

# Orientation Towards Agile Leadership for Coaches to Enhance the Culture of Entrepreneurship Among Business Incubator's Students at Laghouat University.

Hadjer LINANI <sup>1\*</sup>, Hassina Kadira TOUMI <sup>2</sup>

<sup>1</sup>Phd student, Laboratory of Quantitative Methods in Economics and Management Sciences and its Applications for Sustainable Development « MQEMADD », University of Djelfa, (Algeria)

✉ [hadjer.linani@univ-djelfa.dz](mailto:hadjer.linani@univ-djelfa.dz)

 <http://orcid.org/0009-0008-9395-8213>

<sup>2</sup>Full professor, professor Laboratory of Rural Development Policy in the Steppe in Algeria, University of Djelfa, (Algeria)

✉ [hs.toumi@gmail.com](mailto:hs.toumi@gmail.com)

 <http://orcid.org/0009-0005-0689-1283>

[Attribution-Non Commercial 4.0 International License.](#)

**Received:** 26/12/2024

**Accepted:** 20/01/2025

**Published:** 30/01/2025

\* *Corresponding Author*

## Citation:

Linani, H., & Kadira Toumi, H. (2025). Orientation Towards Agile Leadership for Coaches to Enhance the Culture of Entrepreneurship Among Business Incubator's Students at Laghouat University. *Dirassat Journal Economic Issue*, 16(1). <https://doi.org/10.34118/djei.v16i1.4127>



This work is an open access article, licensed under a [Creative Commons](#)

<https://doi.org/10.34118/djei.v16i1.4127>

## Abstract

This study aimed to define the extent to which coaches are characterized with agile leadership and their impact in enhancing the entrepreneurship culture among business incubator's students at Laghouat University. To achieve the study objectives, a questionnaire was designed to collect data the study sample, which was 60% out of 60 students of the business incubator at Laghouat University, which presented in 36 students. The method used was the structural equations modeling by Smart-pls 4 software and SPSS 23. Findings indicate that there is no direct impact for agile leadership in enhancing the entrepreneurship culture among business incubator's students at Laghouat University. Also, there is no direct impact for the dimensions of agile leadership: (Humbleness, tranquility, wisdom and objectivity, patience and trust) in enhancing the entrepreneurship culture among students. Thus, there are no differences for the impact of agile leadership in enhancing the entrepreneurship culture among student, are due to (Gender, age and educational level).

**Keywords:** Agile leadership; entrepreneurship culture; humbleness; tranquility; wisdom; objectivity; patience; trust.

**Jel classification codes:** M1, M13.

# التوجه نحو القيادة الرشيقة للمدربين من أجل تعزيز ثقافة ريادة الأعمال لدى طلبة حاضنة الأعمال بجامعة الأغواط.

<sup>1</sup> ليناني هاجر \* ، <sup>2</sup> حسينة قديرة تومي

<sup>1</sup> طالبة دكتوراه، مخبر الطرق الكمية في العلوم الاقتصادية وعلوم إدارة الأعمال وتطبيقاتها من أجل التنمية المستدامة،  
جامعة الجلفة، (الجزائر)

✉ [hadjer.linani@univ-djelfa.dz](mailto:hadjer.linani@univ-djelfa.dz)

<http://orcid.org/0009-0008-9395-8213>

<sup>2</sup> أستاذة، أستاذة جامعية، مخبر سياسات التنمية الريفية في المناطق السهبية بالجزائر، جامعة الجلفة، (الجزائر)

✉ [hs.toumi@gmail.com](mailto:hs.toumi@gmail.com)

<http://orcid.org/0009-0005-0689-1283>

استلم في: 2024/12/26

قبل في: 2025/01/20

نشر في: 2025/01/30

\* المؤلف المرسل

كيفية الإحالة:

Linani, H., & Kadira Toumi, H. (2025). Orientation Towards Agile Leadership for Coaches to Enhance the Culture of Entrepreneurship Among Business Incubator's Students at Laghouat University. *Dirassat Journal Economic Issue*, 16(1). <https://doi.org/10.34118/djei.v16i1.4127>



هذا العمل مرخص بموجب رخصة  
المشاع الإبداعي نسب المصنف -  
غير تجاري 4.0 دولي.

<https://doi.org/10.34118/djei.v16i1.4127>

## الملخص:

الدراسة هدفت لتحديد مدى إمتلاك المدربين لخصائص القيادة الرشيقة و أثرها في تعزيز ثقافة ريادة الأعمال لدى طلبة حاضنة الأعمال بجامعة الأغواط. و من أجل تحقيق أهداف الدراسة، تم تصميم إستبيان لجمع بيانات عينة الدراسة و التي كانت بنسبة 60% من 60 طالب و طالبة من حاضنة الأعمال لجامعة الأغواط والتي تمثلت في 36 طالبا. الأسلوب الذي تم تنبيه هو نمذجة المعادلات الهيكلية بالمربعات الصغرى بإستخدام برنامج Smart-pls4 و بإستخدام برنامج Spss23. أشارت النتائج أنه لا يوجد أثر مباشر للقيادة الرشيقة في تعزيز ثقافة ريادة الأعمال لدى طلبة حاضنة الأعمال لجامعة الأغواط. أيضا أشارت النتائج أنه لا يوجد أثر مباشر للأبعاد القيادة الرشيقة و التي كالتالي: (تواضع القادة، هدوئهم، حكمتهم و تواضعهم، صبرهم و اخيرا ثقتهم في الطلبة) و ذلك في تعزيز ثقافة ريادة الأعمال لدى الطلبة. و بالنتيجة لا يوجد فروقات لأثر القيادة الرشيقة في تعزيز ثقافة ريادة الأعمال لدى الطلبة تعزى للبيانات الشخصية التالية: (الجنس، السن و المستوى التعليمي).  
الكلمات المفتاحية: قيادة رشيقة؛ ثقافة ريادة الأعمال؛ هدوء؛ حكمة؛ تواضع؛ صبر؛ ثقة.

تصنيف JEL: M1, M13

## **Introduction**

In a world where entrepreneurship has become a standard and a means for advanced and successful projects, it has become necessary to pay attention to this culture .Especially with the state's recent focus on how to promote this culture among different segments of society, and the university student is considered the best start. In order to achieve this goal, the process needs leadership that helps enhance this culture, and agile leadership may contribute to this, especially in the business incubator at Laghouat University, which is considered as a lush base, where is hosting students from different majors to train them on how to form their own startups. From this standpoint, we pose the following problem:

### **Problematic Statement:**

In which extent, there is impact for agile leadership in enhancing the entrepreneurship culture among business incubator's student at Laghouat University?

