

The role of the business incubator and the entrepreneurship development center in encouraging the entrepreneurial spirit among students

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Summary: This study aims to highlight the role played by the business incubator and the entrepreneurship development center at Oran 2 University in encouraging and promoting entrepreneurial thinking among university students. This study serves as a tool to help educate and guide students toward entrepreneurship and introduce them to it.

The study concluded that the business incubator and the entrepreneurship development center plays an important role through awareness-raising activities and training courses for university students, with the aim of making them aware of the world of entrepreneurship. The entrepreneurship development center of Oran 2 University also helps develop and enhance students' desire to establish projects after completing their studies, by accompanying and supporting them in developing their ideas and bringing them to life.

Keywords: Entrepreneurship ; Business incubator ; Entrepreneurship development center ; Entrepreneurial spirit

Jel Classification Codes : O1 ; O2 ; O3

Résumé : Cette étude vise à mettre en évidence le rôle joué par l'incubateur d'entreprises et le centre de développement de l'entrepreneuriat de l'Université Oran 2 dans la promotion de l'esprit entrepreneurial auprès des étudiants. Ils constituent un outil pour sensibiliser, orienter et initier les étudiants à l'entrepreneuriat.

L'étude conclut que le centre de développement de l'entrepreneuriat joue un rôle important à travers des activités de sensibilisation et des formations destinées aux étudiants universitaires, afin de les sensibiliser au monde de l'entrepreneuriat. Le centre de développement de l'entrepreneuriat de l'Université Oran 2 contribue également à développer et à renforcer l'envie des étudiants de créer des projets après leurs études, en les accompagnant et en les soutenant dans le développement et la concrétisation de leurs idées.

Mots-clés : Entrepreneuriat ; Incubateur d'entreprises ; Centre de développement de l'entrepreneuriat ; Esprit Entrepreneuriale.

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I- Introduction:

Entrepreneurship has become a widely used and widely accepted concept and is now recognized as a field of research and development. Given its growing importance, organizations, governments, and university researchers are increasingly interested in entrepreneurs, their development, and their ability to sustain and survive.

To achieve economic development, various countries, such as Algeria, have adopted numerous policies based on providing an appropriate economic and legal environment to encourage the creation, growth, and continuity of businesses. To promote entrepreneurship and the spread of entrepreneurial thinking in society, state institutions must be mobilized to prepare young people to engage in entrepreneurship, including university institutions.

The role of the university in society has undergone a critical transformation, as it has transitioned from a producer of science and knowledge to a creator of entrepreneurs. This is a response to the transformations and developments taking place globally. The process of creating and establishing projects depends on the presence and quality of an educational environment that encourages innovation and invention. Many countries have adopted the concept of the entrepreneurial university to achieve economic stability.

In order to move the wheel of economic and social development, it has become necessary for Algeria to take measures and rely on some mechanisms that would sensitize and educate university students about entrepreneurial work and enhance their entrepreneurial thinking.

Among these mechanisms is the House of Entrepreneurship, which is an agreement and partnership between the Ministry of Higher Education and Scientific Research and the National Agency for the Support of Youth Employment (formerly known as the Agency). It was established at the level of all higher education institutions in Algeria.

Based on the above, the following problem can be raised: To what extent can the business incubator and entrepreneurship development center at Oran 2 University contribute to encouraging the entrepreneurial spirit among university students?

Sub-questions To address the main problem, the following sub-questions can be posed:

What is the purpose of establishing a business incubator and entrepreneurship development center?

What are the foundations for acquiring the entrepreneurial spirit?

How do the business incubator and entrepreneurship development center at Oran 2 University contribute to instilling and encouraging the entrepreneurial spirit among university students?

Hypotheses As a preliminary answer to the main problem and sub-questions, the following hypotheses can be presented:

The Business Incubator and Entrepreneurship Development Center contribute to instilling and encouraging the entrepreneurial spirit among university students through the activities, programs, and training courses it organizes for university students throughout the academic year.

