

Determinants of Entrepreneurial Intention Among Moroccan University Students: Analysis of Motivational, Educational, and Contextual Factors

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Abstract—

Studying entrepreneurial intention has long been an important topic in the field of entrepreneurship. Since today's youth are potential future entrepreneurs, understanding their perception of contextual factors can contribute to the literature's development and is an important step in designing a more effective policy mechanism.

In this paper, we investigate entrepreneurial intention by applying the theory of planned behavior by Ajzen (1991) "The Theory of Planned Behavior (TPB)" which describes that intention of a behavior depends on attitude, social norm, and controlled behavior. In our context, the intention to start a business is thus a function of the three determinants, and we have also explored additional contextual determinants.

We have used qualitative and quantitative approaches to understand and explore the factors that explain the entrepreneurial intention of university students. In the first step, we conducted in-depth interviews with students from four universities in Morocco to explore the contextual determinants. Afterwards, we used the structural equation modeling technique to examine survey responses. Discussions of results are presented, and future research possibilities are suggested.

Keywords: *entrepreneurial intention, university students, quantitative approach, TBH incubation*

XLVI. INTRODUCTION

University entrepreneurship is a strategic lever for the professional integration of young graduates. In a constantly evolving job market, universities play a central role by integrating entrepreneurship education and

establishing incubators designed to support students in developing their projects.

Entrepreneurship has become a major economic and social phenomenon, a subject of academic research, and a field of teaching and education. Although entrepreneurship is not a new concept, it has regained prominence over the past two decades, especially in scientific research. Numerous educational programs have emerged in many schools and universities to encourage and introduce students to business creation. It is therefore essential to improve the efficiency of higher education in terms of raising awareness, providing training, and supporting young project holders.

There is no doubt that Morocco has made significant progress in this area. Policies supporting and promoting business creation have been implemented to encourage higher education graduates across several university institutions. These programs offer support, training, and financing opportunities. The initiatives differ from one another but aim to address an economic context marked by a relatively high unemployment rate among higher education graduates in Morocco.

Numerous initiatives have recently been launched to bridge the gap between entrepreneurs and funding or support opportunities, allowing them to benefit from training while sharing success stories in entrepreneurship. The current challenge is to find a model that combines financing and support, enabling project holders to access the best assistance under optimal conditions. Additionally, there is a need to reach a consensus on the content to be taught and the type of learning that can guide student behavior toward entrepreneurship.

This relatively recent experience in Morocco has led us to direct our scientific research towards studying the impact of attitudes and behaviors on students' entrepreneurial intentions. In this research, we focus on students' attitudes towards business creation, their entrepreneurial skills, and their

intentions to bring their projects to life. As a research field, we chose a new university incubator aimed at supporting students in the development of their projects.

This article aims to analyze how university incubation centers contribute to the training of young entrepreneurs and facilitate their integration into the labor market. Entrepreneurial behaviors and attitudes are collected from the database of students registered in the Moulay Ismail University incubation center, the TBH Tech Business Hub.

This scientific article contributes to the literature on encouraging youth entrepreneurship in two main ways:

- First, it is one of the first theoretical and empirical studies in Morocco to use behavioral and attitudinal variables related to entrepreneurial creation among students enrolled in an innovative program that supports Moroccan project holders. Most previous research has focused on financial ratios and behavioral indicators.
- Second, it examines the influence of incubation centers on students' entrepreneurial intention and their willingness to undertake entrepreneurial ventures.

The remainder of the article is structured as follows: It presents a literature review, the methodology used, the results obtained, and their practical implications.

XLVII. LITERATURE REVIEW:

For several years, research in entrepreneurship has focused on the project initiators within the entrepreneurial process. However, it is not enough to study only those who have already launched their businesses; it is equally important to understand individuals at the pre-launch phase. Studying entrepreneurial intention provides deeper insights into this phenomenon.

Several models and theories have attempted to explain the complexity of entrepreneurship. According to Krueger and Carsrud (1993), analyzing future entrepreneurial behavior is inseparable from studying the underlying intentions. Research by Kolvereid (1997), Bird (1988), and Ajzen (1988) confirms that entrepreneurial intention is the best predictor of entrepreneurial action.

This study is based on the Theory of Planned Behavior (TPB) developed by Ajzen (1991), which posits that entrepreneurial intention is influenced by attitude, perceived social norms, and perceived behavioral control. In our research, we specifically examine how entrepreneurial education impacts the entrepreneurial intentions of students from four Moroccan universities.

