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ASSESSING THE IMPACT OF "ONE DEGREE, ONE START-UP" INITIATIVE ON THE ENTREPRENEURIAL MINDSET: EVIDENCE FROM DJILLALI LIABES UNIVERSITY

Naima Labiad
Djilalli Liabes University
Sidi Bel Abbes, Algeria
ORCID 0009-0006-6606-8720

**Corresponding author email: labiad.naima.88@gmail.com*

Abstract. The purpose of this study is to assess the impact of the "One Degree, One Start-up" initiative, implemented by the Algerian government under Ministerial Decree No. 1275, on the development of entrepreneurial mindset among students through their final projects at Djilali Liabes University. This initiative is principally operationalized through the pivotal role of university incubators, which provide structured and supervised entrepreneurial support. Methodology: This study adopts a quantitative research approach. Data were collected through a structured survey distributed to 65 participants, consisting of Bachelor's (3rd year) and Master's (Master 2) students whose final-year projects were incubated as part of the initiative and awarded the "Innovative Project" label. The collected data were analyzed in a two-step statistical analysis. First, SPSS was used to perform descriptive statistics and preliminary tests to examine the reliability and validity of the measurement instrument. Second, SmartPLS was employed for advanced statistical modeling, particularly for testing the structural relationships between the variables of the study. The research findings show that the intensity and quality of entrepreneurial support provided by incubators—including training, access to resources, mentoring, networking, and administrative support have a positive and significant impact on the three dimensions of entrepreneurial mindset: the cognitive dimension (self-efficacy, creativity, recognition of opportunities, decision making), the behavioral dimension (initiative, leadership, networking skills, executive capacity), and the emotional dimension (motivation, resilience, proactivity, optimism). The result also show that the incubator has become a laboratory for entrepreneurial learning, shaping mindsets that can endure far beyond the incubation experience.

Keywords: government initiative, entrepreneurial mindset, university incubators, entrepreneurial support.
JEL Classification: L26, I23.

INTRODUCTION

Globally, governments and educational institutions increasingly recognize entrepreneurship as vital for economic growth. It's recognized not only as a key engine of economic development but also as an effective means to address undergraduate unemployment (Koe,2016). In this context, educational institutions play a crucial role in fostering entrepreneurship by equipping students with

the necessary skills and mindsets. Many countries have moved beyond the traditional belief that entrepreneurs are born and not made, by developing entrepreneurship education programs (Ferreira & Trusko, 2018). By setting up programs that support projects promoting social innovation, universities are more and more concerned with the impact of their research and teaching activities on society (Bayuo et al., 2020; Morawska-Jancelewicz, 2021). In this context, entrepreneurship at university level has emerged as an essential pillar for promoting innovation and preparing student to effectively contribute to the economy growth (Fayolle & Gailly, 2008).

Universities as unique organizations are crucial in diffusing an entrepreneurial culture, encouraging entrepreneurship as an attractive behavior, and enabling entrepreneurial activities among their students and researchers (Klofsten et al., 2018). Wardana et al. (2020) and Aima et al. (2020) demonstrated that entrepreneurship education can influence entrepreneurial attitude and entrepreneurial mindset. In this regard, several studies examine how entrepreneurship and entrepreneurial mindset can be cultivated (Kuratko, 2005; Neck & Greene 2011; Vignola et al., 2017). The theoretical study led us to consider the entrepreneurial mindset as a mental process made up of a set of attitudes and feelings of competence favorable to an entrepreneurial orientation (Pinto et al., 2024). By cultivating an entrepreneurial mindset, individuals are better equipped to navigate the complexities of business and achieve success (Green et al., 2019).

Several research has begun to embrace the entrepreneurial mindset and its potential impact on organizations and society (Haynie et al., 2010). Ireland et al. (2003, p:968) suggest that "*an entrepreneurial mindset may support the growth of an entire economy as well as the growth of individual firms*". Entrepreneurial mindset leads to beneficial outcomes for both groups and organizations (McGrath & MacMillan, 2000; Shepherd et al., 2010). However, the realization of this entrepreneurial potential largely depends on the specific socio-economic context of each country.

Today, Algeria is engaged in the early dynamics of an economic transition, seeking to unleash the creative potential of its youth. Aware of the limitations of a model reliant on oil revenues, the country has undertaken a series of reforms to diversify its economy and promote private initiative. This commitment materialized in 2022 with the launch of the "One Diploma, One Start-up" initiative according to the Ministerial Decree No 1275 intended to develop students into project leaders and universities into pivotal actors in innovation ecosystems. In accordance with Ministerial Decree 1275, final-year bachelor's or second year master's students can replace the traditional thesis with an innovative project as part of their graduation requirements. This scheme provides students with full mentoring support and project incubation within the university, along with access to institutional resources and technological platforms that facilitate innovation.

Ambitious public programs illustrate this approach. For example, Startup India (2016) has implemented educational and support programs to stimulate the entrepreneurial mindset, particularly among young graduates. In Europe, the Erasmus for Young Entrepreneurs (EYE) program, launched in 2009 by the EU, seeks to cultivate entrepreneurship by connecting new entrepreneurs with experienced mentors abroad, fostering both innovation and international openness. These government-led efforts demonstrate that universities and support structures can serve as powerful catalysts for developing an entrepreneurial mindset. This is a vision that Algeria is now embracing by integrating start-up projects supported within academic and incubation frameworks.

The national initiative "One degree, one start-up" is one of the key strategies implemented by the Algerian government to promote university entrepreneurship and support the transition to a knowledge-based economy. However, its empirical impact remains poorly documented in scientific literature, especially in the Algerian context. In this regard, the main objective of this study is to assess the impact of this initiative materialized through the entrepreneurial support provided by the university incubator, on the development of entrepreneurial mindset among Algerian students. Thus, the article aims to fill a gap in research by providing empirical evidence to analyze the "One

Degree, One Start-up" program and highlight its real influence on the development and consolidation of entrepreneurial mindset among students in Algeria.

LITERATURE REVIEW

Conceptualizing the entrepreneurial mindset

The notion of mindset has its origins in the field of cognitive psychology. Mindsets are not innate, they can be shaped and learned through an individual's experiences and the interaction with current environment (Mathisen & Arnulf, 2014). Many researchers have made substantial contributions to the evolution of the entrepreneurial mindset concept. According to McGrath & MacMillan (2000) the entrepreneurial mindset is when a person begins to think and act like the unusual people. In turn, Haynie et al. (2010:62) define the entrepreneurial mindset, as "*the ability and willingness of individuals to rapidly sense, act and mobilize, in response to a judgmental decision under uncertainty about a possible opportunity for gain*". Also, Ireland and al. (2003:968) define an entrepreneurial mindset "*as a growth-oriented perspective through which individuals promote flexibility, creativity, continuous innovation, and renewal".* Mathisen and Arnulf (2014) state that entrepreneurial mindset seems to develop in a sequential manner, progressing from elaborative mindsets through implemental mindsets to a strong commitment toward business ideas. Naumann (2017) claims that entrepreneurial mindset is a dynamic concept, shaping individual behavior. An entrepreneurial mindset is the state of mind that change the status of an individual into an entrepreneur (Kouakou et al., 2019). For their part, Aima et al. (2020) argue that an entrepreneurial mindset is crucial for understanding success and failure of entrepreneurs.

Scholars have examined various aspects of the entrepreneurial mindset, including cognitive, behavior and emotional aspects (Kuratko et al.,2020). Haynie et al. (2010) argue that foundations of an entrepreneurial mindset are metacognitive in nature. It means that the core elements of this mindset involve a high level of self-awareness and self-regulation of one's thinking processes. In line with Cui et al. (2019), they mention that having an entrepreneurial mindset involves deeper cognitive processes. About that, Mitchell et al. (2002) add that entrepreneurial cognition helps us understand the thought processes of entrepreneurs and reasons behind their actions, thereby offering a theoretically rigorous and testable framework to explain their unique behaviors. For Sharma et al. (2019), Kouakou et al. (2019) and Aima et al. (2020), the entrepreneurial mindset is an innovative approach that involve identifying opportunities, followed by adopting the appropriate behaviors to effectively exploit these opportunities. One of the most crucial skills for successful entrepreneurs is the ability to recognize opportunities (Ardichvili et al., 2003; Wang et al., 2013; Filser et al., 2020; Prabha, 2023). Entrepreneurial mindset involves flexible thinking and decision-making in complex, uncertain and dynamic environments (Naumann, 2017). In the same line, Noble (2015) declare that the entrepreneurial mindset intricately shapes how an entrepreneur navigates uncertainty, adapting to each unique situation, and remains intimately connected to it. Entrepreneurial mindset relates to how entrepreneurs think of success, failure, and difficulty in the entrepreneurship process (Zhang & Chun, 2017).

By comparing the managerial mindset and entrepreneurial mindsets, Boisot and MacMillan, (2004) claim that entrepreneurial mindsets are more likely to look for plausibility and coherence before acting than managerial mindsets. They add that the entrepreneurial mindset thrives in environment of novelty and convictions to pursue its beliefs. Daspit et al. (2023:17) identify and review 61 publications on the topic of entrepreneurial mindset and offer an empirically derived, integrated definition of entrepreneurial mindset "*Entrepreneurial mindset is defined as a cognitive perspective that enables an individual to create value by recognizing and acting on opportunities, making decisions with limited information, and remaining adaptable and resilient in conditions that are often uncertain and complex"*. Similarly, Cui et al. (2019) recognized four components of an entrepreneurial mindset: alertness to opportunity, risk propensity, ambiguity tolerance, and dispositional optimism. Having reviewed several definitions from various authors, we can conclude

that entrepreneurial mindset encompasses a set of attitudes, skills and behaviors that enable individuals to identify opportunities, take risks and persist through challenges. This mindset foster innovation, creativity, resilience, and the ability to adapt in dynamic environments.

