



Startups in Algeria and their role in encouraging self-investment among physical and sports education students: An Analytical and Prospective Reading

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Abstract:

This study uses an analytical descriptive approach supported by a qualitative, interview-based methodology to analyse the role of start-ups in encouraging self-investment among Physical and Sports Education students in Algeria. The results show that the sports field offers diverse opportunities for self-investment; however, these are not widely utilised due to legal, pedagogical, economic and psychological challenges. The findings also indicate that, despite the availability of support mechanisms for start-ups, their effectiveness is undermined by a lack of proper guidance and specialisation. The study concludes that activating this pathway requires integrating entrepreneurial training, adapting support policies to the specific nature of the sports sector and fostering a culture of initiative among students. Furthermore, it is suggested that startups can genuinely contribute to the development of sports-based investment, provided an integrated approach is adopted between the university and supporting institutions.

Keywords: Startups, Self-investment, Physical and Sports Education students.

Résumé :

Cette étude adopte une approche analytique descriptive s'appuyant sur une méthodologie qualitative fondée sur des entretiens afin d'analyser le rôle des start-ups dans la promotion de l'auto-investissement chez les étudiants en éducation physique et sportive en Algérie. Les résultats montrent que le domaine du sport offre de diverses opportunités d'auto-investissement ; toutefois, celles-ci ne sont pas largement exploitées en raison de défis juridiques, pédagogiques, économiques et psychologiques. Les résultats indiquent également que, malgré l'existence de mécanismes de soutien aux start-ups, leur efficacité est compromise par un manque d'accompagnement et de spécialisation adéquats. L'étude conclut que pour dynamiser cette voie, il est nécessaire d'intégrer une formation à l'entrepreneuriat, d'adapter les politiques de soutien à la nature spécifique du secteur sportif et de favoriser une culture de l'initiative chez les étudiants. En outre, il est suggéré que les start-ups peuvent véritablement contribuer au développement de l'investissement dans le domaine sportif, à condition qu'une approche intégrée soit adoptée entre l'université et les institutions de soutien.

Mots-clés : *Start-ups, Auto-investissement, Étudiants en éducation physique et sportive.*



Introduction

The contemporary world is experiencing profound changes to the nature of the economy. Traditional employment, based on public-sector positions or wage labour, no longer constitutes the only option available to university graduates. Entrepreneurship has instead emerged as a strategic alternative, based on individual initiative and the creation of economic value. In this context, start-ups have attracted increasing attention from governments as an effective way to encourage innovation, promote self-investment and reduce unemployment, particularly among young university graduates (OECD, 2020).

In Algeria, this approach forms part of broader economic reforms aimed at diversifying sources of national income and transitioning towards a knowledge-based economy. Accordingly, the state has introduced legal and regulatory mechanisms to support start-ups, including enacting specific legislation, creating accompanying institutional bodies and providing appropriate financing schemes. However, the effectiveness of these policies depends on their ability to encourage university graduates to become a productive cohort capable of creating projects and integrating into the national economy (Ministry of Knowledge Economy and Startups, 2022).

Within this framework, the physical education and sports sector stands out as a field with significant startup potential, given the variety of potential investment areas, including sports academies, fitness centres, specialised training services and sports marketing. However, this potential has not yet

been realised to the expected extent due to various challenges, including the lack of an entrepreneurial culture among students, ambiguous legal pathways, and insufficient support for emerging sports projects (Ratten, 2017).

Furthermore, the unique nature of sports activities, which combine educational, economic and social dimensions, necessitates a holistic approach to understanding the mechanisms that can stimulate self-investment within this sector. Such an approach must strike a balance between profitability and sound sports supervision. This, in turn, necessitates a rethinking of the role of the university as a formative institution. Universities should not only prepare students for technical roles, but also encourage initiative and entrepreneurial thinking (Hoye et al., 2020).

Against this background, studying start-ups and their relationship to activating self-investment among physical and sports education students in Algeria is of considerable scientific and practical importance. This study lies at the intersection of three dimensions: the economic, educational, and sports dimensions. The study aims to analyse the current situation of startup support and explore future prospects for leveraging startups as a strategic entry point to enable students to enter the world of sports investment. Furthermore, it aims to contribute to the development of a national sports economy based on initiative and innovation.

1. Research Problem and Questions

Against the backdrop of economic transformation in Algeria and an increasing shift towards a knowledge-based economy and initiative-driven approach, start-ups have become one of the most important mechanisms through which the state encourages self-investment among university



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students. This shift is reflected in the introduction of new legal and regulatory frameworks, supported by financing structures aimed at individuals with innovative project ideas, including those related to the sports sector.

