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Entrepreneurial Intentions among Palestinian Graduates: The Role of University Education

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This thesis was submitted in partial fulfillment of the requirements for the Master's degree in Strategic Planning and Fundraising

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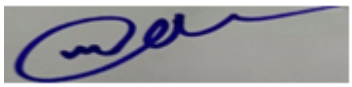
Internal Examiner: Dr. Majeed Mansour	
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Declaration

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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Date: 03/11/2022

Dedication

To my father who's left us in his body but is still alive in all his deeds and spirit around me.

To the everlasting devotion... my Mather.

To my dear children; the fruit of my own heart.

To the symbol of true love and perpetual giving... my wife.

To those who are my homeland that life is so meaningless without them ... my brothers and sisters.

To my friends everywhere.

To the students and graduates.

I dedicate to you the fruit of my efforts and my humble thesis.

Thanks, and Appreciation

We praise and thank God as it should be for the Glory of His countenance and the greatness of His power.

And we ask for His forgiveness and ask Him to accept our deeds and efforts.

And we pray the breathe upon our master Mohammad...peace be upon him.

I thank the administration of the Arab American University. Academics and administrators.

And all this is due to Dr. Wasim Sultan. Who's been responsible for my thesis... who's been the first support.

Without him, l wouldn't have had all this knowledge and awareness nor would I've been at this point

Entrepreneurial Intentions among Palestinian Graduates: The Role of University Education[1].

Sweiti, Fadi,

Abstract

The phenomenon of entrepreneurship has been one of the most important and argumentative topics among policymakers in higher education as the best solution for more likely employed graduates. Unemployment rates among Palestinian university graduates have reached an alarming level, challenging higher educational institutions for better teaching and learning methods and policymakers for corrective and creative solutions and strategies. Entrepreneurship is frequently proposed as the solution and hence socio-economic elevator within the complex political settings of Palestine. Therefore, Palestinian higher education is reforming toward a more entrepreneurial role to enhance the intentions among university graduates to become entrepreneurs and job creators rather than job seekers. This thesis investigates the entrepreneurs' intention drivers with the focus on the university education role among university graduates. Then examines whether the university's role significantly changes the prediction power of the proposed model. To achieve this purpose, (550) participants filled out a questionnaire from April-May 2022, of which (541) were valid and analyzed, (409) graduates out of (541) were employed, of whom (293) were got a job, and (116) started their own projects. Respondents are graduates from five Palestinian universities in West Bank in the last decade, and universities are purposely selected considering the foundation year and the location. The research was broadened to include six interviews with key university actors to understand the results better. Results show that graduates are more likely to become entrepreneurs when any of their parents have a private business. However, gender differences or university do not make a significant difference. Both males and females have the potential to become graduate entrepreneurs. The multiple linear regression model revealed that respondents' innovative and cultural and family background attributes explain 53% of variances in entrepreneurial intentions. Unfortunately, the adopted activities and plans to

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support entrepreneurship in the Palestinian universities didn't change the prediction capacity of the proposed model. Splitting data based on university, only one university succeeded in achieving significant change by making an additional 16% prediction capacity. Interviewees denote the need for a longer time to achieve change and the lack of prepared lecturers as drivers for these results. Therefore, it seems a good response for Palestinian universities to revisit their reforming initiatives to contribute effectively to the unemployment problem. Considering the different backgrounds of entering students, suggest adopting different education strategies to strengthen their pre-university entrepreneurial intentions and achieve a more compelling investment in education. Reforms are expected to be more effective if the university-market-government capabilities and efforts are integrated towards bridging the university-market gap. This is out of the scope of this thesis; future research may tackle the reality of this partnership in Palestine.

Keywords: Entrepreneurial Intentions; University Education; Graduates; Family Backgrounds; Innovation.

Table of Contents

Declaration ii
Dedication iii
Thanks, and Appreciation iv
Abstract v
Table of Contents vii
Table of Tables x
Table of Figure xi
Chapter One 1
Introduction 1
1.1 Introduction 1
1.2 Research Problem 3
1.3 Research Objectives 4
1.4 Rationale and Importance of the Study 5
1.5 Research Questions 6
1.6 Scope and Limitations of the Study 6
1.7 Definition of Terms 6
1.7.1Entrepreneurship 7
1.7.2 Innovation 7
1.7.3 Entrepreneurial University 7
1.8 Organization of the Research 7
Chapter Two 8
2.1 Theoretical Framework 8
2.1.1 Entrepreneurship among graduates 8
2.1.2 Innovations. 9
2.1.3 Entrepreneurship in Educational 11
2.1.3.3 Dual Studies (DS) 13
2.2 Literature Review 14
2.2.1 Interrelationships in Creativity, Innovation, and Entrepreneurship 14
2.2.2 Entrepreneurship Culture and Family Background. 16
2.2.3 Entrepreneurial Universities 18
2.2.4 Entrepreneurship and Gender Difference 21
2.2.5 Conceptual Framework 23

2.2.6 Relevant previous studies 24
2.2.6.1 Relation in Creativity, Innovation, and Entrepreneurship 24
2.2.6.2 Entrepreneurship Culture and Family Background 24
2.2.6.3 Entrepreneurial Universities 25
2.2.6.4 Entrepreneurship and Gender Difference 26
2.7 The thesis Conceptual Framework 27
2.8 What is different in this study? 28
Chapter Three 29
Methodology 29
3.1 Study Population 29
3.2 Data collection methods 29
3.3 Questionnaire Design 31
3.4 Study Sample 34
3.5 Validity of the Tool 34
3.6 Tool Reliability 35
3.7 Study procedures 35
3.8 Study Limitations 35
Chapter 4 37
Data analysis and Discussion 37
4.1 Descriptive Statistics 37
4.1.1 Frequencies of respondents based on universities 37
4.1.2 Frequencies based on gender 37
4.1.3 Frequencies based on graduation year 38
4.1.4 Frequencies based on father's job 38
4.1.5 Frequencies based on mother's job 38
4.2 Responses on constructs (Descriptive analysis) 39
4.3 The respondents' characteristics (Cross Tables) 42
4.3.1 Gender group versus entrepreneur group 42
4.3.2 Graduation year versus entrepreneur group 43
4.3.3 Father's job versus entrepreneur group 43
4.3.4 Mother's Job versus entrepreneur group 44
4.4 Moderating effect of University Education on Entrepreneurship Intention relation with innovation, culture and Family background. 45
4.4 Discussion 51
4.4.1 Demographic Characteristic 51

4.4.2 Innovation, Culture and Family background 52
4.4.3 The moderation role of university entrepreneurial plans 53
Chapter Five 55
5.1 Conclusion 55
5.2 Recommendations 55
References 57
Appendix 63

Table of Tables

Table 1 Unemployment Rate for Graduates in Palestine by Specialization 3
Table 2 Top-Level Management Interviews in Universities 30
Table 3 Likert Scale 33
Table 4 Respondents' frequencies based on university and gender 34
Table 5 Reliability coefficients of the study tool 35
Table 6 Number of responses from universities 37
Table 7 Gender Groups 37
Table 8 Graduation Year 38
Table 9 Father's job 38
Table 10 Mother's Job 38
Table 11 Descriptive Statistics for Innovations, ... 39
Table 12 Descriptive Statistics for Culture and Family Background 40
Table 13 Descriptive Statistics for Entrepreneurial Educational 40
Table 14 Descriptive Statistics for Entrepreneurship Intention 41
Table 15 Gender Groups Crosstabulation 42
Table 16 Graduation Year Crosstabulation 43
Table 17 Father's job versus entrepreneur group 44
Table 18 Mother's Job Crosstabulation 44
Table 19 ANOVA[a] Test for H1 46
Table 20 Model Summary[b] for H1 46
Table 21 Coefficients [a] for H1 46
Table 22 Model Summary [c] for H2 47
Table 23 Model Summary [c,d] for Arab American University (AAUP) 48
Table 24 Model Summary[c,d] for Palestine Polytechnic University(PPU) 49
Table 25 Model Summary[c],[d] for Palestine Ahliya University (PAU) 49
Table 26 Model Summary[c],[d] for An-Najah National University(ANNU) 50
Table 27 Model Summary[c],[d] for Birzeit University (BU) 50

Table of Figure

Figure 1 Entrepreneurship Conceptual Framework 23
Figure 2 Thesis Conceptual Framework 27

Chapter One

Introduction

1.1 Introduction

The phenomenon of entrepreneurship has been one of the most important and argumentative topics among policymakers in higher education as the best solution for more likely employed graduates. Entrepreneurship can help graduates start their businesses and help their colleagues with a low entrepreneurial tendency to find new jobs. The focus on entrepreneurship among the youth has become one of the topics that cannot be ignored in our world because it is closely related to the issue of growth, economic development, and enhancing competitiveness in global economies, University entrepreneurship programs may not increase entrepreneurship rates, but help students better identify their potential as entrepreneurs and improve their startup performance (Eesley & Lee, 2021).

The annual statistics report of the Palestinian Ministry of Higher Education and Scientific Research (MOHE) shows 51 educational working institutions in Palestine, of which 32 are in the West Bank. During the academic year 2019-2020, about 41,137 students were enrolled in higher education institutions, and 57,112 students during the academic year 2020-2021 is (MOHE, 2021).

The growing phenomenon of unemployment is accompanied by political instability and deteriorating economic conditions in Palestinian, a situation that challenges key actors to confront this phenomenon. Many countries have reconsidered their educational and training systems to instill a new dimension aimed at raising students' interest and developing their attitudes, directing them toward self-employment, and establishing their projects as an alternative to employment by others (Al-Hammad & Al-Qudah, 2019).

The recent changes in the market and developments in technology explain the Palestinian Universities paying greater attention to facing significant challenges of the labor market requirements and the increasing unemployment rate. Consequently, Palestinian universities are modifying their strategies to include the entrepreneurial role in their mission. Hence, helping the next generation to compete effectively in the labor market. Graduates can create small projects and improve their abilities toward self-employment, which opens up new horizons

and opportunities (Al Shobaki, Abu-Naser, Abu Amuna, et al., 2018).

Many Palestinian, Arab, and foreign studies deal with entrepreneurship issues among university students (S. Sultan, 2020), (Fallah, 2018), (Khatib et al., 2013), (Sultan & Sultan, 2020).For example, the agricultural sector in Palestine has the potential to make a link between industry and the university that works to increase the sector's resilience. The study also showed a potential area for cooperation, through the need to include effective links between the university and industry (Sultan et al., 2022).

The Palestinian challenges are different from the rest of the world. The tiny Palestinian labor market suffers from political considerations that prevent expansion and development.

Palestinians have suffered from the Israeli occupation since 1948 and its seizure of the rest of Palestine in 1967. The subsequent Israeli control over the natural resources of Palestine and the Israeli control over borders, and the restrictions on the movement of exports and imports deeply harm the Palestinian economic growth. At the end of the eighties, the Israelis opened labor markets within the Green Line during the era of the Israeli occupation. This prompted many young people to leave education and join Israel's financially attractive labor market, where the unemployment rate approached a very low rate of 3% (Darwesh, 2013).

Employment methods and plans that embed all educational stages for young people to go through become a must. A conducive economic environment to implement their entrepreneurial work is an effective tool in arousing the interest of those enrolled in higher education institutions and vocational and technical training. Given this trend's importance, it is necessary for young people who like to be, developing their trends and direct them towards the choice of entrepreneurship (MAS, 2007).

It is well said that a career influenced by entrepreneurship offers individuals ample opportunities to enjoy independence, reap more incredible financial payback, and gain towards the overall economy by contributing to innovation, job enhancement, and economic development for developing economies. Entrepreneurship works like an engine for economic growth, job creation, and social adjustment. There is also a positive relationship between entrepreneurship intentions and personality traits (Ahmed et al., 2010).

The most restrictive reasons that hinder Palestinian Youth entrepreneurship are the mismatch between education and Palestinian economic needs. In addition to the political complications of the Israeli occupation that curtail development, the difficulties in accessing finance, the

outdated legal and legislative environment, social and cultural factors, and market barriers and competitions (Abdullah et al., 2014).

1.2 Research Problem

This thesis examines the prediction capacity of Palestinian graduate's background (family, culture, and innovation), their entrepreneurial intentions and whether entrepreneurial education moderates this relation. Saying it another way, we examine the universities' contribution to strengthening the proposed relationship. Besides, the demographic characteristics of respondents will help form the identity of the entrepreneurship profile among Palestinian university graduates

Recently, it has been noticed that graduates cannot meet the labor market requirements, which has led to a growing phenomenon of unemployment among young people, especially among graduates of higher education who graduate in increasing numbers every year Table 1.

Many studies have shown a positive relationship between entrepreneurship, economic growth, and job creation, for example (Karanassios et al., 2006). This in and of itself has made entrepreneurship increasingly emerging as one of the most popular areas of research in academia to study the importance of entrepreneurship and its contributions (Lee et al., 2005).

Table 1 Unemployment Rate for Graduates in Palestine by Specialization

((PCBs), 2021)

Specialization	Unemployment Rate	Participation Rate
Education	35.6	65.6
Arts	31.1	57.1
Humanities (excluding languages)	37.1	64.7
Languages	33.0	60.8
Social and behavioral sciences	31.6	69.3
Journalism and information	28.6	68.2
Business and administration	32.2	72.6
Law	27.5	67.3
Biological and related sciences	13.3	56.3
Environment	23.5	-
Physical sciences	22.4	69.3
Mathematics and statistics	29.3	71.2
Information and Communication Technologies (ICTs)	24.8	73.9

Engineering and engineering trades	15.2	88.1
Manufacturing and processing	32.1	91.4
Architecture and construction	16.9	79.5
Agriculture	-	65.8
Veterinary	25.9	71.8
Health	34.1	75.4
Welfare	15.0	60.3
Personal services	15.8	70.9
Security services	-	86.1
Other	24.4	100.0
Total	**30.1**	**71.0**

Entrepreneurship is one of the most essential and argumentative topics nowadays and is considered the best solution for unemployment (Ahmed et al., 2010), a major factor explaining the trend towards entrepreneurship is that the reality of wages for employment or employment purposes is no longer guaranteed, especially in the public sector for university graduates (Postigo et al., 2006).

