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## University business incubator services and students' entrepreneurial mindset in Algeria

**Abstract.** The growing institutional emphasis on the entrepreneurial university has placed university business incubators at the centre of contemporary debates on student entrepreneurship and entrepreneurial capability development. Against this backdrop, the aim of this study was to examine the effect of university business incubator services on the entrepreneurial mindset of university students in an Algerian university context. The study adopted a quantitative descriptive-analytical design and drew on primary data collected through an electronic questionnaire administered to 390 students. The measurement instrument demonstrated strong internal consistency, and the data were analysed using descriptive statistics and multiple linear regression. The findings provided clear empirical evidence that university business incubator services exert a positive and statistically significant effect on students' entrepreneurial mindset. However, this effect is differentiated across service dimensions. Shared services and facilities emerged as the strongest predictor, followed by performance evaluation and technical support, whereas marketing and financial services showed the weakest, though still significant, effect. These results indicated that the current contribution of university incubators is strongest in providing an enabling environment, practical support, and structured guidance, while their external market and financial functions remain comparatively underdeveloped. The practical significance of the study lies in substantiating the need to review the development priorities of university business incubators, in particular, strengthening marketing and financial support, which can be used by university administrations and political and managerial structures to increase the effectiveness of incubation programs and stimulate student entrepreneurship

**Keywords:** student entrepreneurship; higher education; entrepreneurial support; entrepreneurial education; ecosystem connectivity

### INTRODUCTION

Entrepreneurship has become a major priority in higher education worldwide, as universities are increasingly expected not only to deliver disciplinary knowledge but also to foster entrepreneurial mindset, initiative, and venture creation capacity among students. Within this transformation, university business incubators have attracted growing attention as institutional mechanisms designed to support entrepreneurial development through training, mentoring, networking, and access to entrepreneurial resources. The existing research confirms the importance of such support structures. For instance, N. Shiri *et al.* (2025) demonstrated that entrepreneurial environmental support, entrepreneurial education, and entrepreneurial inspiration have

been shown to play a significant role in shaping university students' entrepreneurial mindset. Similarly, A.L. Makai & T. Dóry (2023) found that perceived university support and the broader institutional environment have been found to influence entrepreneurial intention and perceived behavioural control among students participating in university-based startup programmes. In the same vein, T. Anjum *et al.* (2024) identified business incubation centres have been identified as relevant contributors to entrepreneurial intention when combined with entrepreneurship education and cognitive-motivational factors.

Recent scholarship also suggests that entrepreneurial development in higher education depends on a combination

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of educational, institutional, and ecosystem-related conditions. As demonstrated by J. Lyu *et al.* (2023), university entrepreneurial offerings have been shown to facilitate the transition from entrepreneurial intention to nascent entrepreneurial activity. Similarly, G. Mele *et al.* (2022) showed that university business idea incubators accelerate student entrepreneurship by exposing students to practice-oriented environments that support idea development and entrepreneurial experimentation. M.P. Brito Ochoa *et al.* (2024) reported that entrepreneurship centres and business incubators have also been reported to contribute to the wider entrepreneurial ecosystem by enhancing institutional support for entrepreneurial engagement. In addition, T. Ratkovic *et al.* (2025) highlighted the importance of student diversity, social background, and contextual factors in shaping entrepreneurial support outcomes, while Y. Liang *et al.* (2025) demonstrated that entrepreneurship education, creativity, and digital literacy also influence entrepreneurial intention in higher education contexts. Finally, J.A. Sisu *et al.* (2024) indicated that entrepreneurial intention is enabled by a combination of causal configurations rather than by a single determinant, which confirms the multidimensional nature of entrepreneurial development among students.

Despite these advances, an important research gap remains. First, much of the recent literature has focused primarily on entrepreneurial intention, whereas fewer studies have examined entrepreneurial mindset as a broader cognitive and behavioural construct. Second, many studies address university support, entrepreneurship education, or incubation in general terms, without isolating the specific contribution of business incubator service dimensions. Third, international empirical evidence has been generated mainly in contexts outside Algeria, which limits the contextual relevance of current conclusions for Algerian universities. Consequently, there is insufficient evidence on how distinct dimensions of university business incubator services—namely shared services and facilities, marketing and financial services, and performance evaluation and technical support—affect the entrepreneurial mindset of university students in the Algerian higher education context.