The contribution of the business incubator and the Entrepreneurship Development Center is unlimited in instilling and encouraging the entrepreneurial spirit among university students, with graduating students heading to establish their own companies.

Study Objectives This study aims to:

- Introduce the most important concepts related to entrepreneurship and entrepreneurial spirit;
- Highlight the importance of university education for establishing projects.
- Identify mechanisms that can foster entrepreneurship among university students;
- Identify the role played by the Entrepreneurship Development Center at Oran 2 University in instilling and encouraging entrepreneurship among students through various events and activities;

Importance of the Study

The importance of this study is highlighted by the status of entrepreneurship in the economies of countries, as it has become one of the most important methods adopted by various countries to achieve economic development.

The role that university institutions must play in exploring ways and mechanisms that enhance the trend towards entrepreneurship, especially among university students, as well as developing and nurturing entrepreneurial thinking among university youth, who constitute a large proportion of society.

Study Structure The study structure is divided into the following sections:

1. The theoretical framework on entrepreneurship, the entrepreneur, and entrepreneurial spirit.
2. The business incubator and entrepreneurship development center at the Algerian university and its role in encouraging the entrepreneurial spirit.
3. Evaluation study of the Entrepreneurship Development Center of Oran 2 University

II.1.Theoretical Framework on Entrepreneurship, The Entrepreneur and Entrepreneurial spirit

II.1.1.Definition of entrepreneurship

The term "entrepreneurship" has many meanings and definitions, and researchers have increasingly focused on this term and its precise definition. However, genuine interest in entrepreneurship began in the post-World War II years among economists, particularly those interested in the history of the institution. In 1948, the Research Center in Entrepreneurial History was established at Harvard University.

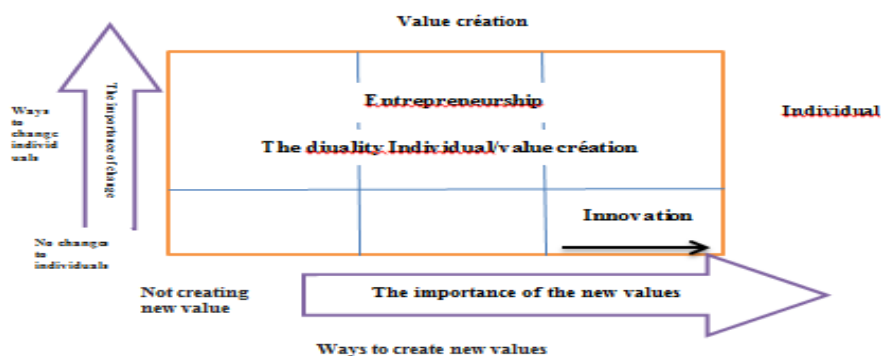
There has been no agreement on a unified concept of the entrepreneurship phenomenon among researchers despite the different definitions. As for P.A., JULIEN and M. MAECHESNA (1996), studies focused on three basic concepts: the entrepreneur, the entrepreneurial spirit, and the establishment of the institution. In another study in the same context, conducted by the famous politician, economist, and institution manager (1990) W.B. GARTNER, he was able to identify forty-four (44) different definitions of entrepreneurship, which he classified within eight basic axes, each of which deals with a part of the phenomenon.

J.FILION (1997) identified twenty-five basic research topics in this field. Many researchers have focused all their efforts on searching for the right questions to ask when researching the phenomenon. To clarify the complexity and great differences in defining the concept of entrepreneurship, we mention a group of definitions:

The prevailing definition of entrepreneurship among Americans in the early nineties was that of Harvard University professor HAWARD STEVENSON (1990), who defined entrepreneurship as: the discovery and exploitation of available business opportunities by individuals or organizations. (Hisrich, Michel, & Dean, 2008, p. 06)

Drucker defines it as: "Entrepreneurship is the act of creativity that involves viewing change as an opportunity to give existing resources the power to create new value.