Therefore, the problem of the study lies in reconsidering entrepreneurship as an essential concept and reality and its application in the strategic plans of Palestinian universities. To achieve important ambitions and sustainable development, entrepreneurship is renewable in all aspects of cultural and political life, media and technology, and the transformation of creative ideas into inventions and the development and transformation of institutional work mechanisms. To commercial businesses or productive economic operations aimed at reducing unemployment rates. The study problem also identifies the role of strategic planning in Palestinian universities in directing students towards entrepreneurship as a reality to address the issue of unemployment and create new job opportunities in the Palestinian environment with limited resources.

1.3 Research Objectives

The thesis's purpose is threefold to identify the drivers of entrepreneurship among Palestinian university graduates, examine the association with strategic planning in universities, and define the Entrepreneurship profile among Palestinian University graduates.

Three Research Objectives: -

1- To identify the entrepreneurship profile among Palestinian university graduates.

2- To predict the drivers of Entrepreneurship intention among Palestinian University graduates.

3- To test for the role of university entrepreneurial education to make significant change in the prediction power of objective 2.

1.4 Rationale and Importance of the Study

Employment rates and active participation of university graduates in the marketplace are acceptable measures for the performance of universities. Thousands of Palestinians Universities graduate annually, and their degrees are diverse, including social, pure, and applied sciences.

It is crucial to look for solutions to reduce the unemployment rates. Entrepreneurship is considered a good solution for the high unemployment rates that have been accepted by several developed and developing countries by creating start-ups and enhancing the entrepreneurship culture in societies. Also, the importance of entrepreneurship in creating career opportunities for citizens, opening up broad prospects for innovation and encouraging initiatives.

Palestinians consider an education path of life as a survival approach in response to occupation stressors, enhancing graduates' entrepreneurial skills can affect the Palestinian labor market by creating new companies, may new services and goods, and satisfying customers' needs. This research work attempts to generate information that may help educational policymakers enhance more sensitized entrepreneurs among graduates.

The study gains its importance from the scarcity of studies about the subject in the Palestinian environment; this study may contribute to enriching scientific research and educational literature.

The following parties are expected to benefit from the study: -

- Those responsible for strategic planning in Palestinian universities and stakeholders in decision-making identify strengths and weaknesses in strategic plans and work to avoid them.
- Decision-makers in Palestinian higher education institutions to develop the

entrepreneurship curriculum among students

- Researchers and those interested in strategic planning and entrepreneurship in Palestinian universities

1.5 Research Questions

1- What are the drivers of entrepreneurial intentions among Palestinian university graduates?

2- Do applied entrepreneurial education activities strengthen the entrepreneurial intentions among Palestinian university graduates?

3- What is the identity of entrepreneurs among Palestinian university graduates?

1.6 Scope and Limitations of the Study

The criterion for selecting candidates is ten years of graduation or less. Candidates will be chosen randomly. The criteria for selecting Universities constitute two Factors: (1) the age of the university and (2) the Location (South, North, and middle of West Bank).

The study area includes five Palestinian universities working in West Bank; 3 of them were established before the 2000s (Palestine Polytechnic University and Al-Najah National University, Birzeit University), and 2 established after the 2000s (Palestine Alahlya University and Arab American University). A convenient sample will be selected.

- ✓ This study doesn't include the economic and social adverse impacts of Covid-19 on graduates, future research may tackle this impact.
- ✓ This study is limited to the opinion of graduates and an academic but does not include the Policy makers and Government representatives.
- ✓ Delimitation For the period for Entrepreneurship Palestinian University graduate (2011-2020).
- ✓ Geographical delimitation (West Bank without Gaza Strip).

1.7 Definition of Terms

This part deals with a definition of the most important terms dealt with by the researcher during the study

1.7.1Entrepreneurship

It is defined procedurally, the researcher defines entrepreneurship, in line with this study, as creating an accessible business characterized by creativity and creating new job opportunities, contributing to economic and social development.

1.7.2 Innovation

It is defined procedurally, the researcher defines it as a way to find new solutions to the challenges we face, especially about contributing to creating new opportunities in the concept of entrepreneurship.

1.7.3 Entrepreneurial University

All the implemented plans in the university support its entrepreneurial component an Entrepreneurial University can be defined as oriented to be the best in all its activities (for example, cooperation with the market, entrepreneurship training, courses, etc)..

1.8 Organization of the Research

The remaining of this study is organized as follows:

Chapter One: Introduction.

Chapter Two: Theoretical framework and previous studies: Introduction,

Chapter Three: Study methodology and procedures: study methodology, study population, The study sample, study tool, instrument validation, study tool reliability, study procedures, and statistical treatments.

Chapter Four: The results of the study data analysis, the results of hypothesis tests

Chapter five: study conclusions and recommendations.

Chapter Two

2.1 Theoretical Framework

This chapter of the study aims to review the theoretical literature and previous studies related to the current study topic. The first part deals with the theoretical background, and in the second section, previous studies are explored and discussed.

2.1.1 Entrepreneurship among graduates.

Entrepreneurship is one of the soft skills that is important among university graduates to ensure their survival in the real world (Hamzah et al., 2016).

Joseph Schumpeter (1883-1950) was able to introduce the concept of entrepreneurship into economics nearly a century ago. Economists have attempted to incorporate this concept into economic development with limited success (Hagedoorn, 1996).

Entrepreneurship, as defined initially by Schumpeter, however, is much more than just starting any new business. It introduces revolutionary changes in business methods and practices, including launching outstanding new products, production techniques, and organizational approaches. As such, through what Schumpeter termed its “creative destruction”.

Entrepreneurship is the driving force of economic progress. Thus, true entrepreneurs are the dynamic agents of change. In this sense, only such personalities as James Watt, Thomas Edison, Henry Ford, and Steve Jobs are true entrepreneurs (Fagerberg & Srholec, 2008)

The real interest in entrepreneurship began in the post-World War II years on the part of economists, administrators, and researchers, as this concept gained a great deal of interest from economists and researchers starting from their days in this concept. The problem of unemployment, as the first research center for the history of entrepreneurship, was established in 1948 at Harvard University (Elfaqer & Hamzah, 2009), where entrepreneurship was considered one of the most common concepts in the world.

At present, entrepreneurship is considered one of the best economic development strategies to develop the country's economic and social growth (Venkatachalam & Waqif, 2005).

Therefore, the word entrepreneurship, which stems and is rooted in the spirit of entrepreneurship, has become a word repeated daily by decision-makers, economists,

academics, and even university students. They talk about that word, whose letters carry the meanings of excellence, creativity, initiative, creative spirit, and the way to create opportunities and development with the hope of reducing the problem of unemployment. Seminars, conferences, and workshops are organized annually worldwide, showing and stressing the importance of entrepreneurship. Besides the development of the individual intellectually and behaviorally to be in harmony with this concept (Matlay & Westhead, 2005).

Entrepreneurship is said to be a function of various factors e.g., personality traits, education, experience, social and economic conditions, law and order, and many other issues. Various researchers have given various findings for the said factors (Ahmed et al., 2010). As this thesis is concerned with entrepreneurial intention, innovation education, and demographical factors, the literature given below belongs to these factors.

2.1.2 Innovations.

The word 'innovation' has come to mean a lot of different things to a lot of different people, the word has been so used and abused that it is probably starting to lose meaning. At the same time, the word is derived from Latin.

Schumpeter added in 1934 a definition of "innovation" or "development" which he described as new sets of knowledge, resources, equipment, and other factors that are new or existing. Schumpeter pointed out the need to distinguish between innovation and invention. He emphasized this difference because he saw innovation as a specific social activity, or "function" carried out within the economic sphere and with a commercial purpose, where inventions can be carried out everywhere and without any intention of commercialization and so on, for Schumpeter. Where innovations are new bodies of knowledge and resources subject to attempts at marketing - they are essentially the process by which new ideas are generated and put into business practice. He gave this activity the name “entrepreneurial function” and the social agents who perform this function are “entrepreneurs”. For Schumpeter, these are keys to innovation and long-term economic change (Shah et al., 2014).

The innovative name appeared in print as early as the fifteenth century, and its more recent interpretation and interpretation go back to the famous economist Joseph Schumpeter and his writings in the 1930s (Fagerberg & Srholec, 2008; Hagedoorn, 1996)

In 1934, Schumpeter added a definition of "innovation" or "development" as "new combinations" of new or existing knowledge, resources, equipment, and other factors. He pointed out the need to distinguish between innovation and invention. Schumpeter emphasized this difference because he saw innovation as a specific social activity, or "function", carried out within the economic sphere and for commercial purposes. Thus, for Schumpeter, innovations are new sets of knowledge, resources, etc., subject to marketing attempts.He called this 'synthesis' activity the 'entrepreneurial function', and the social agents who perform this function are the 'entrepreneurs'. For Schumpeter, these are keys to innovation and long-term economic change (Fagerberg & Srholec, 2008).

2.1.2.1Important of Innovations.

Innovative individuals are more likely to get employed, the acquire the skill of problem solving. An attribute that employer believe is for better employability of graduates. This is true whether these new businesses are new start-ups or new businesses within existing organizations, the latter of which has recently been described as internal entrepreneurship. While these start-ups or existing enterprises benefit from these innovations in the form of increased revenue and profits, the aggregate's net effect is the growth of the national and global economy (Venkatachalam & Waqif, 2005).

Economic growth is measured as the annual increase in a country's gross domestic product and is a measure of the overall well-being of people in this economy. Economists, such as Schumpeter (1934), Solo (1956), and more recently, Acemoglu (2009), Aghion and Howitt (2009), Barro and Sala-i-Martin (2004), and others have studied the contributing factors to economic growth. They argue that economic growth can only be explained by the increasing application of the factors of production, i.e., capital and labor. Specifically, GDP per capita can grow in the long run only if one assumes that productivity also rises, which Solow refers to as “technical progress.” What is required in addition to capital and labor to explain economic growth are additional factors? Several innovation-based models have been used to describe economic growth. In one model, innovation leads to productivity growth by creating new types of products, but it is not necessary to improve them(Romer, 1986).

Another model is based on “quality improvement innovations that render old products obsolete” and thus incorporates a force that Schumpeter has called creative destruction (Silverberg & Yildizoglu, 2002).

2.1.3 Entrepreneurship in Educational

According to Pihie & Akmaliah (2009) Meaningful education enhances students' effectiveness in entrepreneurship by providing them with the attitudes, knowledge, and skills to deal with the complexities inherent in entrepreneurial tasks such as seeking opportunities, pooling resources, and driving business to success (Wilson et al., 2007). Indeed, education enhances students' entrepreneurial effectiveness by providing mastery experience, role models, social persuasion, and support by engaging them in hands-on learning, business plan development, and running simulated or real small businesses.

Education plays a crucial role in developing students' effectiveness in entrepreneurship by engaging them in various entrepreneurial activities and increasing their desire to engage in entrepreneurship. Education highlights the merits, values , and merits of entrepreneurship (Segal et al., 2005) and encourages and supports them to start their own business. Hence, improving students' entrepreneurial effectiveness enables them to put in more effort over a longer time, pursue challenges and develop plans and strategies to achieve higher entrepreneurial goals (Shane et al., 2003). In addition, higher entrepreneurial effectiveness correlates with greater intentions. Although there is little empirical evidence about the impact of entrepreneurship education and training on entrepreneurial effectiveness (Chen et al., 1998), entrepreneurial self-efficacy (ESE) is a criterion to distinguish entrepreneurs from those who do not intend to start their businesses. When selecting students of Entrepreneurship, Management, and Organizational Psychology as study participants, they concluded that entrepreneurship education was influential in developing entrepreneurial self-efficacy and thus the students' intent to create their businesses.

In which the creation of knowledge expands technological opportunity. The theory shifts the unit of analysis from exogenously assumed firms to individual agents with new knowledge endowments (Acs et al., 2009).

2.1.3.1 The role of Universities in Entrepreneurship

The university is the mirror that reflects the nation's reality and the people's position. It is like a mind about the rest of the body members who count the competencies, researchers, inventors, and theorists, develop ideas and theories. They are guided by what he finds in the world and discovers innovations and inventions, keeping pace with the global development movement and even looking ahead to the future with its scientists, experts, and specialized

institutions. It works to spread knowledge through the teaching process and works to apply it by using it to solve community problems.

The wheel of entrepreneurship launched for many people and organizations in Palestine starting from the curriculum in the university, the diffusion of entrepreneurship training programs, incubators and startups, investment in ideas by many companies and organizations (Barakat & Hani, 2018), the attention of the technical colleges to the importance of promoting entrepreneurship, because of their role in reducing the problem of unemployment, the importance of linking technical education and promoting entrepreneurship to the Palestinian society in general and Gaza Strip in particular (Al Shobaki, Abu-Naser, Amuna, et al., 2018),

The university graduate needs to prepare to enter the labor market and give him an overview of the activities and changes taking place in the market and not let him collide with the surprises of the labor market. Teaching involves transferring, preserving, retrieving, and analyzing knowledge. Universities are supposed to achieve the development of human cadres and enhance their research and technological capabilities in line with and requirements of the knowledge society.

From this point of view, it can be said that university professors play a vital role in instilling the orientation of the university graduate. This means the emergence of the individual will and intellectual readiness of the university student to establish his project or a private institution, under certain conditions, that is, the development of preparations, qualifications, and behaviors.

Universities have expanded their educational capabilities from educating individuals to forming organizations teaching entrepreneurship and incubation programs.

2.1.3.2 The Entrepreneurial University as a driver of the triple helix model.

The University of Entrepreneurship is an academic institution that is neither under government nor industry control. Indeed, as the university increases its entrepreneurial activities about research commercialization, the current industry may view the university as a competitor and partner, likely at the same time.

The capitalization of knowledge changes the way scientists view the results of their research. When the university engages in technology transfer and corporate formation, it acquires a new entrepreneurial identity.

