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Attitudes Toward Startups Among Students of Foreign languages at Relizane University-Ahmed Zabana

✍ Chetouane Abdelkader
Abdelkader.chetouane@univ-relizane.dz
Relizane University / Algeria

ABSTRACT:

Recent Algerian Higher education policies emphasise enterpreneurial endeavours across all disciplines, yet the faculties of humanity remain on the margins of startup research. This study examines startup attitudes across five academic levels (L1–M2) at the department of Foreign Languages, University of Relizane - Ahmed Zabana, using a sequential explanatory mixed-methods design combining a 33 item Likert questionnaire with open-ended responses (N = 208). Three research questions guided the inquiry: how attitudes vary by academic level, which barriers students perceive as most constraining, and how entrepreneurship education and the university incubator shape students' attitudes toward startup. Results show that startup attitudes are significantly higher at later academic levels, with a notable increase at third year license level, where the Entrepreneurship module is first introduced. Financial constraints are the most consistently endorsed barrier across levels, while language skills are widely perceived as valuable entrepreneurial assets. Incubator engagement is positively associated with entrepreneurial intentions. Nonetheless, a substantial proportion of students reported no prior awareness of the incubator's existence, pointing to a potential institutional communication gap between the incubator and foreign language departments.

KEYWORDS: startup attitudes; entrepreneurship education; foreign languages; university incubator; perceived barriers.

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اتجاهات طلاب اللغات الاجنبية نحو المؤسسات الناشئة بجامعة غليزان-أحمد زبانة

✍ شتوان عبد القادر
جامعة غليزان-أحمد زبانة – الجزائر
Abdelkader.chetouane@univ-relizane.dz

ملخص البحث

تؤكد سياسات التعليم العالي الجزائرية الحديثة على تعزيز المشاريع الريادية في جميع التخصصات، ومع ذلك لا تزال كليات العلوم الإنسانية على هامش البحوث المتعلقة بالمؤسسات الناشئة. تبحث هذه الدراسة اتجاهات الطلاب نحو المؤسسات الناشئة عبر خمسة مستويات أكاديمية (L1–M2) في قسم اللغات الأجنبية بجامعة غليزان – أحمد زبانة، باستخدام تصميم تفسيري متتابع مختلط يجمع بين استبيان من 33 فقرة على مقياس ليكرت وأسئلة مفتوحة . وقد وجه البحث ثلاثة أسئلة رئيسية: كيف تختلف الاتجاهات حسب المستوى الأكاديمي، وما هي العوائق التي يراها الطلاب الأكثر تقييداً، وكيف يُشكل تعليم ريادة الأعمال وحاضنة الجامعة اتجاهات الطلاب نحو ريادة الأعمال. تُظهر النتائج أن الاتجاهات نحو المؤسسات الناشئة تكون أعلى بشكل ملحوظ في المستويات الأكاديمية المتقدمة، مع زيادة واضحة عند مستوى السنة الثالثة ليسانس حيث تُدرَّس وحدة ريادة الأعمال لأول مرة. تشكل القيود المالية العائق الأكثر تكراراً عبر جميع المستويات، بينما تُعتبر المهارات اللغوية على نطاق واسع أصولاً ريادية قيمة. يرتبط التفاعل مع الحاضنة بنوايا ريادية إيجابية. غير أن نسبة كبيرة من الطلاب أفادت بعدم معرفتها المسبقة بوجود الحاضنة، مما يشير إلى فجوة محتملة في التواصل المؤسسي بين الحاضنة و أقسام اللغات الأجنبية.

الكلمات المفتاحية: الاتجاهات نحو المؤسسات الناشئة؛ تعليم ريادة الأعمال؛ اللغات الأجنبية؛ حاضنة الجامعة؛ العوائق المتصورة.