Figure (1): Entrepreneurship in its broad sense



The source: (Versraete, 1999, p. 09)

Through the graphical representation, BRUYAT illustrates the relationship between the individual and value creation as a reciprocal relationship, whereby the individual is the one who creates value based on his goals, capabilities, and unique characteristics. In turn, value creation also influences the individual's behavior, convictions, and interests.

It can be said that the concept of entrepreneurship has evolved with the development of the economic and social goals that countries seek to achieve. It is also worth noting that entrepreneurship scholars have moved from research into the person of the entrepreneur to research into the entrepreneurial process itself, and focusing on other aspects and considerations that were not taken into account before. Such as the social environment or environment in which the individual is raised, inherited or acquired behavior, the culture of society, the role of education and training in supporting entrepreneurship, as well as the prevailing political, social, cultural, psychological, and other dimensions. (Hanim & Abdul Rachid, 2010, p. 09)

II.1.2. Definition of an entrepreneur:

Definitions of the entrepreneur have varied and differed among researchers and specialists. We will attempt to present a set of definitions as follows:

Joseph Alois Schumpeter defines the entrepreneur as an economic agent whose function is to perform new combinations of production that correspond to new consumer goods, new production methods, new markets, or new types of industrial organization. To achieve these new combinations, the entrepreneur must be able to recognize opportunities and know how to exploit them and extract value from them.

Cantillon defines an entrepreneur as a person who takes the risk of doing business on his own account, and who produces a new benefit on his own account by creating a new product.

English economist Keynes defines the entrepreneur as an economic agent who raises known funds (expenses) with the aim of achieving uncertain returns (income). Keynes's view of entrepreneurship is primarily based on uncertainty.

Kirzner believes that the entrepreneur must face the risks of trade because he works in an uncertain market. He must develop the characteristics that allow him to face the risks of the market. His action is to exploit the commercial opportunities that have not been exploited by others, and his weapon in this is vigilance in trying to anticipate the future. (Fayolle, 2003, p. 17)

II.1.3. Entrepreneurship and Its Conditions

Entrepreneurship is a concept associated with initiative and activity. People with an entrepreneurial spirit have the willingness to try new things or do things differently, because of the possibility of change. They do not necessarily have the direction or desire to create an institution or build an entrepreneurial career. Because their objective is to develop special abilities to keep pace and adapt to change, and this is done by presenting their ideas and acting with great openness and flexibility.

Individuals who possess an entrepreneurial spirit possess a set of skills that can be summarized as follows:

- ✓ The ability to plan and organize by setting goals, committing and managing time, and developing and implementing work programs;
- ✓ Managing risks before starting the implementation process and the ability to address them;
- ✓ Financial planning in terms of determining the budget and outlining the various financial resources.
- ✓ Leadership skills to influence, direct, and motivate others to work and succeed;
- ✓ Skills in initiative, hard work, perseverance, effort, and working to high performance standards.
- ✓ The ability to communicate, connect, and listen to others. (Wtterwulghe, 1998, p. 52)

III.1. Business Incubator and Entrepreneurship Development Center at the Algerian University:

III.1.1. University Business Incubators:

Before addressing the definition of university business incubators, let's review the definition of business incubators in general:

III.1.1.1. Definition of a University Business Incubator:

It is an institution with a legal entity that seeks to provide the necessary services and resources to new entrepreneurs with projects.

This is to help them overcome the burdens of the launching phase. The incubator can be state-owned, private, or mixed.

It is a university-affiliated program that aims to support emerging and small enterprises by providing them with the financial, material, and human resources they need during their early stages of development.) Abdelhakim(2022 ,

III.1.1.2. Duties of University Business Incubators:

Among the duties of a university business incubator are the following:

- Receiving, incubating, and supporting newly established projects for a specified period, as well as project owners.
- Examining the business plans of potential tenants with projects within the incubator.
- Studying all forms of assistance and follow-up.
- Preparing a guidance plan for the various activity sectors hosted by the nursery;
- Studying and proposing methods and tools for promoting and establishing new institutions;
- Assisting institutions in overcoming the difficulties and obstacles they face.
- Providing the necessary office and global tools and equipment at the disposal of host institutions.