Developing an entrepreneurial culture encourages faculty members to consider the results of their research for their commercial and intellectual potential. The Office of Technology Transfer, which has the mandate to research marketable technology research and commercialize it to companies, teaches faculty to take an interest in using their research when the entrepreneurial position is weak or non-existent. An entrepreneurial culture may arise from seeking outside funding to conduct research. Rather than entrepreneurial attitudes and capabilities (Etzkowitz & Zhou, 2017).

2.1.3.3 Dual Studies (DS)

In their attempts to bridge the significant mismatch between skills produced and the skills demanded, few Palestinian universities offer entrepreneurial and dual-studies programs.

Al-Quds University launched the Dual Studies program in 2015 with the support of GIZ

Dual studies help to contribute to raising the professional level of Palestinian youth and provide good job opportunities for students after graduation. By bridging the gap between academic education on the one hand, and the need and requirements of the Palestinian labor market on the other hand, the program was designed after reviewing the similar German models that integrate practical training in the work environment into the academic study plan since the first day, by providing the opportunity for undergraduate students to practice a profession as part of the study in one of the specialized Palestinian companies. (Al-Quds, 2015).

In the same framework and with the support of German cooperation sponsored by the GIZ program, Palestine Polytechnic University established the Second College of Studies, which aims to integrate theoretical education with practical education in the Palestinian private sector institutions, where the opportunity is provided for the university student to apply knowledge in one of the partner institutions to deepen understanding, and to ensure the effectiveness and success of bilateral academic programs The college has signed a number of cooperation agreements with specialized institutions and companies to receive and train students (Palestine Polytechnic University, 2022).

2.2 Literature Review

This section presents relevant studies. The researcher divides this topic into two areas; the first deals with previous studies on entrepreneurship among university students and graduates, and the second deals with the role of education under the provision of Palestinian universities. Startups and entrepreneurship are important factors in economic development and growth in modern society. With high quality education available in innovative fields, it will be a great opportunity to establish new entrepreneurship.

This is done by teaching students about entrepreneurship and organizational skills, including time management, leadership development and interpersonal skills. Often the young entrepreneur faces obstacles that affect and prevent the completion of implementation.

2.2.1 Interrelationships in Creativity, Innovation, and Entrepreneurship

Creativity, innovation, and entrepreneurship are recognized as essential elements of fostering an entrepreneurial culture, but their relationships from a competency-based approach are not yet sufficiently understood. Creativity is a highly ambiguous concept that tends to be given different meanings depending on the discipline or practice to which it is related (Runco, 2004). According to Edwards-Schachter (2015) paper contributes to the debate on the nature of entrepreneurial competencies as it critically analyzes the theoretical underpinnings of such interrelationships. Focusing on the basic assumptions and educational methods of entrepreneurial competencies and the role of creativity and innovation may vary greatly depending on the educational model (learning 'for,' 'about' and 'through' entrepreneurship). The paper presented arguments about the adequacy of social cognitive theory and social construction to explain the development of creativity, innovation, and entrepreneurship (creativity, innovation, and entrepreneurship) as a meta-competence.

An exploration of how engineering students from two different social and cultural contexts, Spain and the USA, perceive CIE relationships and to what extent they think the education system has developed them. The empirical results show that most students see themselves as creative people and consider creativity closely related to innovation and entrepreneurship, being more convinced with American students than Spanish students regarding the relationship of invention between entrepreneurial competencies. Moreover, their perceptions

are at odds with the role assigned to education, as they consider creating a great topic in engineering education.

Many organizations and companies have recognized the importance of creativity and entrepreneurship. The role of creativity is to the extent that it is called "death or creativity" in the West. Accordingly, the following pattern is presented (Fadaee & Abd Alzahrh, 2014), in this model, the three factors of innovation, creativity, and entrepreneurship come together to enhance educational and career success. Entrepreneurship has always been associated with innovation, creativity, and entrepreneurship, which is necessary and interdependent. Drucker believes that entrepreneurship can be said without creativity, and innovation does not pay off. The results of some studies pointed to the fact that entrepreneurs choose new companies or existing companies and organizations, not only for economic reasons but mostly because there are jobs that innovation and creativity will follow.

According to Okpara (2007), successful entrepreneurs need an edge that derives from a combination of a creative idea and a superior ability to implement. An entrepreneur's creativity may involve an innovative product or a process that changes the existing system. Or the entrepreneur may have a unique insight into the path or outcome of external change.

Entrepreneurship is the tool that drives creativity and innovation; and innovation creates new demand and entrepreneurship brings innovation to the market. Innovation is the successful development of competitive advantage and is the key to entrepreneurship.

According to Barroso-Tanoira (2017) the study presented a program to increase students' motivation to be creative, innovative, and entrepreneurs, based on interventions in business firms to improve employee performance through critical and creative thinking. The results showed that the program was effective for employees and students and that internal motivation is the most important factor to consider for promoting creativity, innovation, and entrepreneurship. People are more creative when they do what they like, rather than just doing what they know or what is asked of them. The more creative people are, the better performance and higher productivity can be expected. This is an opportunity for educational institutions to establish links with business firms and take a more active role in human and business development.

Business leaders need to discuss, consult and consider where creativity, innovation, and entrepreneurship are most needed, what they should be applied to and for what purpose, and

what their importance, relevance, and value to clients and prospects are. They should also consider whether they should consider a wide range of interests when deciding when, where and for whom to be creative, innovative, and entrepreneurial, as (Coulson-Thomas, 2017) study shows that creativity, innovation, and entrepreneurship are interlinked. Creative ideas need to be adopted, implemented, and commercialized for innovation to occur which may require entrepreneurial flair.

2.2.2 Entrepreneurship Culture and Family Background.

Lindquist (2016) study assesses the importance of family background and neighborhood influences as entrepreneurship determinants by estimating sibling relationships in entrepreneurship. The study found that siblings' shared factors explain between 20 and 50% of the variance in different entrepreneurship outcomes. Average 28 percent Allowing differential treatment within families by gender and birth order does little to increase our estimates of the importance of family-level factors. The study shows that neighborhood effects, peer influences, parental income, and education explain very little of these associations; parental entrepreneurship plays a prominent role, as do shared genes.

Family businesses have a significant role in economic growth and work. The study of (Cahyani et al., 2018) was conducted to verify the influence of family background variables on the intention of entrepreneurship and analyze the impact of entrepreneurship education from a changing intent to the intention of entrepreneurship, where their study focused on investigating the effect of the creativity variable on the intention of entrepreneurship. In addition to examining the influence of family background variables, entrepreneurial education, and creativity on entrepreneurial intent, the results indicate that family background, entrepreneurship education, and creativity positively affect entrepreneurial intent.

A large body of literature has emerged in regional studies linking regulated measures of entrepreneurship (eg, self-employment, new start-ups) with regional economic performance. One limitation in the existing literature is that the measurement of entrepreneurship cannot integrate broader conceptual views, such as behavior, of what constitutes entrepreneurship. This paper (Stuetzer et al., 2018) fills this gap by linking the regions' core and inclusive entrepreneurial culture to regional economic performance. Empirical evidence indicates that regions with higher entrepreneurial culture levels tend to have higher employment growth, and durability tests using causal methods confirm this finding.

Fritsch & Wyrwich (2017) shows that German regions with a high level of entrepreneurship in the mid-twenties of the last century have higher initiation rates after about 50 years.

A study by the same researcher in Germany also showed that the historical self-employment rate is an indicator of a regional culture of entrepreneurship and linked and measures economic growth. The results indicate that German regions with a high level of entrepreneurship in the mid-1920s had higher start-up rates about 80 years later. Moreover, we found that the impact of current start-up activity on regional recruitment is significantly higher in regions with a clear entrepreneurial culture. We conclude that the regional culture of entrepreneurship is an important resource for regional growth (Fritsch & Wyrwich, 2014).

Adejimola & Olufunmilayo (2009) viewed the introduction of entrepreneurship education as a compulsory course in the Nigerian university system as a measure to tackle the problem of graduate unemployment and strategically position the economy for leadership in Africa. It is recommended that the Nigerian must harness the ecosystem before entrepreneurship can be purposefully developed. The paper concludes that curriculum review, awareness, advocacy, support for entrepreneurship education, program focus, and funding combined with political will and government stability for entrepreneurial culture and development must be provided.

Entrepreneurship has become of great importance in light of the current challenges of youth unemployment in Nigeria. It is an antidote to unemployment and youth turmoil. For entrepreneurship to achieve the desired result, it must have a culture that needs to be developed. (Akuegwu & Nwi-Ue, 2016) the survey examined the development of an entrepreneurial culture for global relevance among university students in southern Nigeria, showing that the University of Benin has the highest tendency to develop an entrepreneurial culture among students. College students tended to develop their exposure to professional experience more than others. Undergraduate development of an entrepreneurial culture among students is remarkably low. The development of an entrepreneurial culture among college students greatly affects gender. Therefore, the study recommended that universities make more efforts in developing a culture of entrepreneurship among their students by making entrepreneurship education more practical.

Shirokova's study (Shirokova et al., 2016) examined the intention-to-associate behavior using a sample of university students. Focus on the role of Entrepreneurial intentions as drivers of start-up activities, scrutinizing, in particular, the moderating effects of individual characteristics and environmental characteristics on translating intentions, the study proves

that intent plays an important role in the entrepreneurship activity of college students. However, the effect of intent on the scope of start-up activities may depend on the individual background of students and the environment in which they work. Hence, emphasis was placed on students' age, gender, family entrepreneurship background, university entrepreneurship environment, and general level to avoid societal uncertainty, assuming that these characteristics make the relationship between entrepreneurial intentions and actual intensity of actions.

2.2.3 Entrepreneurial Universities

Entrepreneurial Intent comes through Entrepreneurship Education for position predictive value, subjective criteria and self-efficacy. True Experimental Design (post-test-only control group design) is used to investigate the change in the nature and magnitude of the impact of independent variables (personal attitude, self-efficacy and subjective norms) on the dependent variable (intentions) using entrepreneurship education as a moderating variable, Structural equation modeling was used to test hypotheses. The statistical relationship among the modeled variables was estimated using Partial Least Square method. The results revealed that attitude toward entrepreneurship, subjective norms and self-efficacy are the significant predictors of entrepreneurial intentions. However, entrepreneurship education moderates this relationship by strengthening the path coefficients of attitude toward entrepreneurship and self-efficacy. Same time it weakens the path coefficient of subjective norms (Shah et al., 2020).

A considerable agreement exists about the importance of promoting entrepreneurship to stimulate economic development. In particular, However, cognitive models did not take into account the mediating role of entrepreneurship education in these relationships. Through the theory of organized behavior, results by analyzing how the interaction between entrepreneurship education and subjective standards shape perceptions and attitudes towards entrepreneurship showed that entrepreneurship education plays an important moderating role, as it mitigates the relationship between subjective standards and perceived behavioral control, and works to strengthen the relationship Between subjective standards and entrepreneurial attitudes. (Entrialgo & Iglesias, 2016).

(Budyldina, 2018) the study explores the dimensions of entrepreneurial universities and the extent to which this definition applies to the regional context in Russia. Using data from monitoring the efficiency of higher education institutions conducted by the Ministry of

Education and Science of the Russian Federation, this study analyzed scientific and research productivity measures and funding structure of 20 universities located in the Saint Petersburg region, and examined the entrepreneurial activities of different types of universities. While policymakers and universities tend to use mostly quantitative quality performance indicators (KPIs) to capture scientific productivity and business outcomes, the findings suggest that universities' regional impact extends well beyond technology transfer and tangible outputs (in terms of human capital attraction and retention, capital formation). Entrepreneurial money, informal networking, new ideas, etc.). This study enhances knowledge of the heterogeneous nature of entrepreneurship in Russian universities and provides useful insights for policy-making and management practices. The transformation of the university into a local entrepreneurial fulcrum requires massive government funding during the initial stages and coordinated policy measures to promote the university's innovative activities without compromising its traditional teaching and research functions.

The University of Entrepreneurship acts as a conduit for spillovers that contribute to economic and social development through its multiple missions of teaching, research, and entrepreneurial activities. In particular, the results of its tasks are related to the determinants of production functions (such as human capital, knowledge capital, social capital, and entrepreneurial capital). All of these topics are still high on the research agenda in the academic entrepreneurship literature. (Guerrero et al., 2015) the study has modestly attempted to contribute to a better understanding of the economic impact of teaching, research, and entrepreneurial activities in entrepreneurial universities. Taking an endogenous growth perspective, the proposed conceptual model is tested using data collected from 2005 to 2007 for 147 universities located in 74 regional unit designations in UK regions. The results of this exploratory analysis show the positive and significant economic impact of teaching, research, and entrepreneurial activities, interestingly, the largest economic impact of entrepreneurship universities in the UK is explained by spin-off projects. However, for our control group made up of the rest of the state universities, the higher economic impact is associated with knowledge transfer (knowledge capital).

As (Kirby, 2006) study emphasized the importance of entrepreneurship in the modern knowledge economy, higher education institutions are required to work more like entrepreneurs, market the results of their research and form new knowledge-based institutions. Like most large organizations, particularly those operating in the public sector, it is not

traditionally suited for this role and often faces the same kind of barriers to activity within entrepreneurship as its private sector counterparts. In this note, entrepreneurial development and internal entrepreneurship theories are used to determine what needs to be done and a case example is provided.

and to improve an understanding of the theoretical, empirical, managerial, and policy implications of emerging models of entrepreneurship universities in the new socio-economic landscape. The study of (Guerrero, Urbano, Fayolle, et al., 2016) concluded that this goal was achieved by studying the role of entrepreneurial universities as drivers of innovation and entrepreneurship activities. Defining an overarching framework allows for the contributions made in this special issue to be highlighted within the framework, and a discussion of the implications for university administrators, policymakers, and other academic agents involved in the development of entrepreneurship/innovation ecosystems.

The wide range of topics and questions raised show that this topic is a promising area for future research. To answer these questions, we will need more systematic data not only from advanced economies but also from other transition/emerging economies. The study expected a shift in the theoretical and methodological methods to explore this phenomenon. Especially in diverse regional environments.