1. Introduction:

University entrepreneurship education has expanded rapidly across disciplines, driven by policy frameworks that position entrepreneurial competency as a general graduate characteristic rather than a specialist skill (Nabi et al., 2017; Fayolle & Liñán, 2014). In Algeria, this expansion has taken concrete institutional form. Foundational Executive Decree № 20-254 (15 September 2020)established the National Committee responsible for issuing the Startup Label, an official recognition that acts as a 'passport' to state support, including funding and mentorship. The primary operational tool for university students is the Ministerial Order № 1275 (27 September 2022) (the 'One Degree/One Startup' mechanism), allows students to pursue their end-of-study thesis as a startup project, directly linking academic research to economic development. To further refine this process, Ministerial Order № 008 (23 February 2025) was issued as an amendment to Order № 1275, specifically focusing on structuring final-year (Master's) projects as startup ventures. The Faculty of Letters and Languages (FLL) at the University of Relizane - Ahmed Zabana has engaged with this initiative. In this regard, its English Department received two Startup LABEL prizes during the 2025/2026 academic year, showing that foreign languages students at university can engage successfully with the national startup ecosystem. Though winning the two Startup LABEL prizes was encouraging, researchers in the field of foreign languages raise a foundational empirical question, which is to what extent are the attitudes of student at the faculty of letters and languages align with these entrepreneurial goals of the ministry of higher eduction? Entrepreneurship research consistently shows that attitude formation precedes and predicts entrepreneurial intention (Ajzen, 199), and that attitude formation is also mediated by educational exposure, social environment, and institutional support (Bae et al., 2014; Nabi et al., 2017). Whether these mechanisms operate the same way in foreign languages contexts or not, this is a gap that is addressed in this research. To do that, the present study starts by mapping startup attitudes across five academic levels from from first year License (L1) to second year master level (M2) in two language departments (french and English), identifying the barriers students perceive as most constraining, and examining how formal entrepreneurship education and incubator engagement relate to attitudes formation. The study also addresses the intersection of entrepreneurship education research in the two foreign languages departments, a matter that remains underrepresented in the literature despite the growing start up policies in Algeria and the MENA region. With N = 208 students distributed across five academic levels, it would be safe to say that the study has adequate statistical power to draw statistical conclusions, though it is conducted in one institution and this limits claims about broader generalisability.

Three research questions structure the inquiry: (RQ1) How do entrepreneurial attitudes vary across academic levels, and what factors impact students attitude formation? (RQ2) What barriers do students at the FLL perceive as most constraining to startup engagement? (RQ3) To what extent do the Entrepreneurship module and university incubator contribute to shaping students attitudes and entrepreneurial intentions?

2. Literature Review

2.1 Entrepreneurship Education

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The relationship between entrepreneurship education and entrepreneurial intention has received sustained scholarly attention over the past two decades. Bae et al. (2014), in a meta-analytic synthesis of 73 studies, confirmed a positive effect of formal entrepreneurship education on

entrepreneurial intentions. Nabi et al. (2017) extended this evidence through a systematic review of 159 studies, concluding that experiential and action-oriented pedagogies generate stronger and more durable intentions for entrepreneurship and business creation. These findings are directly relevant to the FLL context, where the Entrepreneurship module for third year students (L3) may represent a student's first and only formal encounter with startup culture.

University incubators have emerged as a key institutional complement to classroom-based instruction. Guerrero and Urbano (2019) demonstrate that incubators help students in network-building and connecting them to publicly visible achievement that puts in them a sense of what is achievable in the world of startups. Hattab (2014) found, in the Egyptian higher education context, that incubator participation produced a remarkably stronger will power for students to participate in entrepreneurial endeavours. This pattern is also observed in recent research on Algerian public universities (Saoud et al., 2024). The module and incubator therefore function as complementary channels, each operating through distinct pathways to shape attitude and intention.

In the Algerian context, Sedkaoui et al. (2021) identify a persistent implementation gap: while the LMD (License–Master–Doctorate) reform framework mandates an entrepreneurship module at the undergraduate level and coordination between curricular delivery and incubator infrastructure. Whether these entrepreneurial requirements hold at the FLL, this is a central empirical question this study is aiming to answer.

2.2 Startup Attitudes in Non-Business Disciplines

The majority of empirical entrepreneurship attitude research has been conducted with business, engineering, and STEM cohorts, where the nature of these disciplines aligns more naturally with business creation (Liñán & Chen, 2009). Humanities and language students have received comparatively little attention, despite constituting a large proportion of university enrollments and possessing competencies like multilingual communication, intercultural navigation, and discourse analysis (Haddaoui, 2025), all these are increasingly valued in startup environments.

Limited evidence suggests that attitudes toward entrepreneurship are more variable and more sensitive to educational exposure in humanities populations than in business cohorts. Martin et al. (2013) found that humanities students who had completed an entrepreneurship module showed more positive attitude after being aware of available entrepreneurial pathways. Wilson et al. (2007) identified disciplinary identity as a key moderating factor, that is to say, students who perceived their academic specialisation as entrepreneurially relevant reported stronger intention profiles regardless of prior business knowledge.

2.3 Perceived Barriers in Resource-Constrained Contexts

Perceived barriers to entrepreneurship are conceptualised within the TPB, or the Theory of Planned Behaviour (Ajzen, 1991). TPB focuses on individual-level attitudes and identifies three factors that shape a person’s intention to perform a behaviour – in this context, starting a startup:

1. **Attitude toward the behaviour**: how positively or negatively the person evaluates starting a business.
2. **Subjective norm:** perceived social pressure from family, peers, or society regarding entrepreneurship.
3. **Perceived behavioural control:** how easy or difficult the person believes starting a business would be.