However, investment in sports, particularly by students and graduates of physical and sports education, continues to raise questions. This is due to the limited number of actual entrepreneurial initiatives and the difficulty of converting academic competencies into successful economic ventures. The central problem is therefore the extent to which Algeria's startup ecosystem can account for the specificities of the sports sector and provide a suitable environment for investment projects led by students with the necessary knowledge and technical skills, but often lacking entrepreneurial guidance and practical mentoring (Ratten, 2017).

Furthermore, the intersection of legal, economic and pedagogical dimensions complicates the issue of activating self-investment in sports, especially given the absence of a clear framework connecting university training to labour-market requirements and public policies to on-the-ground implementation mechanisms. This calls for an academic problem formulation that goes beyond purely descriptive accounts and analyses the interaction dynamics between these variables, envisaging possibilities for their development.

Accordingly, the core question of this article is as follows: To what extent does Algeria's startup ecosystem encourage self-investment among students of physical and sports education, despite the legal, pedagogical and economic challenges that characterise this sector?

The following subsidiary questions can be posed to answer this central question:

- What are startups, and what are their specific features in the Algerian context?
- What types of self-investment opportunities are available in sports for students of physical and sports education?
- To what extent are the mechanisms for supporting start-ups in Algeria effective in guiding students towards sports investment?
- What are the most significant challenges limiting students' involvement in creating new sports projects?
- What prospects exist for activating self-investment in sports in light of the momentum of start-ups?

2. Research objectives

This study aims to analyse the role of start-ups in encouraging self-investment among physical education and sports students in Algeria. This will be achieved by examining the conceptual framework, exploring investment opportunities, assessing support mechanisms and forecasting the prospects of developing this approach. To achieve this, the researchers will seek to accomplish the following objectives:

- Identify the conceptual framework of start-ups and clarify their specific features in the Algerian context.
- Analyse the nature and opportunities for self-investment in sports for students of physical education.
- Evaluate the effectiveness of start-up support mechanisms in Algeria in guiding students towards entrepreneurial investment initiatives.



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- Identify the most significant challenges hindering students' participation in setting up new sports projects.
- Consider the prospects for developing self-investment in sports within the dynamics of the startup ecosystem.

3. Previous studies

Several academic studies have addressed the topic of start-ups and their role in encouraging self-investment among young people. However, most of these studies have focused on general economic aspects or entrepreneurship within university contexts, with insufficient analytical attention given to sports-focused startups.

Guaider (2020) emphasised that a lack of legal and financial guidance and counselling for university students constitutes a major obstacle to launching successful entrepreneurial projects, particularly in the sports field. This reduces opportunities to develop an entrepreneurial spirit and convert ideas into feasible projects. Ben Ammar (2021) further demonstrated that the lack of institutional support and financing programmes dedicated to innovative students hinders their ability to establish private sports enterprises, thereby impacting the effectiveness of self-investment and the development of entrepreneurial capacities.

Meanwhile, Marah (2022) examined some university initiatives in Algiers. The findings indicated that startup success depends largely on clear monitoring mechanisms and continuous academic guidance. The absence of such mechanisms leads to weak project sustainability and prevents projects from simultaneously achieving their economic and educational objectives.

An analysis of these studies reveals that most focused on describing general problems or barriers to university entrepreneurship without exploring how self-investment can be encouraged specifically among students of physical and sports education or examining the role of start-ups in creating integrated sports and professional development opportunities (kouiaider, 2020; Ben Ammar, 2021; Marah, 2022).

3.1 Theoretical framework of the study

The theoretical framework is essential for understanding the relationship between start-ups and self-investment, particularly in light of economic transformations that have generated new employment models based on initiative and innovation. In this context, it is crucial to emphasise the importance of framing and analysing the core concepts in accordance with recent literature, as this enables the phenomenon under study to be explained and linked to the research problem and hypotheses.

3.2. Critical analysis of previous studies

Through analysing previous studies, it becomes clear that researchers have largely focused on university projects in general or on the financial and administrative guidance provided to young people. However, the topic of start-up sports institutions among Physical Education and Sport students in Algeria has remained on the margins of research interest. This is mainly due to the relative newness of this field and the absence of clear legislation or support programmes that regulate the establishment of private sports projects.

Furthermore, despite their scientific value, previous studies largely adopt a descriptive approach. They tend to



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identify general obstacles and determinants facing university students, but do not provide an applied analysis of the extent to which these factors influence self-investment or the development of genuine entrepreneurial capacities.