Entrepreneurial universities not only generate (transfer knowledge) but also provide leadership for the creation of entrepreneurial thinking, business, and institutions. Through this study (Guerrero, Urbano, & Fayolle, 2016), the impact of the university's entrepreneurial activity on regional competitiveness was explored. Depending on the institutional economics and endogenous growth approach, a proposed conceptual framework was developed and tested using structural equation modeling using data from 102 universities located in 12 European countries. The results showed that informal factors (for example, attitudes and role models) have a greater influence on the university's entrepreneurial activity than formal factors (for example, support measures, education, and training). The results also showed a greater contribution of universities to regional competitiveness, in particular, when social measures (gifted human capital) were used rather than economic measures (per capita GDP).

The transformation of universities according to the study (Salamzadeh et al., 2015) into pioneering universities in the third generation of universities known as the engines of regional development, as their transformation from traditional universities is of paramount importance, as this paper examined the institutional factors that affect these transformations through the

use of new institutional economics to determine those factors The study also suggested that PPPs and new public management practices could mitigate the impact of these factors. To do this, by taking a qualitative approach to identify factors.

The study concluded that public-private partnerships are critical to them. On the other hand, its transformations are dominated by new public administration practices, as most traditional universities and institutions were under the control of government bodies and were mostly public. Moreover, this transformation is a crucial stage in the life cycle of universities and the entire higher education system. Therefore, in this study, an attempt was made to identify the institutional factors that influence the transformation of entrepreneurship universities, the public-private partnership was considered the main coordinator of this process.

2.2.4 Entrepreneurship and Gender Difference

In the United Arab Emirates, a study was conducted to examine whether there is a difference in entrepreneurial intentions between male and female students in the United Arab Emirates. The study is very relevant and interesting as the UAE female success rate is higher in education but this has not translated into similar increases in employment rates. Given the social, cultural, and religious fabric of the country's indigenous community and the growing number of female graduates, this anomaly in the corporate sector may lead to an increase in the number of women entrepreneurs in this part of the world, compared to the rest of the world (Majumdar & Varadarajan, 2013).

The degree to which entrepreneurship affects the economy depends on many factors, including quality, gender composition, and the type of entrepreneurial activity. Gender equality and women's entrepreneurship are key factors in economic development. To examine the relationship between gender equality and the rate of women's entrepreneurship, this paper examines how gender-related economic development and women's entrepreneurial activity are related. This study (Sarfaraz et al., 2014) characterizes the relationship between gender-related development indicators (provided by the United Nations) and the different stages of women's entrepreneurial activity (established by Global Entrepreneurship Monitor, GEM) through a correlation analysis. The results of the study indicate that female entrepreneurship activity is not closely related to gender equality.

According Marques (2018) the impact of entrepreneurship education on higher education students' entrepreneurial orientation, as mediated by gender and family history. Through a

survey tool to measure entrepreneurial orientation and its use in one university, the study processed the responses using statistical methods and collected data through an online questionnaire distributed to engineering, business, and social sciences students in the last year of their degree program at the undergraduate and graduate levels. Some respondents took a class in entrepreneurship while others did not. The findings highlight that entrepreneurship education, in general, has a greater impact on business and social science students. Family background and gender modify variables that have a positive impact on individual entrepreneurial orientation. Evidence has been found that universities need to develop more effective educational curricula for entrepreneurship education and take into account new market requirements and student profiles, as well as consideration of different academic fields. and previous entrepreneurial education levels.

In Iran, there is also a study on entrepreneurship and gender. The study explores the effects of gender and role models on entrepreneurial intent. Data was collected using a questionnaire from a sample of 331 Iranian university students. The results indicated that entrepreneurial role models indirectly affected entrepreneurial intent. business through its predecessors, the study found no gender differences in the relationship between perceived behavioral control and entrepreneurial intention by males (Karimi et al., 2013).

Expanding the scope of previous research on the genetic basis of entrepreneurship, (Zhang et al., 2009) study investigated gender differences in genetic influences on people's tendency to become entrepreneurs as well as two intermediate variables through which genetic factors can influence this tendency: extraversion and neuroticism, the study found females have a strong genetic influence and no common environmental influences on their lives tendency to become entrepreneurs, In contrast, males do not show a genetic influence, but a significant combined environmental influence Extraversion and neuroticism mediate genetic influences on women's tendency to become entrepreneurs Extraversion mediates environmental influences Common on men's tendency to become entrepreneurs.

Dahalan (2013) ask the question of whether men and women differ in their search for employment. The way of thinking differs between females and males. The differences can be attributed to how they value their lives. It has been determined that men have many advantages over women in a professional situation, which leads to women thinking about entrepreneurship. The purpose of this study is to examine whether males and females differ in terms of generating ideas for business opportunities to provide inputs to entrepreneurship

training, especially for the development of business ideas among the local community, quantitative data collection was conducted on 500 residents in Lenggong Valley and it was found that men and women differ in some aspects of business idea generation.

2.2.5 Conceptual Framework

Entrepreneurship is Conceptual Framework for this thesis, entrepreneurship is said to be a function of various factors e.g., personality traits, education, experience, social and economic conditions, law and order, and many other issues. Various researchers have given various findings, as this thesis is concerned with entrepreneurial intention, innovation education, and demographical factors, the literature given below belongs to these factors.

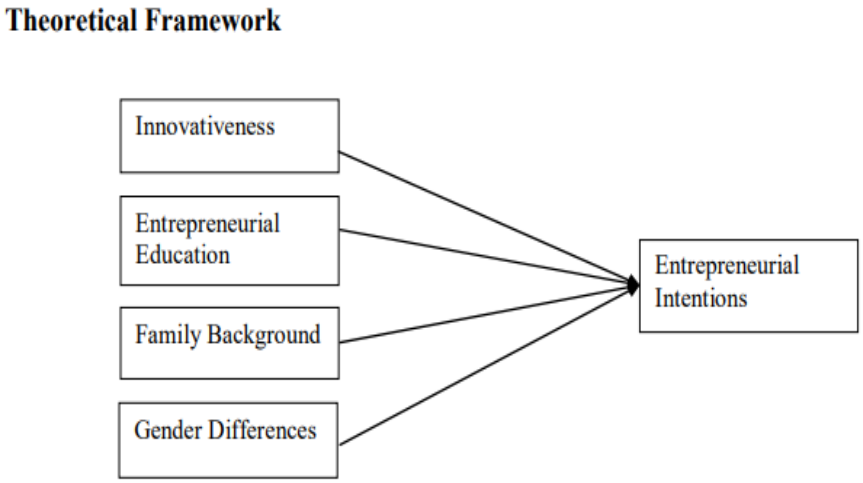

Figure 1 Entrepreneurship Conceptual Framework

Source: (Ahmed et al., 2010)**.**

- Research design: Cross-Sectional Descriptive quantitative Research.
- Researcher will use the survey which will be directed to graduates (whose graduation does not exceed 10 years) from Palestinian Universities where is researcher choose 3 universities established before 30 years and 2 new established universities.
- Also, the survey will be directed to relevant People in the universities.

2.2.6 Relevant previous studies

2.2.6.1 Relation in Creativity, Innovation, and Entrepreneurship

According Edwards-Schachter (2015) shows that most students see themselves as creative people and consider that creativity is closely related to innovation and entrepreneurship, their perceptions conflict with the role assigned to education, because they consider creativity a prominent topic in engineering education, as emphasized (Fadaee & Abd Alzahrh, 2014) states that through the creativity or death model in this model, the three factors of innovation, creativity, and entrepreneurship combine to enhance educational and career success. She pointed to the fact that entrepreneurs choose new companies or existing companies and organizations, not just for economic reasons, but mostly because there are jobs that innovation and creativity will follow.

According to Okpara (2007) and Barroso-Tanoira (2017), successful entrepreneurs need an edge that stems from a combination of a creative idea and a superior ability to execute. An entrepreneur's creativity may involve an innovative product or process that changes the existing system, and the most important factor to consider to foster creativity, innovation, and entrepreneurship is intrinsic motivation.

2.2.6.2 Entrepreneurship Culture and Family Background

As for the family background and culture around entrepreneurship, a study (Lindquist et al., 2016) found that neighborhood influences, peer influences, and parental income where paternal entrepreneurship plays a large role, as do shared genes, also, family businesses play a major role in economic growth and employment, and through a study (Cahyani et al., 2018), the results of which confirmed that the education of entrepreneurship and creativity positively affects the intent of entrepreneurship.

Entrepreneurship culture, knowledge spread, and regions growth. Regional Studies. A great deal of literature has emerged in regional studies linking regulated measures of entrepreneurship (eg, self-employment, new start-ups) with regional economic performance.

One limitation in the current literature is that the measurement of entrepreneurship is unable to integrate broader conceptual views, such as behavior, of what constitutes entrepreneurship. A study (Stuetzer et al., 2018) this study attempted to fill the gap by linking the region's core and more inclusive entrepreneurial culture to regional economic performance. Empirical evidence

has shown that regions that exhibit higher levels of entrepreneurial culture tend to achieve higher growth In employment, he emphasized this (Fritsch & Wyrwich, 2017) by emphasizing that the regional culture of entrepreneurship is an important resource for the continuity of entrepreneurship and has a significant impact of start-up activity on the growth of regional employment when using the culture of entrepreneurship as a tool for start-up activity. The study found that the impact of current start-up activity on regional employment is much higher in regions with a clear entrepreneurial culture and thus that the regional culture of entrepreneurship is an important resource for regional growth.

2.2.6.3 Entrepreneurial Universities

Few studies investigated the role of entrepreneurship education in students' entrepreneurial intentions. These studies produced controversial results which invited the attention of researchers for further investigations.

The results revealed that attitude toward entrepreneurship, subjective norms and self-efficacy are the significant predictors of entrepreneurial intentions. However, entrepreneurship education moderates this relationship by strengthening the path coefficients of attitude toward entrepreneurship and selfefficacy. Same time it weakens the path coefficient of subjective norms (Shah et al., 2020).

The University of Entrepreneurship acts as a conduit for spillovers that contribute to economic and social development through its multiple missions of teaching, research, and entrepreneurial activities. In particular, the results of its tasks are related to the determinants of production functions (such as human capital, knowledge capital, social capital, and entrepreneurial capital).

Many kinds of literature have dealt with academic entrepreneurship, for example (Guerrero et al., 2015), where the study attempted to modestly contribute to a better understanding of the economic impact of teaching, research, and entrepreneurial activities in entrepreneurial universities. Taking the perspective of endogenous growth, the results of this study show the positive and significant economic impact of teaching, research, and entrepreneurial activities, and interestingly that the largest economic impact of entrepreneurship universities is explained through spin-off projects.

According to a study (Kirby, 2006), higher education institutions are required to work more like entrepreneurs, market the results of their research, and form new knowledge-based

institutions. Like most large organizations, especially those operating in the public sector, it is not traditionally suited for this role and often faces the same kind of barriers to activity within entrepreneurship as its private sector counterparts.

He commends this (Guerrero, Urbano, & Fayolle, 2016) by emphasizing the role of entrepreneurial universities as drivers of innovation and entrepreneurship activities and the implications for university officials, policymakers, and other academic agents involved in developing entrepreneurial ecosystems as well as innovation.

Universities not only generate entrepreneurship (knowledge transfer) but also provide leadership for the creation of entrepreneurial thinking, business, and institutions where the university's entrepreneurial activity influences regional competitiveness. Depending on the institutional economy and endogenous growth approach, the results also showed a greater contribution of universities to regional competitiveness, according to (Guerrero, Urbano, & Fayolle, 2016), and (Salamzadeh et al., 2015) that public-private partnerships are important for universities. To develop entrepreneurship in universities.

2.2.6.4 Entrepreneurship and Gender Difference

The degree to which entrepreneurship affects the economy depends on many factors, including quality, gender composition, and type of entrepreneurial activity. Gender equality and women's entrepreneurship are key factors in economic development. Many studies have been examined in this field, including the study (Sarfaraz et al., 2014), which showed that the relationship between development indicators related to gender and the different stages of women's entrepreneurship activity is not closely related to gender equality.

Karimi (2013) in their study on entrepreneurship and gender. The study explores the effects of gender and role models on entrepreneurial intent, as the study found no gender differences in the relationship between perceived behavioral control and entrepreneurial intention. And a study (Zhang et al., 2009) showed that gender differences in genetics influence people's tendency to become entrepreneurs, in addition to two intermediate variables through which genetic factors can influence this trend. The study showed that females have a strong genetic influence and no Common environmental influences on their lives. Tendency to Become Entrepreneurs, by contrast, males show not a genetic influence, but an important common environmental influence. Common effects on men's tendency to become entrepreneurs.

(Dahalan et al., 2013) addresses whether men and women are different in their search for work. The way of thinking differs between females and males. The differences can be attributed to how they value their lives. It was determined that men have many advantages over women in a professional situation, which leads to women thinking about entrepreneurship. It was found that men and women differ in some aspects of business idea generation.

2.7 The thesis Conceptual Framework

After reviewing and analyzing previous studies, it became a clear modification to the theoretical framework of the study so that education is added as a variable and is examined through hierarchical regression analysis.

