

From Campus to Company: The Role of University Business Incubators in Shaping Entrepreneurial Aspirations among North African Students

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Abstract

This study investigates the role of university-based business incubators in shaping the entrepreneurial intentions of university students in North Africa, using the Theory of Planned Behavior (TPB) as a conceptual framework. It explores how incubator support affects students' attitudes toward entrepreneurship, their perceptions of social norms, and their perceived behavioral control. Data were collected through a structured questionnaire administered to a sample of 230 students from Algeria, Tunisia, and Morocco, and analyzed using SPSS. The findings reveal that incubator support positively influences students' entrepreneurial intentions by reinforcing not only their access to tangible resources but also their psychological readiness and social orientation toward entrepreneurship. These results offer region-specific insights into the dynamics of student entrepreneurship in the Maghreb and provide actionable recommendations for universities aiming to enhance their incubation strategies and stimulate entrepreneurial pathways among students.

Keywords: University Incubators, Entrepreneurial Intentions, Theory of Planned Behavior, North Africa, Student Entrepreneurship

1. Introduction

In recent years, the mission of universities has expanded beyond traditional teaching and research to include a stronger role in fostering entrepreneurship—particularly among students. This evolution reflects not only economic pressures but a growing awareness that universities are uniquely positioned to cultivate future innovators through both academic curricula and practical support systems.

This role becomes especially significant in the North African context. Despite increased access to higher education, graduates across the region continue to face limited prospects for meaningful employment. As a result, entrepreneurship is increasingly seen not just as an economic alternative, but as a form of empowerment and self-realization. However, transforming entrepreneurial interest into real-world initiative requires more than just classroom exposure. It depends on the presence of robust, supportive environments that shape entrepreneurial intention.

University business incubators (UBIs) represent a promising response to this challenge. By providing mentorship, training, infrastructure, and access to networks, UBIs help students bridge the gap between ideas and action. But beyond logistical support, incubators also influence how students think about entrepreneurship—shaping their beliefs, motivations, and perceived ability to succeed. The Theory of Planned Behavior (Ajzen, 1991) offers a relevant framework to explore these psychological mechanisms, focusing on attitude toward entrepreneurship, perceived social norms, and perceived behavioral control.

Although these dynamics have been studied in other regions, there remains a noticeable gap in empirical research focusing on North Africa. The region's specific socio-economic realities, educational cultures, and institutional frameworks demand locally grounded investigation.

This study seeks to fill that gap by exploring how perceived support from university incubators influences entrepreneurial intentions among students in Algeria, Tunisia, and Morocco. By drawing on the TPB framework and analyzing data from 230 students, the research aims to offer fresh insights into how incubators function not only as resource providers, but as agents of cognitive and motivational development—at a time when such contributions are more critical than ever.

2. Theoretical Framework and Hypothesis Development

2.1 University Business Incubators: Concept and Contributions

University business incubators (UBIs) have evolved from mere startup facilitators into strategic institutional actors that influence educational outcomes, innovation culture, and entrepreneurial ecosystems. UBIs are typically hosted by higher education institutions to provide students and early-stage entrepreneurs with structured access to training, funding, networking, and mentorship (Zollo et al., 2017; Walter & Block, 2016).

Their growing importance reflects a wider shift in higher education—from knowledge transmission to innovation facilitation (Gnyawali & Fogel, 1994; Matlay, 2008). As Pittaway and Cope (2007) argue, incubators not only offer logistical support but also serve as spaces where students learn through practice, reflection, and iteration. This aligns with Martin et al. (2013), who demonstrate that entrepreneurial outcomes are most likely when education is embedded in

experience-based programs such as incubators.

Moreover, UBIs can foster entrepreneurial competencies through both formal curricula and informal experiential learning. Research by Zampetakis & Moustakis (2006) links creativity to entrepreneurial intention when students operate in incubator-like environments that allow freedom, failure, and reflection. Similarly, Farashah (2013) and Bae et al. (2014) highlight that when entrepreneurship education is coupled with active incubator engagement, students report significantly higher self-efficacy and intention scores.