### **Sub-Questions:**

- Is there statistically significant impact for the coach humbleness in enhancing entrepreneurship culture among Business Incubator's students at Laghouat University? At the level of significance  $\alpha \leq 0.05$ .
- Is there statistically significant impact for the coach tranquility in enhancing entrepreneurship culture among Business Incubator's students at Laghouat University? At the level of significance  $\alpha \leq 0.05$ .
- Is there statistically significant impact for the coach wisdom and objectivity in enhancing entrepreneurship culture among Business Incubator's students at Laghouat University? At the level of significance  $\alpha \leq 0.05$ .
- Is there statistically significant impact for the coach patience in enhancing entrepreneurship culture among Business Incubator's students at Laghouat University? At the level of significance  $\alpha \leq 0.05$ .
- Is there statistically significant impact for the coach trust in enhancing entrepreneurship culture among Business Incubator's students at Laghouat University? At the level of significance  $\alpha \leq 0.05$ .
- Are there statistically significant differences for the impact of agile leadership in enhancing entrepreneurship culture among Business Incubator's students at Laghouat University? At the level of significance  $\alpha \leq 0.05$ , are due to (Gender, age and educational level).

### **Hypothesis of The Study :**

H1: There is statistically significant impact for agile leadership in enhancing entrepreneurship culture among Business Incubator's students at Laghouat University. At the level of significance  $\alpha \leq 0.05$ .

H0: There is no statistically significant impact for agile leadership in enhancing entrepreneurship culture among Business Incubator's students at Laghouat University. At the level of significance  $\alpha \geq 0.05$ .

### **Sub-Hypothesis:**

- H1: There is statistically significant impact for the coaches' humbleness in enhancing entrepreneurship culture among Business Incubator's students at Laghouat University. At the level of significance  $\alpha \leq 0.05$ .
- H1: There is statistically significant impact for the coaches' tranquility in enhancing entrepreneurship culture among Business Incubator's students at Laghouat University. At the level of significance  $\alpha \leq 0.05$ .
- H1: There is statistically significant impact for the coaches' wisdom and objectivity in enhancing entrepreneurship culture among Business Incubator's students at Laghouat University. At the level of significance  $\alpha \leq 0.05$ .
- H1: There is statistically significant impact for the coaches' patience in enhancing entrepreneurship culture among Business Incubator's students at Laghouat University. At the level of significance  $\alpha \leq 0.05$ .
- H1: There is statistically significant impact for the coaches' trust in enhancing entrepreneurship culture among Business Incubator's students at Laghouat University. At the level of significance  $\alpha \leq 0.05$ .

## **Literature Review**

### **Concept of Agile Leadership**

Agile leadership is a strategy that focuses on empowering employees and enhancing an organization's capacity to succeed in uncertain work environments.

Avo lio, & Walumbuwa stated that agile leadership in corporates intrinsic ability; organizational vision, adaptive environment, customer-centric approach, problem-solving culture, automation, adaptability, and production management.

Agile leadership refers to the capability to manage administrative tasks characterized by quick responses and adjustments in work styles that align with changing demands. This approach emphasizes core values such as teamwork, continuous improvement, and a focus on delivering value. The benefits of agile leadership include heightened collective enthusiasm, shared knowledge, effective use of data, and swift reactions to challenges and opportunities. Ultimately, the goal is to achieve optimal performance and outcomes for customers while minimizing any activities that do not add value to the work or the customer experience.

Being an agile leader involves a mindset that embraces a world where success isn't just about winners and losers; instead, it recognizes that both can thrive. In this environment, creativity plays a crucial role in shaping outcomes.

### **Dimensions Of Agile Leadership**

According to Ljungblom, there are 6 dimensions of agile leadership and they are as follows:

1. **Humbleness:** it's recognized as a moral quality and a virtue that influences how individuals evaluate their actions, aligning them with socially acceptable behaviors. Its presence can fluctuate; at times, it may seem heightened, while at other moments, it appears diminished, influenced by the individual's personality and the surrounding work environment. Unlike more apparent leadership traits such as justice, humility is often less visible to others. This obscurity arises from its similarities with other traits and the challenges in assessing its manifestation in leadership roles.

2. **Tranquility:** it is a rare and valuable trait in life, particularly in leadership roles. Given the complexities of modern life and the multitude of challenges that arise, the significance of calmness becomes evident, especially when leaders face critical decisions. A calm leader can think more deeply and effectively tackle difficult problems, while patience allows for a comprehensive evaluation of situations from multiple perspectives. This approach enhances decision-making and action, ultimately leading to better solutions and improved organization of work processes and challenges.
3. **Wisdom:** Wisdom is the capacity to make thoughtful and sound decisions in response to changing circumstances. Leaders need to evaluate situations, analyze the data at hand, and distill essential ideas to arrive at effective decisions. They should learn from their mistakes and be open to continuous improvement. Lingublom also mentioned that wisdom involves finding a balance between available resources and the demands of the work, whether those demands are behavioral or material. It represents an advanced level of thinking that relies on logical reasoning and an objective examination of decision-making, utilizing practical experience, experimentation, and various factors that contribute to achieving wisdom in a timely manner.
4. **Patience:** it's a fundamental quality of agile leadership. Leaders need to approach challenges and obstacles with both patience and resilience, understanding that change often requires time and effort. They must stay dedicated to their goals and maintain a positive outlook, even in tough situations. Patience also encompasses an individual's ability to accept delays in fulfilling needs or achieving specific objectives, which can shed light on the conditions or needs themselves. It reflects a person's capacity for self-control, enabling them to persistently work toward their goals and tackle various workplace challenges without complaint or despair, even under difficult conditions.
5. **Objectivity:** objectivity is closely linked to rationality, reflecting a leader's capacity to understand and influence the thoughts and behaviors of others. It stands out as a key characteristic of scientific thinking. In practice, objectivity manifests in the various aspects of an individual's thought process, particularly in comprehending problems and seeking effective solutions through a clear intellectual framework.
6. **Trust:** Trust is crucial for effective leadership, as its success hinges on the ability to foster high levels of trust among team members while fulfilling its responsibilities without compromise. When trust is established, it strengthens individuals' connection to the leadership, ultimately contributing to greater institutional success.

### **Concept of Entrepreneurship**

Misra and Kumar defined Entrepreneurship as “the process of obtaining good investment opportunities, using methods of creativity and innovation, and then building productive and service projects that achieve material profit and meet the needs of society”

According to Fayol, entrepreneurship can be defined as specific instances that generate economic and social value, marked by a significant level of uncertainty and inherent risks. In this context, individuals play a crucial role in cultivating behaviors that prioritize embracing change and the associated risks, as well as fostering a spirit of initiative and independent effort.

### **Concept of Entrepreneurship Culture**

Abu Qarn defined entrepreneurial culture as: “The amount of culture that an entrepreneur must have, which enables him to implement his own project and achieve success”

Abdel Fattah describes entrepreneurship as a combination of knowledge, values, attitudes, and skills that foster initiative, pioneering efforts, self-employment, and freelance work. This framework

aims to establish, own, and manage businesses and projects, ultimately enhancing the living standards of individuals, families, and society as a whole.

Khaled et al. refer to it as a collection of values and principles of entrepreneurship that the university aims to instill in its students.