Entrepreneurship Education, Ecosystem Support, Incubators, and its Impact

Many studies indicated that entrepreneurship education influences the entrepreneurial mindset (Neck & Greene, 2011; Kouakou et al., 2019, Breznitz & Zhang, 2021). Universities now offer specialized courses in entrepreneurship and innovation, that go beyond traditional business curricula. These classes often focus on topics like design thinking, business model, lean start-ups methodologies and pitching techniques. By engaging students in activities such as analyzing business feasibility, drafting business plans, and refining entrepreneurial skills, entrepreneurial education provides concrete opportunities to develop their abilities (Wardana et al., 2020). Volles et al. (2017) defined entrepreneurial education as a set of structured teaching activities designed to educate, inform, and train individuals who are interested in business start-ups or the development of small enterprises. Hassan (2020) underlines that universities should develop their own strategies for training and supporting various skills among students to encourage them to start their own businesses. Entrepreneurial education can lead to a mindset shift and a connection, or even an emotional change as (Gibb, 2002) has argued. Therefore, the entrepreneurial mindset is not only an outcome of training; it is also the lever that supports and amplifies the development of skills and capabilities (Kouakou et al., 2019).

Developing dynamic entrepreneurial mindset and innovative capabilities demands time, trust engagement and active involvement and dedication of both internal and external participants in the entrepreneurship ecosystems (Herrera et al., 2018). A robust entrepreneurial ecosystem within universities includes entrepreneurship education (Fayolle & Gailly, 2008), incubators support (Mian et al., 2016; Klofsten et al., 2020), as well as reliable access to funding structures (McAdam & McAdam, 2008). For Ferreira and Trusko (2018), the university ecosystem is acclaimed for its substantial role in developing entrepreneurial skills and competencies. Although student showed enthusiasm for entrepreneurship, their lack of knowledge about business start-ups emphasized the urgent need for more comprehensive enterprise education programs (Pinto et al., 2024). Green and al. (2019) proposed that universities fostering entrepreneurial mindset by creating an appropriate environment will achieve greater success. This includes training faculty in entrepreneurship, providing student with relevant course content and staying updated on technology trends. Indeed, educators need to have a deep understanding of entrepreneurship to be able to teach it properly (Pollard & Wilson, 2013). According to Kuratko (2005, p:591), "*professors must become more competent in the use of academic technology and also expand their pedagogies to include new and innovative approaches to the teaching of entrepreneurship*". These challenges make it very difficult for educators and teachers to address the field of entrepreneurship education (Fayolle & Gailly, 2008). Breznitz et al. (2018) highlight that the mentoring program as a critical resource boost significantly development and success of start-ups.

Wright et al. (2017, P:910) declare that '*An entrepreneurial ecosystem for students includes entrepreneurship courses, incubators, accelerators, grants, and business plan competitions*. In this context, a growing number of universities have established dedicated entrepreneurship centers, incubators, and accelerators. Hackett & Dilts (2004) represent the business incubator as an entity that fosters the development and expansion of start-ups by offering a range of physical and intangible resources within a supportive and secure environment. Start-ups in an incubator have access to resources that allow them to refine their ideas and business plan, enhance their product-market fit, address intellectual property concerns, and connect with others in the start-up ecosystem (Blank, 2020). In parallel, Von Zedtwitz and Grimaldi (2006) apprehend five types of services thought several studies that incubators could provide: networking opportunities, physical infrastructure, office support, access to capital and process support. Stokan et al. (2015) claim that incubators offer their start-up physical resources like office space, internet access, and printers as

well an intangible resource such as mentoring, workshops, and legal services. They further argue that business incubators contribute positively to the innovation and growth of start-ups. Moreover, Bergek and Norrman (2008), Al-Mubaraki and Busler (2010), Nabi et al. (2010), Shekhar et al. (2023) highlight the crucial role of incubators in the development of the entrepreneurial mindset**,** offering essential support to new entrepreneurs across various domains.

The Algerian Context: Existing Research

Around the world, governments and policymakers are placing growing emphasis on entrepreneurship education within higher education, viewing it as a strategic tool to cultivate entrepreneurial mindsets and skills among students. This focus highlights the recognition of entrepreneurship education as a driver of innovative projects and market development (Akin et al., 2019; Fröhlich & Welpe, 2024). In this context, Ministerial Decree No. 1275, signed on September 27, 2022, is an initiative implemented by the Algerian government aimed at promoting entrepreneurship among higher education students. This policy, often summarized by the slogan "One Diploma, One Startup," allows students to transform their final-year projects into viable businesses or invention patents, with support provided through university incubators. Students in the Bachelor's (3rd year) and Master's (2nd year) programs can submit their final-year projects under this initiative. The projects are then supported by university incubators, which offer mentoring, prototyping services, and access to digital platforms. This program aligns with a wider international movement in which governments acknowledge the crucial contribution of entrepreneurship education to economic growth and employment generation, especially as a strategy to mitigate high unemployment levels among educated young people.

In this part, we attempted to compile and review all existing studies addressing Decree 1275. Most of these studies are found on the ASJP platform, with a few others published in different journals. A study introduce by Saadoune (2025), aims to clarify the relationship between entrepreneurial education and sustainable development, focusing on university-level entrepreneurship education, business incubator management, entrepreneurial support, start-up financing, and their connection to sustainable development. Another recent study conducted by Badache, (2023) addresses the reality of implementing start-ups in favor of university students according to the Ministerial Decree 1275 and concluded that this allowed access to the most important results, which demonstrate students' willingness to adopt the entrepreneurship strategy of the decree despite the lack of an entrepreneurial mindset across different specialties. Selatnia & Amraoui (2024) examines the role of university business incubators (UBIs) in Algeria in promoting start-ups, particularly considering Ministerial Instruction No. 1275. It concludes that UBIs have significant potential to support start-ups, but their effectiveness remains limited due to insufficient investment and capacity building. For their part, Khoualed et al., (2024) assess the implementation of Ministerial Decision No. 1275 through graduation projects involving start-up creation. The findings highlight stronger university–industry links and support for the local economy, but also notable gaps such as the absence of SWOT analyses, legal considerations, and genuine innovation, within an entrepreneurial ecosystem still in its early stages.

Kouadri and Attar (2024) examine the challenges faced by aspiring university entrepreneurs in Algeria under initiatives "One Diploma, One Startup,". Findings show that limited funding and resources hinder their success, highlighting the need for targeted support and stronger policy measures. Amghar (2023), Djeddai and Djenina (2024) analyze the establishment of university incubators in Algeria and their role in fostering entrepreneurship and innovation, under Decree No. 1275 on "a diploma – a start-up". Results show that incubators have created an unprecedented entrepreneurial mindset, with survey findings from University of Bejaia project leaders identifying seven key areas of needs and challenges to guide incubator services. Meriche et al. (2025) examine how Eltarf University develops students' entrepreneurial competencies and supports emerging institutions under Resolution 1275. Findings show that students are actively engaged in innovative projects, including six receiving the Innovative Project Label and 82 participating in the House of Artificial Intelligence, highlighting the university's role in fostering entrepreneurship. In her study,

Chadlia (2023) explores the integration of CSR (Corporate Social Responsibility) into Algerian start-ups under Ministerial Decree 1275. Analysis of 26 entrepreneurs shows strong CSR awareness and commitment, with high expectations of its positive impact when adopted early in the start-up process.

The body of literature on Decree 1275 and the "One Degree, One Start-up" has largely examined its role in fostering university-based entrepreneurship in Algeria, focusing on areas such as entrepreneurial education, incubator management, start-up financing, and links to sustainable development. These studies generally report positive outcomes, including stronger university–industry connections, increased student engagement in innovative projects, and the emergence of an entrepreneurial mindset. However, they also point to enduring challenges such as limited funding and resources, insufficient investment in incubators, weak capacity-building, lack of strategic and legal analysis in projects, and an entrepreneurial ecosystem still in its infancy. No empirical research has yet measured the direct impact of this initiative on shaping the entrepreneurial mindset of Algerian undergraduate and graduate students, leaving a critical gap in understanding its effectiveness in fostering long-term entrepreneurial orientation.

METHODOLOGY

Methodological approach and sampling

This research adopts a quantitative approach to measure the impact of the Algerian government initiative, promulgated by ministerial decree no. 1275, on the development of the entrepreneurial mindset of students preparing their thesis. The target population of this study consists of students enrolled in the Bachelor's (3e year) and Master's (Master 2) cycles, whose final-year projects have been incubated as part of the initiative and awarded the "Innovative Project" label under Decree 1275. This focus is justified by the intention to assess the real impact of the scheme, since the label attests to a complete incubation and support process (training, mentoring, and access to resources). Moreover, it provides a reliable reference for analyzing the evolution of the entrepreneurial mindset, in contrast to projects still in the process of being labeled, which remain at heterogeneous and unfinished stages. According to the incubator's data, 42 projects have been labeled, representing a total of 65 students.