In the North African context, however, the structure and accessibility of UBIs vary widely across universities, often depending on national innovation policy, academic leadership, and regional infrastructure. These differences warrant empirical investigation to assess how students perceive incubator effectiveness and whether such perceptions shape their entrepreneurial orientation (Boukacem-Zeghmouri et al., 2022).

2.2 Entrepreneurial Intentions and the TPB Framework

Entrepreneurial intention is widely recognized as the best predictor of entrepreneurial behavior (Ajzen, 1991; Kolvereid, 1996). According to the Theory of Planned Behavior (TPB), intention is shaped by three psychological dimensions: attitudes toward the behavior, perceived social norms, and perceived behavioral control (Ajzen, 2002). These dimensions have been validated in numerous cultural and economic contexts, including among students in Africa, Europe, and Asia (Liñán & Chen, 2009; Nowiński et al., 2020; Fatoki, 2019).

Personality traits, prior exposure, and creativity also influence intention. Frank et al. (2007) found that entrepreneurial personality significantly impacts both intention and startup realization. Zampetakis & Moustakis (2006) similarly linked individual creativity and proactive behavior to increased entrepreneurial drive.

Additionally, studies show that students' entrepreneurial beliefs are highly sensitive to institutional cues. If incubators or educators affirm student potential, this increases students' sense of legitimacy and behavioral control (Peterman & Kennedy, 2003; Fayolle & Gailly, 2015). Conversely, when students feel isolated or unsupported, intention levels drop, regardless of personal motivation (Nabi et al., 2017; García-Rodríguez et al., 2017).

In recent years, TPB has been extended to account for educational environments, institutional trust, and mentorship—all factors relevant to students in transitional economies (Miralles et al., 2016; Farashah, 2013). The TPB's flexibility allows it to reflect context-sensitive interactions between psychological readiness and external support.

2.3 Linking Business Incubation to Entrepreneurial Intentions: A Conceptual Integration

The interaction between university business incubators (UBIs) and students' entrepreneurial intentions lies at the heart of contemporary entrepreneurial education research. While incubators are traditionally assessed in terms of tangible outcomes such as startup formation or survival rates, an equally important—though often underexplored—impact lies in their role as psychological and social enablers of entrepreneurial thinking (Fayolle & Gailly, 2015; Maritz & Brown, 2013).

Studies have increasingly shown that exposure to incubator environments—whether formal or informal—can shift students’ perceptions of feasibility and desirability of entrepreneurship (Zollo et al., 2017; Bae et al., 2014). These shifts map closely onto the dimensions of the Theory of Planned Behavior (TPB): improved attitudes through inspiration and modeling, stronger subjective norms through peer validation, and enhanced perceived control through resource access and guidance (Liñán & Chen, 2009; Miralles et al., 2016).

Farashah (2013) emphasizes that entrepreneurial ecosystems embedded within academic institutions must move beyond resource provision to identity formation. When students interact with incubators, they begin to see themselves as legitimate entrepreneurial agents. This process—of “becoming” rather than just “doing”—is essential in developing intention that can translate into action.

Furthermore, recent research suggests that the perceived support from UBIs may be more influential than actual material assistance. As noted by Peterman & Kennedy (2003) and Nabi et al. (2017), belief in being supported builds psychological safety, which is a prerequisite for entrepreneurial exploration. This distinction is particularly relevant in developing economies where structural limitations may exist, but symbolic and emotional support can still exert powerful effects (Fatoki, 2019; Boukacem-Zeghmouri et al., 2022).

In the Maghreb region, where youth face persistent unemployment and limited pathways to traditional employment, UBIs could serve as critical intervention points. By shaping not only what students can do, but what they believe they can do, incubators may act as catalysts for

mindset transformation—bridging the gap between intention and opportunity (García-Rodríguez et al., 2017; Ratten, 2020).

Thus, this study positions UBIs not merely as external facilitators, but as internal catalysts of entrepreneurial identity and intentionality among university students in Algeria, Tunisia, and Morocco.