Entrepreneurial constraints can be mapped onto this framework. For example, a qualitative study of women entrepreneurs in the Gulf region (Itani et al., 2011) identified financial capital

scarcity, bureaucratic complexity, and socio-cultural risk as recurring barriers, with gender-differentiated patterns. While research on Algerian university startup ecosystems is limited, it is reasonable to hypothesize that limited business knowledge is a particularly relevant constraint for graduates from foreign languages departments.

A key implication of this barrier framework is that not all constraints are equally responsive to educational intervention. Knowledge-competence deficits can be addressed through teaching and incubator exposure. Financial and structural barriers, however, are more difficult to manage through education alone. This distinction critically informs the analytical framework applied throughout this study.

3. Methodology

3.1 Research Design

This study adopts a Sequential Explanatory Mixed-Methods Design (Creswell & Plano Clark, 2018), in which Phase 1 quantitative data are collected and analysed first, with Phase 2 qualitative data subsequently used to contextualise and deepen the first Phase findings. This design is appropriate because RQ1 and RQ2 call for statistical description and comparison, while RQ3 requires explanations that statistical data cannot answer.

3.2 Participants and Sampling

The target population comprised all foreign language students (English and French) registered at the FLL, University of Relizane - Ahmed Zabana, across five academic levels (L1–M2). The survey was administered via Google Forms in Arabic during the 2025–2026 academic year, yielding 208 complete responses. Convenience sampling was employed; this limits claims about representativeness within the institution. perhaps it would be useful to put forward that the sample is predominantly female (90.4%). moreover, Just over 13% of respondents reported direct engagement with the university incubator, while more than 40% reported no prior awareness of its existence. Table 1 presents the distribution of gender by academic level.

Table 1. *Sample Distribution by Academic Level (N = 208)*

Level	n	% of Sample	% Female	Department
L1	20	9.6%	80%	English / French
L2	28	13.5%	86%	English / French
L3	64	30.8%	100%	English / French
M1	44	21.2%	91%	English / French
M2	52	25.0%	92%	English / French
Total	208	100%	90%	/

3.3 Instruments

The questionnaire comprises 33 Likert-scale items (five-point: 1 = Strongly Disagree to 5 = Strongly Agree) distributed across six thematic sections (B–F), preceded by six demographic items (Section A). Four open-ended questions elicited qualitative accounts of startup knowledge sources,

the perceived relationship between language specialisation and entrepreneurship, barrier experiences, and incubator influence. The instrument was developed in Arabic to ensure accessibility across both departments and all academic levels. Table 2 maps each section to the relevant research question and theoretical construct.

Table 2. *Instrument Structure*

Sec.	Content	RQ	Items
A	Demographics; prior event and incubator exposure	/	6
B	Startup awareness: concept, Label programme, incubator	RQ1	5
C	Attitudes: desirability, societal value, disciplinary fit, subjective norms	RQ1	6
D	Perceived benefits: language assets, autonomy, market opportunity	RQ1	5
E	Perceived barriers: financial, knowledge-competence, socio-cultural	RQ2	6
F	Education & incubator effects; entrepreneurial intentions	RQ3	5

3.4 Data Analysis

Data analysis proceeded in two sequential phases. First, quantitative analysis was conducted using SPSS. Descriptive statistics (means and standard deviations) were calculated for all variables. The same software was used to compute Cronbach's alpha (internal consistency), one-way ANOVA, t-tests, and Pearson correlations test. Second, open-ended responses were analysed using thematic analysis (Braun & Clarke, 2006). The following table details the specific statistical procedures.

Table 3. *Summary of Analytical Tests and Procedures*

SPSS test	Purpose
Cronbach's alpha	Assess internal reliability of each survey section
One-way ANOVA test	Compare attitude scores across five academic levels specifically for RQ1
Independent-samples t-test	Examine gender differences in socio-cultural barrier scores (RQ2)
Pearson correlation	Assess relationships among incubator engagement, event attendance, and intention scores (RQ3)

In summary, the quantitative analyses used standard parametric tests (ANOVA, t-test, Pearson correlation) all executable in SPSS, together with Cronbach's alpha for reliability. As for the qualitative component, it followed a thematic analysis. This dual-approach ensures that both statistical comparisons (across levels, genders, and correlational relationships) and the depth of open-ended insights are captured.

4. Results

4.1. Instrument Reliability

Cronbach's alpha coefficients for all instrument sections are presented in Table 6. Sections B, D, and F achieved acceptable reliability ($\alpha \geq .80$). Section C ($\alpha = .68$) and Section E ($\alpha = .61$) fell below the conventional threshold of .70. The marginal reliability of Section C likely reflects its multidimensional content, which spans desirability, subjective norms, and disciplinary identity. For Section E, individual item means are reported alongside the section composite, and the scale is identified as a priority for revision in future deployments of the EAQ-FLL.