**Dimensions of entrepreneurship culture**

Dimensions of entrepreneurship culture are presented with 5 dimensions as follows:

1. **Initiation & proactiveness:** according to Crant, they are set of proactive actions and initiatives undertaken by an individual to bring about change or development of existing conditions.
2. **Risk taking:** It’s the ability of business organizations to bear the risks resulting from entrepreneurial activities. These risks are represented by the risks of the desire to adopt new innovative ideas and the risks of providing the basic resources necessary to seize the opportunities available to the entrepreneur who bears responsibility for the failure of these ideas or opportunities.
3. **Innovative Problem Solving:** It enhances the capacity for creative behavior, productive, critical, independent, collaborative, and communicative thinking and actions.
4. **Self-Efficiency:** Ibrahim Al-Shafei believes that “self-efficiency is the individual’s appreciation of the abilities and potentials he possesses, which he sees as affecting what is around him and helping him with the problems and obstacles he faces”.

**Concept of Business Incubator**

The American National Association of Business Incubators defined it as organization that aim to help emerging creative institutions and new businessmen and businesswomen, and provide them with the necessary means and support such as (expertise, places, financial support) thus it help them to overcome the burdens and stages of launching and establishment.

**Empirical Study**

In order to assess the responses of the sample to the questionnaire items, a five-point Likert scale was utilized and a score was assigned to it as follows:

**Table N° 1**

**Likert scale**

Never	Rare	Sometimes	Often	Always
1	2	3	4	5

Source : Prepared by Researchers

**Description Analysis**

**Test of normality**

The sample is under 50 therefor we will use shapiro-wilk test and result is below:



**Table N° 2**  
**Test of normality of the study variables**

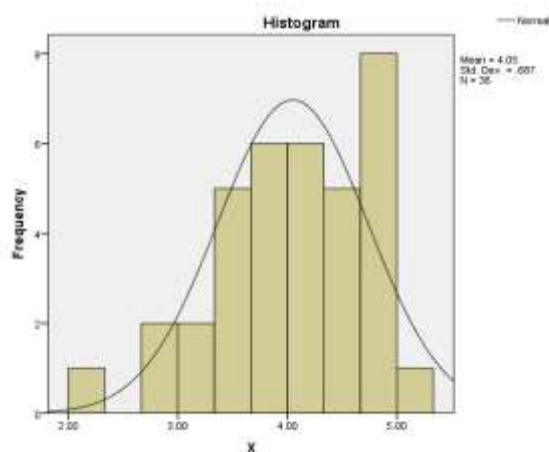
	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<b>X</b>	.105	36	.200*	.942	36	.058
<b>Y</b>	.115	36	.200*	.971	36	.461

\*. This is a lower bound of the true significance.  
a. Lilliefors Significance Correction

Source: Outputs of Spss 23 software

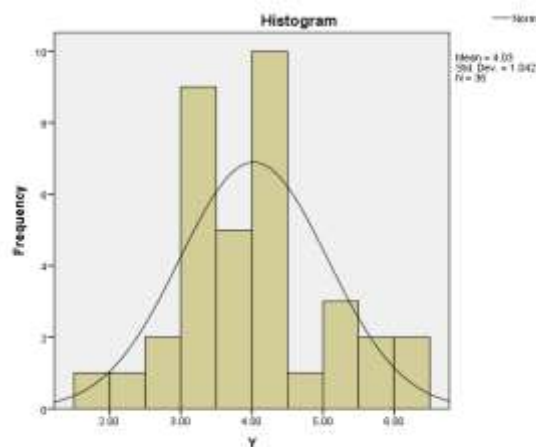
**Figure N° 1**

**Normality curve of agile leadership**



**Figure N° 2**

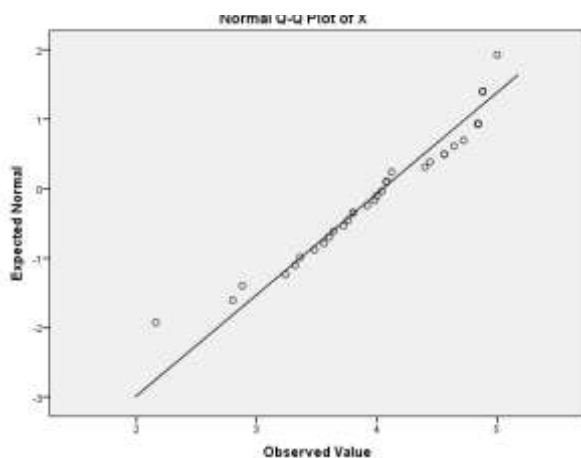
**Normality curve of entrepreneurship culture**



Source: Outputs of Spss 23 software

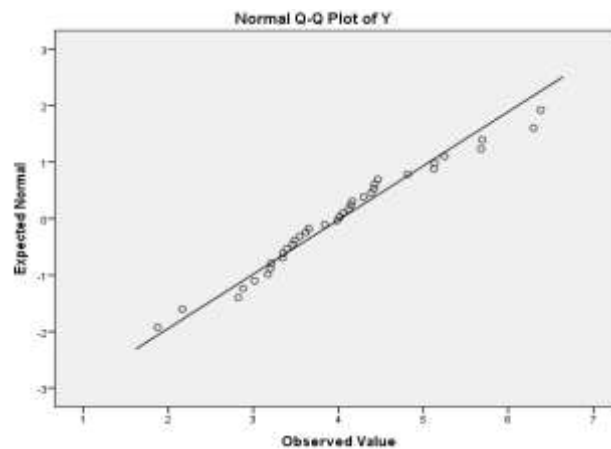
**Figure N° 3**

**Linear regression of agile leadership**



**Figure N° 4**

**Linear regression of entrepreneurship culture**



Source: Outputs of Spss 23 software

According to the table and figures, the P value of agile leadership and entrepreneurship culture was above 0.05 which means the sample is normally disturbed.

### Demographic Description

**Table N° 3**

**Demographic description**

<b>GENDER</b>	<b>Frequency</b>	<b>Percent</b>
<b>male</b>	20	55.6
<b>female</b>	16	44.4
<b>Total</b>	36	100
<b>AGE</b>	<b>Frequency</b>	<b>Percent</b>
<b>25 y.o and less</b>	19	52.8
<b>More than 25 y.o</b>	17	47.2
<b>Total</b>	36	100
<b>EDUCATIONAL LEVEL</b>	<b>Frequency</b>	<b>Percent</b>
<b>license</b>	7	19.4
<b>master</b>	22	61.1
<b>doctorate</b>	7	19.4
<b>Total</b>	36	100

**Source: Outputs of Spss 23 software**

According to table the sample description was as follows:

**Gender:** most of the students were male with 56% by 20 men, and 44% were females by 16.

**Age:** a 53% of the sample was 25 years old and less by 19 students, and the rest were more than 25 years old with 47% by 17 students.

**Educational level:** most of students have master degree with 61%, and the rest have license and doctorate with equal percentage by 19%.