Theoretical Model Construction

1.Research variables

In this study, *the independent variable* corresponds to the government initiative "One degree, one start-up". However, to make it measurable in an empirical context, this initiative is translated and operationalized through the intensity and quality of entrepreneurial support provided by university incubators. These incubators are the main instrument for implementing public policy and the concrete vehicle for supporting students with projects. More specifically, the intensity and quality of this support can be divided into four fundamental dimensions:

- Entrepreneurship training and management tools (BMC, techno-economic study, marketing).
- Access to resources (financing, prototyping, digital platforms).
- Specialized technical, Mentoring and networking.
- Administrative support for labelling and patenting.

The dependent variable in this study corresponds to students' entrepreneurial mindset. As previously mentioned, according to Kuratko et al. (2020), entrepreneurial mindset as a multidimensional construct integrating three interdependent dimensions: cognitive (thinking), behavioral (acting), and emotional (feeling). As part of this research, we selected these three dimensions to understand the entrepreneurial mindset in all its complexity. The specific characteristics associated with each dimension were selected based on existing literature and are summarized in the following table:

Table1

Key Characteristics of the Entrepreneurial Mindset: Kuratko's Model and Contributions from the Literature

Dimension (Kuratko)	Entrepreneurial characteristics	Authors
Cognitive	Entrepreneurial self-efficacy	Zhao et al. (2005)
	Creativity and innovation	Sharma et al. (2019) ; Kouakou et al. (2019), Aima et al. (2020)
	Tolerance for ambiguity	Bergek and Norrman, (2008), Cui et al. (2019),
	Decision-making	Naumann (2017); Boisot and MacMillan (2004)
	Opportunity recognition	Ardichvili et al. (2003) ; Wang et al. (2013)
Behavioral	Initiative-taking	Fay and Frese (2001)
	Networking skills	Rasmussen and Sorheim (2006), Von Zedtwitz and Grimaldi (2006); Breznitz et al. (2018)
	Entrepreneurial leadership	Noble (2015)
	Opportunity orientation	Filser et al. (2020) ; Prabha (2023) ; Daspit et al. (2023)
	Execution capability	Morris et al. (2013)
Emotional	Intrinsic and extrinsic motivation	Boisot and MacMillan (2004); Baluku et al., 2016
	Perseverance / resilience	Shepherd (2003), Ayala and Manzano (2014)
	Proactivity	Bateman and Crant (1993)
	Optimism	Baluku et al. (2018), Cui et al. (2019)
	Emotional regulation	Zhang and Chun (2017)

Source: by the author

2.Hypotheses Development

Based on the theoretical framework, this research proposes a set of hypotheses highlighting the relationship between the support provided by university incubators and the development of students' entrepreneurial mindsets. The hypotheses are formulated at three levels:

- *General Hypothesis (H1*):

The intensity and quality of entrepreneurial support provided during the incubation process positively influence the development of the entrepreneurial mindset among students

- *Specific Hypotheses by Dimension*:

H1.1: The intensity and quality of entrepreneurial support provided by the incubator positively influence the development of the cognitive dimension of the entrepreneurial mindset (self-efficacy, creativity, opportunity recognition, decision-making, tolerance for ambiguity).

H1.2: The intensity and quality of entrepreneurial support provided by the incubator positively influence the development of the behavioral dimension of the entrepreneurial mindset (initiative-taking, entrepreneurial leadership, networking, opportunity orientation, execution capability).

H1.3: The intensity and quality of entrepreneurial support provided by the incubator positively influence the development of the emotional dimension of the entrepreneurial mindset (motivation, resilience, proactivity, optimism, emotional regulation)

- *Specific Hypotheses by Type of Support*

Ha: Entrepreneurial training and management tools strengthen the cognitive dimension of the entrepreneurial mindset.

Hb: Access to resources primarily fosters the behavioral dimension.

Hc: Mentoring and networking positively influence both the cognitive and emotional dimensions.

Hd: Administrative support contributes to strengthening the cognitive and emotional dimensions.

3.Theoretical Model Schematic

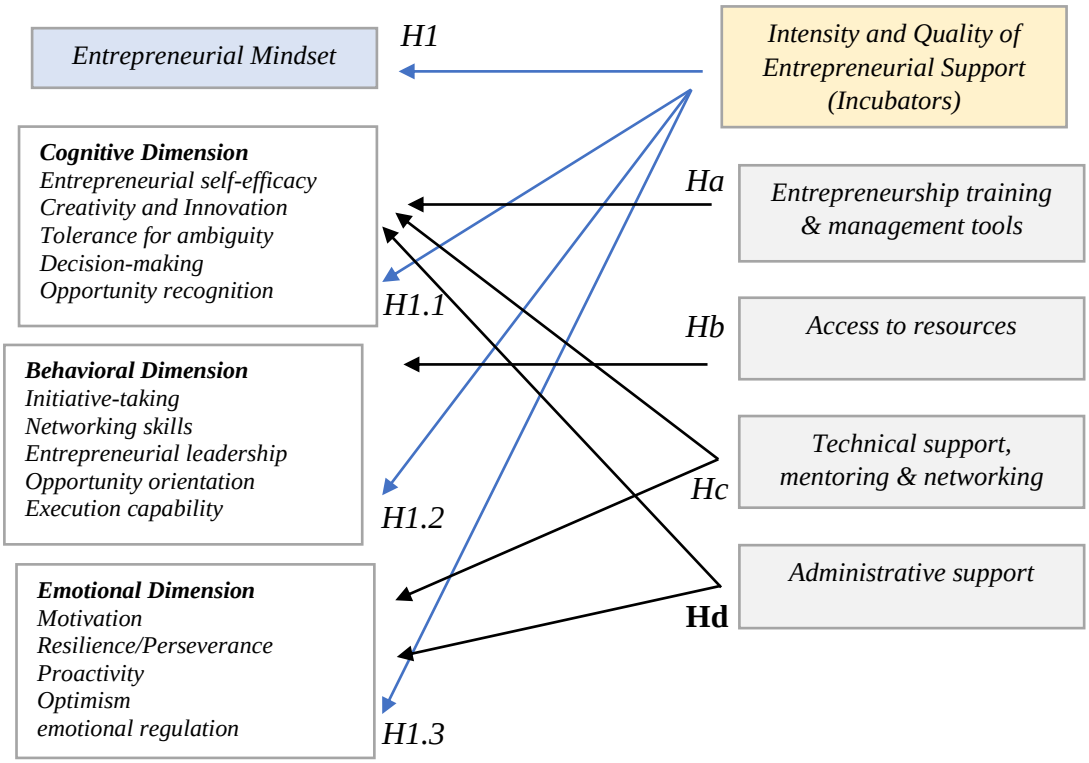

Figure 1. Conceptual Framework Linking the Intensity and Quality of Incubator Support to the Development of Entrepreneurial Mindset

Compiled by the author

Data Collection and analysis

The data for this study were collected through a structured survey. The survey was disseminated electronically via a WhatsApp group managed by the director of the university incubator, who facilitated access to the target population. For the statistical analysis, the study relied on both SPSS and SmartPLS software. In SPSS, descriptive statistics (frequencies, percentages, means, and standard deviations) were used to describe the sample characteristics, while reliability analysis was conducted using Cronbach's Alpha to ensure the internal consistency of the scales. In SmartPLS, advanced analyses were performed, including Confirmatory Factor Analysis (CFA), Composite Reliability (CR), Average Variance Extracted (AVE), and Discriminant Validity tests. Furthermore, the software was applied to evaluate the structural model through Path Coefficients, Coefficient of Determination (R^2), Effect Size (f^2), and Hypothesis Testing using Bootstrapping.

RESULTS AND DISCUSSION

This section presents the study findings in two steps: first, descriptive analysis of the attitudes and opinions of the study sample towards the survey items; second, the testing of the validity of the study model and testing the research hypotheses and finally, a discussion of the result considering the existing literature.

1.Descriptive analysis of the attitudes and opinions of the study sample towards the questionnaire items

1.1 Sociodemographic data

Table 2

Sociodemographic Characteristics of the Sample

	Sociodemographic Data	Frequency	Percent
Age	18-24 years old	40	61,5
	25-30 years old	14	21,5
	30 years old and above	11	16.9
	Total	65	100
Genre	Female	37	56,9
	Male	28	43,1
	Total	65	100
Education level	Graduate level	53	81,5
	Undergraduate level	12	18,5
	Total	65	100
Faculties	Economics, Business and Management	11	16,9
	Electrical Engineering	9	13.9
	Medicine	3	4,6
	Exact Sciences	2	3,1
	Humanities and Social Sciences	5	7,7
	Agricultural Sciences	3	4,6
	Law and Political Sciences	4	6,2
	Languages and Arts	2	3,1
	Natural and life Sciences	9	13,8
	Science and Technology	17	26.1
	Total	65	100

Source: Outputs of the SPSS

The results of the descriptive analysis of the sociodemographic characteristics of the study sample reveal a predominance of young participants, with the majority (61.5%) aged between 18 and 24 years, indicating that the study primarily reflects the attitudes of a younger population. Gender distribution shows a relatively balanced representation, with females (56.9%) slightly outnumbering males (43.1%). In terms of educational level, most respondents (81.5%) are graduate students, suggesting a relatively high level of academic background within the sample. Regarding fields of study, there is a noticeable diversity, with participants coming from various disciplines such as economics, sciences, law, social sciences, and engineering. However, students from Economics, Business, and Management, as well as Natural Sciences and Science and Technology, represent the largest subgroups. This diversity highlights the multidisciplinary nature of the sample, which can enrich the perspectives and opinions expressed in the questionnaire.