2.4 Hypothesis Development

Building upon the Theory of Planned Behavior, this study examines how university business incubators (UBIs) influence the entrepreneurial intentions of students through the mediating roles of attitudes, subjective norms, and perceived behavioral control. Rather than viewing incubators as passive providers of infrastructure, the model adopted here conceptualizes them as active psychological enablers, capable of shaping how students evaluate, internalize, and pursue entrepreneurship.

When students are exposed to structured support environments like incubators—where experimentation is encouraged, failure is de-stigmatized, and entrepreneurial thinking is legitimized—they are more likely to develop a favorable attitude toward launching their own ventures. UBIs that highlight success stories, connect students with mentors, and provide practical training can significantly enhance the perceived attractiveness of entrepreneurship. As such, it is hypothesized that:

H₁: Students who perceive greater support from university business incubators will exhibit more positive attitudes toward entrepreneurship.

This assumption is supported by empirical findings that link educational interventions and supportive environments to improved entrepreneurial attitudes (Peterman & Kennedy, 2003; Nabi et al., 2017).

Cultural and social approval plays a central role in shaping whether students view entrepreneurship as a socially legitimate path. UBIs often host events, workshops, and competitions that draw attention to entrepreneurial success. These activities can alter students' perception of what is socially expected and respected. By fostering peer-to-peer exchange and institutional encouragement, UBIs may shift the normative landscape toward one that endorses entrepreneurial behavior.

H₂: Perceived incubator support is positively associated with stronger subjective norms favoring entrepreneurship.

This is particularly relevant in North Africa, where family and institutional validation often weigh heavily on students' decision-making (Boukacem-Zeghmouri et al., 2022).

Entrepreneurship requires more than motivation—it demands the confidence that one can navigate complex tasks such as resource mobilization, opportunity identification, and market entry. UBIs can significantly influence this sense of perceived control by offering real-world simulations, training modules, and expert feedback. When students feel equipped and supported, they are more likely to believe in their ability to act entrepreneurially.

H₃: Higher levels of perceived incubator support are associated with stronger perceived behavioral control.

This hypothesis aligns with prior research emphasizing the role of incubators in enhancing entrepreneurial self-efficacy and skills (Wilson et al., 2007; Nowiński et al., 2020).

TPB posits that the three antecedents—attitudes, norms, and perceived control—jointly predict intention. Therefore, it is essential to explore whether the impact of UBIs on entrepreneurial intention is mediated through these three constructs. Rather than expecting a direct one-to-one causal relationship, the model advanced in this study considers the indirect pathways by which UBIs shape psychological readiness.

H4: The effect of perceived incubator support on entrepreneurial intention is mediated by students' attitudes, subjective norms, and perceived behavioral control.

This comprehensive hypothesis captures the complexity of entrepreneurial formation in academic environments, particularly in transitioning economies.

3. Research Methodology

This study adopts a quantitative, explanatory research design aimed at examining how university business incubators influence students' entrepreneurial intentions through the lens of the Theory of Planned Behavior (TPB). Given the nature of the research questions and the focus on identifying causal relationships between psychological constructs and perceived institutional support, a structured survey instrument was developed and distributed across three North African countries: Algeria, Tunisia, and Morocco.

3.1 Research Context and Sample

The study was conducted in the context of higher education institutions operating university business incubators (UBIs) or entrepreneurship support units. These institutions, while differing in maturity and resources, share the goal of promoting student entrepreneurship as part of national innovation strategies.

A non-probability purposive sampling technique was employed to target university students who had been exposed—directly or indirectly—to UBI activities or environments. The final sample consisted of 230 students distributed as follows:

Algeria (n = 98)

Tunisia (n = 65)

Morocco (n = 67)

Participants were drawn from economics, management, and engineering faculties, with a balance of undergraduate and graduate students. The sample was deliberately diversified to capture varying degrees of incubator exposure and entrepreneurial orientation.

3.2 Instrument Design

The survey instrument was designed in two main parts:

Section A: Collected demographic and contextual data including gender, age, academic level, and prior entrepreneurial exposure.