### Direction of the sample studied

### Agile leadership

**Table N° 4**

**Direction of the study sample in agile leadership**

<b>N°</b>	<b>Item</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>C.V</b>
HUM1	The coaches work with us in a good manner.	4.083	0.996	24.40
HUM2	The coaches care about us.	4.139	0.931	22.48
HUM3	The coaches with students' suggestions and opinions and take them into consideration.	3.889	1.008	25.92
HUM4	The coaches consult students on decisions related to training programs.	3.389	1.076	31.76
HUM5	The coaches are good listeners to the problems that students face regarding their projects or ideas	4.167	1	24
<b>Humbleness</b>		<b>3.933</b>	<b>0.780</b>	<b>19.82</b>



**Orientation towards Agile Leadership for coaches to enhance the Culture of Entrepreneurship among Business Incubator's students at Laghouat University. (Linani, Toumi)**

CALM1	The coaches avoid shouting and chaos, and they conduct the training positively and calmly.	4.361	0.931	21.34
CALM2	The coaches engage in dialogue with students and accept them, even if they have differing opinions.	4	0.956	23.90
CALM3	The coaches control themselves and manage their emotions and reactions.	4.306	0.577	13.39
CALM4	The coaches handle difficult situations in training with positivity and calmness	4.083	0.906	22.20
	<b>Tranquility</b>	4.234	0.591	13.97
WISE1	The coaches have a deep and clear vision of what students need.	3.75	1.180	31.47
WISE2	They possess exceptional ability to act appropriately and resolve difficult situations.	4	1.014	25.35
WISE3	They have a profound capacity to make decisions quickly and wisely.	3.722	1.003	26.95
WISE4	They issue the right decision at the right time	3.778	1.017	26.93
OBJ1	They are able to assess the students' strengths and weaknesses realistically.	4	1.069	26.73
OBJ2	They don't make quick judgments about the achievements required from students.	3.806	1.117	29.34
OBJ3	They motivate students with providing feedback on their work.	4.028	1.082	26.86
OBJ4	They ask students to achieve goals within their capabilities.	4.167	0.910	21.85
	<b>Wisdom &amp; Objectivity</b>	3.906	0.956	24.48
PAT1	They are characterized by patience and do not show annoyance regarding students' demands.	3.917	1.204	30.74
PAT2	They give opportunities to students who make mistakes.	4.083	1.079	26.43
PAT3	They issue their judgments thoughtfully and do not rush to decide	3.833	1.134	29.58
PAT4	They endure great effort to achieve the goals of the incubator	4.222	1.072	25.39
	<b>Patience</b>	4.098	0.805	19.64
TRUST1	They trust students	4.306	1.037	24.09
TRUST2	They delegate specific students in the team to carry out important tasks	3.611	1.178	32.62
TRUST3	They provide an environment full of mutual trust between them and the students.	4.25	1.156	27.19
TRUST4	They consider students' opinions regarding the incubator's activities	3.639	1.150	31.61
	<b>Trust</b>	4.095	0.723	17.66
	<b>Agile leadership</b>	3.99	0.120	3.73

**Source: Outputs of Spss 23 software**

From the table above the direction of agile leadership was high with mean of 3.99, where the highest mean in this variable was 4.234 related to tranquility dimension. And the lowest mean was 3.906 related to wisdom & objectivity dimension.

Also the highest Coefficient of variation was 32.62 related to the item (TRUST2) that belongs to trust dimension, which means this item was most disagreed upon among students. In return the lowest Coefficient of variation was 13.39 related to the item (CALM3) that belongs to tranquility dimension, which means this item was most agreed upon among students.

## Entrepreneurship Culture

**Table N° 5**

**Direction of the study sample in entrepreneurship culture**

N°	Item	Mean	Std. Deviation	C.V
POA1	I always present new and different ideas before others	4.1667	0.878	21.08
POA2	I possess good qualities that enable me to accomplish tasks easily	4.0556	0.860	21.21
POA3	I try to promote a culture of initiative among who around me.	4.2778	0.815	19.04
POA4	I have the ability to effectively and efficiently utilize available resources	4.1667	0.775	18.59
<b>Initiation &amp; proactiveness</b>		4.2593	0.463	10.86
RISK1	I seek to adopt new risky ideas	4.0556	0.924	22.79
RISK2	I am skilled at dealing with the risks that hinder my work.	4.1667	1	23.99
RISK3	I take calculated risks and do not hesitate to seize opportunities.	4.25	0.996	23.45
RISK4	I'm able to confront difficulties and challenges.	4.3889	0.871	19.85
<b>Taking risk</b>		4.2976	0.651	15.16
INNO1	I prefer work that requires creative thinking.	4.4722	0.774	17.31
INNO2	I think innovatively and differently than others	4.1111	0.950	23.10
INNO3	I use multiple methods to solve the problems I encounter.	4.25	0.841	19.79
INNO4	I always strive to develop myself academically and professionally	4.6667	0.828	17.74
<b>Innovative problem solving</b>		4.375	0.637	14.55
SKIL1	I possess the skills and knowledge that help me excel academically.	4.3611	0.639	14.66
SKIL2	I have adequate training to work in entrepreneurship	4.0278	0.910	22.59
SKIL3	I make sure to conduct self-assessments continuously	4.1111	0.854	20.78
<b>Self-efficiency</b>		4.1667	0.620	14.87
<b>Entrepreneurship culture</b>		4.2352	0.569	13.43

Source: Outputs of Spss 23 software

From the table above the direction of entrepreneurship culture was high with mean of 4.24, where the highest mean in this variable was 4.38 related to innovative problem-solving dimension. And the lowest mean was 4.26 related to Initiation & proactiveness dimension.

Also, the highest Coefficient of variation was 23.99 related to the item (RISK2) that belongs to taking risk dimension, which means this item was most disagreed upon among students. In return the lowest Coefficient of variation was 17.31 related to the item (INNO1) that belongs to innovative problem-solving dimension, which means this item was most agreed upon among students.