The Moroccan context remains in its early stages of developing an entrepreneurial ecosystem. Understanding how young people perceive contextual factors is crucial for designing more effective entrepreneurship support systems.

While this article does not seek to evaluate entrepreneurship education practices directly, its goal is to identify the variables that higher education should target to foster entrepreneurial intentions and behaviors among Moroccan students. The TPB serves as our main framework, emphasizing the role of attitude, social norms, and perceived control in shaping intentions.

Additionally, the Theory of Reasoned Action (TRA) by Fishbein and Ajzen (1975) also provides insights into the

relationship between attitudes and behaviors, highlighting factors such as personal attitudes, the influence of time, and learning history. However, TRA has limitations, particularly regarding its focus on individual perceptions without fully considering the social context. To address this, Ajzen (1985) introduced perceived behavioral control into the TPB.

In entrepreneurial studies, both economic and psychological perspectives have been used to examine entrepreneurial intention. From an economic standpoint, fear of failure negatively impacts the willingness to start a business (Arenius & Minniti, 2005). Psychologically, motivation and the anticipation of success or failure play a major role (Duong & Vu, 2024).

Despite numerous studies, there is no consensus on the determinants of entrepreneurial intention among young people. Different authors have interpreted models such as those of Ajzen and Shapero in various ways. For example:

- Audet (2001, 2004) found that students who plan to start a business in the long term focus more on desirability (the desire to start) and perceived feasibility (the belief they can succeed).
- Kolvereid (1996) demonstrated that attitude toward entrepreneurship, perceived social pressure, and personal control significantly influence entrepreneurial intention, while personal characteristics (gender, background) have only indirect effects.
- Studies in different contexts (Russia, by Kolvereid & Isachenkov, 1999) confirm the robustness of this model across cultures.
- Krueger (2000) showed that for recent graduates, perceived competence and attitude are key factors, while social norms are less influential in career decisions.

Overall, research consistently highlights three core psychological dimensions of entrepreneurial intention: desirability, feasibility, and social norms. These dimensions form the empirical backbone of most studies, validating their relevance in diverse cultural and educational contexts.

Table. 1. Summary of Entrepreneurial Intention Studies

Author	Sample Context /	Theoretical Model Used	Significant Variables Identified
Kolvereid (1996)	128 Norwegian business school students	Theory of Planned Behavior (Ajzen)	Attitude toward entrepreneurship, social norm, perceived behavioral control
Tkachev & Kolvereid (1999)	567 Russian students	Theory of Planned Behavior (Ajzen)	Attitude, social norm, perceived control
Audet (2001, 2004)	150 business administration students (Canada)	Shapero & Ajzen Model	Perceived desirability, perceived feasibility

Krueger et al. (2000)	97 recent business school graduates	Theory of Planned Behavior (Ajzen)	Perceived feasibility, attitude toward action
Kennedy et al. (2003)	1,075 Australian students	Shapero & Ajzen Model	Desirability, feasibility, social norm
Tounès (2003)	178 French management students (Master's level)	Shapero & Ajzen Model	Desirability, feasibility, training, personal variables (age, background, specialization)

Entrepreneurial intentions are not the result of chance. They are formed at the intersection of mental representations, perceived resources, social influences, and personal backgrounds. To foster entrepreneurship among young people, institutions—such as universities, incubators, and public policies—must intervene at multiple levels: making entrepreneurship desirable, strengthening self-confidence, providing concrete support, and promoting inspiring role models.

Based on the theoretical framework mobilized, two main research axes have been identified, forming the hypotheses developed below.

H1: Attitudes and entrepreneurial behavior significantly influence entrepreneurial intention.

Behavioral models agree on the determining role of internal variables such as attitudes, beliefs, motivations, and self-perception in the emergence of entrepreneurial intention. Through this first research axis, we propose that these personal and social factors play a decisive role in shaping students' entrepreneurial intentions.

- H1.1: A positive attitude toward entrepreneurship fosters entrepreneurial intention. Here, attitude refers to an individual's personal evaluation of starting a business.
- H1.2: Perceived barriers to entrepreneurship are negatively associated with entrepreneurial intention. Psychological barriers (fear of failure, stress, lack of time) and contextual barriers (limited access to funding, bureaucracy, lack of support) act as inhibitors.
- H1.3: Personal motivations positively influence entrepreneurial intention. Entrepreneurship is often seen as a way to achieve personal goals such as autonomy, self-fulfillment, flexibility, or financial success.