III .1.2. The Entrepreneurship House in Algeria:

III.1.2.1. The Origins of the Idea of the Entrepreneurship House in Algeria

The use of the term “entrepreneurial house” instead of the academic and scientific terms by centers or institutes, which are commonly used in the organizational structure of university institutions, is due to the fact that the term house suggests the concept of a single family whose members cooperate with each other to help and support each other.

This is the concept that the Entrepreneurship House seeks to embody in the university environment by supporting students with emerging ideas and projects and helping them bring them to life.

Since 2013, 58 entrepreneurship centers have been established across all universities and higher education institutions in Algeria. This process is a continuation of the successful experience of the entrepreneurship center, established in 2007 as part of a scientific cooperation and partnership between the University of Constantine and Pierre Mendes University, Grenoble, France.

Entrepreneurship has contributed to increasing the percentage of university graduates who benefit from support from the National Agency for Youth Employment Support. It has also provided activities in various higher education institutions across the country, and has contributed to increasing the percentage of micro-enterprises established by university graduates. (Bouhedjeur, Saadi, & Mohammed, 2022, p. 34) .

III.1.2.2. Objectives of the Entrepreneurship House in Algeria

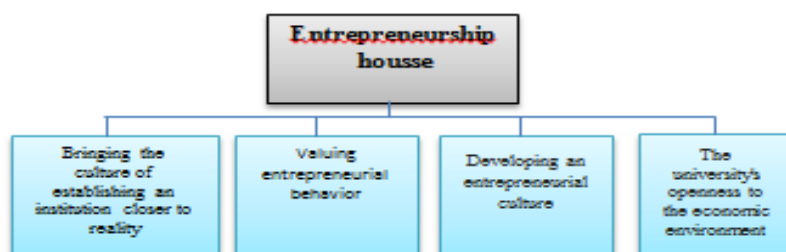
According to the framework partnership agreement concluded on March 9, 2017, between the Ministry of Higher Education and Scientific Research and the Ministry of Labor, Employment, and Social Security, on the sidelines of the National Forum for the Promotion of Entrepreneurial Culture in the University Environment, held at the National Higher School of Business Administration in Kolea.

The objectives sought by establishing entrepreneurship centers in university institutions fall within the framework of the general objectives of the national employment policy and are in line with the Ministry of Higher Education and Scientific Research's policy of strengthening the university's relationship with the economic and social environment.

The objectives set forth in the framework partnership agreement focused on the following:

- ✓ Establishing a framework for consultation and partnership that allows for the promotion and development of entrepreneurial thinking within the university community; extending the Entrepreneurship House to all university institutions.
- ✓ Stimulating the entrepreneurial spirit among researchers and students through activity programs aimed at spreading and cultivating an entrepreneurial culture.
- ✓ Creating an ideas bank based on graduation theses and the results of work completed by university research laboratories, which could be the subject of investment projects.
- ✓ Valuing expertise and enriching experiences in the field of entrepreneurship.

Figure (2): General objectives of the Entrepreneurship House



The source : Boissin et Schieb-Bienfait 2012

The Entrepreneurship House is established through a valid agreement concluded between the relevant university institution and the branch of the National Agency for the Support of Youth Employment in the province. This agreement is renewed every five years, and its management is overseen by a local committee consisting of 2 university representatives from the faculty.

- 2 representatives from the National Agency for Youth Employment Support branch
- 1 representative from the provincial employment directorate.

The university provides the necessary headquarters and pedagogical resources. It also involves the agency in organizing scientific events and seminars related to entrepreneurship. The agency, meanwhile, is responsible for supporting students with projects, ensuring external supervision of students' theses and field training related to entrepreneurship, and involving them in the events it organizes.

IV.1. An evaluation study of the Entrepreneurship Center at Oran 2 University

Introducing the Mohamed Ben Ahmed University of Oran 02 Business Incubator

The University of Oran 02 Mohamed Ben Ahmed Business Incubator is one of the incubators established in Algerian universities to encourage and promote entrepreneurship and start-ups.