The relevance of the present study is therefore both theoretical and practical. Theoretically, it contributes to current research by extending the analytical focus from entrepreneurial intention to entrepreneurial mindset and by disaggregating incubator support into specific service dimensions rather than treating it as a single undifferentiated construct. Practically, it provides evidence that may help universities improve the design, prioritisation, and strategic orientation of their incubator services in ways that better support student entrepreneurship. In this respect, the study responds to the need for more context-sensitive research on university entrepreneurship support in under-explored national settings.

Accordingly, the purpose of this study was to examine the effect of university business incubator services on the entrepreneurial mindset of university students in an Algerian university context. To achieve this purpose, the study

pursued the following objectives: first, to assess students' perceptions of university business incubator services; second, to evaluate the level of entrepreneurial mindset among the surveyed students; and third, to test the effect of overall incubator services and their three dimensions on entrepreneurial mindset. The novelty of the study lies in three principal aspects: it focuses on entrepreneurial mindset rather than entrepreneurial intention; it analyses incubator support through differentiated service dimensions; and it provides empirical evidence from an Algerian university context that remains underrepresented in the recent international literature.

In light of these considerations, the study examined the extent to which university business incubator services affect the entrepreneurial mindset of university students. More specifically, it asked whether overall incubator services and their dimensions – shared services and facilities, marketing and financial services, and performance evaluation and technical support – exert a statistically significant effect on entrepreneurial mindset. On this basis, the study tested the following hypotheses:

H1: university business incubator services have a positive and statistically significant effect on entrepreneurial mindset;

H2: shared services and facilities have a positive and statistically significant effect on entrepreneurial mindset;

H3: marketing and financial services have a positive and statistically significant effect on entrepreneurial mindset;

H4: performance evaluation and technical support have a positive and statistically significant effect on entrepreneurial mindset.

## MATERIALS AND METHODS

This study adopted a quantitative descriptive-analytical design to examine the effect of university business incubator services on the entrepreneurial mindset of university students. The empirical investigation was conducted at the University Centre of Aflou, Algeria. Data were collected from January to March 2026. This period was selected because the targeted students had completed the university incubator training courses, which enabled them to provide informed evaluations of the incubator services and their perceived contribution to entrepreneurial mindset development.

A convenience sampling technique was employed. This approach was considered appropriate because the study targeted students who were accessible through the official communication channel of the university business incubator and who had prior awareness of, or direct engagement with, its activities. The electronic questionnaire was distributed through the official WhatsApp group of the university business incubator at the University Centre of Aflou. Participants were eligible for inclusion if they were officially enrolled at the University Centre of Aflou and had prior knowledge of, or direct participation in, the incubator's training activities or services. Students from other institutions, respondents with no knowledge of the incubator, incomplete questionnaires, and unengaged responses were

excluded. After screening the collected responses and removing incomplete or invalid questionnaires, a final sample of 390 valid responses was retained for statistical analysis.

Primary data were collected using a structured electronic questionnaire prepared in Arabic, as it was the language most familiar to the target respondents. The questionnaire consisted of two main sections. The first section covered demographic characteristics, including gender, age, academic level, and faculty affiliation. The second section measured the study variables. University business incubator services were assessed using 15 items grouped into three dimensions: shared services and facilities, marketing and financial services, and performance evaluation and technical support. Entrepreneurial mindset was measured using 10 items. All items were evaluated on a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree.

The questionnaire items were developed and adapted from previous studies and recognised frameworks in the fields of business incubation and entrepreneurial mindset. The dimensions of university business incubator services were informed by incubation literature identifying shared facilities, entrepreneurship training, business planning assistance, legal advice, marketing support, financial support, networking, technical assistance, ICT support, mentoring, monitoring, and performance evaluation as core incubator services (Ayad *et al.*, 2022; Sohail *et al.*, 2023). Accordingly, the incubator services scale was structured around three dimensions: shared services and facilities, marketing and financial services, and performance evaluation and technical support.

The entrepreneurial mindset items were developed with reference to studies on entrepreneurial orientation and entrepreneurial traits among students. These studies commonly emphasise risk-taking, innovativeness, autonomy, proactiveness, competitiveness, need for achievement, tolerance for ambiguity, responsibility, and experimentation as key components of entrepreneurial behaviour and mindset (Clark *et al.*, 2025). To ensure content validity, the initial Arabic version of the questionnaire was reviewed by a panel of academic experts and trainers affiliated with the university business incubator and the Entrepreneurship Development Centre. These reviewers were selected because of their direct knowledge of the university incubator training programme in Algeria. Their comments were used to refine item clarity, improve contextual relevance, and ensure conceptual alignment with the services provided by Algerian university incubators.