Table 6. *Internal Consistency by Instrument Section (Cronbach's α, N = 208)*

Sec.	Scale Content	Items	α	Assessment
B	Startup Awareness	5	.81	Acceptable
C	Attitudes & Social Norms	6	.68	Marginal
D	Perceived Benefits	5	.80	Acceptable
E	Perceived Barriers	6	.61	Below threshold
F	Education Effects & Intentions	5	.82	Acceptable

4.2. RQ1: Startup Attitudes across Academic Levels

Mean scores for all five outcome composites are reported by academic level in Table 3 and illustrated in Figure 1. A one-way ANOVA on attitude composite scores yielded a statistically significant effect of academic level, $F(4, 203) = 22.38$, $p < .001$, $\eta^2 = .31$ a large effect by conventional benchmarks (Cohen, 1988). The overall sample attitude mean was $M = 4.09$ ($SD = 0.49$), above the scale midpoint, indicating generally favourable attitudes.

Table 3. *Composite Mean Scores by Academic Level (N = 208; scale: 1–5)*

Level	n	Awareness M (SD)	Attitudes M (SD)	Benefits M (SD)	Barriers M (SD)	Intentions M (SD)
L1	20	3.15 (0.75)	3.95 (0.43)	3.74 (0.52)	3.52 (0.51)	3.91 (0.43)
L2	28	3.19 (0.87)	3.54 (0.47)	3.66 (0.63)	3.45 (0.61)	3.70 (0.62)
L3	64	3.35 (0.73)	4.03 (0.35)	3.90 (0.69)	3.31 (0.63)	3.79 (0.53)

M1	44	3.19 (0.82)	4.39 (0.39)	4.11 (0.60)	3.54 (0.38)	4.35 (0.46)
M2	52	3.84 (0.58)	4.28 (0.45)	4.24 (0.49)	3.46 (0.52)	4.30 (0.46)
Total	208	3.40 (0.78)	4.09 (0.49)	3.98 (0.63)	3.44 (0.54)	4.03 (0.57)

Figure 1. Outcome Composite Means by Academic Level (RQ1)

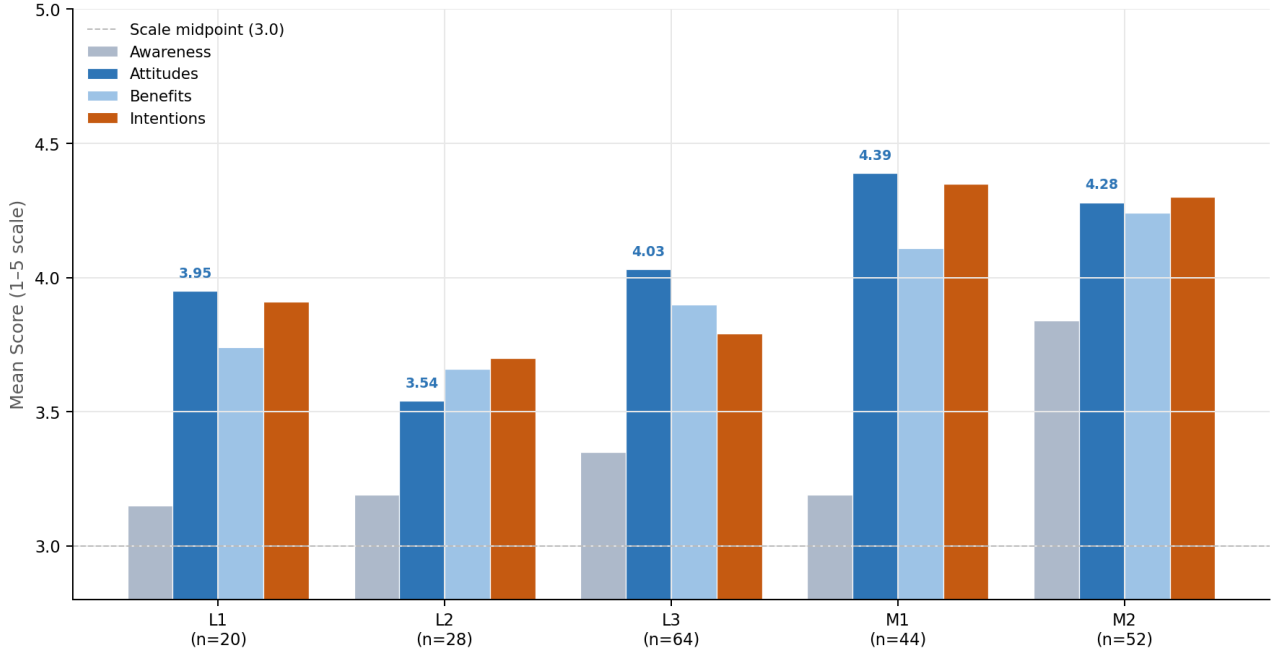


Figure 1. *Mean attitude, awareness, benefits, barriers, and intention scores by academic level*