IV.1.1. Establishing the Incubator

The University of Oran 2 Business Incubator went through a series of stages before its establishment:

First phase: Establishing the Entrepreneurship House (currently the Entrepreneurship Development Centre) jointly between the University of Oran 1 and the University of Oran 2, with

the aim of encouraging the creation of projects and supporting entrepreneurship in the university environment.

Phase 2: In 2017, it became a fully affiliated business incubator at Oran 2 University, which helped focus all its efforts on developing entrepreneurship within the university.

Phase 3: The official decision to establish the University of Oran 2 Business Incubator, issued during the 2022-2023 academic year, was supported by Order 1275, which is considered important for the incubator as it enhances its role in supporting startups and innovative projects. (Boucheour, 2018)

IV.1.2. Incubator Objectives

The Oran University 02 Business Incubator aims to:

- To become the primary reference for innovation and startup growth.
- Providing a suitable environment for startup growth.
- Providing workspaces, mentorship, and necessary resources for incubators.
- Providing funding opportunities for incubated companies.
- Incubating startups in various sectors and at various stages.
- The incubator works to establish partnerships with investors.

IV.1.3. Incubator Training Program for the 2023-2024 Academic Year:

The training program for the University of Oran 02 Mohamed Ben Ahmed Incubator for the 2023-2024 academic year consists of the following courses:

1. Design Thinking: A course on how to solve problems in an innovative and creative way, following a set of stages (design thinking stages).
2. Business Mapping (BMC): A course on how to prepare a business map, with training workshops.
3. Market Research: A course on how to conduct a market research study to understand the characteristics of the target audience and the future market.
4. Prototype: A course on how to prepare a prototype and the requirements for its preparation.
5. Marketing: A training course on marketing.
6. Financial Plan: A financial plan course, including a lecture on the basics of the financial plan and training workshops on how to prepare it.
7. Business Plan: A training course on how to prepare a business plan with its various components.
8. Presentation: A course on how to prepare a pitch deck and how to register on the startup.dz platform.
9. Legal Form: A course on legal forms for companies and how to choose the appropriate legal form for the company.
10. Challenge 1275.
11. Communication Technologies: This includes various technologies used for communication.
12. Digitization and Artificial Intelligence: Reviewing the strategic challenges of controlling digital technologies in the context of the Fourth Industrial Revolution, which relies primarily on big data, the Internet of Things, and augmented virtual reality, in addition to learning about the basics of artificial intelligence and its fields.

IV.2. Methods and Tools Used in the Study

Methods Used in the Study

This research paper aims to study the role of business incubators and entrepreneurship development centers in encouraging entrepreneurship at the university. The descriptive analytical

approach was used to describe the scientific phenomena related to the research and analyze the collected data.

To collect the data and information necessary to study the research problem, a questionnaire was designed that included statements about the study variables, namely the business incubator and the entrepreneurship development center, and distributed to a sample of the study community.

IV.2.1. Study population:

The study population consists of students from Oran University from various disciplines.

IV.2.2. Study sample:

The study was conducted on a sample of (58) students, to whom the questionnaire was distributed electronically using various social media platforms.

The questionnaire consists of two main parts:

Part One: Includes personal data for the study sample (gender, age, level, and college).

Part Two: It includes the axis related to the study variables: It consists of the phrases related to university business incubators and entrepreneurship development centers, and they were treated as one variable. This axis includes (10) expressions.

The five-point Likert scale was used to measure the axes of the second part of the questionnaire, which includes the study variables. This allows us to know the attitudes of the sample members towards the questionnaire paragraphs by answering the paragraph phrases as follows:

Table (1): Five-point Likert scale

Strongly disagree	All right	Neutral	Disagree	Strongly agree	
1	2	3	4	5	Degree

The source : Prepared by the researcher

IV.2.3. Presentation of the Study Results and Discussion of the Topics

Requirement One: Presentation of the Study Results

Section One: Reliability of the Study Tool (Questionnaire)

To measure the stability of the study tool, which is the questionnaire, Cronbach's Alpha coefficient was used. The following table represents the stability test for the study axes:

Table (2) :Stability coefficients for the study axes

Axis title	Number of paragraphs (questions)	Cronbach's alpha value	Result
Business Incubator and Entrepreneurship Development Center	10	0.857	Fixed

The source : Prepared by the researcher based on the results of the program SPSS

From Table (2), we note that the value of Cronbach's alpha is 0.857, which is greater than 0.7, indicating the stability of the study tool.