From a methodological perspective, it is clear that most of these studies relied on a theoretical approach without collecting sufficient field data or analysing real-world application models of start-up sports institutions. This means they lack the applied depth needed to link theory to real-world practice.

In light of this, this research aims to address the aforementioned scientific gap by studying start-up sports institutions among Physical Education and Sport students in Algeria. Specifically, it will analyse the administrative, financial and legal challenges that these institutions face, while providing a development-oriented vision that responds to the state's directives on enhancing self-investment and fostering a spirit of sports initiative among university students (Quwaider, 2020; Ben Ammar, 2021; Marah, 2022).

5. Theoretical Framework of the Study

The theoretical framework is essential for understanding the relationship between start-up institutions and self-investment, particularly in the context of economic transformations producing new employment models based on initiative and innovation. In this regard, contextualising and analysing the core concepts in light of modern literature is important, as this allows the phenomenon under study to be explained and linked to the problem statement and hypotheses.

5.1 Startups as a New Entry Point to Economic Development

Startups are typically defined as innovative projects that seek to grow rapidly by offering new solutions to the market and relying on flexible, scalable business models (Blank & Dorf, 2012). Ries (2011) argues that a startup is not just a small business, but rather “a temporary organisation searching for a scalable and replicable business model”, which distinguishes it from traditional firms.

Similarly, OECD reports (OECD, 2022) indicate that start-ups have become a fundamental pillar of the knowledge economy, given their role in stimulating innovation and creating job opportunities, especially for young people. In Algeria, this trend has been incorporated into public policies aimed at diversifying the economy. However, the effectiveness of start-ups remains dependent on the suitability of the legal framework and the effectiveness of support mechanisms (Ben Ammar, 2021).

Accordingly, this perspective can be linked to the first hypothesis, which states that:

‘Startups represent an effective framework for encouraging students to invest in sports.’

However, the mere existence of such a framework does not guarantee its effectiveness in practice, hence the need for empirical examination.

5.2 Self-Investment as a Shift in Employment Patterns

Self-investment refers to an individual transitioning from being a job seeker to becoming a producer by establishing a project based on their knowledge and skills (Kuratko, 2023). Freeman et al. (2018) emphasise that this trend is linked to what is known as ‘collaborative capitalism’, which



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strengthens the individual's role as an independent economic actor.

Similarly, the European Commission (2020) considers supporting self-investment among young people to be one of the most important ways of reducing unemployment and enhancing economic integration. Nevertheless, this approach is contingent on the availability of a supportive environment, including training, financing and mentoring.

In the sports sector, self-investment can manifest in various ways, such as setting up training institutions or digital services. This requires a blend of technical expertise and entrepreneurial ability.

5.3 Sports Entrepreneurship and the Specificity of the Sector

Entrepreneurship in sport reflects a modern trend, representing a shift from traditional sporting practice to sports-related economic activity grounded in innovation and investment. Ratten (2017) defines sports entrepreneurship as the process of exploiting opportunities within the sporting domain by creating innovative projects that generate economic and social value. This gives sports entrepreneurship a unique character that sets it apart from other sectors.

The specificity of this field lies in the fact that its purpose is not solely to generate profit, but also to achieve educational, health and social objectives, such as developing physical skills and strengthening social well-being. Consequently, sports projects must strike a balance between economic feasibility and adherence to sporting values (Hoye et al., 2020). Additionally, the sports market is characterised by a

relatively high degree of instability due to seasonal and cultural influences, which increases risk compared to other economic activities.

Investing in this domain also requires a combination of technical knowledge (training and sports management) and entrepreneurial skills (planning, marketing, and resource management). This presents a significant challenge for students of physical and sports education, who typically receive technical training rather than economic training. Kuratko (2023) emphasises that the success of entrepreneurial projects hinges on the integration of technical skills with administrative and innovative capacities.

Furthermore, some studies suggest that a weak entrepreneurial culture among students is one of the most significant obstacles to their engagement in sports entrepreneurship. In many cases, pursuing public employment remains the safest option for them (European Commission, 2020). This is reinforced by the absence of visible success models within the local environment that could act as a source of motivation.

Therefore, while the sports sector opens up investment opportunities, it also introduces additional challenges related to the nature of the activity, management requirements and the level of qualification required.

5.4 The role of the enabling environment in activating start-up institutions

Recent literature emphasises that the success of start-up institutions depends not only on the quality of the idea or the enthusiasm of those involved, but also on the availability of an integrated enabling environment. This environment encompasses the legal framework, funding mechanisms,



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support and mentoring services, and innovation infrastructure (World Bank, 2022). This enabling environment is referred to as an 'Entrepreneurial Ecosystem', in which various stakeholders collaborate to support fledgling enterprises.