So that the new theoretical framework on which the results will be analyzed becomes

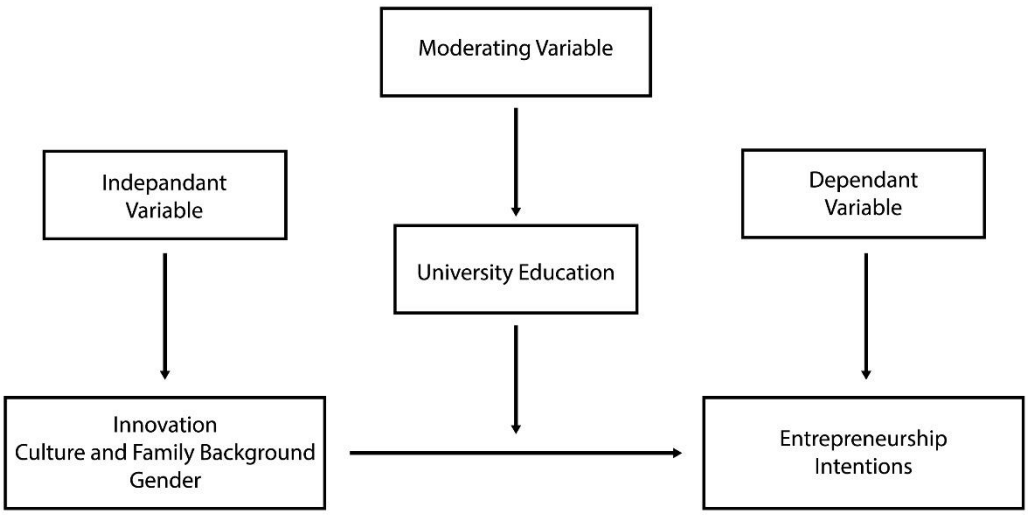

Figure 2 Thesis Conceptual Framework

This framework is developed by author after reviewing many studies, the most important of which are, for example, (Guerrero, Urbano, & Fayolle, 2016), (Salamzadeh et al., 2015), (Shah et al., 2020), (Fritsch & Wyrwich, 2017), (Sarfaraz et al., 2014), (Stuetzer et al., 2018), (Ahmed et al., 2010).

2.8 What is different in this study?

The thesis's purpose is threefold to identify the drivers of entrepreneurship among Palestinian university graduates, to examine the association with strategic planning in universities, to define the Entrepreneurship profile among Palestinian University graduates.

Through three main goals: -

1- To identify the entrepreneurship profile among Palestinian university graduates.

2- To predict the drivers of Entrepreneurship intention among Palestinian University graduates.

3- To test for the role of university entrepreneurial education to make significant change in the prediction power of objective 2.

The study gains its importance from the scarcity of studies that spoke about the subject in the Palestinian environment, this study may contribute to enriching scientific research and educational literature.

The following parties are expected to benefit from the study: -

- Those responsible for strategic planning in Palestinian universities and stakeholders in decision-making identify strengths and weaknesses in strategic plans and work to avoid them.
- Decision-makers in Palestinian higher education institutions to develop the entrepreneurship curriculum among students.

Chapter Three

Methodology

This chapter includes a description of the method and procedures followed by the researcher in determining the study's population and sample and data collection tools. The steps to verify the validity and reliability of the questionnaire are introduced—finally, a description of the study variables (operationalization) and the statistical methods used in data analysis.

The researcher employed a mixed descriptive approach to collect the cross-sectional data in this study. From April to May 2022, the researcher distributed an online version of the questionnaire to five university graduates. Interviews were conducted with key actors, including top-level management in the universities under investigation.

3.1 Study Population

The study population includes graduates from the last ten years working in West Bank from Palestinian universities. This work targets five universities, and three of them are established before the year 2000. They are: (1) Palestine Polytechnic University. (2) AnNajah National University. (3) Birzeit University. And two universities are found after the year 2000. They are: (1) Palestine Alahlya University. (2) Arab American University.

These universities were selected based on criteria such as the universities that were established in the past and the universities that were recently established, in addition to their geographical distribution to include the north, center and south in the West Bank

Also, the survey will be directed to relevant People in the universities.

3.2 Data collection methods

Based on the nature of the study and the type of data required, the researcher relied on two types of sources

Secondary Data: They are data derived from relevant literature, books, articles, previous studies, and published work to form the theoretical framework for this research.

Primary Data: It is collected from the field through

- **Questionnaire**: A questionnaire is developed by the researcher and distributed to a sample of graduates to cover the researched areas and their dimensions. Data is quantitively analyzed to describe the sample characteristics and to test for the proposed hypotheses; during the design of the questionnaire, few questions were contextualized in a way that does not make the graduate answer randomly, so that the answer is low in some answers and not high so that it is processed later in the statistical analysis program SPSS, Nine responses were excluded (It included distant graduation years and universities outside the scope of the universities that were selected), so that all responses were accurate in all sections to obtain an analysis that explains the hypotheses of the thesis.

- **Interview**: The process of collecting data is broadened to include qualitative data to achieve a better understanding of the quantitative result; interviews were conducted with key actors Table 2, including top-level management in the universities under investigation, and follow-up, presenting the results of the questionnaire to them and finding out the answers of the graduates.

  The universities were selected to conduct the interviews, including a university established in the past and a university established after the year 2000, in addition to their geographical distribution in the north and south, being a public university (Palestine Polytechnic University) and a private university (Arab American University).

Table 2 Top-Level Management Interviews in Universities

Universities	The number of interviewees	Positions
Arab American University	3	- Advisor to the Board of Directors for Planning and Development (P1). - Vice President for Medical Faculties (P2). - Vice President for Academic Affairs (P3).
Palestine Polytechnic University	3	- Vice President for Planning and Development (P4). - Vice President for Academic Affairs (P5). - Dean of Dual Studies (P6).

3.3 Questionnaire Design

The questionnaire was designed based on the conceptual framework (Figure 3) adopted for this study, as Entrepreneurship is conceptual framework for this research project.

The questionnaire contains two sections: The first section explores the personal and demographic characteristics of the participants. In comparison the second section deals with the Entrepreneurship Enablers that comprise: innovation (hobbies and activities), Culture and family background, education (experimental learning), gender, and entrepreneurship intention.

Each question scored from "strongly disagree" to “strongly agree." The respondent is chosen according to what he deems appropriate so that the phrases used are precise and contain no ambiguities that may cause their understanding in more than one aspect.

The questionnaire was developed based on previous related studies, such as

1- **Innovation** (hobbies and activities) (Zhenyu, 2017), (Klaukien et al., 2013), (Wang & Qi, 2020), (Nimrod, 2016).

   It is essential to know that the innovation you are providing will be agreeable to your lifestyle. If your innovation requires a huge lifestyle change, or a user has to acquire additional products to use your innovation, then it is more apt to fail. Innovations are the most remarkable success when individuals can adopt them smoothly; they could easily replace an existing product or idea for the better with your innovation. Thus, to measure innovation, eight items are used in the questionnaire (Sample item: I’m inspired to develop new ideas, where others see problems, I see possibilities, I can easily imagine many ways to satisfy a need, I am capable of seeing many solutions to a problem, It is easy for me to motivate others to work with me).

2- **Culture and Family Background** (Nguyen, 2018), (Seaman et al., 2016), (Cahyani et al., 2018), (Stuetzer et al., 2018), (Ajekwe, 2017), (Chakraborty et al., 2016), (Zafar & Khan, 2013).

   This section of the questionnaire discusses culture and family background on the influence of entrepreneurship on entrepreneurial knowledge in setting up entrepreneurship and the mediation effect of specific entrepreneurship education on the relationship between family background and entrepreneurial expertise.

Where the questions are formulated in such a way that the graduate does not feel like answering directly to identify the impact of family background and culture on entrepreneurship in creating projects and help to understand that entrepreneurship can be stimulated through family background and entrepreneurship education and reduce the belief that entrepreneurs are born but not made, Thus, to measure Culture and Family Background, 12 items are used in the questionnaire (Sample item: In Palestine, it is more secure to be self-dependent, I always worry about what others will think before doing something important, I prefer using the good old ways of doing things, the local culture in my community is highly favorable toward entrepreneurial activity, my fathers would approve of my decision to start a business, my mother would approve of my decision to start a business, my father's career guides my career intention, I prefer having the final say).

3- **University Education** (experimental learning) (Carland & Carland, 1997), (Vesper & Gartner, 1997), (Bell & Bell, 2020), (Jiménez et al., 2015), (Kirby, 2006).

(Pihie & Akmaliah, 2009). Meaningful education enhances students' effectiveness in entrepreneurship by providing them with the attitudes, knowledge, and skills to deal with the complexities inherent in entrepreneurial tasks such as seeking opportunities, pooling resources, and driving business to success (Wilson et al., 2007). Indeed, education enhances students' entrepreneurial effectiveness by providing mastery experience, role models, social persuasion, and support by engaging them in hands-on learning, business plan development, and running simulated or real small businesses.

Moreover, education plays a crucial role in developing students' effectiveness in entrepreneurship by engaging them in various entrepreneurial activities and increasing their desire to engage in entrepreneurship by highlighting the merits, values , and merits of entrepreneurship (Segal et al., 2005), Thus, to measure Educational, 9 items are used in the questionnaire (Sample item: The teaching content of some university courses presents entrepreneurship, Through the university, I obtained a nomination to participate in competitions on entrepreneurship and obtain funding to support projects, I did not feel motivated by teachers to take experiments that would help build a startup Business, The entrepreneurship course affected my views of my career, The learning method used is more interactive, making it easier for me to understand business, We often used case studies of successful entrepreneurs during the entrepreneurship course, I became more

familiar with the business environment because of projects/ assignments given by lecturers, I became aware of the risks facing entrepreneurial projects and how they contribute to their success).

4- **Entrepreneurial Intention** (Zhang et al., 2009), (Sarfaraz et al., 2014), (Sullivan & Meek, 2012), (Marlow, 2020).

Entrepreneurial personality and the effects of changes in the entrepreneur's relationships, becoming an entrepreneur, and acting as an entrepreneur are both aspects of the entrepreneur's learning process, which in turn affects the personality characteristics of the entrepreneur. The entrepreneur's drive to solve problems had increased, and control by powerful others decreased since the start-up phase. Changes in the entrepreneur's relations with others were also observed to affect the entrepreneur's personality characteristics (Littunen, 2000). Thus, to measure Entrepreneurship, nine items are used in the questionnaire (Sample item: I feel more social secure being an entrepreneur, I am not always ready to make sacrifices to succeed, I always try to take calculated risks, Today, without a lot of money, we cannot take on a whole lot, I often feel stuck in a difficult situation, I look to the half-empty of the glass rather than its half full).

The questionnaire was made in English based on the sources. Later, a language expert translated the questionnaire to avoid missing the origins and any misleading statements.

The concerned universities were contacted and sent for publishing the questionnaire to the graduates who meet the conditions, as it was shared on social networking sites.

The questionnaire uses a 7-point Likert Scale (Wu & Leung, 2017), to score the responses and specify the level of agreement as follows: (7) Strongly agree, (6) Agree, (5) Somewhat agree, (4) Neutral, (3) Somewhat Disagree, (2) Disagree, (1) Strongly disagree, Table 3.

Table 3 Likert Scale

Scoring Range	Rating	Difference	Interpretation
1	1-1.85	0.85	Strongly disagree
2	1.86-2.71	0.85	Disagree
3	2.72-3.57	0.85	Somewhat Disagree
4	3.58-4.43	0.85	Neutral
5	4.44-5.29	0.85	Somewhat Agree
6	5.30-6.15	0.85	Agree
7	6.16-7.00	0.84	Strongly agree

3.4 Study Sample

The study sample consisted of a Convenient sample (This is the most commonly used sampling method; the sample is chosen on the basis of the convenience of the investigator. Often the respondents are selected because they are at the right place at the right time, the advantages are that they are most commonly used, less expensive and there is no need for a list of all the population elements (Acharya et al., 2013)). A questionnaire was distributed to the targeted, The questionnaire was distributed electronically through social media platforms, where the researcher relied on his personal relationship with many colleagues in the destination universities, where they helped to publish it on the communication platforms of their graduates, 550 responses were received and 9 responses were excluded because it did not fit with the graduation years Required and for the presence of graduates from universities other than the targeted universities and it is not valid for analysis. The number of analyzed subjects is 541, an average of 98.36%. Table 4 shows the frequencies of 541 respondents:

Table 4 Respondents' frequencies based on university and gender

University	**Gender**		**Total**
	Female	**Male**	
Arab American University	68	54	122
Palestine Polytechnic University	89	80	169
Palestine Ahliya University	26	32	58
An-Najah National University	54	43	97
Birzeit University	46	49	95
Total	**283**	**258**	**541**

3.5 Validity of the Tool

The questionnaire items are extracted from the literature, and their validity has been previously tested. Three university professors reviewed the initial Arabic version of the questionnaire to avoid translation misunderstandings. They work as lecturers' management at the Arab American University, Palestine Polytechnic University, and Hebron University. They referred to some paragraphs of the questionnaire considering the language and suitability issues, and their notes were considered. They recommended modifying their wording or deleting them due to their lack of importance. Appendix 1 presents the Arabic and English versions of the questionnaire. The source of objects from the literature is also given.

3.6 Tool Reliability

The reliability coefficient of the tool has been extracted using Cronbach's Alpha equation, and Table 5 shows the reliability coefficients of the questionnaire:

Table 5 Reliability coefficients of the study tool

Construct	Items	Cronbach's alpha
Innovation (hobbies and activities)	8	0.79
Culture and Family Background	12	0.80
University Education (experimental learning)	9	0.81
Entrepreneurial Intension	9	0.80
Total	**38**	**0.80**

It is clear from Table 5 that the reliability coefficients amounted to a total score (0.80), indicating the study tool's suitability for scientific research. (Nunally & Bernstein, 1978).

3.7 Study procedures

This study was conducted according to the following steps:

- ✓ Preparing the study tool in its final form.
- ✓ Determining the population of the study sample.
- ✓ The researcher distributed the tool to the study sample, and (550) of them were retrieved, which formed the study sample.
- ✓ Data entry into the computer and statistical processing using the Statistical Package for Social Sciences (SPSS).
- ✓ Interviews were conducted with the senior management in some universities to see their strategic plans and how to implement and follow them up, presenting the results of the questionnaire to them and finding out the answers of the graduates
- ✓ Extracting, analyzing, and discussing the results, comparing them with previous studies, and proposing appropriate recommendations

3.8 Study Limitations

The current study was limited to the following limitations

- ✓ This study doesn’t include the economic and social adverse impacts of Covid-19 on graduates, future research may tackle this impact.
- ✓ This study is limited to the opinion of graduates and an academic but does not include the Policy makers and Government representatives.
- ✓ Delimitation For the period for Entrepreneurship Palestinian University graduate (2011-2020).
- ✓ Geographical delimitation (West Bank without Gaza Strip).