Presentation and Analysis of the Results Related to Personal Data of the Study Sample Individuals

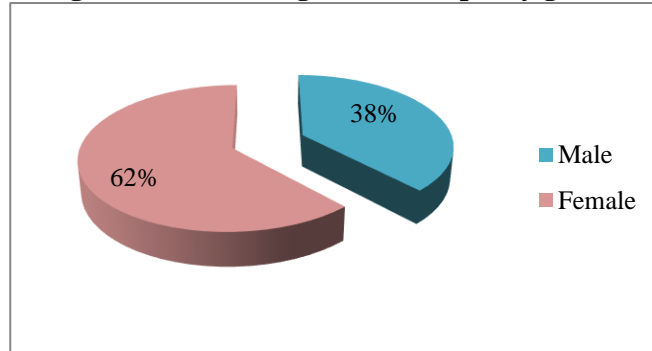
Distribution of Sample Individuals by Gender:

Table (3): Distribution of the Sample by Gender

Gender	Repetition	Percentage
Male	22	38%
Female	36	62%
Total	58	100%

The source: Prepared by the researcher based on the results of the program EXCEL

Figure (3): Percentage of the sample by gender



The source : Prepared by the researcher based on the results of the program EXCEL

From the table and figure above, we find that the study sample consists of 58 individuals. We note that most of the sample members are females, representing 62% of the total sample members, while the percentage of males in the sample reached 38%.

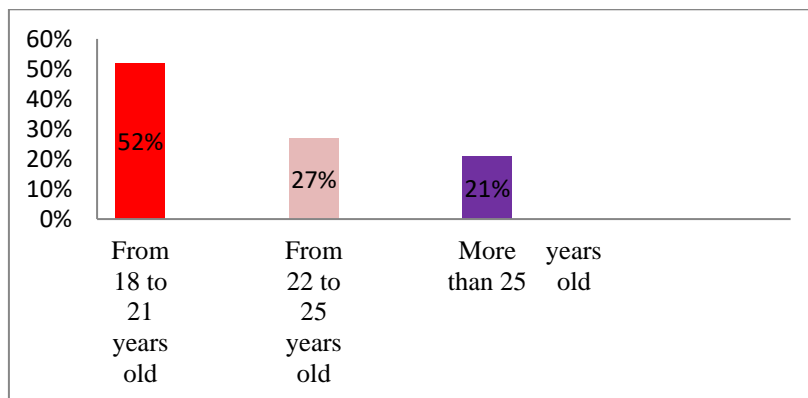
Sample distribution by age:

Table (4): Sample distribution by age

Category	Repetition	Pourcentage
From 18 to 21 years old	30	52%
From 22 to 25 years old	16	27%
More than 25years old	12	21%
Total	58	100%

The source : Prepared by the researcher based on the results of the program EXCEL

Figure (4): Sample distribution according to age



The source : Prepared by the researcher based on the results of the program EXCEL

From the table and figure above, we note the following:

The number of individuals in the age group [18 to 21 years] reached 26, representing 52% of the sample. This is the largest group in the sample, while the number of individuals in each of the following categories [22 to 25 years] and [over 25] reached 9 individuals, representing 27% for each category.