In this context, public policies play a pivotal role in encouraging self-investment. This is achieved by enacting flexible legislation, simplifying administrative procedures and providing financial and tax incentives. However, the effectiveness of these policies depends on their ability to adapt to the specific requirements of different sectors, including the sports sector, which requires specialised support (OECD, 2022).

Funding is also one of the most significant determinants of start-up institutions' success. Studies indicate that difficulty accessing funding in the early stages constitutes a major barrier for young people (Freeman et al., 2018). In the Algerian context, despite the availability of certain forms of support, many initiatives suffer from procedural complexities or insufficient guidance, reducing their effectiveness (Khroubi, 2021).

In addition, accompaniment (mentoring and support) emerges as a critical factor. Support for start-up institutions encompasses more than just financing; it also involves providing guidance and training, as well as connecting project holders to professional networks. In this regard, the university emerges as a pivotal institution in fostering entrepreneurial competencies, as Creswell (2014) emphasises the importance of integrating theoretical training with practical application to enhance students' preparedness.

However, the reality is that there is a gap between these theoretical roles and actual implementation. Coordination between the university and supporting bodies remains limited, particularly in specialised fields such as the sports sector. Furthermore, the lack of specialised incubators for sports projects hinders students' ability to turn their ideas into ventures that can be successfully implemented.

Accordingly, while the enabling environment is available to a certain extent, imbalances still limit its effectiveness.

6. Research Methodology and Tools

Methodology and research tools are regarded as a structured framework that organises the research process and ensures the credibility of its results. Based on this, a methodological approach was adopted that suited the complex, multi-dimensional nature of the problem.

6.1 The method adopted

The study took a descriptive-analytical approach to examine the phenomenon in its real context. This involved describing the phenomenon, analysing its dimensions and deriving the relationships between them, while complementing this with a qualitative approach. The qualitative approach enables a deeper understanding of the perceptions and motivations of the individuals involved, particularly with regard to issues that are difficult to measure quantitatively, as emphasised in the scientific research literature (Creswell, 2014).

6.2 Research Tools

The study relied on semi-structured interviews as the primary research tool due to their flexibility in guiding



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discussion and enabling respondents to express themselves freely. The interview topics included understanding start-up institutions, opportunities for self-investment, support mechanisms, and challenges and future prospects. Document analysis (legal texts, reports and previous studies) was also used to strengthen the credibility of the results (Kvale, 2007). Additionally, the interviews were reinforced through document analysis by reviewing legal texts, official reports and relevant prior studies. This was done to enhance the credibility of the findings and link them to the theoretical framework.

6.3 Study population and sampling

The study population included Physical Education and Sport students, university instructors, start-up institution owners, and entrepreneurship specialists. A purposive sampling method was adopted to target individuals with direct experience, in line with the qualitative nature of the study, which aims to achieve a deep understanding rather than statistical generalisation.

6.4 Data Analysis Methods

Content analysis was used to analyse the data. This involved transcribing the interviews, coding them into meaningful units, identifying common patterns and linking these to the theoretical framework. This process transforms textual data into interpretable indicators (Bardin, 2013).

6.5 Justifications for Methodological Choices

These methodological choices stem from the nature of the topic, which requires an in-depth understanding of the actors'

perceptions. They also reflect the limited number of applied studies in this field and the difficulty of measuring certain variables (such as motivations and psychological challenges) using quantitative methods.

7. Analysis and Discussion of the Research Results

7.1 The First Axis: The Concept of Start-up Institutions and Their Specificity in the Algerian Context

Start-up institutions are a contemporary concept in economic literature. They refer to economic entities established in an environment characterised by uncertainty that rely on innovation as a fundamental operating model. Their aim is to achieve rapid growth and provide added value in the market (Blank & Dorf, 2012). These institutions are not only characterised by their small size and novel emergence, but also by the nature of their management, which is based on flexibility, adaptability, and the exploitation of opportunities in changing environments (Ries, 2011).

In the Algerian context, the concept of start-up institutions gained legal and regulatory significance with the introduction of a dedicated legislative framework. This is reflected in the establishment of the “start-up institution” status and the provision of incentives, indicating the state’s orientation towards promoting a knowledge-based economy and encouraging an entrepreneurial spirit among young people (Benamar, 2021). However, despite the importance of this approach, it is still in the early stages of development. In practice, the implementation of these policies faces difficulties relating to the clarity of criteria, the procedures for obtaining accreditation and the support mechanisms.