Three patterns merit attention. First, the lowest attitude mean occurs at L2 (M = 3.54), with a substantially higher mean at L3 (M = 4.03), which is the level at which the formal Entrepreneurship module is introduced. Second, the largest mean differences are observed between L2 and L3, and between L3 and M1, suggesting a possible cumulative effect of entrepreneurship module completion followed by emerging contact with the university incubator. Third, the highest mean occurs at M1 (M = 4.39) rather than M2 (M = 4.28) with barely any noticeable difference between the two levels.

The two highest-scoring individual attitude items were "Students from the Faculty of Letters and Languages are capable of creating successful startups" (M = 4.52) and "Language skills (French/English) are useful for building a startup" (M = 4.38), indicating broad endorsement of entrepreneurship spirit in relation with language-based competencies. It is worth noting that a numerical difference favouring the English Department over the French Department was observed on attitudes. Given that departmental comparison was not primarily the focus of this research, this is reported in description only.

Qualitative responses supported the presented statistics. Students at lower academic levels most frequently described encountering startup concepts through informal channels like social media and family business experience, whereas M1 and M2 students more often referenced the incubator activities. Recurring themes also included language skills as enabling access to international markets, identification of specific entrepreneurial ideas for language graduates like translation platforms, content creation, language education applications, and intercultural consulting.

4.3. RQ2: Perceived Barriers

The barrier composite mean across the full sample was M = 3.44 (SD = 0.54), above the scale midpoint, indicating that barrier perceptions are present though they do not override the positive attitudes reported in Section 4.2. Individual item means for Section E are presented in Table 4 and illustrated in Figure 2.

Table 4. *Perceived Barrier Item Means, Full Sample (Section E, N = 208)*

Item	M	SD
E1. Lack of access to startup funding is a major obstacle to venture creation	4.07	0.81
E2. Insufficient institutional support at the university for student ventures	3.82	0.90
E3. I lack the business and financial knowledge needed to manage a startup	3.74	0.97
E4. Cultural norms in Algeria make it more difficult for women to pursue startup careers	3.35	1.07
E5. In my social circle, starting a business is considered riskier than employment	3.18	1.01
E6. I am not confident in my ability to sell or market a product or service	2.52	1.01

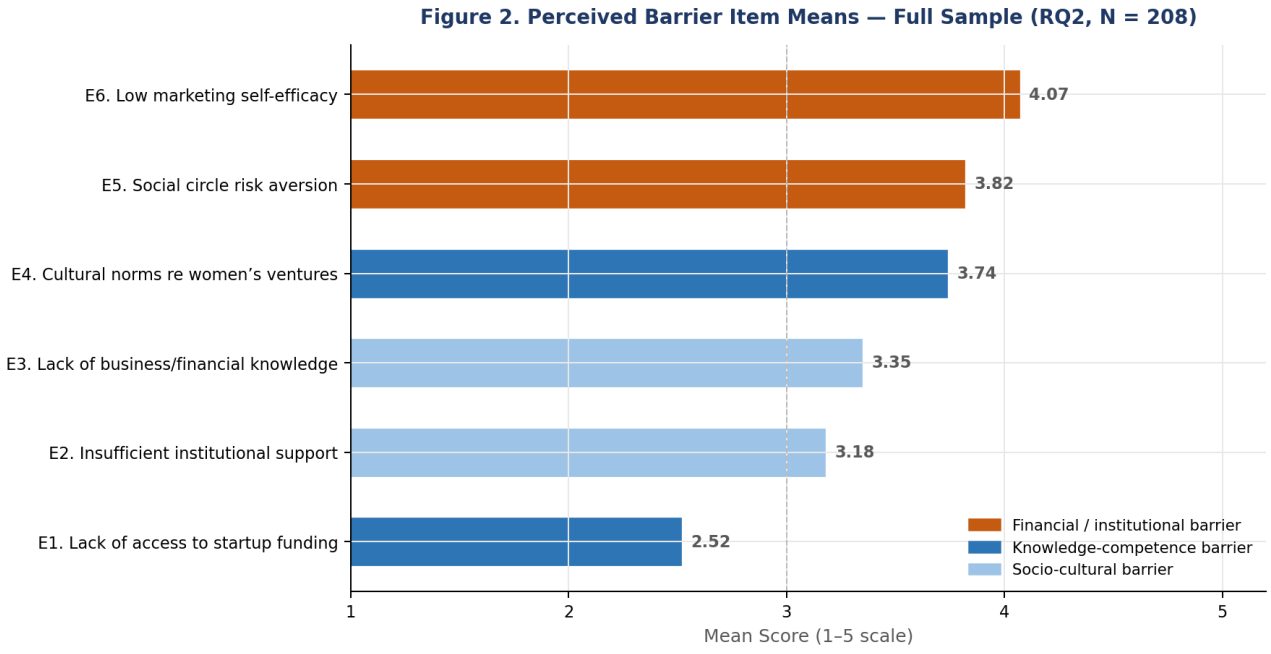
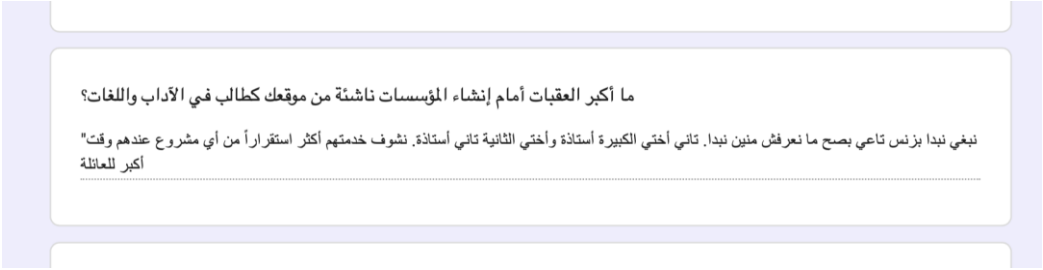