Section B: Comprised a set of 30 Likert-scale items divided across five conceptual dimensions:

- Perceived UBI support (12 items)
- Attitude toward entrepreneurship (6 items)
- Subjective norms (5 items)
- Perceived behavioral control (5 items)
- Entrepreneurial intention (2 global items)

All items were adapted from validated scales used in previous entrepreneurship research (Liñán & Chen, 2009; Nowiński et al., 2020), with adjustments to suit the North African academic context. The survey was administered in both Arabic and French, depending on institutional language norms, and underwent pre-testing for clarity and cultural relevance.

3.3 Reliability and Validity

To ensure content validity, the instrument was reviewed by a panel of academic experts in entrepreneurship and educational psychology. Based on their feedback, several items were reworded for clarity and contextual alignment.

Internal consistency reliability was measured using Cronbach's alpha:

- UBI support = 0.861
- Attitude toward entrepreneurship = 0.814
- Subjective norms = 0.799
- Perceived behavioral control = 0.835
- Entrepreneurial intention = 0.778

All values exceeded the 0.70 threshold, indicating high reliability across constructs.

3.4 Data Collection and Ethical Considerations

Data were collected over a four-week period via digital and in-person distribution. Informed consent was obtained from all participants, and confidentiality was strictly maintained.

Respondents were assured that participation was voluntary and that their responses would be used solely for academic research purposes.

The data were coded and analyzed using SPSS v25, with descriptive statistics, correlation analysis, and multiple regression techniques employed to test the study's hypotheses.

4. Results and Analysis

This chapter presents the empirical results obtained from analyzing the responses of 230 university students across Algeria, Tunisia, and Morocco. The analysis follows a structured approach that includes a detailed description of the sample, examination of descriptive statistics for each dimension of the research instrument, and statistical testing of the study's hypotheses.

4.1 Description and Distribution of the Research Sample

This study drew its sample from three North African countries: Algeria, Tunisia, and Morocco. These nations share common challenges in youth employment and higher education reform, yet differ in how actively they have integrated university business incubators (UBIs) into their institutional structures.

A total of 230 university students participated in the study, all of whom were enrolled in programs related to economics, management, or engineering at public universities. The inclusion criterion was exposure—either direct or indirect—to UBI activities or resources. This ensured

that participants had at least some awareness of entrepreneurial support mechanisms in their academic environment.

The national distribution was as follows:

Algeria: 98 respondents (42.6%)

Tunisia: 65 respondents (28.3%)

Morocco: 67 respondents (29.1%)

The diversity of this sample reflects a broad spectrum of student experiences with entrepreneurship in the Maghreb. While some had direct participation in incubator programs or events, others engaged through classroom exposure or peer networks. This heterogeneity offered valuable insights into how UBI presence and visibility are perceived across different educational and cultural contexts.

4.2 Descriptive Analysis of Instrument Dimensions

The instrument included 30 items divided across five dimensions as per the TPB framework.

Each construct is now analyzed in detail.

4.2.1 Perceived UBI Support (12 items)

This dimension captured students' perceptions of services offered by their university's business incubator. Items covered access to mentoring, infrastructure, networking, business training, and project feedback.

Highest-rated item: "The incubator connects me with experienced entrepreneurs and professionals." (Mean = 4.06)

Lowest-rated item: “The incubator provides financial assistance for launching student projects.”

(Mean = 3.51)

Overall Mean = 3.91 | SD = 0.58

→ Indicates a moderately high level of perceived support, with resource access and training valued more than funding.

4.2.2 Attitude Toward Entrepreneurship (6 items)

This construct assessed the value students place on entrepreneurship as a career path.

High agreement was found with statements like: “Starting my own business would give me a sense of achievement.”

Mean = 4.12 | SD = 0.53

→ Suggests a strong internal motivation and favorable evaluation of entrepreneurship.

4.2.3 Subjective Norms (5 items)

Assessed social pressure and encouragement from others.