Applying this concept to the sports domain makes it possible to consider sports start-up institutions as a specific



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form of such entities. These institutions invest in sports human capital and transform physical and cognitive skills into economic services or products, such as specialised training, sports guidance or digital services linked to physical activity. This aligns with Freeman et al.'s (2018) observation that the sports sector has become fertile ground for modern entrepreneurial models.

However, the specificity of start-up institutions in Algeria – particularly in the sports field – lies in their overlap with a dual legal system: on the one hand, the laws governing investment and start-up institutions; and on the other, the laws regulating sports activity.

This creates ambiguity in determining the legal status of these institutions. It also raises issues related to classification (are they purely economic entities or sports bodies?), which directly affects their establishment and management processes (Kherroubi, 2021).

From an analytical perspective, this conceptual and regulatory ambiguity has a negative influence on how students of Physical Education and Sport understand the notion of a start-up institution. Often, the concept is confused with traditional forms, such as associations or clubs, which limits their ability to use this model as a modern tool for achieving professional autonomy. Furthermore, the absence of specialised pedagogical training in this area within university curricula exacerbates the problem, rendering the concept more theoretical than practical.

Conversely, international experiences suggest that clarifying and simplifying the concept for students is crucial for fostering entrepreneurial spirit. This can be achieved by integrating entrepreneurship concepts into sports training

and linking them to real, practical projects. This enables students to shift from being job seekers to job creators (OECD, 2022).

Based on the above, it can be inferred that start-up institutions in Algeria still suffer from insufficient precision in the sports domain, despite the availability of their general conceptual framework. This situation requires the concept to be redefined through:

- clarifying the legal framework specific to sports start-up institutions;
- integrating the concept into university education for Physical Education and Sport students;
- connecting it with practical mechanisms that allow it to be implemented in the field.

7.2 Second Axis: The Nature of Self-Investment Opportunities in the Sports Field among Students of Physical Education and Sport

The field data collected from semi-structured interviews with a sample of Physical Education and Sport students, along with specialized teachers and owners of emerging sports institutions, show that the sports sector in Algeria contains multiple opportunities for self-investment. However, these opportunities differ in terms of how they are perceived and utilized. Most participants agreed that: "Opportunities exist, but the real problem lies in how to convert them into implementable projects."

By analysing the content of the interviews, self-investment opportunities can be classified into three interconnected levels.

First, traditional opportunities that remain current, including sports training activities, physical



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coaching/conditioning, and organising courses and competitions. One instructor noted that: 'The student has technical competence in training, but often uses it within a limited framework, such as clubs or private sessions, without considering turning it into an organised project.' This viewpoint aligns with Kuratko (2023), who emphasises the need to transition from professional practice to entrepreneurial thinking when investing one's skills.

Second, there are opportunities related to new sports services, such as targeted fitness, motor rehabilitation, and individual physical preparation. One owner of an emerging sports institution stated that: 'Demand for specialised sports services is increasing, especially in major cities, but the supply is still traditional and does not keep pace with this change.' This highlights the existence of a gap between the evolution of sports demand in Algerian society and graduates' capacity to innovate in this area.

Third, there are opportunities connected to digitisation and sports innovation, representing a more recent extension of self-investment, such as remote training applications, physical follow-up platforms, and digital sports marketing. One student mentioned: 'He is thinking of creating a digital platform to train children, but he does not know where to start.' This reflects the presence of innovative ideas paired with a lack of support in terms of structuring and guidance.

Analytically, these three levels reveal that self-investment opportunities are not absent; rather, they are numerous and constantly replenished. However, the issue lies in the weak transition from 'recognising an opportunity' to 'building a project', as supported by the European Commission (2020). They argue that having opportunities available is not enough;

an enabling environment is needed to encourage initiative and reduce risk.

From a pedagogical perspective, the interviews showed that most students do not receive sufficient training on how to exploit these opportunities. One student stated: 'We study training and anatomy, but no one explains how to transform this knowledge into a project.'

This highlights a clear discrepancy between academic training and labour-market requirements, constituting one of the most significant indirect barriers to self-investment.

Some institution owners indicated that, economically, 'Starting a sports project does not always require substantial funding; rather, it necessitates a clear concept and effective organisation.' This challenges the prevalent perception among students that securing financing is the primary hurdle. However, this view is relative because some activities, such as opening a fitness hall or training centre, require significant financial investment. Therefore, investment models must be diversified according to available capabilities.

Based on the above, it can be concluded that self-investment opportunities in sports among Physical Education and Sport students in Algeria are characterised by:

- Diversity and flexibility regarding the possible fields
- Weak actual exploitation resulting from insufficient guidance and support.
- The dominance of the traditional view of the profession over entrepreneurial thinking.
- The emergence of new digitisation-related opportunities that have not yet been sufficiently Utilised.