A pilot study was conducted with 30 students who were not included in the final sample. The pilot study aimed to assess the clarity of the Arabic questionnaire, the comprehensibility of the items, and the preliminary reliability of the measurement scales. The pilot results indicated that the questionnaire was understandable to respondents, and only minor wording adjustments were made before launching the final data collection. Construct validity was assessed using Exploratory Factor Analysis (EFA). The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.894,

and Bartlett's Test of Sphericity was statistically significant ( $p < 0.001$ ), confirming the suitability of the data for factor analysis. The EFA results explained 68.4% of the total variance, with factor loadings ranging from 0.625 to 0.881. These results support the construct validity of the research instrument.

The collected data were coded and analysed using IBM SPSS Statistics 27. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to describe the sample characteristics and summarise respondents' perceptions. Internal consistency was assessed using Cronbach's alpha. The reliability coefficients were 0.930 for university business incubator services, 0.878 for entrepreneurial mindset, and 0.929 for the overall questionnaire, indicating highly satisfactory reliability.

The study hypotheses were tested using multiple linear regression. Entrepreneurial mindset was specified as the dependent variable, while the three dimensions of university business incubator services were entered as independent variables. Model significance was assessed using the F-test, whereas the significance of individual predictors was examined through standardised beta coefficients, t-values, and p-values. The explanatory power of the model was evaluated using  $R^2$  and adjusted  $R^2$  at a significance level of 0.05. To verify the adequacy of the regression model, post-estimation diagnostic tests were conducted for multicollinearity, independence of errors, and the normality, linearity, and homoscedasticity of residuals. The study was conducted in accordance with the ethical principles of the Declaration of Helsinki (1964). Participation was voluntary, and respondents were informed about the purpose of the study before completing the questionnaire. Anonymity and confidentiality were assured, and the collected data were used exclusively for academic research purposes.

Despite its contribution, this study has several limitations. First, the use of convenience sampling limits the generalisability of the findings to all Algerian university students. Second, the study relied on self-reported questionnaire data, which may be affected by response bias. Third, the research was conducted in the context of a single Algerian higher education institution, which may limit the applicability of the findings to other universities or incubator settings. Finally, the cross-sectional design captures students' perceptions at one point in time and does not allow for examining changes in entrepreneurial mindset over time.

## RESULTS AND DISCUSSION

The demographic profile of the respondents is presented in Table 1. The sample was relatively balanced by gender, with a slight predominance of male respondents (51.3%), while female respondents accounted for 48.7%. In terms of age, the majority of respondents were aged between 22 and 30 years (69.2%), followed by those aged 30 years and above (20.5%), whereas only 10.3% were under 22 years of age. With regard to academic level, Master's students constituted the largest group (64.1%), followed by Bachelor's students (30.8%) and PhD students (5.1%). As for faculty

affiliation, over half of the respondents (51.3%) were from the Faculty of Economics, Commerce, and Management Sciences, followed by the Faculty of Technology (20.5%).

This distribution suggests that the business incubator attracted stronger participation from disciplines more closely related to entrepreneurship and business development.

**Table 1.** Demographic profile of the respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	200	51.3
	Female	190	48.7
Age	<22 years	40	10.3
	22-30 years	270	69.2
	>30 years	80	20.5
Academic level	Bachelor's degree	120	30.8
	Master's degree	250	64.1
	PhD	20	5.1
Faculty	Economics, Commerce, and Management Sciences	200	51.3
	Technology	80	20.5
	Humanities and Social Sciences	50	12.8
	Sciences	30	7.7
	Foreign Languages and Arts	30	7.7

**Source:** author's elaboration based on survey data using SPSS

Descriptive statistics were calculated to assess respondents' perceptions of university business incubator services and entrepreneurial mindset. As shown in Table 2, the overall mean score for university business incubator services was high ( $M = 3.54$ ,  $SD = 0.75$ ), indicating a generally positive evaluation of the support provided. Among the three dimensions, Shared Services and Facilities recorded the highest mean ( $M = 3.68$ ,  $SD = 0.76$ ), followed by Performance Evaluation and Technical Support ( $M = 3.50$ ,  $SD = 0.76$ ). By contrast, Marketing and Financial Services received only a moderate evaluation ( $M = 3.33$ ,  $SD = 1.00$ ). The dependent variable, Entrepreneurial Mindset, also recorded a high mean score ( $M = 3.88$ ,  $SD = 0.72$ ). Overall, these findings indicate that students viewed the incubator positively, although its contribution appeared stronger in terms of infrastructure and technical support than in market and financial facilitation. To examine the individual effect of each dimension