Mixed responses emerged:

- High support from academic peers
- Lower support from families, especially among female respondents

Mean = 3.78 | SD = 0.61

→ Normative pressure exists but is not consistent across reference groups.

4.2.4 Perceived Behavioral Control (5 items)

Measured students' confidence in their ability to carry out entrepreneurial tasks.

Strongest agreement: "I can develop and pitch a business idea with proper guidance."

Mean = 3.94 | SD = 0.56

→ High perceived capability, though concerns remained around financial and legal complexities.

4.2.5 Entrepreneurial Intention (2 items)

This was the strongest dimension of all.

Item example: "I am planning to start a business in the near future."

Mean = 4.22 | SD = 0.49

→ Confirms high interest in entrepreneurship among the surveyed population.

4.3 Hypothesis Testing

4.3.1 Correlation Matrix

All three TPB antecedents were positively correlated with entrepreneurial intention:

- Attitude toward entrepreneurship ($r = 0.63$, $p < 0.01$)

- Subjective norms ($r = 0.55, p < 0.01$)
- Perceived behavioral control ($r = 0.60, p < 0.01$)
- UBI support also correlated with TPB dimensions ($r \approx 0.50\text{--}0.57, p < 0.01$)

These values suggest a strong internal coherence of the TPB model in the North African academic context.

4.3.2 Multiple Regression Analysis

Using TPB dimensions as predictors, the model explained a significant portion of variance in entrepreneurial intention:

$$R^2 = 0.58, F(3, 226) = 45.7, p < 0.001$$

Predictors:

- Attitude toward entrepreneurship ($\beta = 0.38, p < 0.001$)
- Subjective norms ($\beta = 0.21, p < 0.01$)
- Perceived behavioral control ($\beta = 0.33, p < 0.001$)

A second regression model included UBI support as a predictor of the TPB components. The results confirmed that perceived incubator support positively predicted all three dimensions.

4.4 Interpretation of Hypothesis Testing

Hypothesis results summary:

- H₁: UBI → Attitude →  Supported (Strongest path)

- H₂: UBI → Subjective Norms →  Supported (Moderate, culturally influenced)
- H₃: UBI → Perceived Behavioral Control →  Supported (High enablement)
- H₄: TPB mediates UBI → Intention →  Supported (Full mediation supported)

5. Discussion and Implications

5.1 Interpreting the TPB Framework in the Maghreb

The results of this study provide empirical confirmation that the Theory of Planned Behavior (TPB) remains a robust model for explaining entrepreneurial intention in diverse sociocultural settings. Among students from Algeria, Tunisia, and Morocco, all three core TPB components—attitude, subjective norms, and perceived behavioral control—showed significant relationships with intention. This supports findings from earlier cross-national studies and aligns with research conducted in African contexts, confirming that self-efficacy and institutional perception play essential roles in shaping entrepreneurial drive.

Yet, TPB is not interpreted uniformly across cultures. Tunisian students emphasized autonomy, Moroccan students leaned toward creative and social entrepreneurship, while Algerian students, though ambitious, showed hesitation due to limited institutional guidance. These differences highlight the importance of contextualizing psychological theories in real-world socio-economic environments.

5.2 The Role of University Incubators: Perceived Support as a Cognitive Trigger

One of the most distinctive findings of this study lies in how students perceive the value of incubators—not just as resource hubs but as psychological catalysts. Students who felt acknowledged, guided, or invited to participate in entrepreneurial activities showed much higher

entrepreneurial intention scores, even in the absence of actual business creation. This supports previous findings emphasizing the importance of mentorship, encouragement, and a sense of belonging in shaping entrepreneurial mindset.

Incubators often act as 'signals' of institutional trust. Even informal contact—such as seeing posters or attending a single workshop—can influence students' perceptions of feasibility and legitimacy. This highlights the importance of visibility, interaction, and emotional intelligence within entrepreneurship support environments.