H2: Involvement in the TBH incubation center has a positive impact on entrepreneurial intention.

In a more contextual approach, this second axis explores the influence of the university environment, specifically through the role of the Tech Business Hub (TBH) incubator at Moulay Ismail University. This center provides an entrepreneurial support and experimentation ecosystem. It is essential to assess how its presence and activities reinforce students' entrepreneurial intentions.

- H2.1: Active involvement in TBH activities is positively correlated with entrepreneurial intention. Participation in workshops, training, competitions, or projects offered by TBH allows students to directly engage with entrepreneurial realities. This

experiential learning fosters the confidence needed to seriously consider starting a business.

- H2.2: The specific objectives set when joining TBH positively influence entrepreneurial intention. Some students join TBH to benefit from specific services such as personalized support, access to funding, or the acquisition of entrepreneurial skills. When these goals are clear and motivating, they serve as a strong driver of entrepreneurial intention.
- H2.3: A positive evaluation of TBH is associated with a higher entrepreneurial intention.

The formulated hypotheses aim to test the influence of various determinants, both internal and external, on students' entrepreneurial intentions. They are based on a robust and contextualized literature review specific to Moulay Ismail University. The next step will be to translate these hypotheses into an empirical research protocol through a structured questionnaire, which will allow their validation on a student sample.

XLVIII. MOTIVATION & METHODOLOGY

A. Methodology

This study is based on a quantitative approach, utilizing an online survey for data collection. The objective is to gather measurable quantitative data to identify which variables determine entrepreneurial intention. The questionnaire was developed following the standards of the literature on student entrepreneurship, including Ajzen's Theory of Planned Behavior and motivational models.

Data analysis was performed using Python, which enabled robust statistical exploration through descriptive analysis, cross-tabulations, correlation tests, and graphical visualization of the results.

The target sample included all students enrolled in the Tech Business Hub (TBH), totaling 160 students. A convenience sampling method was adopted since the study focuses on a specific population directly exposed to the university entrepreneurial environment, allowing a better assessment of the incubation program's impact.

At the end of the data collection period, 90 complete responses were obtained, corresponding to a response rate of 56.25%. This rate is considered acceptable given the voluntary nature of the study and sufficient to support viable statistical analyses in an exploratory research context.

B. Data Analysis and Empirical Results

The following table presents the central tendencies (mean, median) and dispersion measures (standard deviation, minimum, maximum) of the main composite scores calculated from the questionnaire items. Each score represents a psychological or contextual construct, as defined in the entrepreneurial intention model applied at Moulay Ismail University.

Table. 2 : Descriptive Statistics of Composite Scores

This table presents the central tendencies (mean, median) and the dispersion (standard deviation, minimum, maximum) of the main composite scores calculated from the questionnaire

items. Each score represents a psychological or contextual construct, as defined in the entrepreneurial intention model applied at Moulay Ismail University.

Variable Label	Mean	Std Dev	Min	25 %	Median	75 %	Max
Personal Confidence	4.29	0.91	1.0	4.0	5.0	5.0	5.0
Creating a business = Valuable	4.58	0.75	1.0	4.0	5.0	5.0	5.0
Entrepreneurship = Motivating	4.41	0.81	1.0	4.0	5.0	5.0	5.0
Entrepreneurship = Good Solution	4.31	0.9	1.0	4.0	5.0	5.0	5.0
Risk-taking = Barrier	2.54	1.15	1.0	2.0	5.0	5.0	5.0
Entrepreneurial Stress	3.43	1.39	1.0	3.0	5.0	5.0	5.0
Motivation: Success / Job Creation	4.33	0.92	1.0	4.0	5.0	5.0	5.0
Barrier: Lack of Funding	3.63	1.26	1.0	3.0	5.0	5.0	5.0
Family Support	4.19	1.19	1.0	4.0	5.0	5.0	5.0
Control: Self-Confidence	3.97	1.03	1.0	3.0	5.0	5.0	5.0
Participation in TBH: Workshops	3.0	1.21	1.0	3.0	5.0	5.0	5.0
Evaluation of TBH Actions	3.96	1.11	1.0	3.0	5.0	5.0	5.0

To examine the direct relationships between the studied variables and entrepreneurial intention, a bivariate correlation analysis was conducted using Pearson's coefficients (for linear relationships) and Spearman's coefficients (for monotonic relationships, suitable for ordinal scales). This step allows for the identification of factors that show a significant level of association with entrepreneurial intention, prior to considering multivariate modeling. The results are presented in the following table