**Measurement model evaluation**

**variance inflation factor**

**Table N° 6**  
**Variance inflation factor**

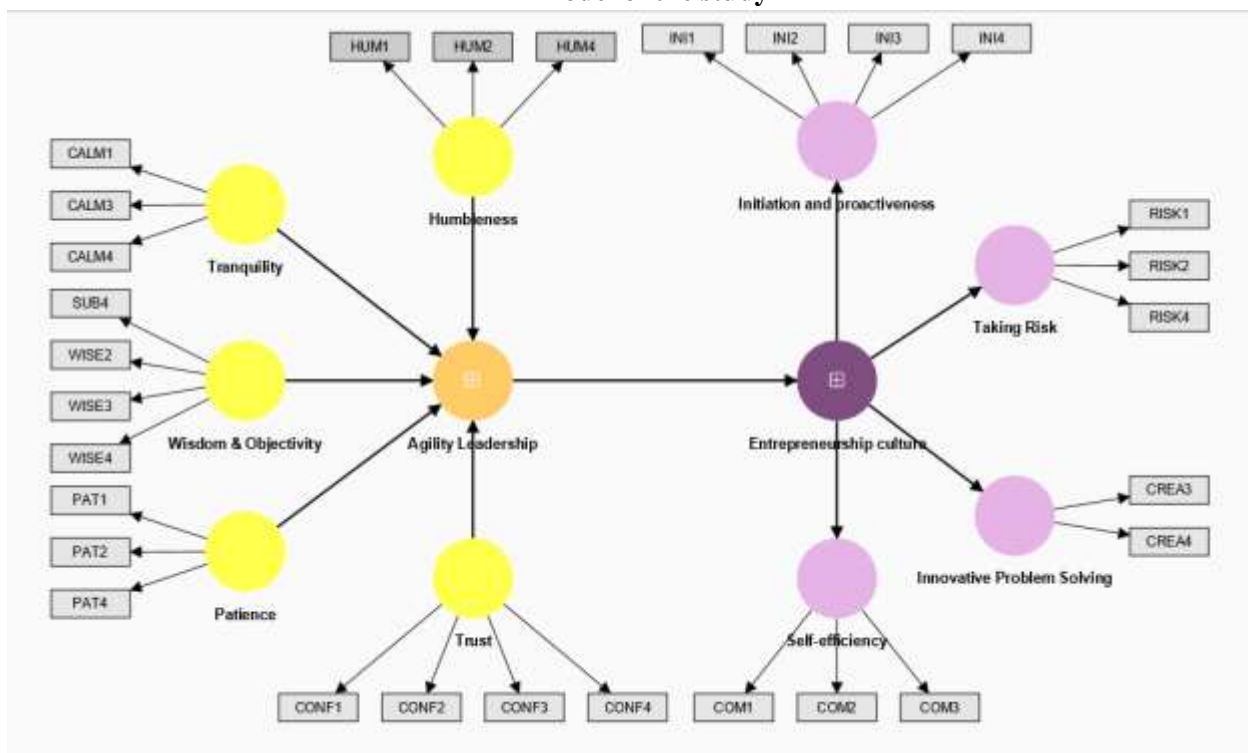
Variables	VIF	TOLERANCE
Humbleness	1.441	1
Tranquility	1.838	0.5
Wisdon & Objectivity	3.458	0.3
Patience	1.917	1
Trust	2.879	0.3
Initiation & Proactiveness	1.457	1
Taking Risk	1.792	1
Innovative Problem Solving	1.158	1
Self-Efficiency	1.345	1

Source: Outputs of Smart-pls 4 software

The results shown above indicate all VIF values were within the allowable limits because of it's under 5, and the tolerance values is more than 0.

**Model of the study**

**Figure N° 1**  
**Model of the study**



Source: Outputs of Smart-pls 4 software

## Convergent Validity

**Table N° 7**  
**Convergent validity**

<b>Construct</b>	<b>Item</b>	<b>Loading</b>	<b>CR</b>	<b>AVE</b>
<b>Indicators</b>		<b>&gt; 0.70</b>	<b>&gt; 0.70</b>	<b>&gt; 0.50</b>
Humbleness	HUM1	0.934	0.825	0.616
	HUM2	0.710		
	HUM4	0.688		
Tranquility	CALM1	0.784	0.854	0.661
	CALM3	0.852		
	CALM4	0.801		
Wisdon & Objectivity	SUB4	0.794	0.942	0.804
	WISE2	0.950		
	WISE3	0.941		
	WISE4	0.893		
Patience	PAT1	0.874	0.877	0.704
	PAT2	0.756		
	PAT4	0.881		
Trust	CONF1	0.849	0.908	0.712
	CONF2	0.816		
	CONF3	0.835		
	CONF4	0.874		
Initiation & Proactiveness	INI1	0.799	0.840	0.569
	INI2	0.820		
	INI3	0.644		
	INI4	0.741		
Taking Risk	RISK1	0.756	0.866	0.685
	RISK2	0.944		
	RISK4	0.769		
Innovative Problem Solving	CREA3	0.855	0.812	0.684
	CREA4	0.797		
Self-Efficiency	COM1	0.709	0.788	0.556
	COM2	0.675		
	COM3	0.842		

**Source: Outputs of Smart-pls 4 software**

According to results shown above, and after treatment where some items has been deleted because it has low factor loading. it seems that the model has high convergent reliability and validity, where the values of Composite Reliability of all variables were above 0.70 and Average Variance Extracted values of all variables were above 0.50.

**Discriminant validity**

**Variable correlation**

**Table N° 8**  
**Variable correlation**

<u>Fornell-Larcker criterion</u>									
	Innovative Problem Solving	Humbleness	Trust	Wisdom & Objectivity	Patience	Self-Efficiency	Initiation & Proactiveness	Tranquility	Taking Risk
<b>Innovative Problem Solving</b>	0.827								
<b>Humbleness</b>	0.206	0.785							
<b>Trust</b>	0.153	0.581	0.844						
<b>Wisdom &amp; Objectivity</b>	0.220	0.785	0.676	0.897					
<b>Patience</b>	0.386	0.659	0.744	0.783	0.839				
<b>Self-Efficiency</b>	0.590	0.235	-0.119	0.185	0.009	0.745			
<b>Initiation &amp; Proactiveness</b>	0.621	0.303	0.074	0.338	0.268	0.617	0.754		
<b>Tranquility</b>	0.254	0.650	0.602	0.732	0.743	0.144	0.329	0.813	
<b>Taking Risk</b>	0.409	-0.025	0.283	0.137	0.145	0.380	0.516	0.222	0.827

**Source: Outputs of Smart-pls 4 software**

Through table above, all variables are related to itself, because it represents itself in the highest value compared with the other variables in the same column. Which means variables are independent and there is no interference among other variables.