Activating these opportunities requires a shift in mindset from "training for employment" to "training for creating



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activity", supported by applied pedagogical mechanisms such as projects, university incubators and on-the-field mentoring, which enable students to gain real experience in developing their own projects.

Thus, this analysis contributes to answering the second research question by confirming that there are multiple self-investment opportunities in the sports field, yet these remain dependent on the student's ability to recognise, structure and transform them into an economically sustainable project.

7.3 The Third Axis: The Effectiveness of Start-Up Support Mechanisms in Guiding Students Towards Sports Investment in Algeria

Data obtained from field interviews with students, instructors and sports project holders reveals a clear paradox between official discourse supporting start-up institutions and the practical reality experienced by students. Although public policies emphasise encouraging entrepreneurship and facilitating the establishment of start-up institutions, many stakeholders believe that, even though these mechanisms are important, they still have a limited impact on guiding students towards investment in the sports sector.

One instructor stated that 'the state provided a good general framework to support start-up institutions, but the issue lies in how students access these mechanisms and understand how to benefit from them'. This reflects a central problem of weak mediation between public policies and the target group. This is consistent with the World Bank (2022), which indicates that the effectiveness of support programmes depends on ease of access and clarity of procedures.

Based on a content analysis of the interviews, the effectiveness of start-up support mechanisms can be identified at three levels:

First, formal institutional support, which includes funding bodies, incubators, and support programmes for start-up institutions. Most participants acknowledged the presence of these mechanisms. However, one student said: 'We know that support exists, but we do not know where to start or how to access it', indicating weaknesses in guidance and communication within the university environment. Additionally, one project owner noted that 'administrative procedures to obtain support are still complex and require prior experience', which limits the benefit for beginner students.

Secondly, there is the issue of pedagogical support within the university, where the institution is expected to play a central role in guiding students towards entrepreneurship. However, the analysis shows that this role remains limited. Many students stated that "training focuses on the technical side of sports without sufficiently addressing how to create a project", reflecting a lack of integration between academic training and labour market needs. This contradicts OECD (2022) recommendations that entrepreneurship be incorporated into educational curricula.

Thirdly, informal support (networks and relationships) involves benefiting from others' experiences or obtaining information from professional or social environments. One project owner indicated that 'personal relationships play a major role in facilitating procedures', suggesting the presence of a form of 'non-structured support' that, while potentially effective, lacks transparency and equal opportunities.



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From a critical analytical perspective, it can be concluded that the effectiveness of start-up support mechanisms in Algeria suffers from three main imbalances:

- An access imbalance: not all students can access information or benefit from support programmes.
- A specialisation imbalance: most support programmes are general and do not account for the specificities of the sports sector.
- An accompaniment imbalance: support is often limited to funding or administrative procedures without any real follow-up through the different stages of project development.

Moreover, a clear gap emerges when official discourse is compared with field experience: while start-up institutions are presented as a strategic solution to unemployment and a means of encouraging self-investment, the reality is that students still struggle to turn these opportunities into tangible projects. As one specialist put it: "The problem is not the absence of support, but the absence of an integrated system that supports students from idea to implementation."

At the same time, some successful case studies indicate that students who were able to benefit from university incubators or support programmes succeeded in developing promising sports projects. This confirms that these mechanisms can be effective if implemented properly and linked to practical experience.

Based on the above, it can be inferred that start-up support mechanisms in Algeria have real potential to guide students towards sports investment. However, their effectiveness remains conditional upon:

- improving communication and guidance channels within the university;
- providing sports-sector-oriented support programmes;
- ensuring continuous support that considers administrative, financial and pedagogical aspects.

Therefore, this analysis contributes to answering the third research question by showing that the effectiveness of support mechanisms depends not only on their existence, but also on their ability to reach students, understand their specific needs, and support them throughout the process of establishing their sports start-up projects.

7.4 Chapter Four: The Main Challenges Limiting Students' Involvement in Creating Emerging Sports Projects

Field interviews with students of Physical and Sports Education, along with the views of professors and owners of emerging sports institutions, show that weak student involvement in creating sports projects is not caused by a single factor. Rather, it is linked to an interconnected system of challenges that directly affects students' decisions to turn ideas into practice. One student expressed this sentiment, saying: 'The problem is not the absence of an idea, but the many obstacles that make us hesitate before we even begin.' Based on an analysis of these findings, the challenges can be classified into four main, interconnected dimensions:

First: Legal and regulatory challenges

These are among the most significant obstacles faced by students. Many participants pointed to the unclear legal procedures for setting up emerging sports institutions, especially given the overlap between sports sector laws and



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investment laws. One project owner said: ‘We didn’t know under which legal framework to register our project – should it be as an economic institution or as a sports activity?’