of university business incubator services on entrepreneurial mindset, three simple linear regression analyses were conducted. The results are reported in Table 3. All three dimensions had a positive and statistically significant effect on entrepreneurial mindset. Shared Services and Facilities produced the strongest individual effect ( $R = 0.482$ ,  $R^2 = 0.233$ ,  $F = 117.81$ ,  $B = 0.461$ ,  $p < 0.001$ ), indicating that this dimension alone explained 23.3% of the variance in entrepreneurial mindset. Marketing and Financial Services also had a significant, though weaker, effect ( $R = 0.384$ ,  $R^2 = 0.148$ ,  $F = 67.32$ ,  $B = 0.279$ ,  $p < 0.001$ ), accounting for 14.8% of the variance. Likewise, Performance Evaluation and Technical Support had a significant positive effect ( $R = 0.415$ ,  $R^2 = 0.172$ ,  $F = 80.84$ ,  $B = 0.396$ ,  $p < 0.001$ ), explaining 17.2% of the variance in the dependent variable. These findings support all three sub-hypotheses and indicate that each service dimension contributes significantly to fostering students' entrepreneurial mindset.

**Table 2.** Descriptive statistics of the study variables

Variable	Mean	Standard deviation	Interpretation
Shared services and facilities	3.68	0.76	High
Marketing and financial services	3.33	1.00	Moderate
Performance evaluation and technical support	3.50	0.76	High
University business incubator services (overall)	3.54	0.75	High
Entrepreneurial mindset	3.88	0.72	High

**Source:** author's elaboration based on survey data using SPSS

**Table 3.** Simple linear regression results

Independent variable	R	R <sup>2</sup>	F-value	p-value	Unstandardised coefficient (B)	Decision
Shared services and facilities	0.482	0.233	117.81	<0.001	0.461	Supported
Marketing and financial services	0.384	0.148	67.32	<0.001	0.279	Supported
Performance evaluation and technical support	0.415	0.172	80.84	<0.001	0.396	Supported

**Note:** dependent variable: entrepreneurial mindset. \*  $p < 0.05$ , \*\*  $p < 0.01$

**Source:** author's elaboration based on survey data using SPSS

To assess the simultaneous predictive power of the three dimensions of university business incubator services, a multiple linear regression analysis was performed. Prior to interpreting the model, the main regression assumptions were examined (Table 4). The Tolerance values ranged from 0.531 to 0.692, and the VIF values ranged from 1.445 to 1.882, indicating that multicollinearity was not a concern. The Durbin-Watson statistic was 1.94, suggesting no evidence of first-order autocorrelation. In addition, inspection of the normal probability plot and residual scatterplots indicated that the assumptions of residual normality and homoscedasticity were adequately satisfied. The overall model was statistically significant

( $F = 66.52, p < 0.001$ ) and explained 34.1% of the variance in entrepreneurial mindset ( $R^2 = 0.341$ ; Adjusted  $R^2 = 0.336$ ). Among the predictors, Shared Services and Facilities emerged as the strongest predictor ( $\beta = 0.305, t = 6.662, p < 0.001$ ), followed by Performance Evaluation and Technical Support ( $\beta = 0.242, t = 4.874, p < 0.001$ ). Marketing and Financial Services also retained a positive and statistically significant effect ( $\beta = 0.168, t = 3.571, p = 0.001$ ). Taken together, these findings indicate that university business incubator services play a meaningful role in shaping students' entrepreneurial mindset, with shared facilities and technical support exerting the greatest influence.