Figure 2. *Mean endorsement scores for perceived barrier items (E1–E6), full sample (N = 208). Scale: 1 (Strongly Disagree) to 5 (Strongly Agree).*

Financial access (E1, M = 4.07) was the most salient constraint. Perceived institutional support deficit (E2, M = 3.82) and knowledge-competence deficit (E3, M = 3.74) followed. Marketing self-efficacy (E6, M = 2.52) was the least endorsed barrier across all items. Socio-cultural barriers (E4–E5) occupied an intermediate position.

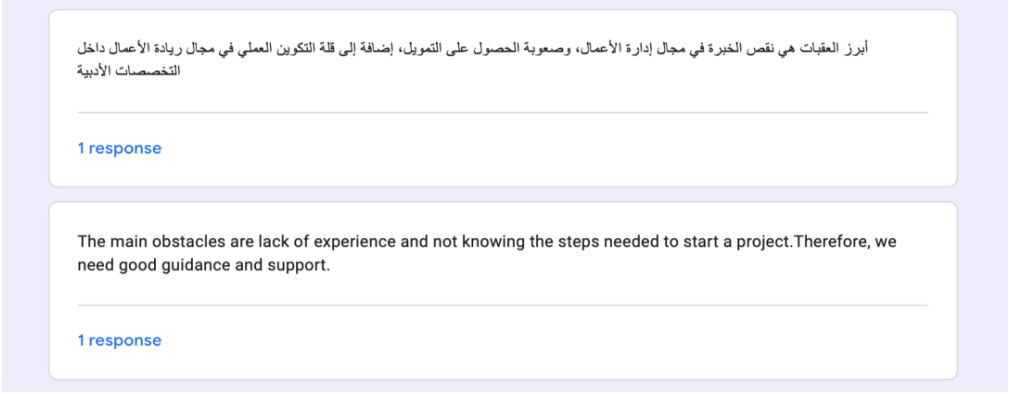
An independent-samples t-test found no statistical significance in gender difference in overall barrier items scores, male respondents (n = 20, M = 3.61, SD = 0.68) compared with female respondents (n = 188, M = 3.40, SD = 0.52), t(206) = 1.31, p = .204. however, this could majorly be referred to the small male sample that limits any statistical power of this comparison. Nonetheless, qualitative responses from female participants identified family expectations of stable employment, limited visibility of female entrepreneurs, and concern about society perceptions of business failure as recurring themes. In this regard, see a screenshot then translation of one of the respondents below:



Translation of the quote above:

"I want to start my own business, but I don't how to start. My oldest sister is a teacher, and my second sister is a teacher too. I see their jobs as more stable than any business because they have more time for family." Respondent 66

Digging deeper in open-ended responses it would be clear that financial concerns barriers were dominated by all students at academic levels. Knowledge-competence barriers were more differentiated by level. in this aspect, students at lower levels described a general sense of unpreparedness.