Table 3 : Bivariate Correlation Analysis Results

Score	Pearson r	p (r)	Spearman ρ	p (ρ)
Motivation_score	0.528	0.0	0.389	0.0002
Objectifs_TBH_score	0.267	0.0111	0.263	0.0121
Attitude_score	0.245	0.0201	0.28	0.0075
Evaluation_TBH_score	0.171	0.108	0.189	0.0746

Implication_TBH_score	0.184	0.0822	0.059	0.5781
Control_score	0.112	0.2951	0.188	0.0753
Support_score	0.128	0.2289	0.165	0.1203
Barriers_score	-0.138	0.1948	-0.14	0.1883

Factors Strongly Correlated with Entrepreneurial Intention:

- Personal motivation shows the strongest correlation with entrepreneurial intention ($r = 0.528$; $p < 0.001$). This means that the more students feel motivated—by factors such as personal achievement, financial autonomy, or flexible working hours—the higher their entrepreneurial intention. This strong correlation clearly indicates that motivation is a major and central lever for encouraging entrepreneurship among students at Moulay Ismail University.

Factors Moderately Correlated with Entrepreneurial Intention:

- Goals set within the Tech Business Hub (TBH) show a moderate correlation with entrepreneurial intention ($r = 0.267$; $p = 0.011$). When students enter the program with specific goals (such as acquiring skills, receiving tailored support, accessing funding, or participating in competitions), their entrepreneurial intention increases moderately. This suggests that the university incubator plays a positive, though less central, role compared to intrinsic motivation.
- Attitude toward entrepreneurship also shows a weak to moderate but significant correlation with entrepreneurial intention ($r = 0.245$; $p = 0.020$). The more students perceive entrepreneurship positively (seeing it as less risky, more enriching, and more fulfilling than traditional employment), the stronger their entrepreneurial intention. However, this relationship is somewhat fragile due to moderate internal consistency of the construct (Cronbach's $\alpha = 0.44$).

Factors Weakly or Not Significantly Correlated with Entrepreneurial Intention:

- Perceived barriers (such as administrative difficulties, lack of funding, or limited skills) show a weak negative correlation that is not statistically significant ($r = -0.138$; $p = 0.195$). This result indicates that, in isolation, perceived barriers do not significantly reduce students' entrepreneurial intentions. Further analysis could help explain this weak direct influence.
- Perceived support from family or institutions displays a weak positive but non-significant correlation ($r = 0.128$; $p = 0.229$). Social or institutional support alone is therefore not sufficient to directly strengthen entrepreneurial intention among the surveyed students.
- Perceived control (related to available resources and confidence in one's skills) also shows a weak, non-significant correlation ($r = 0.112$; $p = 0.295$). Although intuitively control perception might

influence intention, this factor does not appear to play a decisive direct role in this study.

- Students' involvement in TBH activities ($r = 0.184$; $p = 0.082$) and the overall evaluation of TBH's impact ($r = 0.171$; $p = 0.108$) show weak, non-significant positive correlations. These results indicate that mere participation or satisfaction with TBH activities does not have a sufficiently strong direct impact to significantly influence entrepreneurial intention on its own.

C. Global Explanatory Modeling

The global multiple linear regression model is used to simultaneously test the influence of all individual factors (Attitude, Motivation, Barriers, Support, Perceived Control) and contextual factors related to the Tech Business Hub (TBH) (Involvement, Goals, and Evaluation) on students' entrepreneurial intention.

Table. 4 : Multiple Linear Regression – Combined Effect of Factors

Variable	β (coef)	t	p	95% CI
Constant	2.569	4.1	0.0	[1.322; 3.816]
Attitude_score	0.112	1.11	0.269	[-0.088; 0.312]
Motivation_score	0.432	4.5	0.0	[0.241; 0.623]
Barriers_score	-0.056	-0.57	0.57	[-0.253; 0.140]
Support_score	-0.027	-0.3	0.766	[-0.207; 0.153]
Control_score	-0.094	-0.81	0.423	[-0.326; 0.138]
Involvement_TBH_score	0.027	0.4	0.691	[-0.106; 0.159]
Goals_TBH_score	0.053	0.52	0.604	[-0.149; 0.255]
Evaluation_TBH_score	0.021	0.24	0.813	[-0.156; 0.198]

Main Model Statistics

- Adjusted $R^2 = 0.237$: The model explains about 24% of the total variance in students' entrepreneurial intention. This is considered a moderate but relevant explanatory power in social sciences.
- $F(8, 81) = 4.45$, $p < 0.001$: The model is statistically significant, meaning that the variables collectively contribute significantly to predicting entrepreneurial intention.