This ambiguity creates legal uncertainty and increases students’ fear of entering an experience that may involve risks. This aligns with what (Kherroubi, 2021) indicated about how regulatory complexity contributes to weak investment initiatives.

Second: Pedagogical and Knowledge Challenges

The interviews showed that university education, although important for building technical competence, does not provide sufficient preparation in the field of entrepreneurship. One student stated: “We know how to coach, but we don’t know how to manage a project.”

This statement highlights a clear discrepancy between training outcomes and market requirements. It also corroborates the OECD’s (2022) assertion that entrepreneurial skills must be integrated into educational programmes. Some professors also noted that the absence of practical units, such as preparing a real project or simulating a start-up institution, limits students’ ability to gain hands-on experience.

Third: economic and financial challenges

Financial factors were among the most frequently mentioned obstacles in the interviews. Many students believe that ‘creating a sports project requires a large amount of capital’, particularly for equipment, venue hire, and facility organisation.

However, some institution owners offered a different perspective, suggesting that ‘the problem is not always a lack

of money, but a lack of a suitable economic model for starting out'. This opens the door to considering small or gradual projects. Nevertheless, limited access to funding and the complexity of the application process remain real deterrents for students. This is confirmed by the World Bank (2022).

Fourth: psychological and social challenges

These aspects are indirect, but they have a strong impact. Several students mentioned fear of failure and a lack of sufficient social support. They also highlighted the dominance of a culture that encourages 'seeking a stable job' rather than 'creating one's own project'. One student said: 'My family would prefer me to look for a secure job instead of taking a chance on an uncertain project.'

This dimension reflects the influence of community culture on students' economic behaviour. This is consistent with Freeman et al. (2018), who emphasise that the social environment plays a crucial role in shaping entrepreneurial orientations.

Interconnected Analysis of the Challenges

What distinguishes these challenges is that they do not operate independently; rather, they are linked through mutual influence. Legal ambiguity increases psychological fear, while the lack of pedagogical preparation weakens students' ability to overcome economic obstacles. At the same time, the absence of financial support strengthens students' hesitation to take initiative.

Therefore, it is not enough to understand these challenges separately. They must be analysed as an integrated system affecting the student's decision to invest in themselves.



Critical Reading

This analysis reveals that the real problem is not the existence of the challenges themselves, but the lack of integrated mechanisms to address them in a coordinated way. While the state provides some support tools and the university offers technical training, the absence of coordination between these actors results in a weak overall impact.

Furthermore, policies that focus mainly on procedural aspects, such as establishing a company and providing funding, without paying sufficient attention to pedagogical and psychological dimensions, mean that students are not adequately prepared for an entrepreneurial experience.

Conclusion of the chapter

Based on the above, it can be confirmed that the involvement of students of Physical and Sports Education in creating emerging sports projects remains limited due to the overlap of multiple legal, pedagogical, economic and psychological challenges that directly affect their readiness to initiate.

Accordingly, activating self-investment in this field requires a comprehensive approach that goes beyond partial solutions and relies on:

- Simplifying the legal framework
- integrating practical entrepreneurship training
- facilitating access to funding
- strengthening a culture of initiative within universities and in society.

This chapter therefore helps to answer the fourth question, showing that students' weak involvement does not reflect a

lack of capabilities, but rather the accumulation of multiple obstacles requiring an integrated solution.

7.5 Chapter Five: Future Prospects for Activating Self-Investment in the Sports Field in the Context of Start-Up Institutions' Dynamics

Based on the results of the previous analysis, it is clear that activating self-investment among students of Physical and Sports Education in Algeria is not only related to the availability of opportunities or the existence of support mechanisms. It depends on the ability to rebuild an integrated system capable of responding to the current economic and social transformations. In this context, the field data collected from interviews with stakeholders in the sector reveal an outlook that is conditionally optimistic—optimistic, but contingent upon deep structural reforms.

One professor noted that: 'The future is promising, but only if we change how students are trained and link education more closely to the economic reality.' This reflects a growing awareness of the importance of transitioning from theoretical training to training that produces value. Similarly, a start-up owner stated: 'Demand for sports services is increasing, especially as health awareness grows, creating real opportunities for young people to invest in this field.'