To determine the levels of agreement, we used the following statistical tools:

1. The arithmetic Mean to understand the average responses of the respondents regarding the scale phrases and to compare them.

2. Standard deviation indicates the dispersion in the study participants' responses. The closer its value is to zero, the more concentrated the answers around the arithmetic Mean, indicating less dispersion.

3. Range is used to determine the length of the category = (Highest score (*Strongly Agree*) - Lowest score (*Strongly Disagree*)) / Number of levels, to ascertain their direction towards each phrase. Are they: Extremely, Very much, Moderately, Slightly, Not at all?

4. Determining the category length using the range, where: (5-1) / 5 = 0.8, resulting in ranges as follows:

Table 3

Illustrates levels of agreement on the Likert five-point scale

Arithmetic Mean Range		Likert Scale	Degree of Agreement
[1.80 - 1]	From 01 to 1.80 degrees	Strongly Disagree	Very Low Degree
[2.60 - 1.81]	From 1.81 to 2.60 degrees	Disagree	Low Degree
[3.40- 2.61]	From 2.61 to 3.40 degrees	Neutral	Moderate Degree
[4,20 - 3.41]	From 3.41 to 4.20 degrees	Agree	High Degree
[5 - 4.21]	From 4.21 to 5 degrees	Strongly Agree	Very High Degree

Source: Prepared by the author

1.2 Independent variable: Intensity and quality of entrepreneurial support provided by the incubator

Table 4

Results of the analysis of the sample members' answers to the statements related to the topic: Entrepreneurship Training and Management Tools

N°	Item	Mean	Standard deviation	Degree of Agreement
1.	The training sessions helped me better understand the business model (BMC).	4,0462	0,92586	High Degree
2.	The content related to the techno-economic study was relevant to my project.	3,9692	0,91804	High Degree
3.	The marketing modules strengthened my ability to target customers.	4,2923	0,76492	Very High Degree
4.	The teaching materials used were clear and relevant.	4,1538	0,90538	High Degree
	Entrepreneurship Training and Management Tools	4,1154	0,47819	High Degree

Source: Outputs of the SPSS

The results presented in *Table 4.* highlight the effectiveness of the entrepreneurship training and management tools offered by the incubator within the framework of final-year projects. The overall mean score of 4.1154 indicates a high level of agreement among the participants, suggesting that the training activities significantly contributed to strengthening their entrepreneurial capacities. More specifically, the highest rated item concerns the marketing modules (M = 4.2923, SD = 0.76492), which shows that students highly valued the improvement of their ability to identify and

target customers, a crucial aspect of entrepreneurial success. Similarly, the training on the business model canvas (M = 4.0462) and techno-economic study (M = 3.9692) were positively perceived, underlining their relevance to project development. The clarity and relevance of teaching materials (M = 4.1538) also contributed to the overall positive assessment. These findings confirm that the incubator provides substantial and meaningful support in equipping student project holders with essential managerial and entrepreneurial tools, thereby fostering the development of their entrepreneurial skills.

Table 5

Results of the analysis of the sample members' answers to the statements related to the topic: Access to Resources

Item	Mean	Standard deviation	Degree of Agreement
I had sufficient access to funding or financial support for prototyping.	4,1846	0,72656	High Degree
The incubator provided opportunities for prototyping.	4,1231	0,80054	High Degree
The digital platforms made available were useful for my project.	4,2769	0,81983	Very High Degree
The material and logistical resources provided were adapted to my needs.	4,0923	0,86101	High Degree
Access to Resources	4,1692	0,41951	High Degree

Source: Outputs of the SPSS

The findings in *Table 5.* reveal that access to resources provided by the incubator was perceived positively by the student project holders, with an overall mean of 4.1692 reflecting a high degree of agreement. Among the items, the most highly rated was the usefulness of digital platforms (M = 4.2769, SD = 0.81983), emphasizing the growing importance of digital tools in facilitating project development and innovation. Access to funding and financial support for prototyping (M = 4.1846) and opportunities for prototyping (M = 4.1231) were also well evaluated, indicating that the incubator played a critical role in reducing financial and technical barriers faced by students. Furthermore, the provision of material and logistical resources (M = 4.0923) was considered relevant and adapted to the needs of the projects. These results suggest that the incubator not only provides tangible support through funding and resources but also ensures that such support is practical and aligned with the requirements of student entrepreneurs, thereby reinforcing the overall effectiveness of the incubation process.

Table 6

Results of the analysis of the sample members' answers to the statements related to the topic: Technical support, Mentorship, and Networking

Item	Mean	Standard deviation	Degree of Agreement
I received technical support tailored to my field.	4,2923	0,89657	Very High Degree
The experts involved possessed relevant expertise.	4,1385	0,72623	High Degree
The mentoring sessions helped me clarify my strategy.	4,1077	0,88606	High Degree
The incubator facilitated my access to a useful professional network.	3,9231	0,85344	High Degree
Technical support, Mentorship, and Networkin	4,1154	0,43767	High Degree

Source: Outputs of the SPSS

The results in *Table 6.* demonstrate that the participants expressed a generally high level of agreement regarding the technical support, mentorship, and networking opportunities offered by the incubator, with an overall mean of 4.1154. The most positively evaluated aspect was the provision of technical support tailored to students' fields (M = 4.2923, SD = 0.89657), reflecting the incubator's ability to address domain-specific needs and enhance project development. The expertise of the incubator's experts (M = 4.1385) and the value of mentoring sessions in clarifying entrepreneurial strategies (M = 4.1077) were also rated highly, confirming the relevance and effectiveness of the human support dimension. Although access to professional networks received the lowest mean (M = 3.9231), it was still rated as a high degree of agreement, suggesting that networking opportunities exist but may require further strengthening compared to other forms of support. Overall, these findings indicate that the incubator provides students with meaningful guidance and technical expertise while also laying the foundation for professional connections, which are essential for fostering long-term entrepreneurial growth.

Table 7

Results of the analysis of the sample members' answers to the statements related to the topic: Administrative Support for Labeling and Patenting

N°	Item	Mean	Standard deviation	Degree of Agreement
1	I received support in preparing the labeling documentation.	3,9538	0,92586	High Degree
2	The support provided made it easier to understand administrative procedures.	4,1231	0,83867	High Degree
3	I was guided in protecting my innovations (patents, etc.).	4,1385	0,84552	High Degree
4	Administrative follow-up was efficient and responsive.	4,1846	0,91672	High Degree
	Administrative Support for Labeling and Patenting	4,1000	0,43481	High Degree

Source: Outputs of the SPSS

The results presented in *Table 7.* indicate that administrative support for labeling and patenting was highly appreciated by the student project holders, with an overall mean of 4.1000 reflecting a high degree of agreement. Among the items, the most valued aspect was the efficiency and responsiveness of administrative follow-up (M = 4.1846, SD = 0.91672), which highlights the incubator's role in reducing bureaucratic obstacles and ensuring timely assistance. Guidance in protecting innovations through patents and related mechanisms (M = 4.1385) and support in understanding administrative procedures (M = 4.1231) were also positively assessed, demonstrating the incubator's effectiveness in equipping students with essential knowledge of formal processes. Although support in preparing labeling documentation (M = 3.9538) received the lowest mean, it still reflects a high degree of agreement, suggesting room for further improvement in this specific area. Overall, these findings emphasize the incubator's contribution in facilitating legal and administrative aspects of entrepreneurial activity, which are often perceived as complex, thereby enabling students to secure and formalize their innovative outputs more effectively.

1.3 Dependent variable: Entrepreneurial mindset

Table 8

Results of the analysis of the sample members' answers to the statements related to the topic: Cognitive Dimension

N°	Item	Mean	Standard deviation	Degree of Agreement
1	I feel capable of launching and managing an entrepreneurial project. (Self-efficacy)	4,0615	0,94995	High Degree
2	I can generate new ideas to solve problems. (Creativity and innovation)	4,2000	0,79451	High Degree
3	I can work effectively even in uncertain situations. (Tolerance to ambiguity)	4,0308	0,74936	High Degree
4	I can make decisions even in risky contexts. (Decision-making)	4,1692	0,85822	High Degree
5	I can quickly identify a viable business opportunity. (Opportunity recognition)	4,1538	0,68990	High Degree
	Cognitive Dimension	4,1231	0,39002	High Degree

Source: Outputs of the SPSS

The findings in *Table 8.* show that the cognitive dimension of entrepreneurial mindset among student project holders was positively assessed, with an overall mean of 4.1231 indicating a high degree of agreement. The highest rated item was creativity and innovation (M = 4.2000, SD = 0.79451), suggesting that the incubation experience significantly fostered students' ability to generate new ideas and propose solutions to problems, a central component of entrepreneurial thinking. Similarly, opportunity recognition (M = 4.1538) and decision-making in risky contexts (M = 4.1692) were also rated highly, reflecting enhanced cognitive skills essential for navigating entrepreneurial challenges. Self-efficacy (M = 4.0615) and tolerance to ambiguity (M = 4.0308) further confirm that students feel confident in their ability to manage projects and adapt to uncertain environments. Collectively, these results suggest that the incubation process not only provides technical and administrative support but also strengthens students' cognitive entrepreneurial capacities, thereby equipping them with the mindset required to identify, evaluate, and pursue viable business opportunities.