**Cross Loading**

**Table N° 9**

**Cross loading**

Source: Outputs of Smart-pls 4 software

	<b>Innovative Problem Solving</b>	<b>Humbleness</b>	<b>Trust</b>	<b>Wisdon &amp; Objectivity</b>	<b>Patience</b>	<b>Self-Efficiency</b>	<b>Initiation &amp; Proactiveness</b>	<b>Tranquility</b>	<b>Taking Risk</b>
CREA3	0.855	0.149	0.273	0.161	0.389	0.485	0.534	0.263	0.665
CREA4	0.797	0.196	-0.043	0.208	0.239	0.492	0.492	0.149	-0.042
HUM1	0.249	0.934	0.457	0.661	0.642	0.205	0.368	0.597	-0.126
HUM2	0.022	0.710	0.507	0.704	0.532	0.126	0.125	0.598	-0.094
HUM4	0.112	0.688	0.519	0.586	0.344	0.225	0.088	0.363	0.271
CONF1	0.108	0.581	0.849	0.650	0.778	-0.211	-0.018	0.655	0.105
CONF2	-0.046	0.446	0.816	0.417	0.507	-0.271	-0.031	0.336	0.159
CONF3	0.079	0.589	0.835	0.671	0.723	-0.208	0.024	0.681	0.125
CONF4	0.244	0.430	0.874	0.564	0.578	0.077	0.161	0.443	0.396
SUB4	0.015	0.672	0.739	0.794	0.736	-0.008	0.073	0.775	0.140
WISE2	0.282	0.750	0.576	0.950	0.748	0.206	0.379	0.653	0.130
WISE3	0.205	0.738	0.644	0.941	0.691	0.188	0.346	0.650	0.106
WISE4	0.131	0.680	0.638	0.893	0.720	0.143	0.229	0.719	0.146
PAT1	0.309	0.676	0.617	0.742	0.874	0.055	0.328	0.811	0.063
PAT2	0.046	0.523	0.619	0.581	0.756	-0.124	0.092	0.650	-0.038
PAT4	0.405	0.483	0.677	0.638	0.881	-0.016	0.167	0.491	0.211
COM1	0.647	0.266	-0.020	0.222	0.127	0.709	0.680	0.063	0.312
COM2	0.543	0.106	0.035	0.112	0.165	0.675	0.541	0.218	0.581
COM3	0.294	0.139	-0.176	0.093	-0.119	0.842	0.314	0.119	0.208
INI1	0.392	0.303	0.212	0.324	0.316	0.397	0.799	0.436	0.436
INI2	0.486	0.254	0.038	0.328	0.235	0.509	0.820	0.222	0.333
INI3	0.420	0.112	-0.089	0.032	0.077	0.442	0.644	0.148	0.200
INI4	0.604	0.201	-0.010	0.247	0.121	0.542	0.741	0.140	0.562
CALM1	0.176	0.365	0.609	0.479	0.637	0.039	0.228	0.784	0.414
CALM3	0.275	0.666	0.417	0.674	0.569	0.243	0.358	0.852	0.002
CALM4	0.118	0.588	0.394	0.687	0.623	0.001	0.153	0.801	0.067
RISK1	0.366	0.158	0.208	0.144	0.140	0.338	0.511	0.295	0.756
RISK2	0.345	-0.130	0.277	0.111	0.101	0.340	0.436	0.156	0.944
RISK4	0.385	0.097	0.182	0.105	0.222	0.270	0.372	0.142	0.769

As shown in the table above, each item value represents the highest value in the line with its variable comparing to other variables in the same line. Which means that the item belongs to its variable that supposed to follow in the first place and it doesn't interfere with other variables.

## Structural Model Evaluation

**Table N° 10**

**Evaluation of R<sup>2</sup>, F<sup>2</sup> and Q<sup>2</sup>**

	<b>R-square</b>	<b>Note</b>
Innovative Problem Solving	0.659	Medium
Self-Efficiency	0.747	High
Initiation & Proactiveness	0.783	High
Taking Risk	0.600	Medium
Entrepreneurship culture	0.046	Low
	<b>F-square</b>	<b>Note</b>
Agile leadership > Entrepreneurship culture	0.1	Medium
	<b>Q<sup>2</sup>predict</b>	<b>Note</b>
Entrepreneurship culture	-0.075	Less than 0

**Source: Outputs of Smart-pls 4 software**

Through table we notice the following:

1. **R square:** According to (Chin) 1998, determination coefficient of Entrepreneurship culture is low, and for (Self-Efficiency, Initiation & Proactiveness) are high. Meanwhile (Innovative Problem Solving, Taking Risk) are medium. this indicates that the independent variables have a low significant impact on the dependent variable and have a low ability to explain it.
2. **F square:** we notice Agile leadership has medium impact on Entrepreneurship culture by 0.1
3. **Q<sup>2</sup>predict:** the predictive relevance is less than 0% which indicates that there is low impact of the Agile leadership on the Entrepreneurship culture.

## Hypothesis Testing

**Table N° 11**

**Hypothesis Test**

	<b>Original sample (O)</b>	<b>Sample mean (M)</b>	<b>Standard deviation (STDEV)</b>	<b>T statistics ( O/STDEV )</b>	<b>P values</b>
<b>Agile leadership-&gt; Entrepreneurship culture</b>	0.216	0.242	0.210	1.027	0.304
<b>Humbleness-&gt; Entrepreneurship culture</b>	0.036	0.042	0.038	0.947	0.344
<b>Trust-&gt; Entrepreneurship culture</b>	0.054	0.058	0.052	1.043	0.297
<b>Wisdon &amp; Objectivity-&gt; Entrepreneurship culture</b>	0.070	0.081	0.071	0.982	0.326
<b>Patience-&gt; Entrepreneurship culture</b>	0.044	0.051	0.046	0.953	0.341
<b>Tranquility-&gt; Entrepreneurship culture</b>	0.039	0.045	0.040	0.972	0.331

**Source: Outputs of Smart-pls 4 software**

Through table we note the following results:



The 1<sup>st</sup> sub-hypothesis that says there is impact for Humbleness on enhancing Entrepreneurship culture among students of the incubator. P value is 0.344 which is more than the significant ( $\alpha= 0.05$ ), thus the 1<sup>st</sup> sub-hypothesis is rejected.

The 2<sup>nd</sup> sub-hypothesis that says there is impact for Trust on enhancing Entrepreneurship culture among students of the incubator. P value is 0.297 which is more than the significant ( $\alpha= 0.05$ ), thus the 2<sup>nd</sup> sub-hypothesis is rejected.

The 3<sup>rd</sup> sub-hypothesis that says there is impact for Wisdom & Objectivity on enhancing Entrepreneurship culture among students of the incubator. P value is 0.326 which is more than the significant ( $\alpha= 0.05$ ), thus the 3<sup>rd</sup> sub-hypothesis is rejected.

The 4<sup>th</sup> sub-hypothesis that says there is impact for Patience on enhancing Entrepreneurship culture among students of the incubator. P value is 0.341 which is more than the significant ( $\alpha= 0.05$ ), thus the 4<sup>th</sup> sub-hypothesis is rejected.

The 5<sup>th</sup> sub-hypothesis that says there is impact for Tranquility on enhancing Entrepreneurship culture among students of the incubator. P value is 0.331 which is more than the significant ( $\alpha= 0.05$ ), thus the 5<sup>th</sup> sub-hypothesis is rejected.

The main hypothesis that says there is impact for agile leadership on enhancing Entrepreneurship culture among students of the incubator. P value is 0.304 which is more than the significant ( $\alpha= 0.05$ ), thus the main hypothesis is rejected.

The main hypothesis that says there is no impact for agile leadership on enhancing Entrepreneurship culture among students of the incubator. P value is 0.304 which is more than the significant ( $\alpha= 0.05$ ), thus the main hypothesis is accepted.

## **Discussion**

Through analyzing the previous results we conclude the followings:

The average score of agile leadership was high, this concurs with the study of Mohamed abderahman fahed al-ramih and bedor daughter of saleh al-beradi, entitled "Agile leadership and its relationship to the effectiveness of decision-making among academic leaders at Qassim University" 2022. This is due to the coaches possessing the qualities of an agile leader, which were embodied in their humility with the incubator students, which facilitated communication between them. Also, the trust they gave to the students contributed to enhancing their self-confidence. The wisdom and objectivity of the coaches also has a role in managing the training and their patience in training the students who were at the beginning of their entrepreneurial journey.