Chapter 4

Data analysis and Discussion

This section provides data analysis and interpretation of the data collected. It shows the statistical tools to be used, such as frequencies, tables, weighted average standard deviation, correlation, and regression analyses

4.1 Descriptive Statistics

4.1.1 Frequencies of respondents based on universities

The thesis analyzes the received data of 541 respondents. Table 6 shows the characteristics of this sample regarding the five investigated universities of graduation. Being an employee at PPU, 31% of despondence are from the Palestine Polytechnic University

Table 6 Number of responses from universities

	Frequency	Percent %	Valid Percent %	Cumulative Percent %
Arab American University	122	22.6	22.6	22.6
Palestine Polytechnic University (PPU)	169	31.2	31.2	53.8
Palestine Ahliya University	58	10.7	10.7	64.5
An-Najah National University	97	17.9	17.9	82.4
Birzeit University	95	17.6	17.6	100.0
Total	541	100.0	100.0	

4.1.2 Frequencies based on gender

Table 7 shows males and females who have their projects or employees

Table 7 Gender Groups

		Frequency	Percent %	Valid Percent %	Cumulative Percent %
Valid	Female	283	52.3	52.3	52.3
	Male	258	47.7	47.7	100.0
	Total	541	100.0	100.0	

4.1.3 Frequencies based on graduation year

Table 8 shows that 409 graduates out of 541 whose data were analyzed are employed (so that the rest of the 132 are unemployed), of whom 293 graduates got a job, and 116 graduates started their own projects.

Table 8 Graduation Year

		Graduation Year		Total
		2017-2021	2012-2016	
If you work	Employees	267	26	293
	Have Private Business	105	11	116
Total		372	37	409

4.1.4 Frequencies based on father's job

Table 9 shows the nature of work for the parents of graduates, as the largest number of those who own private projects reached 202, and the least of them work in NGOs, where their number reached 49, and the number of non-working father was 76.

Table 9 Father's job

	Frequency	Percent %	Valid Percent %	Cumulative Percent %
Public Sector	159	29.4	29.4	29.4
Privet Sector	202	37.3	37.3	66.7
NGOs	49	9.1	9.1	75.8
Does not work	76	14.0	14.0	89.8
Private Business	55	10.2	10.2	100.0
Total	541	100.0	100.0	

4.1.5 Frequencies based on mother's job

Table 10 shows the nature of work for the mothers of graduates, as the largest number of those working in the public sector reached 80, and the least of them worked in NGOs, where their number reached 19, and the number of non-working mothers was 364.

Table 10 Mother's Job

	Frequency	Percent	Valid Percent	Cumulative Percent
Public Sector	80	14.8	14.8	14.8
Privet Sector	37	6.8	6.8	21.6
NGOs	19	3.5	3.5	25.1
Does not work	364	67.3	67.3	92.4
Private Business	41	7.6	7.6	100.0
Total	541	100.0	100.0	

4.2 Responses on constructs (Descriptive analysis)

The following is an analysis of the answers to the variables (Mean Max =7, Min = 1)

4.2.1 Innovation Construct

Table 11 Descriptive Statistics for Innovations,

Item (Object)	N	Mean	Std. Deviation
I'm inspired to develop new ideas	541	5.59	1.605
I cope at ease in difficult situations	541	4.24	1.773
Where others see problems, I see possibilities	541	4.81	1.637
I am fairly curious, and I am continually in search of discovery	541	5.33	1.622
I can easily imagine many ways to satisfy a need	541	5.11	1.564
I am capable of seeing many solutions to a problem	541	5.26	1.503
It is easy for me to motivate others to work with me	541	5.28	1.634
I have no problem working for someone else	541	4.20	2.246
Valid N (listwise)	541		

In this section of Innovations, the average answers indicate high results to some extent, for example, there is "I'm inspired to develop new ideas" among most of the graduates is Agree. The results also indicate a decrease in their desire to work for someone else.

4.2.2 Culture and Family Background

Table 12 Descriptive Statistics for Culture and Family Background

Item (Object)	N	Mean	Std. Deviation
In Palestine, it is more secure to be self-dependent.	541	4.82	1.830
For me, it is possible to influence one's destiny.	541	5.24	1.824
I always worry about what others will think before doing something important.	541	5.17	1.753
Success is mostly luck.	541	3.76	2.060
I prefer using the good old ways of doing things.	541	5.11	1.588
I enjoy situations where there are rules to respect.	541	3.52	1.790
No matter what we do, it doesn't depend on us.	541	3.67	1.781
The local culture in my community is highly favorable toward entrepreneurial activity.	541	3.30	1.691
My fathers would approve of my decision to start a business.	541	3.99	1.890
My Mother would approve of my decision to start a business.	541	3.36	1.968
I prefer having the final say.	541	3.88	1.724
My father's career guides my career intention	541	5.23	1.761
Valid N (listwise)	541		

The results indicate that the possibility of a change in the career path of a particular person is highly likely. In addition to the fact that most of the results indicate their influence on their father's career path and that it affected them, the results also show a low desire among the participants to work in work environments that follow daily rules and routines.

4.2.3 University Education

Table 13 Descriptive Statistics for Entrepreneurial Educational

Item (Object)	N	Mean	Std. Deviation
The teaching content of some university courses presents entrepreneurship	541	4.08	1.745
Through the university, I obtained a nomination to participate in competitions on entrepreneurship and receive funding to support projects	541	2.44	1.803
The university has centers and units specialized in entrepreneurship	541	4.12	1.846

I did not feel motivated by teachers to take experiments that would help build a startup business.	541	3.48	1.847
The entrepreneurship course affected my views of my career.	541	3.64	1.924
The learning method used is more interactive, making it easier for me to understand business	541	3.72	1.880
We often used case studies of successful entrepreneurs during the entrepreneurship course	541	3.89	1.871
I became more familiar with the business environment because of projects/ assignments given by lecturers	541	3.69	1.964
I became aware of entrepreneurial projects' risks and how they contribute to their success.	541	3.96	1.938
Valid N (listwise)	**541**		

Although the respondents indicated that they agreed to some extent on “The teaching content of some university courses presents entrepreneurship, " the participants showed that they did not get the highest nominations from the university to participate in entrepreneurial competitions and support their emerging projects.

And the entrepreneurship course they were exposed to did not affect their starting their own projects.

4.2.4 Entrepreneurship Intention.

Table 14 Descriptive Statistics for Entrepreneurship Intention

Item (Object)	N	Mean	Std. Deviation
I feel more social secure being an entrepreneur	541	4.33	1.829
I want to build something that will be recognized publicly.	541	5.43	1.615
I am not always ready to make sacrifices to succeed.	541	2.96	1.813
I always try to take calculated risks.	541	4.60	1.758
Today, without a lot of money, we cannot take on a whole lot.	541	4.62	1.931
I am not afraid to take on initiatives.	541	4.98	1.813
Most people in my community consider it unacceptable to be an entrepreneur.	541	4.04	1.730
I often feel stuck in a difficult situation.	541	3.48	1.693
I look to the half-empty glass rather than it is half full	541	3.02	1.774
Valid N (listwise)	**541**		

The results of the entrepreneurial intention indicate that high percentages show the desire for the graduate to be a social reference, and they have an agreement to some extent that the entrepreneur becomes more social security.

4.3 The respondents' characteristics (Cross Tables)

4.3.1 Gender group versus entrepreneur group

Table 15 presents frequencies based on gender groups and entrepreneurship groups. Then testing for differences is presented. More males have private businesses (67) than their counterparts females (49). Even though this difference is statistically insignificant (X^2= 1.156, df = 1, p = 0.167).

Unexpectedly our results contradict with many previous empirical work regarding, the effect of gender on entrepreneurial intentions (Karimi et al., 2013).

After examining the results of gender and the absence of statistical differences based on gender, this variable was dropped from the theoretical framework during the examination of hypotheses.

Table 15 Gender Groups Crosstabulation

		Gender		Total
		Female	Male	
If you work	Employees	141	152	293
	Have Private Business	49	67	116
Total		190	219	409

Chi-Square tests for differences

	Value	df	Asymptotic Significance	Exact Significance (2-sided)	Exact Significance (1-sided)
Pearson Chi-Square	1.156[a]	1	.282		
Continuity Correction[b]	.931	1	.335		
Likelihood Ratio	1.160	1	.282		
Fisher's Exact Test				.322	.167
Linear-by-Linear Association	1.153	1	.283		
N of Valid Cases	409				

a. 0 cells (0.0%) expf < 5. Min exp = 53.89...

b. Computed only for a 2x2 table

4.3.2 Graduation year versus entrepreneur group

Table 16 shows no differences during the ten years between those who get a job or start their privet business, even though this difference is statistically insignificant (chi= 0.037, df = 1, p = 0.490).

Table 16 Graduation Year Crosstabulation

		Graduation Year		Total
		2017-2021	2012-2016	
If you work	Employees	267	26	293
	Have Private Business	105	11	116
Total		372	37	409

Chi-Square tests for differences

	Value	df	Asymptotic Significance	Exact Significance (2-sided)	Exact Significance (1-sided)
Pearson Chi-Square	.037[a]	1	.847		
Continuity Correction[b]	.000	1	.998		
Likelihood Ratio	.037	1	.847		
Fisher's Exact Test				.850	.490
Linear-by-Linear Association	.037	1	.847		
N of Valid Cases	409				

a. 0 cells (0.0%) expf < 5. Min exp = 10.49...

b. Computed only for a 2x2 table

4.3.3 Father's job versus entrepreneur group

Table 17 shows a greater number of respondents having their privet business, with 45 of the 47 fathers' having a private business. Yet only 17 respondents have their private business of 114 fathers employed in the public sector. This difference is statistically significant (chi = 123.147, df = 4, p < 0.01)

Where this result agrees with many studies, for example (Lindquist et al., 2016), (Cahyani et al., 2018).

Table 17 Father's job versus entrepreneur group

		Father's job					Total
		Public Sector	Privet Sector	NGOs	Does not work	Private Business	
if you work	Employees	97	129	23	42	2	293
	Have Private Business	17	29	10	15	45	116
Total		114	158	33	57	47	409

Chi-Square Tests for Father's job

	Value	df	Asymptotic Significance
Pearson Chi-Square	123.147[a]	4	.000
Likelihood Ratio	118.401	4	.000
Linear-by-Linear Association	80.056	1	.000
N of Valid Cases	409		

a. 0 cells (0.0%) expf < 5. Min exp = 9.36...

4.3.4 Mother's Job versus entrepreneur group

Table 18 shows a greater number of respondents having their privet business 29 of the 37 Mothers have a private business. Yet only 16 respondents have their private business of 48 Mother's employed in the public sector. This difference is statistically significant (chi = 53.057, df = 4, $p < 0.01$).

Table 18 Mother's Job Crosstabulation

		Mother's Job					Total
		Public Sector	Privet Sector	NGOs	Does not work	Private Business	
if you work	Employees	48	19	8	210	8	293
	Have Private Business	16	10	4	57	29	116
Total		64	29	12	267	37	409

Chi-Square tests for differences

	Value	df	Asymptotic Significance
Pearson Chi-Square	53.057[a]	4	.000
Likelihood Ratio	47.655	4	.000
Linear-by-Linear Association	3.446	1	.063
N of Valid Cases	409		
a. 1 cells (10.0%) exp f < 5. Min exp = 3.40...			

4.4 Moderating effect of University Education on Entrepreneurship Intention relation with innovation, culture and Family background.

Hypothesis testing is a temporary answer to the formulation of research problems. Multiple linear regression analysis based on a simultaneous test (F test), partial test (t-test), and coefficient of determination test (R^2) is employed to test for the relationships in the conceptual framework.

Multiple linear regression analysis is used to gauge the prediction power of the proposed predictors (Independent variable(s)) to explain variances in the dependent variable among respondents and how to change the value of the dependent variable when the independent variable is increased or decreased.

This analysis is used to know how big the influence of the independent variable (independent variable) is: Innovation (X1), Culture, and family background (X2), on the dependent variable (dependent variable), that is: entrepreneurship intention (Y).

This analysis involves two or more independent variables between the dependent variable (Y) and the independent variables (X1, X2). This method is used to determine the strength of the relationship between several independent variables simultaneously to the related variables and expressed by the formula Y= a + b1X1 + b2X2.

Y = Dependent Variable.

a = Intercept or Constants

b1, b2 = Regression Coefficient

x1x2 = Independent Variable

***H1* Innovation, Culture and Family background significantly affect graduates' entrepreneurial intentions.**

We apply multilinear regression analysis to test for the prediction of innovation and culture as the first phase of our analysis. Table 19 shows that innovation and culture significantly predict the entrepreneurial intention ($F = 309.740$, $df = 538$, $p<0.01$).

Table 19 ANOVA[a] Test for H1

Model		Sum of Squares	df	Mean Square	F	Significance
1	Regression	321.092	2	160.546	309.740	.000[b]
	Residual	278.858	538	.518		
	Total	599.950	540			

a. Dependent Variable: Entrepreneurship Intention.
b. Predictors: (constant) Culture and Family background, Innovation.

Table 20 shows that innovation and culture significantly ($p<0.01$) predict 53% off variances among respondents concerning their entrepreneurial intentions (R Square) =0.53.

Table 20 Model Summary[b] for H1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Significance F Change
1	.732[a]	.535	.533	.71995	.535	309.740	2	538	.000

a. Predictors: (constant) Culture and Family background, Innovation.
b. Dependent Variable: Entrepreneurship Intention.

Table 21 shows that a change of one unit in innovation drives 0.213 unit change in the entrepreneurial intention (B1=0.213) while controlling for the effect of culture. Yet, one unit change in culture drives 0.564 unit change in the entrepreneurial intention (B2=0.564) while controlling for the effect of innovation.

$$\mathbf{Y= a + b1X1 + b2X2}$$

$$\mathbf{Y = 0.466 + 0.210 + 0.549}$$

Table 21 Coefficients [a] for H1

Model		Unstandardized Coefficients		Standardized Coefficients	t	Significance
		B	Std. Error	Beta		
1	(Constant)	.466	.146		3.193	.001
	Innovation.	.210	.042	.213	5.048	.000

	Culture and Family background	.549	.041	.564	13.379	.000

Through the above, Innovation, Culture, and Family background positively and significantly impact entrepreneurship intention.