Table 9

Results of the analysis of the sample members' answers to the statements related to the topic: Behavioral Dimension

N°	Item	Mean	Standard deviation	Degree of Agreement
1	I often take the initiative to act without waiting for instructions. (Initiative)	4,0615	0,74743	High Degree
2	I know how to build and maintain useful professional relationships. (Networking)	4,0462	0,79904	High Degree
3	I can lead a team towards a common goal. (Entrepreneurial leadership)	4,2000	0,85147	High Degree
4	I actively search for new business opportunities. (Opportunity orientation)	4,0462	0,90882	High Degree
5	I quickly implement ideas that I find relevant. (Execution capacity)	4,2308	0,70199	Very High Degree
	Behavioral Dimension	4,1169	0,34441	High Degree

Source: Outputs of the SPSS

The results in *Table 9.* indicate that the behavioral dimension of entrepreneurial mindset was perceived positively by the student project holders, with an overall mean of 4.1169 reflecting a high degree of agreement. The strongest behavioral trait highlighted was execution capacity (M = 4.2308, SD = 0.70199), showing that students are confident in their ability to transform ideas into concrete actions, which is a critical determinant of entrepreneurial success. Entrepreneurial leadership (M = 4.2000) was also highly rated, suggesting that the incubation process contributed to enhancing students' capacity to guide and motivate teams toward shared objectives. Initiative (M = 4.0615), networking skills (M = 4.0462), and opportunity orientation (M = 4.0462) were likewise positively evaluated, reflecting proactive behavior, relationship-building skills, and a willingness to pursue new opportunities. Taken together, these findings confirm that incubation not only strengthens students' cognitive readiness but also fosters behavioral competencies, enabling them to act decisively, lead effectively, and engage in opportunity-driven practices essential for entrepreneurial endeavors.

Table 10

Results of the analysis of the sample members' answers to the statements related to the topic: Emotional Dimension

№	Item	Mean	Standard deviation	Degree of Agreement
1	I am motivated to undertake projects as much by passion as by financial gains. (Intrinsic/extrinsic motivation)	4,0000	0,93541	High Degree
2	I persist even when facing failures and difficulties. (Resilience)	3,8923	0,90352	High Degree
3	I react quickly to changes in circumstances. (Proactivity)	4,1846	0,68219	High Degree
4	I remain optimistic even when results take time to appear. (Optimism)	4,2923	0,70096	Very High Degree
5	I manage my stress effectively in entrepreneurial situations. (Emotional regulation)	4,1692	0,78201	High Degree
	Emotional Dimension	4,1077	0,36242	High Degree

Source: Outputs of the SPSS

The results in *Table 10.* reveal that the emotional dimension of entrepreneurial mindset was positively assessed, with an overall mean of 4.1077, indicating a high degree of agreement among the participants. The highest rated item was optimism (M = 4.2923, SD = 0.70096), suggesting that students maintain a positive outlook even when outcomes are delayed, an essential trait for sustaining entrepreneurial commitment over time. Proactivity (M = 4.1846) and emotional regulation (M = 4.1692) were also highly rated, reflecting the ability to adapt quickly to changing circumstances and manage stress effectively in entrepreneurial contexts. Motivation (M = 4.0000) and resilience (M = 3.8923) scored slightly lower but still within the high degree range, indicating that while students are driven and persistent, there may be room to further strengthen their capacity to overcome setbacks. Overall, these findings suggest that the incubation experience plays a meaningful role in fostering emotional competencies—such as optimism, resilience, and stress management—that are critical for sustaining entrepreneurial engagement and navigating the uncertainties of business creation.

2. Testing the validity of the Study Model

To ensure the validity of the model, we must first assess the measurement model before proceeding to evaluate the structural model. To evaluate the measurement model, we use indicators of convergent validity, check for multicollinearity issues, and assess discriminant validity.

2.1 Convergent Validity, Model Reliability, and Multicollinearity Check

Table 11

Convergent validity, model reliability, and verification of the absence of multicollinearity problem

Variable	Factors	Item	FL	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)	VIF
Intensity and Quality of Entrepreneurial Support Provided by the Incubator	Entrepreneurship Training and Management Tools	ITEM 1	0.892	0.903	0.905	0.933	0.776	2.812
		ITEM 2	0.915					3.959
		ITEM 3	0.890					3.386
		ITEM 4	0.823					2.016
	Access to Resources	ITEM 5	0.828	0.806	0.811	0.873	0.633	1.880
		ITEM 6	0.836					1.866
		ITEM 7	0.736					1.474
		ITEM 8	0.779					1.646
	Technical support, Mentorship, and Networkin	ITEM 9	0.784	0.833	0.842	0.889	0.666	2.172
		ITEM 10	0.855					2.190
		ITEM 11	0.780					3.100
		ITEM 12	0.844					2.020
	Administrative Support for Labeling and Patenting	ITEM 13	0.866	0.904	0.904	0.933	0.776	2.921
		ITEM 14	0.885					3.894
		ITEM 15	0.891					2.399
		ITEM 16	0.861					2.750
Entrepreneurial Mindset	Cognitive Dimension	ITEM 17	0.866	0.934	0.935	0.950	0.791	2.903
		ITEM 18	0.899					2.687
		ITEM 19	0.901					2.805
		ITEM 20	0.917					4.564
		ITEM 21	0.945					3.628
	Behavioral Dimension	ITEM 22	0.921	0.925	0.931	0.944	0.774	4.105
		ITEM 23	0.760					4.206
		ITEM 24	0.800					4.435
		ITEM 25	0.955					2.266
		ITEM 26	0.851					2.226
	Emotional Dimension	ITEM 27	0.835	0.887	0.888	0.918	0.691	4.989
		ITEM 28	0.753					2.905
		ITEM 29	0.845					2.390
		ITEM 30	0.866					1.558
		ITEM 31	0.892					2.556

Source: Based on SMART PLS 4

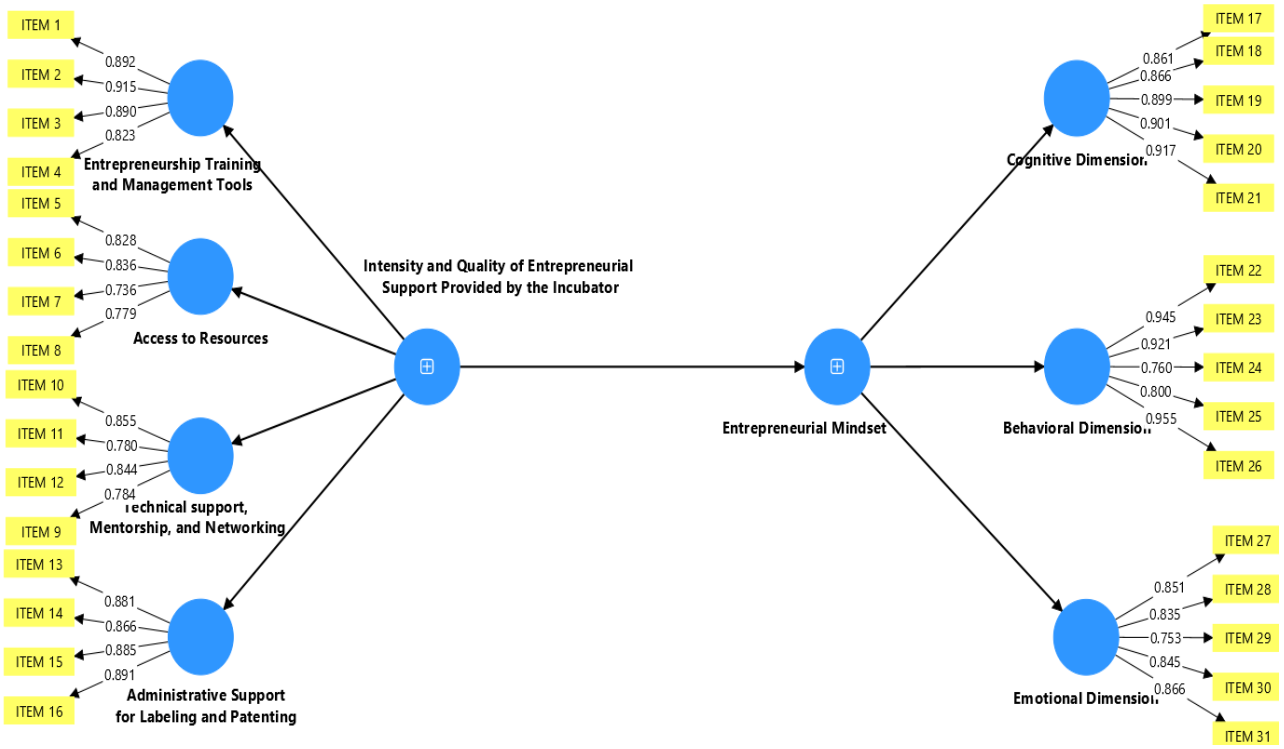

Figure 2. Convergent validity, model reliability, and verification of the absence of multicollinearity problem

Source: Based on SMART PLS 4

The results presented in *Table 11.* provide evidence for the robustness of the measurement model in terms of convergent validity, internal consistency reliability, and the absence of multicollinearity. All factor loadings (FL) exceed the recommended threshold of 0.70, confirming that the observed items strongly reflect their respective constructs. Cronbach's alpha and composite reliability (rho_a and rho_c) values are all above 0.80, demonstrating high reliability and internal consistency across the constructs. Furthermore, the average variance extracted (AVE) values for all dimensions are greater than 0.50, indicating that a substantial proportion of variance is explained by the latent variables, thereby supporting convergent validity. In addition, the variance inflation factor (VIF) scores remain below the critical threshold of 5, confirming the absence of problematic multicollinearity among the indicators. Collectively, these results validate the adequacy of the measurement model, providing a strong foundation for proceeding with the evaluation of the structural model and testing the hypothesized relationships.