Translation of the quote above:

"*The most significant barriers are a lack of business management experience, difficulty accessing funding, and insufficient practical entrepreneurship training within literary disciplines.*" Respondent 27

In summary, financial barriers are universal and unchanging across academic levels, while knowledge barriers become more specific as students progress. Nonetheless, what was noticed is that M2 critique about language-based innovation being overlooked suggests that startup ecosystems may be missing valuable opportunities by favouring STEM projects over linguistic and cultural enterprise.

4.4. RQ3: Effects of Entrepreneurship Education and Incubator Engagement

Students who had directly engaged with the university incubator (n ≈ 27, 13.0% of the sample) reported higher intention composite scores than students who were aware of but had not engaged with the incubator, and those who were entirely unaware of its existence (see Figure 3). A Pearson correlation between incubator engagement and entrepreneurial intention was positive and statistically significant, r(206) = .27, p < .001 (explaining approximately 7% of variance in intention scores).

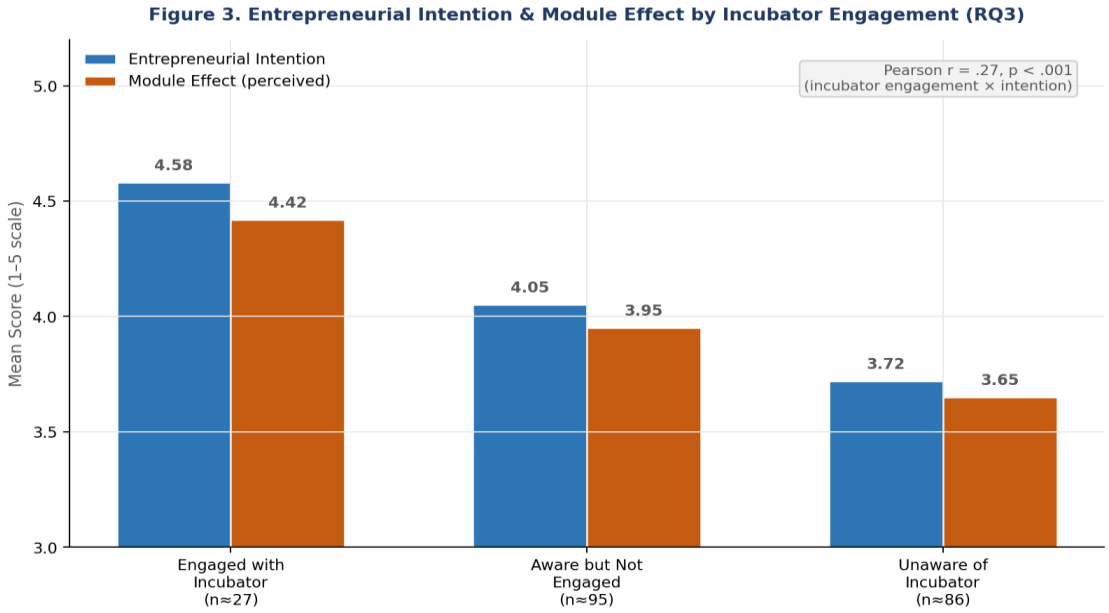


Figure 3. *Mean entrepreneurial intention scores by incubator engagement status (unaware / aware but not engaged / engaged). N = 208.*

Students who had attended at least one entrepreneurship-related event also reported numerically higher attitude and intention means than those who had not. Within Section F, the item "The entrepreneurship module has increased my intention to start a business" was among the highest-rated items for module completers, and the highest-scoring intention item across the instrument was "If I had sufficient resources and support, I would launch a startup while still a student."

Among the small group reporting direct incubator engagement, qualitative responses centred on three mechanism types: informational (knowledge of startup procedures and funding routes), relational (connection with peers and mentors), and symbolic (witnessing peers achieve the Startup

LABEL was described as making business creation feel more attainable). The most consistently reported limitation was unfamiliarity: a substantial proportion of 40% of students had been entirely unaware of the incubator's existence prior to completing the survey.

5. Discussion

5.1. The Growth of Entrepreneurial Attitudes Across Academic Levels

The pattern of significantly higher attitude scores at higher academic levels is broadly consistent with the evidence from business and STEM populations (Bae et al., 2014; Nabi et al., 2017), therefore, their enquiry could be safely extended to the foreign languages context where such patterns remain understudied. The level-by-level statistical analysis is a genuine contribution in this research that was furthermore supported by the cross-sectional analysis which indicates strong inferences about the Development of attitudes across educational levels.

The higher mean at L3 relative to L2 is directionally consistent with Bae et al.'s (2014) finding that formal entrepreneurship modules produce attitude shifts, though the cross-sectional analysis cannot isolate the module's contribution from individualistic differences, cohort differences, or even any other concurrent influences. The broad endorsement of language skills as entrepreneurially relevant is consistent with Wilson et al.'s (2007) finding that perceived disciplinary relevance is a necessary, meaning that students should see their educational competencies as important in business creation, However, this is not sufficient, conditions for entrepreneurial spirit to be formed.