**Table 4.** Multiple linear regression results and collinearity diagnostics

Independent variable	Tolerance	VIF	Standardised beta ( $\beta$ )	t-value	p-value	Decision
Shared services and facilities	0.617	1.621	0.305	6.662	<0.001	Supported
Marketing and financial services	0.692	1.445	0.168	3.571	0.001	Supported
Performance evaluation and technical support	0.531	1.882	0.242	4.874	<0.001	Supported

**Note:** dependent variable: entrepreneurial mindset. Model summary:  $R^2 = 0.341$ , Adjusted  $R^2 = 0.336$ ,  $F = 66.52, p < 0.001$ , Durbin-Watson = 1.94

**Source:** author's elaboration based on survey data using SPSS

The findings of the present study indicate that university business incubator services make a statistically significant contribution to the development of students' entrepreneurial mindset in the Algerian university context. This result suggests that incubator support within higher education extends beyond organisational assistance and contributes to the formation of entrepreneurial confidence, initiative, and readiness for action. This interpretation is consistent with recent evidence. A.L. Makai & T. Döry (2023) showed that entrepreneurial environmental support and entrepreneurial inspiration positively shape students' entrepreneurial mindset, while N. Shiri *et al.* (2025) demonstrated that perceived university support enhances entrepreneurial intention and behavioural control in university-based entrepreneurial settings. It also accords with work by M. Uddin *et al.* (2025), emphasising that effective entrepreneurship education in emerging economies depends on support systems capable of linking academic learning to entrepreneurial practice.

A particularly important finding is that shared services and facilities emerged as the strongest predictor of entrepreneurial mindset. This suggests that the practical and structural elements of incubation may exert a more immediate effect on students than other forms of support because they provide visible, accessible, and experience-based forms of engagement. In this respect, the incubator's physical and social infrastructure may reduce entry barriers and strengthen students' confidence in their entrepreneurial capacity. This interpretation is consistent with prior work. J. Lyu *et al.* (2023) showed that university entrepreneurial offerings facilitate the transition from entrepreneurial intention to more concrete entrepreneurial engagement. It also aligns with evidence provided by G. Mele *et al.* (2022), indicating that university business idea incubators acceler-

ate student entrepreneurship by exposing students to practical entrepreneurial environments and venture-oriented learning processes. More broadly, K.G. Aka & C.A. Enago (2025) suggested that entrepreneurial development in higher education is strengthened when institutional support is translated into tangible learning opportunities and operational resources.

The positive and significant effect of technical support and performance evaluation also deserves emphasis. This result indicates that structured feedback, technical mentoring, and continuous follow-up are not secondary features of incubation, but important developmental mechanisms through which students strengthen entrepreneurial capabilities. In contexts characterised by uncertainty and limited entrepreneurial experience, such support may reduce ambiguity and make entrepreneurial tasks more manageable. This interpretation is supported by V.A. Assenova (2020), who provided evidence that incubation and mentoring improve entrepreneurial learning, scaling, and venture development. It is also consistent with N. Thawesaengskulthai *et al.* (2025), who showed that innovation-driven enterprise support models are most effective when coaching and guided development are combined with structured support mechanisms. In a similar vein, C. Walsh *et al.* (2025) suggested that emotional and relational dynamics within student startup incubators may help sustain persistence during the fragile early stages of entrepreneurial engagement.

By contrast, marketing and financial services displayed the weakest predictive effect and the lowest perceived strength. This pattern suggests that the incubator under study is currently more effective in internal preparation than in external market linkage. In other words, students appear to derive substantial value from training,

guidance, and facilities, yet perceive more limited support in financing, commercialisation, and engagement with actors outside the university. This interpretation is consistent with recent research. M.A. Shongwe *et al.* (2026) showed that university-led incubators often face structural challenges in translating internal support into broader labour-market and ecosystem outcomes. It also aligns with evidence provided by Y. Chang & Q. Cheng (2024), who found that entrepreneurial mentoring, financial support, and commercialisation mechanisms in incubator settings are often unevenly developed and depend on wider institutional and market arrangements. Similarly, B. El Afqih & A. Messaoudi (2025) highlighted that, in the North African context, external innovation support remains a critical area for improvement in university incubator systems.

The explanatory power of the model should therefore be regarded as substantial rather than exhaustive. Although incubator services explained a meaningful share of the variance in entrepreneurial mindset, the literature suggests that entrepreneurial development is influenced by a broader set of personal and contextual factors. M.J. Malebana & S.T. Mahlaole (2023), as well as M.Y. Haddoud *et al.* (2024), showed that prior entrepreneurial exposure and career-related experience, for example, have been shown to strengthen entrepreneurial intention and readiness among university students. Likewise, Z. Zhang *et al.* (2025) suggested that family-related resources and critical-thinking capacities may shape how students interpret and utilise entrepreneurial support structures. Other recent studies also indicate that entrepreneurial support outcomes vary according to student diversity and contextual configurations. In this regard, J.A. Sisu *et al.* (2024) and T. Ratkovic *et al.* (2025) confirmed that entrepreneurial mindset cannot be reduced to a single institutional determinant.