2.2 Discriminant Validity:

Here, we assess the distinctiveness of the variables. According to Fornell-Larcker criteria, the relationship value between a variable and itself should be greater than its relationship with any other variable to confirm that the dimensions are independent (Hair et al., 2017).

Table 12

Discriminant Validity

	Access to Resources	Administrative Support_for Labeling and Patenting	Behavioral Dimension	Cognitive Dimension	Emotional Dimension	Entrepreneurship Training_and Management Tools	Technical support, _Mentorship, and Networking
Access to Resources	0.796						
Administrative Support_for Labeling and Patenting	0.434	0.881					
Behavioral Dimension	0.536	0.531	0.880				
Cognitive Dimension	0.471	0.384	0.623	0.889			
Emotional Dimension	0.434	0.329	0.248	0.199	0.831		
Entrepreneurship Training_and Management Tools	0.401	0.406	0.393	0.254	0.555	0.881	
Technical support, _Mentorship, and Networking	0.371	0.166	0.483	0.240	0.465	0.358	0.816

Source: Based on SMART PLS 4

The results in *Table 12*. confirm the discriminant validity of the measurement model based on the Fornell-Larcker criterion. For each construct, the square root of the AVE (shown on the diagonal) is greater than its correlations with any other construct, demonstrating that each variable is more strongly related to its own indicators than to those of other constructs. For example, the cognitive dimension (0.889) shows higher internal consistency compared to its correlations with behavioral (0.623) and access to resources (0.471), while the behavioral dimension (0.880) similarly exceeds its correlations with other factors. Likewise, the emotional dimension (0.831) and technical support, mentorship, and networking (0.816) both meet the criterion, despite showing moderate correlations with certain constructs, which remains within acceptable limits. These findings indicate that the variables are conceptually distinct, and the measurement model successfully captures the independence of the dimensions under study. This strengthens confidence in the validity of the constructs and allows for a reliable evaluation of the structural relationships in the next stage of analysis.

2.3 Coefficient of Determination (R Square):

The most commonly used metric for assessing the structural model is the coefficient of determination (R^2). This measure represents the predictive power of the model and is calculated as the square of the correlation between the actual values of the dependent construct and the predicted values of the endogenous variable. The R^2 value reflects the total effects of the external latent variables on the internal latent variable, meaning it represents the amount of variance in the internal constructs explained by all associated external constructs. Since R^2 is the square of the correlation between the actual and predicted values, it includes all the data used in estimating the model to judge its predictive power. Below are the R^2 values obtained in the study:

Table 13

Coefficient of determination R²

	R-square	R-square adjusted
Entrepreneurial Mindset	0.558	0.551

Source: Based on SMART PLS 4

The results in *Table 13*. show that the structural model demonstrates a moderate to substantial level of explanatory power for the dependent variable, Entrepreneurial Mindset. The R^2 value of 0.558 indicates that approximately 55.8% of the variance in entrepreneurial mindset is explained by the independent variables included in the model, while the adjusted R^2 value of 0.551 confirms the stability of this estimate after accounting for model complexity. According to Chin's (1998) guidelines, R^2 values of 0.19, 0.33, and 0.67 can be considered weak, moderate, and substantial, respectively, suggesting that the explanatory power in this study is moderate but close to substantial. This result highlights the meaningful influence of the entrepreneurial support dimensions (training, access to resources, technical support, mentorship, networking, and administrative support) on the development of entrepreneurial mindset among student project holders, thereby confirming the relevance of the proposed model in explaining the observed phenomenon.

Table 14

Effect Size Coefficient (F-Square)

	f-square
Intensity and Quality of Entrepreneurial _Support Provided by the Incubator -> Entrepreneurial Mindset	1.264

Source: Based on SMART PLS 4

The findings in *Table 14.* indicate that the effect size coefficient (f^2) of the relationship between the intensity and quality of entrepreneurial support provided by the incubator and entrepreneurial mindset is 1.264. According to Cohen's (1988) guidelines, effect size values of 0.02, 0.15, and 0.35 represent small, medium, and large effects, respectively. The obtained value far exceeds the threshold for a large effect, demonstrating that the incubator's support exerts a very strong and substantive impact on the development of entrepreneurial mindset among student project holders. This result underscores the central role played by the intensity and quality of training, resources, mentorship, and administrative support in fostering entrepreneurial mindset and competencies, confirming that the incubator is not merely complementary but rather a decisive factor in shaping students' entrepreneurial capacities. To further validate the model's quality and its potential for future application, we calculated the Goodness of Fit (GoF) as follows:

The GoF criterion is used to determine whether the study model is valid based on specific GoF benchmarks (less than 0.1 = poor fit, 0.1 to 0.25 = small fit, 0.25 to 0.36 = medium fit, greater than 0.36 = large fit). The GoF is calculated using the following formula: $\boldsymbol{GOF} = \sqrt{(\overline{\boldsymbol{R^2}} \times \overline{\boldsymbol{AVE}})}$

In this study, the GoF value was 0.88, indicating that the study model has a large fit.

3. Testing study hypothesis

H1. The intensity and quality of entrepreneurial support provided during the incubation process positively influence the development of the entrepreneurial mindset among students.

Table 15

Result of Hypothesis 1

Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Intensity and Quality of Entrepreneurial _Support Provided by the Incubator -> Entrepreneurial Mindset	0.747	0.709	0.139	5.362	0.000

Source: Based on SMART PLS 4

The results in *Table 15*. provide strong empirical support for the main hypothesis (H1), which posits that the intensity and quality of entrepreneurial support provided during the incubation process positively influence the development of the entrepreneurial mindset among students. The path coefficient is high (O = 0.747), indicating a strong and positive relationship between the constructs. The t-statistic (5.362) far exceeds the critical value of 1.96 at the 5% significance level, while the p-value (0.000) confirms that this relationship is statistically significant. Furthermore, the consistency between the original sample (0.747) and the sample mean (0.709) highlights the robustness of the results. Taken together, these findings validate the hypothesis and demonstrate that comprehensive and high-quality incubation support is a key determinant in strengthening students' entrepreneurial mindset, reinforcing the importance of tailored training, resource provision, mentorship, and administrative assistance in fostering entrepreneurial development.

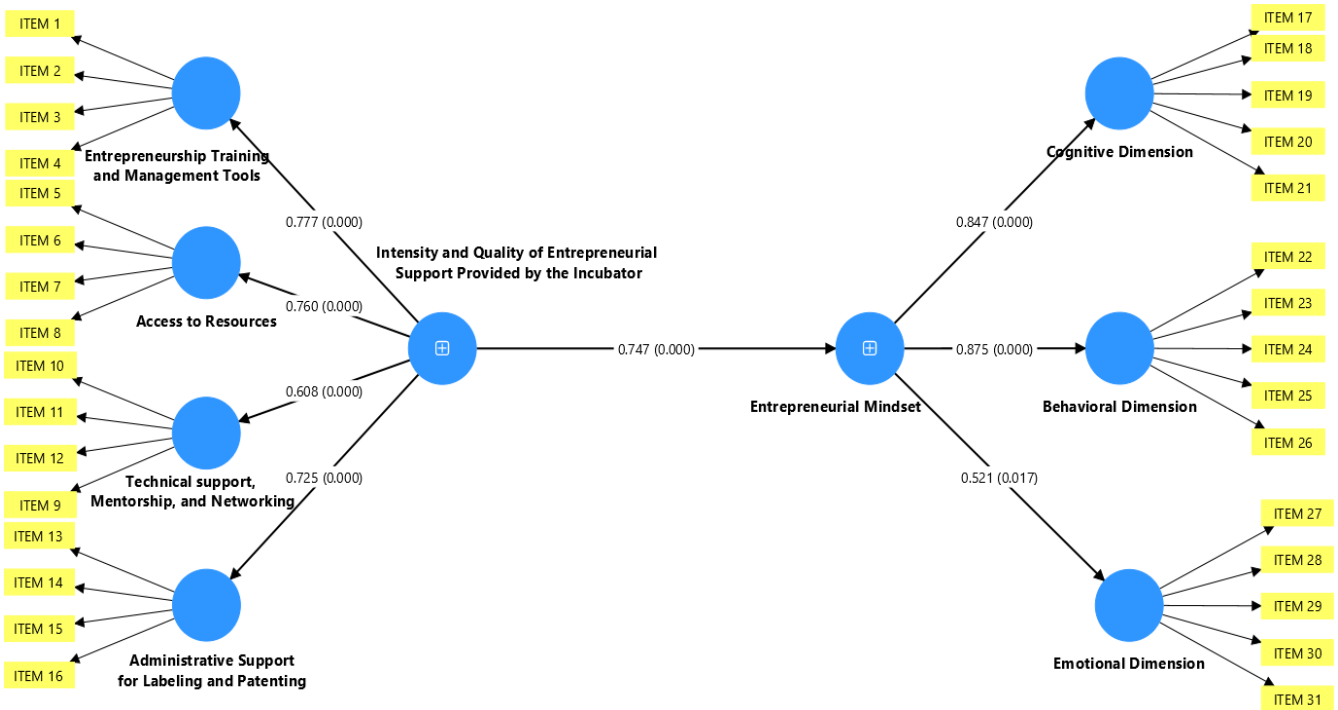

Figure 3. Result of Hypothesis 1

Source: Based on SMART PLS 4

H1.1 The intensity and quality of entrepreneurial support provided by the incubator positively influence the development of the cognitive dimension of the entrepreneurial mindset (self-efficacy, creativity, opportunity recognition, decision-making, tolerance for ambiguity).
H1.2 The intensity and quality of entrepreneurial support provided by the incubator positively influence the development of the behavioral dimension of the entrepreneurial mindset (initiative-taking, entrepreneurial leadership, networking, opportunity orientation, execution capability).
H1.3 The intensity and quality of entrepreneurial support provided by the incubator positively influence the development of the emotional dimension of the entrepreneurial mindset (motivation, resilience, proactivity, optimism, emotional regulation).