5.2. The Barrier Landscape: A Competence-Awareness Paradox

The barrier hierarchy observed financial access limitations, institutional support deficit, knowledge-competence deficit, socio-cultural norms, marketing self-efficacy problems. This is broadly consistent with patterns reported in Algeria and the wider MENA region (Saoud et al., 2024; Itani et al., 2011). The inversion of the typical pattern in the marketing self-efficacy item is, however, theoretically noteworthy: in engineering and science samples, communication-related barriers are often among the most strongly endorsed (Liñán & Chen, 2009), whereas here they are the least endorsed. Language students students in this context appear to perceive their communicative and persuasive competencies as entrepreneurially advantageous, even as they report substantial financial and knowledge-competence barriers. such results should illuminate curriculum designers to allocate more time to business planning, financial literacy, and legal foundations than language skills which are noted as their field of study.

Financial barriers and perceived institutional support gaps appear largely resistant to educational intervention. The conditional intention item ("If I had sufficient resources and support, I would launch a startup while still a student") achieving the highest score among intention items is consistent with a motivational pattern in which aspiration goes beyond the reality of limited access to funds. The practical implication here is presented as a discussion point for future research.

The absence of a statistically significant gender effect on barrier items was interpreted with caution given the n = 20 male sample. However, the qualitative evidence from some female participants about family expectations, limited female business visibility, social perceptions of failure are all directionally consistent with Itani et al.'s (2011) findings in Gulf contexts and deserves systematic investigation with a gender-balanced sample.

5.3. Module and Incubator Effects: Complementarity and Reach

The positive association between incubator engagement and entrepreneurial intention is consistent with Guerrero and Urbano's (2019) and Hattab's (2014) findings that incubators generate positive entrepreneurial effects even without the module of entrepreneurship. The cross-sectional analysis of items cannot establish causal direction between the entrepreneurship module of L3

students and the incubator. However, but the qualitative data offer a plausible explanation. In the beginning, the module provides conceptual grounding and reframes disciplinary competencies as entrepreneurial assets; then the incubator is introduced to adds relational connection and procedural knowledge; and visible peer achievements, such as Startup LABEL awards. In addition, the incubator's work to create informative events that would help students perceive business creation as attainable.

The finding that more than 40% of students reported no prior awareness of an existing incubator is arguably the most immediately actionable result of this study. This is consistent with Sedkaoui et al.'s (2021) observation that curricular–incubation coordination is uneven in Algerian non-technical faculties, and suggests that a structural communication gap. The next point of action should be improving awareness through structured referral from the L3 entrepreneurship module which is a logistically feasible intervention.

6. Limitations

Four limitations should are to be considered in this research. First, the gender comparison (n = 20 male, n = 188 female) is insufficiently balanced for a decisive t-test of gender effects, therefore, the non-significant result is inconclusive rather than negative. Second, Section E of the questionnaire items (perceived barriers, $\alpha = .61$) falls below conventional thresholds of Cronbach's alpha internal consistency test; therefore, this section requires revision before reuse in confirmatory research. Third, students from the Arabic Department were not included in the sample. Their educational programme differs substantially from that of the English and French departments, and the central argument about foreign language competency as an entrepreneurial asset may not hold for Arabic language students, whose career pathways and labour market positioning differ considerably. Fourth, the study captures self-reported attitudes and intentions rather than entrepreneurial behaviour; the intention-behaviour gap is well documented and longitudinal follow-up research are very much encouraged.

7. Conclusion

This study mapped startup attitudes across five academic levels at the Faculty of Letters and Languages, University of Relizane - Ahmed Zabana, Algeria, identifying barrier hierarchies and examining the role of formal entrepreneurship education and incubator engagement. Attitude means differed significantly across academic levels, with a marked increase at L3, the level at which the Entrepreneurship module is introduced. Financial access was the most strongly endorsed barrier; marketing self-efficacy was the least endorsed. Incubator engagement was positively associated with entrepreneurial intention, though the cross-sectional analysis does not lead to directional inference. in addition, a finding we regard as the most directly actionable result of the study is the substantial number of students who declared unaware of an incubator that exists within their own institution. This pointed to a structural communication gap rather than attitudinal reluctance to entrepreneurship in the two languages departments. The broader picture is one of genuinely positive attitudes toward entrepreneurship among foreign languages students, coupled with financial constraints largely beyond the reach of educational intervention. As a single-institution study, these findings should serve as a foundation for replication. The results also suggest that improving institutional communication about existing support structures for students to make their first entrepreneurial steps is a worthwhile direction in foreign languages departments.

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