Distribution of sample members according to college:

Table (5): Distribution of the sample according to faculty

Faculty	Repetition	Percentage
Faculty of Economics, Business and Management Sciences	19	33%
Faculty of Law and Political Science	09	15.50%
Faculty of Humanities and Islamic Sciences	03	5%
Faculty of Foreign Languages	14	24%
Faculty of Earth and Space Sciences	04	7.50%
Faculty of Natural and Life Sciences	06	10%
Faculty of Arts and Literature	03	5%
Total	58	100%

The source : Prepared by the researcher based on the results of the program EXCEL

Analysis of the study themes

University business incubator (entrepreneurship development center)

Table (6): Arithmetic mean and standard deviation

Number phrase	Axis questions	Strongly agree	All right	neutral	Disagree	Strongly disagree	Arithmetic mean	standard deviation
1	You know that there is a business incubator at the university	19	21	6	3	2	1.91	0.949
2	You have an idea about entrepreneurship	17	24	3	7	4	2.13	1.092
3	The University Business Incubator offers awareness programs to encourage entrepreneurial awareness.	22	25	4	2	3	1.81	0.856
4	University business incubators contribute to increasing the attraction of students who are thinking of starting their own projects.	20	26	1	4	1	1.71	0.723
5	Business incubators encourage innovation and the development of creative ideas.	19	27	4	2	2	1.83	0.889
6	The incubator offers training programs to help students develop skills in business management and implement entrepreneurial ideas.	16	31	2	2	1	1.78	0.631
7	The university business incubator provides offices, shared workspaces, necessary equipment, and facilities for students interested in establishing entrepreneurial projects.	13	23	7	7	2	2.23	1.051
8	University business incubators provide a space for communication between students interested in entrepreneurship	14	24	8	6	3	2.29	1.083
9	The university business incubator provides opportunities for communication and cooperation between professional entrepreneurs and student start-up owners.	10	23	7	5	2	2.01	1.149
10	The incubator provides opportunities for guidance and advice from experts in the field of entrepreneurship to help students achieve success in their projects.	18	26	6	4	3	2.07	1.017

The source : Prepared by the researcher based on the results of the SPSS program

The table above shows the students' answers regarding the topic of the business incubator and the university entrepreneurship development center, where the overall arithmetic mean was 1.977 and the standard deviation was 0.944.

We also note that there is acceptable agreement on the axis's statements among the sample members. There is a positive, direct relationship between the study variables, particularly with regard to communication and relationships with the outside world, facilitated by the business incubator and the University Entrepreneurship Development Center.

Discuss the hypothesis:

From the above, we find that there is an acceptable level of statistical significance between the entrepreneurial spirit and the activities offered by the business incubator and the university entrepreneurship development center, especially the training programs and the opportunities they provide for communication and relationship with the outside world. Therefore, it can be said that the study hypothesis is correct, i.e., the business incubator and the entrepreneurship development center play a role in encouraging the entrepreneurial spirit among university students.

As for the second hypothesis, it is considered false. Based on the aforementioned results, we note that the contribution of business incubators and entrepreneurship development centers remains limited in instilling and encouraging the entrepreneurial spirit among university students, with graduating students rarely seeking to establish their own businesses.

V-Conclusion:

The need to exploit and value the ideas that abound in the university calls for further activation of the role of structures and institutions that seek to exploit them and develop the entrepreneurial spirit among students. With the spread of entrepreneurial culture in Algerian society, which calls for unifying efforts between various institutions and directing them towards transmitting this culture.

In developed countries, organizations and institutions derive their creative ideas and innovative capabilities from the university, which is considered the repository of these ideas and the most appropriate place for them.

The role of entrepreneurship at various higher education institutions in general, and at Oran 2 University in particular, is of great importance in spreading awareness and entrepreneurial culture and fostering a spirit of initiative in creating and establishing businesses among students.

Successfully fostering entrepreneurial spirit among university students requires several factors, including:

- Providing a clearly defined innovation policy and creative plan
- Developing support policy strategies
- Survival and continuity.

Based on what has been presented, some recommendations can be put forward that would help spread and encourage entrepreneurial thinking among students:

- ✓ Provide the Entrepreneurship Center with various means and capabilities and support it to fully perform its role.
- ✓ Developing the training and support programs offered by the Entrepreneurship Center and optimally addressing innovative ideas.
- ✓ Valuing university research (theses, dissertations, articles, etc.) and directing it toward achieving added value.
- ✓ Getting closer to students by organizing awareness programs and activities and involving them in various activities of the Entrepreneurship Development Center.