Table 16

Result of Hypothesis 1.1/1.2/1.3

Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Intensity and Quality of Entrepreneurial _Support Provided by the Incubator -> Behavioral Dimension	0.673	0.662	0.100	6.719	0.000
Intensity and Quality of Entrepreneurial _Support Provided by the Incubator -> Cognitive Dimension	0.470	0.466	0.141	3.335	0.001
Intensity and Quality of Entrepreneurial _Support Provided by the Incubator -> Emotional Dimension	0.617	0.607	0.112	5.488	0.000

Source: Based on SMART PLS 4

The results in *Table 16.* provide strong support for the sub-hypotheses H1.1, H1.2, and H1.3, confirming that the intensity and quality of entrepreneurial support offered by the incubator positively influence all three dimensions of the entrepreneurial mindset. The relationship is strongest with the behavioral dimension (O = 0.673, T = 6.719, p = 0.000), highlighting that incubation support significantly enhances students' initiative-taking, leadership, networking, and execution capabilities—practical skills directly tied to entrepreneurial action. The emotional dimension also shows a substantial effect (O = 0.617, T = 5.488, p = 0.000), indicating that such support fosters motivation, resilience, proactivity, optimism, and emotional regulation, which are critical for maintaining persistence in uncertain environments. The cognitive dimension, while slightly weaker, remains statistically significant (O = 0.470, T = 3.335, p = 0.001), suggesting that incubation contributes meaningfully to strengthening self-efficacy, creativity, opportunity recognition, decision-making, and tolerance for ambiguity. Taken together, these findings confirm that high-quality incubation support holistically nurtures the entrepreneurial mindset by reinforcing cognitive readiness, behavioral competencies, and emotional resilience, thereby preparing students for entrepreneurial success.

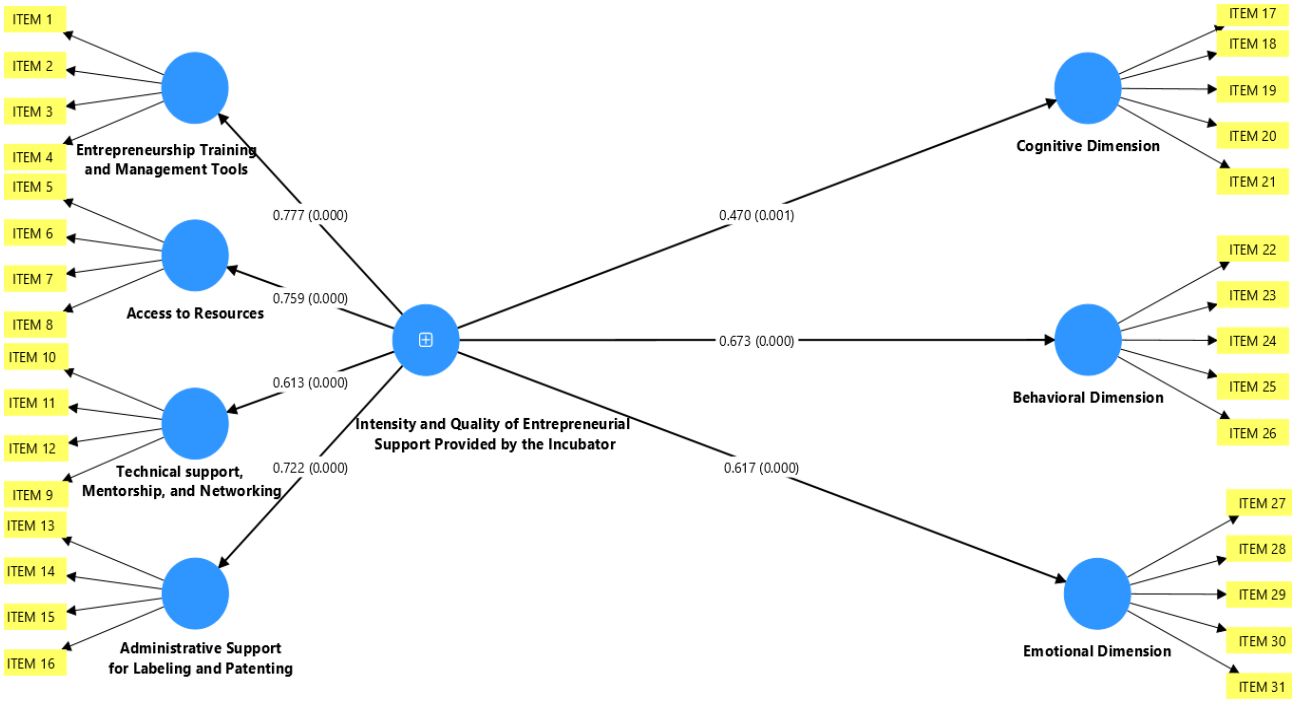

Figure 4. Result of Hypothesis 1.1/1.2/1.3

Source: Based on SMART PLS 4

Ha: Entrepreneurial training and management tools strengthen the cognitive dimension of the entrepreneurial mindset.
Hb: Access to resources primarily fosters the behavioral dimension.
Hc: Mentoring and networking positively influence both the cognitive and emotional dimensions.
Hd: Administrative support (labeling and patenting) contributes to strengthening the cognitive and emotional dimensions.

Table 17.

Result of Hypothesis Ha/Hb/Hc/Hd

Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Entrepreneurship Training_and Management Tools -> Cognitive Dimension	-0.013	-0.043	0.186	0.068	0.945
Access to Resources -> Behavioral Dimension	0.260	0.271	0.111	2.353	0.019
Technical support, _Mentorship, and Networking -> Cognitive Dimension	0.073	0.080	0.149	0.492	0.623
Technical support, _Mentorship, and Networking -> Emotional Dimension	0.255	0.242	0.136	1.877	0.061
Administrative Support_for Labeling and Patenting -> Cognitive Dimension	0.226	0.219	0.169	1.336	0.182
Administrative Support_for Labeling and Patenting -> Emotional Dimension	0.070	0.070	0.123	0.573	0.567

Source: Based on SMART PLS 4

The results in *Table 17*. provide mixed evidence regarding the specific effects of different forms of incubation support on the dimensions of the entrepreneurial mindset. Hypothesis Ha is not supported, as entrepreneurial training and management tools show no significant impact on the cognitive dimension (O = –0.013, T = 0.068, p = 0.945), suggesting that while such training is generally valued by students, it does not directly translate into measurable cognitive enhancement. By contrast, Hypothesis Hb is supported, as access to resources has a positive and statistically significant effect on the behavioral dimension (O = 0.260, T = 2.353, p = 0.019), confirming that material, financial, and logistical support primarily strengthens action-oriented competencies such as initiative-taking, opportunity orientation, and execution. Regarding Hypothesis Hc, mentoring and networking exhibit a positive but statistically non-significant influence on both the cognitive (O = 0.073, p = 0.623) and emotional (O = 0.255, p = 0.061) dimensions, indicating that although trends are in the expected direction, the evidence is not robust enough to confirm these effects. Similarly, Hypothesis Hd is not supported, as administrative support shows weak and non-significant relationships with both the cognitive (O = 0.226, p = 0.182) and emotional (O = 0.070, p = 0.567) dimensions. Taken together, these findings suggest that while access to tangible resources clearly enhances entrepreneurial behavior, the impact of training, mentorship, networking, and administrative support on cognitive and emotional dimensions may be more indirect or mediated by other factors, warranting further investigation.