The average score of entrepreneurship culture was high, which is consistent with the study of Asmaa Al-Hadi Ibrahim Abdel-Hay and Muhammad Muhammad Ibrahim Matar entitled "Requirements for spreading the culture of educational entrepreneurship" 2018. And also the study of Shaima Fawzy Ibrahim Ali entitled "Entrepreneurship culture and planning to support social responsibility among university youth" 2022, this is due to the development of time and the speed of changes and the spread of technology and social networking sites that convey the ideas of foreign entrepreneurs and the development and discoveries they have reached. Also the desire of students to diversify their sources of income and apply the ideas they have inspired from others or through the major they are studying, which makes their entrepreneurship culture high. Although the coaches were humble with the students, by dealing with them ethically and caring for them. they also listen to the students' problems and try to find solutions to the problems they face, it did not enhance the culture of entrepreneurship directly among them, because the humbleness of the coaches affected directly in

facilitating tasks for the students and simplifying understanding and communication between them and coaches.

### **Dimensions of Agile Leadership :**

- **Humbleness:** There is no impact of the Humbleness of the coaches in enhancing the culture of entrepreneurship among the students of the business incubator, this contradicts the study of Susan Yousef Al-Suleihat and Rami Ibrahim Al-Shaqran entitled “The level of application of agile leadership among school principals in the capital Amman and its relationship to academic excellence”.
- **Trust:** The average score of this dimension was high among coaches and students, and this is consistent with the study of Mithaq Hatif Al-Fatlawi entitled “The Relationship between Agile Leadership and Building Organizational Reputation through the Mediating Role of Organizational Commitment” 2017. However, it is inconsistent with our study in terms of impact. There is no impact of the coaches’ trust in enhancing the culture of entrepreneurship among students. This is because the coaches provided to the students an environment containing mutual trust, and this directly affected the relationship between the two parties and the surrounding circumstances only, so that the relationship between them improved.
- **Wisdom And Objectivity:** The average score of this dimension was high, which is also consistent with the study of Mithaq Hatif Al-Fatlawi 2017, but it contradicts our study in terms of impact. Coaches have the ability to analyze and evaluate situations and data available for training, which gives them a clear and deep vision of the students’ needs. As a result, they are able to help students clarify the steps for establishing their startup and confront the challenges and difficulties that hinder their understanding.
- **Patience:** The average score was high for this dimension; this is also consistent with the study of Mithaq Hatif Al-Fatlawi entitled 2017. However, it contradicts our study in terms of impact. The patience of the coaches directly contributed to helping the students to join the incubator by registering them correctly and being patient with registration errors. They also give sufficient time to the students to complete the tasks assigned in the training program, they also make a great effort to ensure the success of the training programs and ensure the diversification of activities.
- **Tranquility:** The average score was high, and this is consistent with the study of Susan Yousef Al-Suleihat and Rami Ibrahim Al-Shaqran entitled “The level of application of agile leadership among school principals in the capital, Amman, and its relationship to school excellence.” Our study contradicts this study in the impact, as there is no impact of the tranquility of the coaches in enhancing the culture of entrepreneurship, as this directly helped them to manage the training calmly and positively.
- There is no impact of agile leadership in enhancing the entrepreneurship culture, this contradicts the study of Ashraf Al-Sayed Abdel-Bari and Sharif Muhammad Muhammad Youssef entitled “Agile Leadership and Its Role in Achieving Strategic Leadership” 2022, which is a similar study except that it focuses on strategic entrepreneurship.
- Agile leadership is a strategy that focuses on empowering followers and enhancing the organization's ability to succeed in an uncertain work environment. It also refers to the management of administrative tasks, which is characterized by rapid responses and adjustments in work patterns in line with changing requirements. The results of agile leadership include increased collective enthusiasm, shared knowledge, effective use of data, and rapid reactions to challenges and opportunities. We conclude that agile leadership in this case contributes to achieving the goals of the business incubator in implementing training programs and implementing it to the fullest extent so that students who are under training can establish a startup. However, the results indicate that the agile leadership of the coaches is high, meaning that they are agile leaders, and at the same time there is no direct role in enhancing the culture of entrepreneurship, which was high among students. This is due to the presence of a mediator

between agile leadership and the culture of entrepreneurship, which contributed directly in enhancing the culture of entrepreneurship. From this we conclude that there may be an indirect role for agile leadership in enhancing the culture of entrepreneurship.

## **Conclusion**

In light of the above, it's clear that agile leadership is the ability to manage administrative skills, and this ability is characterized by rapid response to changes. The aim of agile leadership is to achieve optimal performance and results for customers while reducing any activities that do not add value to the business and that may have a role in indirectly enhancing the entrepreneurial culture. The entrepreneurial culture can be defined as the culture that an entrepreneur must have and that enables him to implement his own project. Agile leadership can enhance this culture by having an intermediary that has a direct relationship with the culture of entrepreneurship.

## **Suggestions**

- Including and emphasizing creativity tools in training;
- In addition to the professor coaches, emphasize the inclusion of professors in majors that are compatible with the ideas of the students under training in order to help them understand how to embody their ideas, as the professors specialized have sufficient experience. For example, an idea in the field of programming can be helped by a professor specializing in software to understand how to follow up on his idea;
- Organizing visits to advanced startups in order to benefit from their experiences;
- Coordinating international relations for the exchange of knowledge and application.