First: Prospects related to developing pedagogical training

All viewpoints converge on the idea that the university is the essential starting point for activating self-investment. By integrating specialised courses in sports entrepreneurship and organising applied projects (such as establishing a virtual or physical institution), students can transition from passive knowledge recipients to active economic participants.



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The OECD (2022) confirms that integrating entrepreneurship education into higher education directly contributes to increasing youth start-up rates. Therefore, developing training that includes management, marketing and feasibility study skills is a key step towards activating this pathway.

Secondly, prospects related to adapting support mechanisms to the specificity of the sports sector.

The previous results showed that a major issue lies in the general nature of start-up support programmes. In future, this will require the design of support mechanisms specifically tailored to the sports sector.

During the interviews, one specialist suggested creating sports incubators within universities, whose role would be to support students in developing their projects from initial idea to implementation. Partnerships could also be strengthened between the Ministry of Higher Education and the sports sector to enable the creation of a supportive, integrated institutional environment.

Thirdly, prospects related to digital transformation and sports innovation were discussed: Digital transformation is one of the most important future opportunities that can reshape investment in the sports field. One student pointed out that: 'The digital field opens up opportunities for us to work without requiring significant resources,' referring to remote training applications, physical fitness tracking platforms and sports content creation.

This is consistent with the European Commission (2020), which states that digitisation is a key driver of start-up growth, particularly in service-related sectors. Therefore,

students investing in digital solutions could transform sports business models in Algeria.

Fourth: Prospects Related to Changing the Entrepreneurial Culture

The analysis shows that the dominance of a job-seeking culture is one of the biggest obstacles. In the future, this will require efforts to establish a culture of initiative and self-reliance.

One professor said: 'Changing mindsets starts from the university, but it must extend to the family and society.' This highlights that activating self-investment is not just an economic process, but also requires a gradual cultural shift.

Within this framework, Freeman et al. (2018) confirm that a supportive social environment is crucial for the success and sustainability of start-up projects.

Comprehensive Foresight Analysis

By connecting these prospects, it can be concluded that the future of self-investment in sports in Algeria rests on three key pillars:

- The university as a driver for qualifications and guidance.
- The state as an incubator and supporter through targeted, flexible policies
- The student as an economic actor capable of innovation and initiative.

However, realising this vision is contingent on overcoming current imbalances, particularly the lack of coordination among stakeholders and the absence of a unified strategic vision for developing sports investment within the framework of start-up institutions.



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Conclusion of the chapter

Based on the information presented, it can be concluded that the future prospects for enabling self-investment among physical and sports education students in Algeria are promising, particularly given the increasing focus on start-up institutions and the transition to a knowledge-based economy.

However, implementing these prospects requires comprehensive reforms covering training, support mechanisms, the legal framework and community culture. This would ensure that students move from looking for job opportunities to creating them themselves.

Thus, this chapter contributes to answering the fifth research question and paves the way for a comprehensive response to the main issue by emphasising that the future of self-investment in sports depends on the integration of efforts by different stakeholders and the strategic utilisation of available resources.

Conclusion

This article analysed the role of start-up institutions in encouraging self-investment among Physical and Sports Education students in Algeria. Adopting an analytical and forward-looking approach, it examined the concept, opportunities, support mechanisms, challenges and future prospects. The analysis revealed that these institutions offer a promising framework for guiding students towards investing in sports. However, their effectiveness is currently limited by conceptual and organisational imbalances, weak

entrepreneurial training, and limited support mechanisms, as well as psychological and social challenges.

The study also found that while opportunities for sports investment are available, making use of them depends on students' ability to turn these opportunities into realistic projects. This highlights the need to move away from the logic of job-seeking and towards the logic of creating economic activity. In this context, the future of self-investment appears promising, provided an integrated approach is adopted, based on developing university training, adapting support to the specificity of the sports sector, and strengthening an entrepreneurial culture.

Therefore, the activation of start-up institutions is not only related to their existence, but also to their integration into a comprehensive system that places students at the centre of the development process as active, initiative-driven economic actors.

Recommendations and proposals

Based on the findings, the following practical recommendations can be made:

- Integrate specialised educational units on sports entrepreneurship into study programmes.
- Adopt applied projects (e.g. creating model start-up institutions) as part of pedagogical assessment.
- Strengthen the role of university incubators in supporting entrepreneurial students.
- Design support mechanisms specifically tailored to start-ups in the sports sector.
- Simplify the legal and administrative procedures for setting up these institutions.
- Facilitate students' access to funding, especially during the early stages of a project.



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- Support small, gradual projects as an entry point to reduce financial risk.
- Promote an entrepreneurial culture within universities through seminars and sharing success stories.
- Encourage students to adopt an entrepreneurial mindset.

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