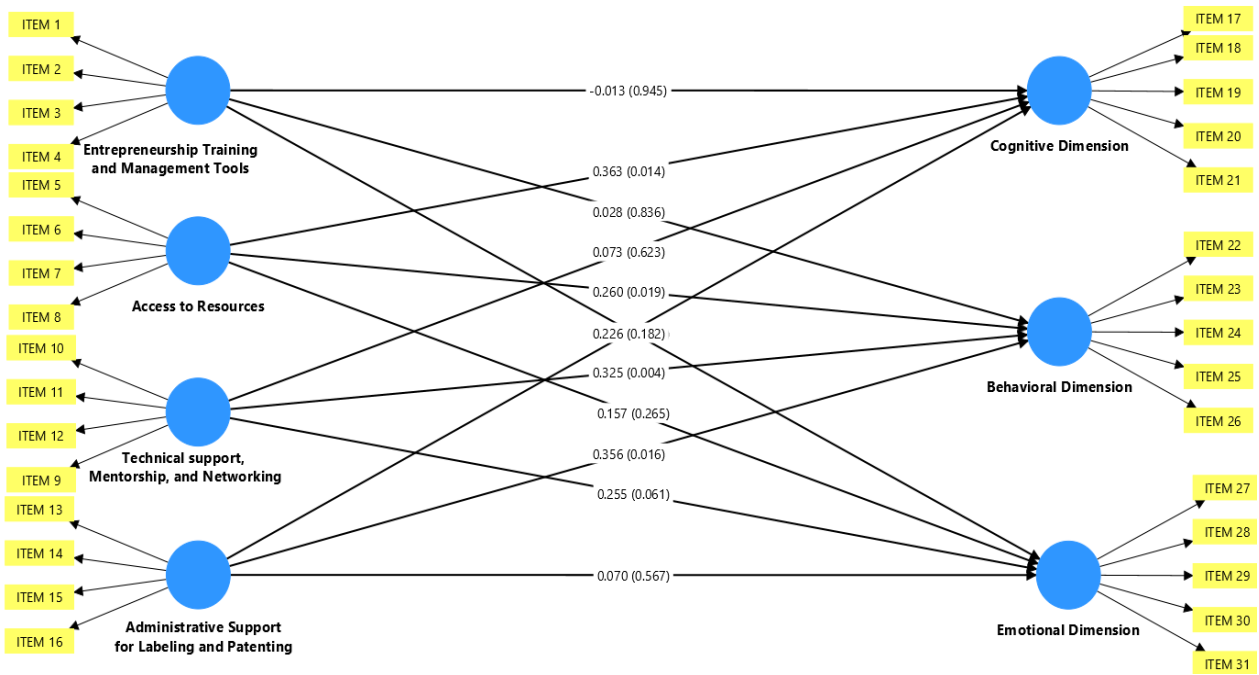

Figure 5. Result of Hypothesis Ha/Hb/Hc/Hd

Source: Based on SMART PLS 4

DISCUSSION

The results of this research confirm that the intensity and quality of the support provided by the incubator have a significant and positive impact on the development of students' entrepreneurial mindsets. These results are consistent with previous studies that highlight the key role of incubators as catalysts for entrepreneurial development (Bergek and Norrman (2008), Al-Mubaraki and Busler (2010), Nabi et al. (2010), Shekhar et al. (2023). The validation of the general hypothesis H1 suggests that entrepreneurial mindset is not an innate characteristic, but a construct that can be stimulated through structured support mechanisms.

Analysis by dimension provides a more nuanced perspective. The results confirm that entrepreneurial support stimulates cognitive skills such as self-efficacy, creativity, innovation, and recognition of opportunities (H1.1). This is consistent with the work of Cui et al. (2019) and Haynie et al. (2010), who proposes a vision of the entrepreneurial mindset as an evolving cognitive structure, whose activation and transformation require reflective learning. Tolerance for ambiguity and decision-making capability are also strengthened, confirming the role of incubators as structures that reduce and manage uncertainty (Bergek & Norrman, 2008). In addition, entrepreneurial support enhances initiative, leadership, networking, opportunity orientation, and execution capability (H1.2). These results confirm the observations of (Rasmussen & Sorheim, 2006), who revealed that entrepreneurial support provided by incubators promotes behavioral learning by exposing students to real entrepreneurial challenges. In this sense, the incubator acts as a catalyst for action, transforming intention into observable behavior. Our results suggest that entrepreneurial support has a positive effect not only on students' cognitive and behavioral skills, but also on their psychological resources. The impact on motivation, perseverance, and optimism highlights the importance of the moral and psychological support offered by the incubator (H1.3). This observation is consistent with the literature on psychological capital (Luthans et al., 2012), which considers hope, self-efficacy, resilience, and optimism to be key determinants of success. Other studies also emphasize the fact that support mechanisms actively contribute to strengthening these dimensions by promoting psychological well-being and entrepreneurs' ability to face uncertainty as Baluku et al. (2018) study. In line with Shepherd (2003), our results confirm that entrepreneurship has a central emotional dimension. The regulation of emotions in the face of failure, encouraged by the incubator, is a key mechanism of entrepreneurial resilience.

Examining entrepreneurial support by type provides a clearer understanding of the specific mechanisms through which the entrepreneurial mindset develops. The contribution of training and management tools to the cognitive dimension is confirmed (Ha). Indeed, the training programs offered reinforce both knowledge and know-how, in line with the work of Hassan (2020), Neck and Greene (2011), Kouakou et al. (2019), and Breznitz and Zhang (2021) on the impact of entrepreneurial training. The more coaching, training, and close monitoring sessions students attended, the more they developed learning skills and a greater ability to adapt to uncertainty. These results corroborate the literature on "learning by doing" (Kolb, 1984) and on the logic of "capability building" in incubators (Bergek & Norrman, 2008). Access to resources mainly affects the behavior dimension (Hb). This finding is consistent with Von Zedtwitz and Grimaldi (2006) and Stokan et al. (2015) who showed that incubators, by providing financing, infrastructure, and networks, enable entrepreneurs to move from conception to execution. Providing a relevant network and adapting support to the specific needs of incubated students appear to be essential elements in promoting a real change in entrepreneurial mindset (Hc). These results are in line with the findings of McAdam and McAdam (2008), who emphasize the qualitative value of incubation, especially in terms of credibility, access to financing, and social legitimacy. Support in the process of labelling and patenting also contributes to cognitive reinforcement (knowledge of procedures, regulatory anticipation) and emotional reinforcement (reassurance, confidence in the viability of the project) (Hd). These results are consistent with the conclusions of Grimaldi and Grandi (2005) on the importance of institutional support from incubators.

All the hypotheses are positively validated, confirming that the incubator is not merely a logistical or financial support structure, but acts as a learning organization that influences three key dimensions of entrepreneurship mindset: Cognitive, by developing analytical, decision-making, and opportunity recognition skills; Behavioral, by stimulating initiative, leadership, and action; Emotional, by strengthening resilience, confidence, and motivation.

CONCLUSION

The study highlights that Ministerial Decree 1275, "One degree, one start-up," represents a strategic step in redefining the role of Algerian universities. By making incubators a central part of the educational process, this measure institutionalizes the transition from students as consumers of knowledge to students as creators of value. This research confirms that students' entrepreneurial mindset can be shaped by institutional mechanisms. By regulating the role and approach of university incubators, this decree has made it possible to structure multidimensional support, integrating training, access to resources, mentoring, and psychological support.

In addition, this research confirms from a theoretical perspective, that entrepreneurial mindset is a dynamic and evolving skill that can be stimulated through institutionalized support mechanisms. And, from a managerial perspective, this research suggests that incubators must combine intensity (frequency of support) and quality (relevance of tools) to maximize their impact.

Thus, Decree 1275 is not limited to a regulatory injunction, but constitutes a structuring framework for the implementation of academic entrepreneurship, where the university becomes a lever for economic and social transformation.

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ОЦІНКА ВПЛИВУ ІНІЦІАТИВИ «ОДИН ДИПЛОМ, ОДИН СТАРТАП» НА ПІДПРИЄМНИЦЬКЕ МИСЛЕННЯ: ДАНІ УНІВЕРСИТЕТУ DJILLALI LIABES

Naima Labiad
Djilalli Liabes University
Sidi Bel Abbes, Algeria

Мета цього дослідження – оцінити вплив ініціативи «Один диплом, один стартап», реалізованої урядом Алжиру відповідно до міністерського декрету № 1275, на розвиток підприємницького мислення серед студентів через їхні випускні проекти в Університеті Джилалі Ліабеса. Ця ініціатива в основному реалізується завдяки ключовій ролі університетських інкубаторів, які надають структуровану та контрольовану підтримку підприємцям. Методологія: У цьому дослідженні використовується кількісний підхід. Дані були зібрані за допомогою структурованого опитування, яке було роздано 65 учасникам, що складалися зі студентів бакалаврату (3-й курс) та магістратури (магістр 2), чиї дипломні проекти були інкубовані в рамках ініціативи та отримали позначку «Інноваційний проект». Зібрані дані були проаналізовані в ході двоступеневого статистичного аналізу. Спочатку за допомогою SPSS було проведено описовий статистичний аналіз та попередні тести для перевірки надійності та валідності інструменту вимірювання. Потім за допомогою SmartPLS було проведено розширене статистичне моделювання, зокрема для перевірки структурних взаємозв'язків між змінними дослідження. Результати дослідження показують, що інтенсивність та якість підтримки підприємництва, що надається інкубаторами, включаючи навчання, доступ до ресурсів, наставництво, мережування та адміністративну підтримку, мають позитивний і значний вплив на три виміри підприємницького мислення: когнітивний вимір (самоефективність, креативність, визнання можливостей, прийняття рішень), поведінковий вимір (ініціативність, лідерство, навички мережування, виконавчі здібності) та емоційний вимір (мотивація, стійкість, проактивність, оптимізм). Результати також показують, що інкубатор став лабораторією для навчання підприємництву, формуючи мислення, яке може витримати випробування часом далеко за межами інкубаційного досвіду.

Ключові слова: урядова ініціатива, підприємницьке мислення, університетські інкубатори, підтримка підприємництва.