## References

- Akkaya, B., Panait, M., Apostu, S. A., & Kaya, Y. (2022, April). Agile Leadership and Perceived Career Success: The Mediating Role of Job Embeddedness. *International journal of environmental research and public health*, 19(4834 ), 1-13.
- DELIOĞLU, N., & UYSAL, B. (2022). A Review on Agile Leadership and Digital Transformation. *Yıldız Social Science Review*, 8, 121–128.
- Puspitawati , R. P., Yuanita , L., & Rahayu , S. Y. (2018). THE INNOVATIVE PROBLEM SOLVING STRATEGY AS THE MODEL OF TEACHING PROBLEM SOLVING. *Puspitawati et al.*
- Šochová, Z. (2021). *The Agile Leader Leveraging the Power of*. Pearson Education, Inc.
- إبراهيم الشافعي إبراهيم. (2004). *إختبارات الكفاءة الذاتية*. القاهرة: توزيع مكتبة النهضة العربية.
- أسماء الهادي إبراهيم عبد الحي، و محمد محمد إبراهيم مطر. (2018). متطلبات نشر ثقافة ريادة الأعمال التعليمية لدى طلاب قطاع كليات التربية بجامعة المنصورة. *مجلة تطوير الأداء الجامعي*، 6(4).
- أشرف السيد عبد الباري، و شريف محمد محمد يوسف. (2022). القيادة الرشيقة و دورها في تحقيق الريادة الإستراتيجية بالتطبيق على شركة مصر للطيران. *المجلة العربية للإدارة*، 45، 35-50.
- باسنت فتحي محمود. (2021). واقع نشر ثقافة ريادة الأعمال بجامعة السويس و مقترحات تفعيلها من وجهة نظر الطلبة. *مجلة البحث العلمي في التربية*، 22(1)، 56-115.
- حسين صبيح محيسن الكعبي، و ميثاق هاتف عبد السادة الفتلاوي. (2018). تأثير التسييس التنظيمي على السلوك الإستباقي من خلال الدور الوسيط للعلاقات الإجتماعية. *رسالة مقدمة من أجل متطلبات نيل درجة الماجستير في علوم إدارة الأعمال*. العراق: كلية الإدارة و الإقتصاد جامعة كربلاء.
- ديار علي خالد محمد، و رشدي كرم زعيتر. (بلا تاريخ). القيادة الرشيقة و دورها في تعزيز أداء عمليات الرقابة و التدقيق الإداري. *مجلة الجامعة العراقية*، 3(29)، 312-322.
- سامي الأخضر الدبوسي. (2017). رؤية طلاب جامعة تبوك حول ثقافة ريادة الأعمال. *المجلة العربية للعلوم و نشر الأبحاث*، 8(1)، 20-41.
- عبد الموجود عبد الله أبو حمادة، و حمدي جابر محمد نصار. (بلا تاريخ). ريادة الأعمال و جودة الخدمات الصحية داخل المستشفيات الحكومية بمنطقة تبوك. *مجلة مركز صالح كامل للإقتصاد الإسلامي بجامعة الأزهر*، 58-255، 199-.
- محمد عبد الرحمن فهد الرميح، و بدور بنت صالح البرادي. (2023). القيادة الرشيقة و علاقتها بفاعلية اتخاذ القرار لدى القيادات الأكاديمية في جامعة القصيم. *مجلة العلوم التربوية و الدراسات الإنسانية*، 29(0302-2709)، 114-146.
- محمد عبد الرؤوف عطية السيد. (2021). متطلبات تنمية ثقافة ريادة الأعمال بجامعة الملك خالد من وجهة نظر القيادات الأكاديمية. *المجلة العلمية* (38)، 76-102.
- ميثاق هاتف الفتلاوي. (2017). العلاقة بين القيادة الرشيقة و بناء السمعة التنظيمية من خلال الدور الوسيط للإلتزام التنظيمي بحث تحليلي لأراء عينة من العاملين في الشركة العامة لصناعة السيارات. *مجلة المتنبى للعلوم الإدارية و الإقتصادية*، 7(4)، 23-48.

## Transliteration of Arabic References

- ‘Abd al-Ḥayy, A. a.-H., & Maṭar, M. M. (2018). Mutatallabāt Nashr Thaqāfat riyādah al-A‘māl al-ta‘līmīyah ladā ṭullāb Qiṭā‘ Kulliyāt al-Tarbiyah bi-Jāmi‘at al-Mansūrah. *Majallat taṭwīr al-adā’ al-Jāmi‘ī*, 6(4).
- Abū Ḥamādah, ‘.-M. ‘., & Naṣṣār, Ḥ. J. (n.d.). ‘Abd al-Mawjūd ‘Abd Allāh Abū Ḥamādah, wa Ḥamdī Jābir Muḥammad Naṣṣār. (bi-lā Tārīkh). riyādah al-A‘māl wa Jawdahal-Khidmāt al-ṣiḥḥīyah dākhlil al-mustashfayāt al-ḥukūmīyah bi-Miṭṭaqat Tabūk. *Majallat Markaz Ṣāliḥ Kāmil lil-Iqtisād al-Islāmī bi-Jāmi‘at al-Azhar*, 58, 199-255.
- al-Bārī, A. a.-S., & Yūsuf, S. M. (2022). al-Qiyādah alrshyqh wa dawruhā fī taḥqīq al-riyādah al-Istirātījīyah bi-al-taṭbīq ‘alā Sharikat Miṣr lil-Ṭayarān. *al-Majallah al-‘Arabīyah lil-Idārah*, 45, 35-50.
- al-Dabūsī, S. a.-A. (2017). ru‘yah ṭullāb Jāmi‘at Tabūk ḥawla Thaqāfat riyādah al-A‘māl. *al-Majallah al-‘Arabīyah lil-‘Ulūm wa Nashr al-Abḥāth*. 8(1), 20-41.
- al-Fatlāwī., M. (2017). al-‘alāqah bayna al-Qiyādah alrshyqh wa binā’ al-sum‘ah al-tanzīmīyah min khilāl al-Dawr al-Wasīṭ lil-iltizām al-tanzīmī baḥth taḥlīlī li-ārā’ ‘ayyīnah min al-‘āmilīn fī al-Sharikah al-‘Āmmah li-ṣinā‘at al-sayyārāt. *sayyārāt. Majallat al-Mutanabbī lil-‘Ulūm al-Idārīyah wa al-iqtisādīyah*, 7(4), 23-48.
- al-Ka‘bī, Ḥ. Ṣ., & al-Fatlāwī, M. H.-s. (2018). Ta’thīr altsyys al-tanzīmī ‘alā al-sulūk al’stbāqy min khilāl al-Dawr al-Wasīṭ lil-‘alāqāt al-ijtimā‘īyah . *Risālat muqaddimah min ajl Mutatallabāt Nayl darajat al-mājistīr*.
- alrmyj, M. ‘.-R., & alrshyqh, B.-Q. (2023). ‘alāqatīhā bfā‘lyh ittikhādh al-qarār ladā al-qiyādāt al-Akādīmīyah fī Jāmi‘at al-Qaṣīm. *Majallat al-‘Ulūm al-Tarbawīyah wa al-Dirāsāt al-Insānīyah*, 29, 114-146.
- al-Sayyid, M.-R. (2021). Mutatallabāt Tanmiyat Thaqāfat riyādah al-A‘māl bi-Jāmi‘at al-Malik Khālīd min wijhat nazar al-qiyādāt al-Akādīmīyah. *al-Majallah al-‘Ilmīyah*, 38, 76-102.
- Ibrāhīm, I. a.-S. (2004). *ikhtibārāt al-kafā’ah al-dhātīyah*. al-Qāhirah: Tawzī‘ Maktabat al-Nahḍah al-‘Arabīyah.
- Maḥmūd, B. F. (2021). wāqī‘ Nashr Thaqāfat riyādah al-A‘māl bi-Jāmi‘at al-Suways wa muqtarahāt tf‘ylhā min wijhat nazar al-ṭalabah. *Majallat al-Baḥth al-‘Ilmī fī al-Tarbiyah*, 22(1), 56-115.
- Muḥammad, D. ‘., & Zu‘aytir, R. K. (n.d.). (bi-lā Tārīkh). al-Qiyādah alrshyqh wa dawruhā fī ta‘zīz adā’ ‘amalīyāt al-Raqābah wa al-tadqīq al-idārī. *Majallat al-Jāmi‘ah al-‘Irāqīyah*, 29(3), 312-322.