From a practical perspective, these findings suggest that Algerian university incubators should be viewed not only as educational units, but as institutional actors that must progressively connect students to the wider entrepreneurial ecosystem. While the current strength of shared facilities and technical guidance should be maintained, greater attention needs to be directed towards strengthening external mentoring, finance-related support, and market connectivity. This is consistent with evidence showing that entrepreneurial support systems must be adaptive and context-sensitive rather than standardised across student populations and institutional settings (Bordean *et al.*, 2025). It also accords with recent research emphasising that entrepreneurship support in universities should combine educational, institutional, and ecosystem dimensions if it is to generate stronger entrepreneurial outcomes (Anjum *et al.*, 2024; Brito Ochoa *et al.*, 2024). In this respect, the present findings reinforce the argument that incubation

is most effective when internal support functions are complemented by wider external linkages.

## CONCLUSIONS

This study set out to examine the effect of university business incubator services on the entrepreneurial mindset of university students. The findings provided clear empirical evidence that incubator services constitute a significant explanatory factor in the development of students' entrepreneurial mindset. The results showed that the effect is not uniform across service dimensions. Shared services and facilities exerted the strongest influence, followed by performance evaluation and technical support, whereas marketing and financial services displayed a comparatively weaker effect. These results indicated that the developmental value of university incubation lies primarily in its capacity to provide students with an operationally supportive and technically guided environment conducive to entrepreneurial formation.

The study contributes to the entrepreneurship and higher education literature by demonstrating that university incubators should not be approached merely as organisational support structures, but as formative institutional mechanisms that shape entrepreneurial dispositions among students. At the same time, the results showed that incubator services explain only part of the variance in entrepreneurial mindset, which confirms that this construct is more complex than a single institutional determinant. Accordingly, the findings point to the need for a broader analytical approach that incorporates psychological, social, and contextual factors alongside incubation support. In practical terms, the study suggests that improving the effectiveness of university incubators requires not only maintaining strong internal support functions, but also strengthening their external connectivity with funding channels, market actors, and entrepreneurial networks. Future research should therefore test the model across multiple universities and national contexts, adopt longitudinal designs, and integrate additional explanatory variables such as self-efficacy, prior entrepreneurial exposure, and entrepreneurial behaviour in order to develop a more comprehensive account of how entrepreneurial mindset is formed and translated into entrepreneurial action.

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## Послуги університетських бізнес-інкубаторів та підприємницьке мислення студентів в Алжирі

**Анотація.** Зростаючий інституційний акцент на підприємницькому університеті поставив університетські бізнес-інкубатори в центр сучасних дискусій щодо студентського підприємництва та розвитку підприємницьких компетентностей. У цьому контексті метою дослідження було розглянути вплив послуг університетських бізнес-інкубаторів на підприємницьке мислення студентів в умовах алжирського університету. У дослідженні було використано кількісний описово-аналітичний дизайн, а також первинні дані, зібрані за допомогою електронного опитувальника, проведеного серед 390 студентів. Інструмент вимірювання продемонстрував високу внутрішню узгодженість, а дані були проаналізовані за допомогою описової статистики та множинної лінійної регресії. Отримані результати надали чіткі емпіричні докази того, що послуги університетських бізнес-інкубаторів мають позитивний і статистично значущий вплив на підприємницьке мислення студентів. Водночас цей вплив відрізняється залежно від окремих складових послуг. Спільні сервіси та інфраструктура виявилися найсильнішим предиктором, далі йдуть оцінювання результативності та технічна підтримка, тоді як маркетингові та фінансові послуги продемонстрували найслабший, хоча й статистично значущий, ефект. Ці результати свідчили про те, що нинішній внесок університетських інкубаторів є найвагомим у створенні сприятливого середовища, наданні практичної підтримки та структурованого супроводу, тоді як їхні зовнішні ринкові та фінансові функції залишаються порівняно недостатньо розвиненими. Практичне значення дослідження полягає в обґрунтуванні необхідності перегляду пріоритетів розвитку університетських бізнес-інкубаторів, зокрема посилення маркетингової та фінансової підтримки, що може бути використано адміністраціями університетів і політико-управлінськими структурами для підвищення ефективності інкубаційних програм та стимулювання студентського підприємництва

**Ключові слова:** студентське підприємництво; вища освіта; підприємницька підтримка; підприємницька освіта; екосистемна взаємопов'язаність