After examining the first hypothesis and rejecting and accepting the alternative hypothesis (H1), innovation, culture, and family background positively affect a graduate's entrepreneurship intention. To test for the additional prediction power of the model, we employ the hierarchal regression to test for the moderation effect of entrepreneur education.

H2 **There is a significant change in the prediction power of entrepreneurial education in the relationship of Innovation, Culture and family background with entrepreneurship intention.**

And this hypothesis will be analyzed by using Hierarchical Multiple Regression SPSS

A hierarchical linear regression is a special form of a multiple linear regression analysis in which more variables are added to the model in separate steps called "blocks." This is often done to statistically "control" for certain variables, to see whether adding variables significantly improves the model's ability to predict the criterion variable and/or to investigate a moderating effect (Golparvar & Javadian, 2012), (i.e., does one variable have an impact on the relationship between the other two variables)

Table 22 shows that university education made a small change in increasing the desire of people to start their own projects, as the changes did not reach to be significant, R Square = 53%, R Square change = 0.0.

Table 22 Model Summary[c] for H2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Significance F Change
1	.732[a]	.535	.533	.71995	.535	309.740	2	538	.000
2	.732[b]	.535	.533	.72044	.000	.270	1	537	.604

a. Predictors: (constant) Culture and Family background Innovation.
b. Predictors: (constant) Culture and Family background Innovation, University Education.
c. Dependent Variable: Entrepreneurship Intention.

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Significance
1	Regression	321.092	2	160.546	309.740	.000[b]
	Residual	278.858	538	.518		
	Total	599.950	540			
2	Regression	321.232	3	107.077	206.303	.000[c]
	Residual	278.718	537	.519		
	Total	599.950	540			

a. Dependent Variable: Entrepreneurship Intention
b. Predictors: (constant) Culture and Family background Innovation
c. Predictors: (constant) Culture and Family background Innovation, University Education

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Significance
		B	Std. Error	Beta		
1	(Constant)	.466	.146		3.193	.001
	Innovation	.210	.042	.213	5.048	.000
	Culture and Family background	.549	.041	.564	13.379	.000
2	(Constant)	.439	.155		2.844	.005
	Innovation	.209	.042	.211	5.006	.000
	Culture and Family background	.545	.041	.561	13.162	.000
	University Education	.012	.024	.016	.519	.604

a. Dependent Variable: Entrepreneurship Intention

Through the Table 22, unfortunately, Entrepreneurial education practices and plans did not succeed to moderate the relationship between culture and innovation and Entrepreneurial intention, nor succeeded in increasing the prediction power of the suggested model (R Square Change = 0.000, df = 537, p = 0.604).

The analyses are broadened to examine for each university whether their plans succeeded in making the change (prediction power) significant.

1- Arab American University

Table 23 show Arab American University change prediction, R Square Change = 16%, there is a significant change, p= 0.020.

Table 23 Model Summary [c,d] for Arab American University (AAUP)

Model	R	R	Adjuste	Std.	Change Statistics

	AAUP (Selected)	AAUP (Unselected)	Square	d R Square	Error of the Estimate	R Square Change	F Change	df1	df2	Significance F Change
1	.795[a]		.632	.626	.72465	.632	102.307	2	119	.000
2	.805[b]	.690	.649	.640	.71126	.016	5.523	1	118	.020

a. Predictors: (constant) Culture and Family background, Innovation.
b. Predictors: (constant) Culture and Family background, Innovation, University Education.
c. Statistics are based on university = Arab American University.
d. Dependent Variable: Entrepreneurship Intention

2- Palestine Polytechnic University

Table 24 show Palestine Polytechnic University change prediction, R Square Change = 0.0 %, there is no significant change, p= 0.885

Table 24 Model Summary[c,d] for Palestine Polytechnic University(PPU)

Model	R		R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
	PPU (Selected)	PPU (Unselected)				R Square Change	F Change	df1	df2	Significance F Change
1	.558[a]		.311	.303	.56355	.311	37.479	2	166	.000
2	.558[b]	.747	.311	.299	.56522	.000	.021	1	165	.885

a. Predictors: (constant) Culture and Family background, Innovation.
b. Predictors: (constant) Culture and Family background, Innovation, University Education.
c. Statistics are based on university = Palestine Polytechnic University.
d. Dependent Variable: Entrepreneurship Intention

3- Palestine Ahliya University

Table 25 show Palestine Ahliya University change prediction, R Square Change = 2.1 %, there is no significant change, p= 0.144

Table 25 Model Summary[c,d] for Palestine Ahliya University (PAU)

Model	R		R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
	PAU (Selected)	PAU (Unselected)				R Square Change	F Change	df1	df2	Significance F Change
1	.673[a]		.453	.433	.84698	.453	22.794	2	55	.000
2	.689[b]	.705	.475	.445	.83790	.021	2.199	1	54	.144

a. Predictors: (constant) Culture and Family background, Innovation.
b. Predictors: (constant) Culture and Family background, Innovation., University Education.
c. Statistics are based on university = Palestine Ahliya University.
d. Dependent Variable: Entrepreneurship Intention

4- An-Najah National University

Table 26 show An-Najah National University change prediction, R Square Change = 0.1 %, there is no significant change, p= 0.620

Table 26 Model Summary[c,d] for An-Najah National University(ANNU)

Model	R		R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
	ANNU (Selected)	ANNU (Unselected)				R Square Change	F Change	df1	df2	Significance F Change
1	.771[a]		.595	.586	.75239	.595	68.914	2	94	.000
2	.772[b]	.710	.596	.583	.75542	.001	.248	1	93	.620

a. Predictors: (constant) Culture and Family background, Innovation.
b. Predictors: (constant) Culture and Family background, Innovation, University Education.
c. Statistics are based on university = An-Najah National University.
d. Dependent Variable: Entrepreneurship Intention

5- Birzeit University

Table 27 show Birzeit University change prediction, R Square Change = 0.1 %, there is no significant change, p= 0.611

Table 27 Model Summary[c,d] for Birzeit University (BU)

Model	R		R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
	BU (Selected)	BU (Unselected)				R Square Change	F Change	df1	df2	Significance F Change
1	.772[a]		.595	.586	.77112	.595	67.656	2	92	.000
2	.772[b]	.709	.596	.583	.77424	.001	.261	1	91	.611

a. Predictors: (constant) Culture and Family background, Innovation.
b. Predictors: (constant) Culture and Family background, Innovation, University Education.
c. Statistics are based on university = Birzeit University.
d. Dependent Variable: Entrepreneurship Intention

4.4 Discussion

After reviewing the analysis results, they will be discussed through the following four topics.

4.4.1 Demographic Characteristic

After reviewing the demographic analysis results in the descriptive analysis, within gender groups, more males have private businesses (67) than their counterparts females (49) with respect to entrepreneurial intention. Even though this difference is statistically insignificant (X^2= 1.156, df = 1, p = 0.167), there are no differences between them, whether they are males or females. Therefore, there is no difference between the entrepreneurial woman and the entrepreneurial man, as women in our Palestinian society are getting great opportunities with women's empowerment programs

Interviewee P3 supports the quantitative evidence indicating that males and females have equal opportunities to persuade their potential career ideas during their university learning.

> *"Focusing on students does not differentiate between males and females in the educational sciences dimension. Our educational strategies equally empower males and females in the labor market and provide them with skills capable of Transferring their knowledge to a scientific application in the labor market".*

Similar study (Model) (Ahmed et al., 2010).

The results also show that the graduation year, although differs in counts based on less than five or less than ten regarding their projects, the difference is statistically insignificant (X^2= 0.037, df = 1, p = 0.490), despite the presence of a large increase in people who started to start private businesses.

Where the interviewee P4 indicated that:

"The transformation of the university to be a pioneering university is progressing slowly, but we can see that during the next few years, the pioneering education helps to transform from a job seeking to become job creator for the graduates. "

Parents' work, there is a clear relationship between graduates who start their projects and their parents' projects. Results show a greater number of respondents having their private businesses, 45 of the 47 fathers having private businesses, and a greater number of

respondents having their privet business 29 of the 37 Mother's having private business, The result is coherent with finding arising from literature review family background, entrepreneurship education and creativity have a mutual influence on entrepreneurship intentions. Same as research (Cahyani et al., 2018) stated that the background of parent's work significantly affects student entrepreneurship intentions. It seems that the model role of parents affects graduates' intentions in their career path

4.4.2 Innovation, Culture and Family background

The Innovation, Culture and Family background analysis positively and significantly impact entrepreneurship intention. Results show evidence to reject the first null hypothesis. Innovation, culture and family background positively affect a graduate's entrepreneurship intention. The respondents' perceptions of innovation and culture go in line with parents' career paths.

These results agree with the result of (Edwards-Schachter et al., 2015; Okpara, 2007). Most students see themselves as innovative people, consider creativity closely related to innovation and entrepreneurship, and agree with the result (Akuegwu & Nwi-Ue, 2016; Fritsch & Wyrwich, 2017) Policymakers are adding entrepreneurial role to their mission in the Palestinian universities. It is essential to segment students based on their background when policymakers consider making a significant contribution added to students expected entrepreneurial intention. Each segment seems to have different characteristics and different needs to become entrepreneur.

Interviewee P5 talks about a strategic view of his university:

"Our courses focus goes beyond theoretical subjects. The entrepreneurial change does not occur only by providing a course related to entrepreneurship, but through pioneering teaching methods in all courses".

"Our current strategic plan was directed toward a pioneering university in all directions and applies follow-up programs at the level and all departments. It is difficult to obtain direct results, but towards a pioneering university is not just a slogan but an application of a modern scientific renaissance that changes the reality of the labor market".

4.4.3 The moderation role of university entrepreneurial plans

During the hierarchical linear regression, the variable University Education is added to the prediction model. It was unfortunately found that university education practices and plans did not succeed to moderate the relationship between culture and innovation and entrepreneurial intention, nor succeeded in increasing the prediction power of the suggested model (R Square Change = 0.000, df = 537, p = 0.604), and when applied at the level of each of the five universities covered by the study.

Interviewee P4 mentions one major obstacle that faces the university to succeed in increasing the entrepreneurial intentions:

"We need a revolution in change, especially in the lecturers, as they are essential in the reform process of shifting towards entrepreneurship."

It turned out that only one university made small change in the level of graduates' intention to start their businesses, as the percentage did not exceed 16%. It is the Arab American University. These results are in agreement with the result of (Kirby, 2006)

During an interview with P1 he spoke that:

"From the first day of the university's establishment, our strategic plans focused on modern and non-repetitive disciplines that precede the market's need so that our students and graduates have an aspect of excellence after graduation to be proactive in starting their private business. For us, the student is the protector of the process. We have gone far in our ideas through investment based on the practical application of everything the student learns to be able to establish his private business after graduation".

Universities have attempted to introduce creative methods and recently introduced what is known as dual studies. These studies simultaneously apply a mixture of practical and theoretical aspects at the marketplace and the university.

Interviewees P4 and P6 talk about a promising future by adopting such programs:

"Where the university has made a qualitative leap by establishing a modern college for dual studies and will receive students from the first academic semester 2022-2023. The student can engage in real experiences, whether in the field of employment or how to establish private companies and the challenges they face and the foundations of the success of small projects".

A leading solution was applied in one university to support the practice of a newly established program. They invested in establishing a relevant factory within the university. Interviewee P2:

"We are leading the market by establishing a unique factory for prosthetics in parallel with the newly established discipline."

Chapter Five

5.1 Conclusion

The thesis tackles a vital topic in the Palestinian context by addressing the entrepreneurial intentions among university graduates. It is important because unemployment scores are alarming. The thesis adds to the knowledge by testing the university initiatives to solve the unemployment problems and presenting a better understanding of entrepreneurial behaviors among Palestinian graduates. Directing these initiatives may lead to better socio-economic conditions for the Palestinians living in the Occupied Territories and hopefully may upgrade their living.

Results are consistent with theoretical framework and previous literature in predicting the Palestinians' entrepreneurial intents. Both males and females are likely to be graduate entrepreneurs. It is interesting to know if the mother's or father's thoughts and approaches make a difference and help shape more effective actions on the university side. Universities in Palestine may benchmark the pioneering role of the Arab American University (AAUP) to improve their performance and achieve change in their graduates' intentions.

However, the role of the universities seems to suffer weaknesses to date, more recent efforts like dual-university programs have been launched to overcome these challenges. Nevertheless, key actors are asked to revisit their educational policies to address market needs more effectively.

5.2 Recommendations

- The contribution of the universities revisiting the strategic plans and implementation of reforming to entrepreneurial universities needs to be revisited, all though it could be early to judge what happened, but our result question the implemented can to graduate entrepreneur.
- It's worth distinguishing between two types of students who enter the university. Thoughts who have culture and innovative background that help them to be entrepreneurs with and without university, and another group that does not have such

background to be targeted by different approaches to support him to coming entrepreneurs

- The duration of our investigation in 10 years could be insufficient to judge the outcomes to change, even though we suggest that integration with industry, social change and friendly environment of investment creative by the government may go in line with university efforts to create entrepreneurs. If Future studies may take the topic.
- Success stories in the University are a good source for Education, we recommend universities to create a friendly environment real partnership with success stories
- Reforming initiatives will be more effective if programs consider the integrated role of lecturers, material, teaching methods, and effective partnership with markets.
- Through all these results, universities need to revisit their strategic plans and programs that have been developed. And follow up more on the centers that have been established for this purpose in some universities so that the new strategic plans or those that are being implemented are more directed towards achieving leadership among graduates and the effect is clear and apparent in the process of transforming from an employee or unemployed graduate to a graduate who has the ability to start his own business.
- No matter how the university changes its strategic plans and programs and adds centers for pioneering thought, no change can occur without working to develop and change the teaching methods used by the lecturers, where the motivation that comes through the lecturer in the lecture is some regardless of the course being taught plays a greater role than a private workshop Entrepreneurship can be attended by the student or graduate.
- The role of university enhancing entrepreneurial intention among graduates in the mediating role of dual programs.