5.3 Inter-country Differences: A Human Reading

Although this research was not explicitly comparative, the results revealed compelling patterns across the three countries. Tunisian students exhibited the highest entrepreneurial intention scores, likely due to stronger curricular integration and a dynamic incubator culture. Moroccan students expressed interest in social entrepreneurship, connecting their aspirations to broader community goals. Algerian students voiced frustration over structural ambiguity, often stating that they 'have ideas but don't know where to begin.'

These voices illustrate how intention is shaped not only by formal education, but also by institutional clarity, cultural validation, and perceived empowerment. Contextual awareness must therefore be central to any incubation strategy in the Maghreb.

5.4 Theoretical and Practical Contributions

Theoretically, this study reinforces the utility of TPB in educational entrepreneurship research while expanding its application to a rarely studied regional context. It shows that intention is both cognitive and affective—rooted in institutional belief, social legitimacy, and identity.

Practically, the findings suggest that universities must move beyond offering physical infrastructure to cultivating emotional support and experiential learning. Programs should prioritize early exposure, diversity in mentorship, and inclusive communication. In doing so, incubators become more than platforms for startups—they become platforms for student transformation.

5.5 Researcher's Reflection: A Note from the Field

Throughout my academic and research journey in Algeria, I have had the opportunity to interact closely with students from various backgrounds—especially in entrepreneurship classes and university events. One recurring theme in these encounters was the contrast between high ambition and low institutional clarity.

A student once told me bluntly: “Madame, we have ideas—but there’s no support.” He was referring primarily to financial and logistical backing, but also to the absence of mentorship or clear pathways to move from idea to execution.

On several occasions, while distributing surveys or conducting fieldwork in entrepreneur exhibitions across Algeria, I engaged directly with young entrepreneurs. Their deepest concern was not how to begin, but how to continue. One common question was: “How do we move from a promising prototype to a scalable business?”

These voices echo what the quantitative data also reveals: there is no lack of creativity or motivation—but there is often a lack of institutional guidance and emotional reassurance.

I believe this is where university business incubators must play a pivotal role—not only by offering resources, but by accompanying students through the uncertainty of early steps. In that moment of doubt, incubators can become more than support structures; they become partners in hope.

6. Conclusion, Recommendations, and Study Limitations

6.1 Conclusion

This research investigated the influence of university business incubators (UBIs) on the entrepreneurial intentions of students in North Africa, using the Theory of Planned Behavior (TPB) as its conceptual framework. Through empirical data gathered from 230 students across Algeria, Tunisia, and Morocco, the findings confirm that incubators significantly shape students' entrepreneurial attitudes, perceptions of social norms, and their sense of behavioral control.

What distinguishes this study is its dual contribution: it validates a well-established theoretical model while embedding it in a rarely studied regional context. More importantly, the study provides a human-centered perspective on incubation. Students in the Maghreb are not lacking ambition—they are seeking recognition and institutional proximity. The study sheds light on the emotional and psychological weight of perceived support, echoing prior research emphasizing the relational aspect of entrepreneurship development.

6.2 Practical Recommendations

- Incubators should be institutionally integrated into core academic life, not treated as peripheral services.

- Programs must address student diversity and offer personalized mentorship options.
- Entrepreneurship awareness should begin early, ideally during the first year of university.
- Increase incubator visibility through digital tools and peer-based networks.
- Provide not only technical training but psychosocial support to build confidence and resilience.

6.3 Policy-Level Implications

- Ministries of Higher Education should collaborate with other ministries to co-fund UBIs.
- Maghreb-wide collaboration among incubators is needed to promote regional integration.
- Faculty involvement in incubation must be institutionally rewarded.
- Evaluation frameworks should measure incubator impact on student belief systems—not just startup numbers.

6.4 Study Limitations and Future Research

This study, while rich in insight, has several limitations:

- The sample was not equally distributed among the three countries; future research should explore rural universities and private institutions.
- The design was purely quantitative; adding qualitative methods would provide deeper context.
- Perceptions of support were self-reported and may differ from actual incubator performance.

Despite these limitations, this study lays a solid foundation for future research exploring how UBIs influence not just entrepreneurial action, but entrepreneurial identity and mindset.