- **Appendices :**

- **Table (1): Five-point Likert scale**

Strongly disagree	All right	Neutral	Disagree	Strongly agree	
1	2	3	4	5	Degree

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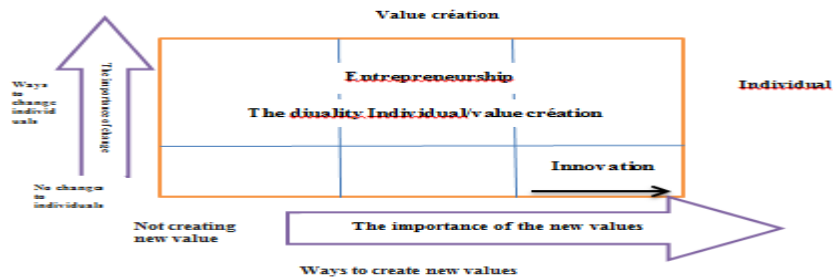
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Table (6): Arithmetic mean and standard deviation for the first axis

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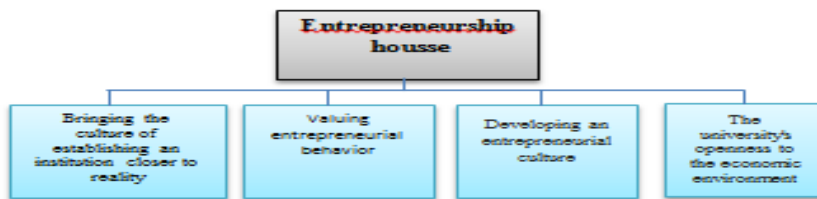
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The source : Prepared by the researcher based on the results of the SPSS program
 Figure (1): Entrepreneurship in its broad sense



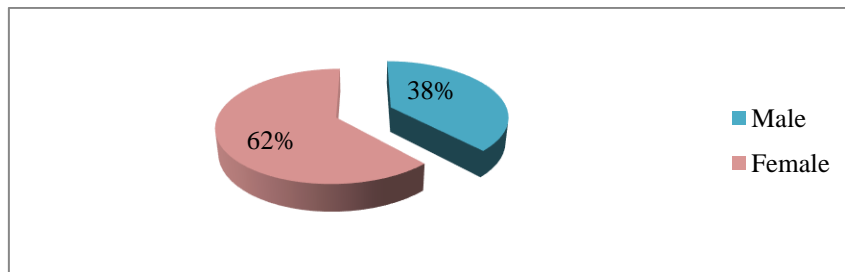
The source: (Versraete, 1999, p. 09)

Figure (2): General objectives of the Entrepreneurship House



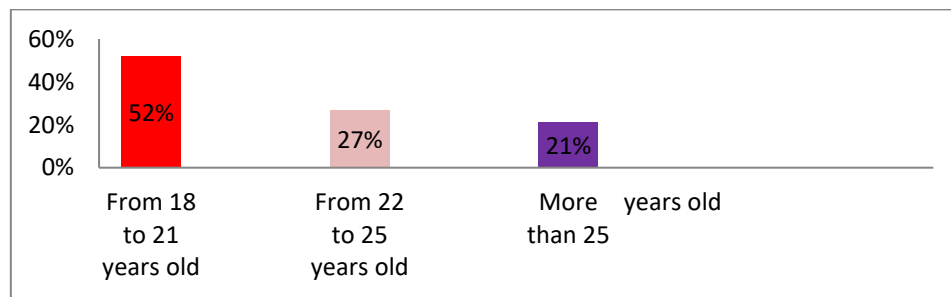
The source : Boissin et Schieb-Bienfait 2012

Figure (3): Percentage of the sample by gender



The source : Prepared by the researcher based on the results of the EXCEL program

Figure (4): Sample distribution according to age



The source: Prepared by the researcher based on the results of the EXCEL program

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