Among all the examined factors, only Motivation emerges as a significant predictor:

- Motivation ($\beta = 0.432$; $p < 0.001$): This high coefficient clearly indicates that the more motivated the students are, the stronger their entrepreneurial intention becomes. Motivation is therefore the central factor directly influencing their entrepreneurial intention.

The other variables, although included in the model, are not significant when considered simultaneously with motivation:

- Attitude ($\beta = 0.112$; $p = 0.269$)
- Barriers ($\beta = -0.056$; $p = 0.570$)
- Support ($\beta = -0.027$; $p = 0.766$)

- Perceived Control ($\beta = -0.094$; $p = 0.423$)
- TBH Program Dimensions:
 - Involvement ($\beta = 0.027$; $p = 0.691$)
 - Goals ($\beta = 0.053$; $p = 0.604$)
 - Evaluation ($\beta = 0.021$; $p = 0.813$)

These results suggest that when personal motivation is already accounted for, the other factors, although they may have shown significant bivariate relationships, no longer sufficiently contribute to directly explaining entrepreneurial intention. However, their role could be indirect or moderated by other variables.

- Individual Hypothesis Testing

Simple regressions were also conducted to test the direct and isolated effect of each individual and contextual factor on entrepreneurial intention.

- Factors with Strong or Moderate Significant Effects:
 - Motivation ($\beta = 0.485$; $p < 0.001$; Adjusted $R^2 = 0.270$): This is the strongest effect observed in all the regressions. Motivation alone explains about 27% of the variance in entrepreneurial intention, representing a very high explanatory power. Highly motivated students clearly show a much stronger entrepreneurial intention.
 - Goals set within the TBH Program ($\beta = 0.209$; $p = 0.011$; Adjusted $R^2 = 0.061$): This TBH-related factor has a moderate explanatory capacity (about 6% of explained variance). When students have specific goals within the program, their entrepreneurial intention significantly increases.
 - Attitude toward Entrepreneurship ($\beta = 0.214$; $p = 0.020$; Adjusted $R^2 = 0.049$): This result highlights a moderate but significant relationship. A positive attitude toward entrepreneurship (less fear of risk, more positive perceptions) significantly strengthens entrepreneurial intention, although the effect is smaller compared to motivation.
- Factors with No Significant or Weak Explanatory Effect:
 - Involvement in TBH activities ($\beta = 0.105$; $p = 0.082$): This indicates a trend towards a weak but non-significant effect. Simply participating in TBH activities is not enough, by itself, to strongly increase entrepreneurial intention.
 - Overall Evaluation of TBH ($\beta = 0.105$; $p = 0.108$): The positive evaluation of the program, while important, does not directly suffice to influence entrepreneurial intention alone.
 - Perceived Barriers ($\beta = -0.124$; $p = 0.195$), Perceived Support ($\beta = 0.105$; $p = 0.229$), and Perceived Control ($\beta = 0.104$; $p = 0.295$): These factors show no significant direct effects, indicating they do not substantially alter

entrepreneurial intention when considered independently.

These findings suggest that factors like barriers, support, or perceived control may act indirectly or in combination with other variables.

XLIX. DISCUSSION AND RECOMMENDATIONS – INTERPRETATION OF RESULTS

The study conducted at Moulay Ismail University (UMI) aimed to explore the determinants of students' entrepreneurial intention, with a particular focus on the role of the Tech Business Hub (TBH). Rigorous statistical analysis identified the key factors explaining this intention while validating several dimensions from established theoretical models.

The multivariate analysis shows that personal motivation is the most significant and explanatory factor of entrepreneurial intention among UMI students. This finding is supported by a strong correlation ($r = 0.528$) and a significant regression coefficient ($\beta = 0.432$; $p < 0.001$), explaining nearly 27% of the variance in entrepreneurial intention. This result demonstrates that a high level of motivation—whether internal (personal fulfillment, creativity) or external (financial independence, flexibility)—strongly promotes the decision to engage in entrepreneurship.

These findings are consistent with the work of Krueger (2000), who states that motivation is essentially a "desire to act" that triggers entrepreneurial intention. Similarly, in the Theory of Planned Behavior (Ajzen, 1991), motivation—through attitude and perceived control—is identified as a key antecedent of intention.