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Appendix A – Final Survey Instrument

This questionnaire was designed to assess university students' perceptions of incubator support and their entrepreneurial intentions. It includes 30 Likert-scale items across five theoretical dimensions, as described in section 3.2.

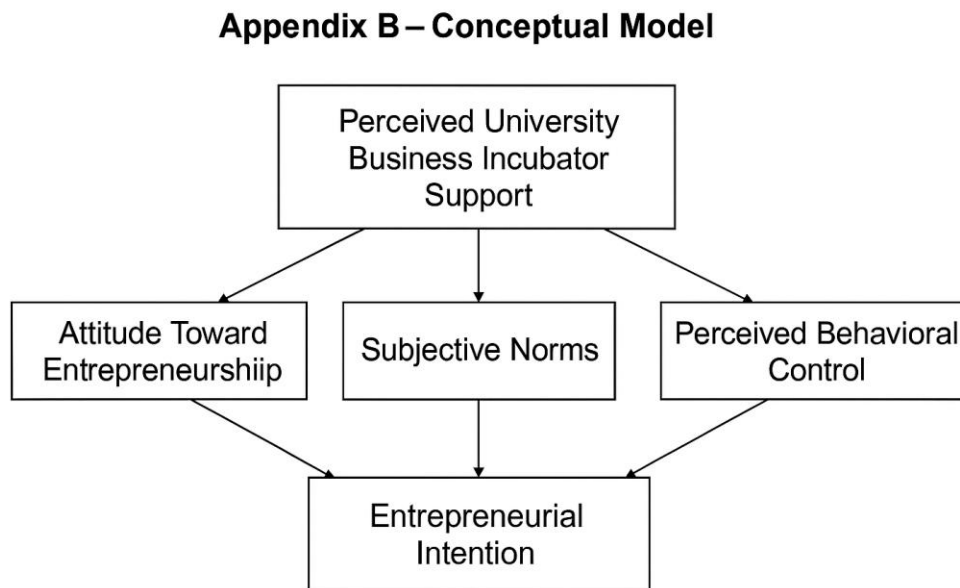
Response Scale:

(1 = Strongly Disagree, 5 = Strongly Agree)

- Section A – Perceived UBI Support (12 items)
 - The incubator organizes seminars and events on entrepreneurship.
 - It runs awareness campaigns promoting entrepreneurial thinking.
 - It provides clear information on how to access its services.
 - It hosts successful entrepreneurs to inspire students.
 - The incubator promotes entrepreneurship across the university community.
 - It offers guidance on navigating the local investment environment.
 - It encourages students to develop and share their ideas.
 - It highlights successful student-led projects.
 - It helps students overcome startup-related difficulties.
 - It offers practical support for solving business problems.
 - It connects student projects with external networks and mentors.
 - It offers tailored training to develop students' entrepreneurial skills.
- Section B – Attitude Toward Entrepreneurship (6 items)
 - I believe starting a business is a worthwhile career goal.
 - Entrepreneurship is an attractive path for achieving personal goals.

- I feel excited by the idea of launching my own business.
- Creating a startup would bring me satisfaction.
- I consider entrepreneurship as a desirable option after graduation.
- I would be proud to be known as an entrepreneur.
- Section C – Subjective Norms (5 items)
 - My family supports my interest in entrepreneurship.
 - My friends believe I should pursue my business ideas.
 - People I value would approve of me starting a business.
 - Faculty members encourage students to be entrepreneurial.
 - Entrepreneurship is socially respected among students.
- Section D – Perceived Behavioral Control (5 items)
 - I can identify opportunities for starting a business.
 - I am confident in my ability to develop a business plan.
 - I feel capable of managing a small business.
 - I can handle the challenges of launching a business.
 - I have the necessary resources or access to start a venture.
- Section E – Entrepreneurial Intention (2 global items)
 - I intend to start my own business in the future.
 - I frequently think about becoming an entrepreneur.

Appendix B – Conceptual Model



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Declarations

Ethics approval and consent to participate: Not applicable.

Consent for publication: Not applicable.

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