerian government has provided and created several programs and support organizations to assist new entrepreneurs and SMEs. One of the instances is the creation of a ministry of knowledge economy, start-ups, and micro-enterprises. Other examples that refer to the establishment of agencies that promote entrepreneurship such as ANSEJ (national agency for youth employment support), ANGEM (national agency for micro-enterprise management), ANDI (national investment development agency); and very recently in January, 2024; ANAE (national agency for the self-employed) was created, it seeks to stimulate young people's entrepreneurial spirit by making self-employment easily accessible.

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11. Competing Interests

T he authors declare that they have no competing interests.

Contributions of Authors

Amrouni A. – methodology, writing – review & editing;
Azouaou L. – conceptualization, methodology, writing – review & editing, project administration, supervision.

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