Additionally, the analysis revealed that attitude toward entrepreneurship is an important, though secondary, but still significant factor ($\beta = 0.214$; $p = 0.020$) in predicting entrepreneurial intention. A positive attitude, including a favorable perception of entrepreneurship (as a rewarding and fulfilling career path) and reduced concerns about negative aspects (such as risk and stress), positively contributes to this intention. In other words, students who perceive entrepreneurship as a valuable, fulfilling, or socially meaningful activity are more likely to express an intention to start their own business.

This dimension refers directly to Ajzen's Theory of Planned Behavior (1991), where attitude is one of the three fundamental pillars of intention. Our results confirm that a positive attitude toward entrepreneurship, when based on favorable expectations of outcomes, indeed strengthens entrepreneurial intention, though its effect remains less substantial than that of motivation.

L. The Role of the Tech Business Hub (TBH)

The results show a moderate but significant influence of TBH. Among the assessed dimensions, only the goals set by students within the TBH program were found to be significant ($\beta = 0.209$; $p = 0.011$). Students who define clear objectives (such as acquiring new skills, accessing funding, or benefiting from personalized mentoring) demonstrate a higher entrepreneurial intention.

This outcome supports the findings of Fayolle & Gailly (2015), who highlight the importance of clear learning objectives in entrepreneurship education programs to

effectively stimulate entrepreneurial intentions. According to their research, the effectiveness of a program depends not only on its content or student participation but on how well the program objectives align with participants' expectations.

These results indicate that TBH has a positive impact only when the support objectives are clearly defined and aligned with students' entrepreneurial goals.

On the other hand, involvement in TBH activities and overall evaluation of the program did not show a significant direct effect on entrepreneurial intention. This suggests that simple participation or a positive perception of the program's utility is not sufficient; what truly matters is the initial intentionality and the student's ability to project themselves into concrete entrepreneurial objectives.

LI. Factors with No Significant Direct Effect

In this particular context, perceived barriers, perceived control (available resources and confidence in personal competencies), and perceived support (family or institutional) did not show significant direct effects on entrepreneurial intention.

This does not mean these factors are irrelevant but rather that they likely play an indirect or mediating role, potentially in combination with other variables such as motivation or the objectives set within the TBH program. This interpretation aligns with Shapero & Sokol's (1982) Entrepreneurial Event Model, which suggests that these factors may influence entrepreneurial intention indirectly, through motivation or self-confidence.

Our results indicate that for students at Moulay Ismail University, it is primarily their personal motivations and clearly defined entrepreneurial objectives that shape their desire to engage in entrepreneurship. This dynamic goes beyond simply perceiving a favorable or unfavorable environment; it is based on internal drivers, closely linked to the individual will to embark on an entrepreneurial project.

In summary, these findings confirm the primacy of individual psychological factors, especially motivation, in the formation of entrepreneurial intention. They also suggest that for the Tech Business Hub (TBH) to maximize its impact, it must prioritize these intrinsic dimensions.

This implies, in particular, the need to clarify students' personal and professional objectives at the very start of the program, so they can concretely and sustainably project themselves into the entrepreneurial process.

LII. Conclusion

The validation of our model is based on a quantitative study, conducted with a total sample of 160 students, all exposed to the university entrepreneurial environment, which allowed for a better understanding of the impact of incubation mechanisms. At the end of the study period, the final sample was composed of students who are only a few months away from entering the job market.

These results provide answers to the research question: students' entrepreneurial intention within the TBH mainly depends on their individual dispositions, and the role of the incubation center proves to be relevant as long as it supports this motivation with targeted guidance and a clear strategy for mentoring project initiators.

However, this study has several limitations. Since the TBH center is still in its launch phase, some support structures are not yet fully operational, which may affect students' perceptions. Additionally, the quantitative phase faced a low response rate: despite a target population of 160 enrolled students, the final sample was reached only after multiple follow-ups, including phone calls, resulting in 90 usable responses. This sample size remains modest and does not ensure optimal statistical representativeness.

These methodological limitations pave the way for future research, particularly through a longitudinal approach, allowing for the monitoring of intention evolution over time, or through the use of qualitative methods (interviews, focus groups) to enrich the interpretation of the results.

Furthermore, extending the study to other Moroccan university incubators and evaluating the long-term impacts of post-incubation would be promising avenues to strengthen the contributions of this work.

In conclusion, this study provides a useful contribution to understanding student entrepreneurial dynamics in an emerging academic context, and offers concrete recommendations for optimizing incubation mechanisms within Moroccan universities.

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