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Appendix

ملخص الدراسة

فادي، السويطي، " النوايا الريادية عند الخريجين الفلسطينين: دور التعليم الجامعي"، درجة الماجستير في برنامج التخطيط الإستراتيجي وتجنيد الأموال، الجامعة العربية الأمريكية، فلسطين، (المشرف: د. وسيم سلطان)، 2022

كانت ظاهرة ريادة الأعمال من أهم الموضوعات المثيرة للجدل بين صانعي السياسات في التعليم العالي باعتبارها أفضل حل للخريجين العاملين على الأرجح. وصلت معدلات البطالة بين خريجي الجامعات الفلسطينية إلى مستوى ينذر بالخطر ، مما يشكل تحديًا لمؤسسات التعليم العالي من أجل تحسين أساليب التدريس والتعلم وصانعي السياسات من أجل الحلول والاستراتيجيات التصحيحية والإبداعية. كثيرا ما يتم اقتراح ريادة الأعمال كحل وبالتالي المصعد الاجتماعي والاقتصادي ضمن الأوضاع السياسية المعقدة في فلسطين. لذلك ، يعمل التعليم العالي الفلسطيني على الإصلاح نحو دور ريادي أكثر لتعزيز النوايا بين خريجي الجامعات ليصبحوا رواد أعمال ومبدعين للوظائف بدلاً من الباحثين عن عمل. تبحث هذه الرسالة في دوافع نوايا رواد الأعمال مع التركيز على دور التعليم الجامعي بين خريجي الجامعات. ثم يفحص ما إذا كان دور الجامعة يغير بشكل كبير قوة التنبؤ للنموذج المقترح. ولتحقيق هذا الغرض قام (550) مشاركاً بملىء إستبيان من أبريل إلى مايو 2022 ، منهم (541) صالحاً ومحللاً ، حيث أن (409) خريجاً من أصل (541) لديهم عمل، منهم (293) حصلوا على وظيفة، و (116) بدأوا مشاريعهم الخاصة. المشاركون هم خريجون من خمس جامعات فلسطينية في الضفة الغربية في العقد الماضي ، ويتم اختيار الجامعات عن قصد مع الأخذ في الاعتبار السنة التأسيسية والموقع الجغرافي. تم توسيع البحث ليشمل ست مقابلات مع جهات فاعلة جامعية رئيسية لفهم النتائج بشكل أفضل. تظهر النتائج أنه من المرجح أن يصبح الخريجون رواد أعمال عندما يكون لدى أي من والديهم عمل خاص. ومع ذلك، فإن الفروق بين الجنسين أو الجامعة لا تحدث فرقًا كبيرًا. يتمتع كل من الذكور والإناث بالقدرة على أن يصبحوا رواد أعمال متخرجين. أظهر نموذج الانحدار الخطي المتعدد أن سمات الخلفية المبتكرة والثقافية والعائلية للمستجيبين تفسر 53٪ من الاختلافات في نوايا ريادة الأعمال. لسوء الحظ ، فإن الأنشطة والخطط المعتمدة لدعم ريادة الأعمال في الجامعات الفلسطينية لم تغير القدرة التنبؤية للنموذج المقترح. بتقسيم البيانات على أساس الجامعة ، نجحت جامعة واحدة فقط في تحقيق تغيير من خلال عمل قدرة تنبؤ إضافية بنسبة 16٪. يشير الأشخاص الذين تمت مقابلتهم إلى الحاجة إلى وقت أطول لتحقيق التغيير وعدم وجود محاضرين مستعدين كدوافع لهذه النتائج. لذلك، يبدو أنه استجابة جيدة للجامعات الفلسطينية لإعادة النظر في مبادراتها

الإصلاحية للمساهمة بفعالية في مشكلة البطالة. بالنظر إلى الخلفيات المختلفة لدخول الطلاب، اقترح اعتماد استراتيجيات تعليمية مختلفة لتعزيز نواياهم الريادية قبل الجامعة وتحقيق استثمار أكثر إقناعًا في التعليم. من المتوقع أن تكون الإصلاحات أكثر فعالية إذا تم تكامل قدرات وجهود الجامعة - السوق - الحكومة من أجل سد الفجوة بين الجامعة والسوق. هذا خارج نطاق هذه الأطروحة. قد تتناول الأبحاث المستقبلية واقع هذه الشراكة في فلسطين.

Questionnaire

أعزائي الخريجين

يقوم الباحث بإجراء دراسة ميدانية إستكمالاً للحصول على درجة الماجستير في التخطيط الإستراتيجي وتجنيد الأموال من الجامعة العربية الأمريكية، الدراسة بعنوان

"ريادة الأعمال بين الخريجين الفلسطينيين: دور التخطيط الاستراتيجي للجامعات".

يرجى تعبئة الإستبيانة مع العلم والتاكيد أن هذه الإستبانة ستستخدم لأغراض البحث العلمي فقط.

وأن المشاركة طوعية ولا يتم الحصول على أسماء المشاركين.

وتقبلوا فائق الإحترام والتقدير،،،.

الباحث

فادي السويطي

البريد الإلكتروني: f.alsweiti@student.aaup.edu

الجزء الأول: الخصائص الديموغرافية

العنوان / المدينة	
الجنس	□ ذكر □ أنثى
المستوى التعليمي	□دبلوم □ بكالورويس □ ماجستير □ دكتوراة
الجامعة التي تخرجت منها	□ الجامعة العربية الأمريكية □ جامعة النجاح الوطنية □ جامعة فلسطين الاهلية □ جامعة بوليتكنك فلسطين □ جامعة بيرزيت
التخصص / مجال الدراسة	
سنة التخرج	
هل تعمل حالياً	□ نعم □ لا
اذا كنت تعمل	□ موظف □ أمتلك مشروعي الخاص
اذا كنت موظف، في أي قطاع؟	□ موظف قطاع عام □ موظف قطاع خاص
المستوى التعليمي للأب	□ مدرسة □ دبلوم متوسط □ جامعة □ غير ذلك
المستوى التعليمي للأم	□ مدرسة □ دبلوم متوسط □ جامعة □ غير ذلك
وظيفة الأب	□ قطاع عام □ قطاع خاص □ مؤسسات أهلية □ لديه مشروع خاص □ لا يعمل
وظيفة الام	□ قطاع عام □ قطاع خاص □ مؤسسات أهلية □ لديها مشروع خاص □ لا تعمل

الجزء الثاني: عوامل تمكين ريادة الأعمال

يرجى وضع علامة "X" لتسجيل مستوى موافقتك من 1 إلى 7 مع العنصر المحدد. النتيجة 7 تشير إلى موافقة كاملة.

الفقرات	**1**	**2**	**3**	**4**	**5**	**6**	**7**
الابتكار (الهوايات والأنشطة)							
1. أنا اتتوق للخروج بأفكار جديدة.							
2. عادة اشعر بالإرتياح في الاوقات الصعبة.							
3. أينما يرى الناس المشاكل، أرى الفرص.							
4. أنا عادة لدي شغف وفضول دائم للبحث.							
5. لدي سهولة في تخيل أكثر من طريقة لتلبية حاجة ما.							

6. لدي القدرة على الخروج بعدة حلول للمشاكل.							
7. لدي القدرة على تحفيز الناس وتشجيعهم للعمل معي.							
8. ليس لدي مانع من العلم لدى الغير.							
الثقافة والخلفية العائلية	**1**	**2**	**3**	**4**	**5**	**6**	**7**
1. في فلسطين، الإعتماد على الذات يعتبر أكثر اماناً.							
2. من وجهة نظري، من الممكن التأثير على مصير حياة الانسان المهنية.							
3. اشعر بالقلق إتجاه رأي الناس بما سوف أقوم به قبل القيام به.							
4. النجاح لعبة حظ.							
5. أحب أن أقوم بالأعمال على الطريقة التقليدية.							
6. أستمتع بالعمل في البيئة ذات القواعد الواجب إتباعها.							
7. لسنا نحن أصحاب القرار، نحن مسيرون وليس مخيرون.							
8. الثقافة المحلية في المجتمع تدعم ثقافة ريادة الاعمال.							
9. يوافق والدي على قراري ببدء مشروعي الخاص.							
10. توافق والدتي على قراري ببدء مشروعي الخاص.							
11. أنا صاحب القرار "صاحب الكلمة الاخيرة".							
12. مهنة والدي ترشدني في مسيرتي المهنية.							
التعليم الجامعي	**1**	**2**	**3**	**4**	**5**	**6**	**7**
1. المحتوى التدريسي لبعض مساقات الجامعة تعرض لريادة الأعمال.							
2. حصلت من خلال الجامعة على ترشيح للمشاركة في مسابقات حول ريادة الاعمال والحصول على تمويل.							
3. يوجد في الجامعة مراكز ووحدات مختصة في ريادة الأعمال.							
4. لم أشعر بتحفيز من المدرسين على خوض تجارب تساعد في بناء مشروع خاص.							
5. أثر تعلم ريادة الاعمال في الجامعة على رأئي في مسيرتي المهنية.							

6. وسائل التعليم المستعملة في الجامعة تفاعلية، زادت من جدوى فهم الاعمال.							
7. خلال دراستي في الجامعة استعرضنا عدد من قصص النجاح الخاصة بريادة الأعمال.							
8. أصبحت أكثر معرفة ببيئة ريادة الاعمال بسبب المشاريع والواجبات التي تعرضت لها في الجامعة.							
9. ادركت بعض المخاطر التي تعرض لها ريادي الاعمال وكيف ساهمت في نجاحهم.							
الرغبة في الريادة	**1**	**2**	**3**	**4**	**5**	**6**	**7**
1. أشعر بمزيد من الأمان الإجتماعي كوني رائد أعمال.							
2. أرغب بعمل شيء يجعلني مرجعية مجتمعية.							
3. أنا لست مستعد لتقديم تضحيات في سبيل النجاح.							
4. أنا دائما أحاول حساب المخاطر قبل العمل.							
5. اليوم بدون مال لا نستطيع إنجاز شيئ.							
6. أنا لا أخاف من المبادرات والعمل.							
7. في مجتمعنا الناس لا يتقبلون فكرة ان تكون ريادي.							
8. أنا أشعر بالإختناق في الظروف الصعبة.							
9. أنا شخص ارى نصف الكأس الفارغ.							

Dears,

The researcher is conducting a study entitled

“Entrepreneurship among Palestinian Graduates: The Role of Universities’ Strategic Planning”

to obtain a master’s degree at the Arab American University.

You are kindly requested to fill out the questionnaire, bearing in mind that this questionnaire will be used for scientific research purposes only.

Thank you for your kind cooperation; participation is voluntary and anonymous

Kindly accept the highest regards and appreciation.

Researcher

Fadi Sweiti

Email: f.alsweiti@student.aaup.edu

Part One: Demographic Characteristics

Address / City	
Gender	☐ Male ☐ Female
Education level	☐ Diploma ☐ Bachelor ☐ Master's ☐ PhD
Your university for your last degree of education	☐ Arab American University ☐ An-Najah National University ☐ Palestine Ahliya University ☐Palestine Polytechnic University ☐ Birzeit University
Major / Field	
Graduation Year	
Are you currently working	☐ Yes ☐ No
if you work	☐ Employees ☐ Have Private Business
If you are an employee, in which sector do you work?	☐ Public Sector ☐ Privet Sector
Father's education	☐ School ☐ Diploma ☐ University ☐other
Mother's education	☐ School ☐ Diploma ☐ University ☐other
Father's job	☐ Public Sector ☐ Privet Sector ☐ Privet Business ☐NGOs ☐ Does not work
Mother's Job	☐ Public Sector ☐ Privet Sector ☐ Privet Business ☐NGOs ☐ Does not work

Part Two: Entrepreneurship Enablers

Please mark with an "X" to score your level of agreement from 1 to 7 with the given item. Score 7 indicates complete agreement.

Statement	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Innovation (hobbies and activities)							
I1. I'm inspired to develop new ideas							
I2. I cope at ease in difficult situations							
I3. Where others see problems, I see possibilities							
I4. I am fairly curious, and I am continually in search of discovery							
I5. I can easily imagine many ways to satisfy a need							
I6. I am capable of seeing many solutions to a problem							
I7. It is easy for me to motivate others to work with me							
I8. I have no problem working for someone else							
Culture and Family Background	1	2	3	4	5	6	7
F1. In Palestine, it is more secure to be self-dependent.							
F2. For me, it is possible to influence one's destiny.							
F3. I always worry about what others will think before doing something important.							
F4. Success is mostly luck.							
F5. I prefer using the good old ways of doing things.							
F.6 I enjoy situations where there are rules to respect.							
F7. No matter what we do, it doesn't depend on us.							
F8. The local culture in my community is highly favorable toward entrepreneurial activity.							
F9. My fathers would approve of my decision to start a business.							

F10. My Mother would approve of my decision to start a business.							
F11. I prefer having the final say.							
F12. My father's career guides my career intention.							
University Education (experimental learning)							
E1. The teaching content of some university courses presents entrepreneurship							
E2. Through the university, I obtained a nomination to participate in competitions on entrepreneurship and obtain funding to support projects							
E3. The university has centers and units specialized in entrepreneurship							
E4. I did not feel motivated by teachers to take experiments that would help build a startup Business.							
E5. The entrepreneurship course affected my views of my career.							
E6. The learning method used is more interactive, making it easier for me to understand business							
E7. We often used case studies of successful entrepreneurs during the entrepreneurship course							
E8. I became more familiar with the business environment because of projects/ assignments given by lecturers							
E9. I became aware of the risks facing entrepreneurial projects and how they contribute to their success.							
Entrepreneurship Intention	1	2	3	4	5	6	7
G1. I feel more social secure being an entrepreneur							
G2. I want to build something that will be recognized publicly.							
G3. I am not always ready to make sacrifices to succeed.							

G4. I always try to take calculated risks.							
G5. Today, without a lot of money, we cannot take on a whole lot.							
G6. I am not afraid to take on initiatives.							
G.7 Most people in my community consider it unacceptable to be an entrepreneur.							
G.8 I often feel stuck in a difficult situation.							
G.9 I look to the half-empty of the glass rather than its half full							