

The Impact of Entrepreneurship Education on Entrepreneurial Intentions of University Students in Palestine

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Abstract: The aim of this study is to find if there is an impact of the entrepreneurship education programs and courses on the entrepreneurial intentions of university' students to new ventures in Palestine. And the study inspected the impact of Entrepreneurial knowledge on Entrepreneurial intentions.

In this study, the researcher utilized a descriptive analytical method, and has used Stata program. Data has been collected via questionnaire. Sample Participants in the research comprised of students who are, at the time of the study, in the Palestinian Universities in Palestine in their last year of bachelor education of chosen faculties. These faculties are limited to Commerce (business and accounting), Engineering and Information Technology.

The study revealed that there is no statistical impact of Entrepreneurial knowledge on perceived desirability, and there is no statistical impact of Entrepreneurial knowledge on perceived feasibility, while the study reported that there is no statistical impact of perceived desirability on Entrepreneurial intentions. Moreover, the study revealed that there is no statistical impact of perceived feasibility on Entrepreneurial intentions, in addition that there is no statistical impact of Entrepreneurial knowledge on Entrepreneurial intentions.

Finally, the study has recommended many practical and theoretical advices to concerned academic and business organizations in Palestine.

Keywords: entrepreneurship- entrepreneurship education- entrepreneurial intentions- Entrepreneurial knowledge- perceived feasibility- perceived desirability.

أثر تعليم ريادة الأعمال على النوايا الريادية للأعمال لدى طلبة الجامعات في فلسطين

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عمادة إدارة المال والأعمال || الكلية الجامعية للعلوم التطبيقية || غزة || فلسطين

المستخلص: هدفت هذه الدراسة لمعرفة ما إذا كان هناك تأثير لبرامج ودورات تعليم ريادة الأعمال على النوايا الريادية لطلبة الجامعات في المشاريع الناشئة في فلسطين. واختبار تأثير المعرفة الريادية على النوايا الريادية تجاه الأعمال. واستخدم الباحث في هذه الدراسة المنهج الوصفي التحليلي، واستخدم البرنامج الاحصائي Stata وقد تم جمع البيانات عبر استبانة. يتألف المشاركون في البحث من طلاب كانوا وقت الدراسة في الجامعات الفلسطينية في فلسطين في عامهم الأخير في درجة البكالوريوس في الكليات المختارة. وتقتصر هذه الكليات على التجارة (الأعمال والمحاسبة) والهندسة وتكنولوجيا المعلومات.

وقد توصلت الدراسة الى أنه لا يوجد تأثير إحصائي للمعرفة الريادية على الرغبة المتصورة، ولا يوجد تأثير إحصائي للمعرفة الريادية على الجدوى المتصورة، بينما أفادت الدراسة بعدم وجود تأثير إحصائي للرغبة الملحوظة على النوايا الريادية للأعمال لدى طلبة الجامعات في فلسطين. علاوة على ذلك، كشفت الدراسة أنه لا يوجد تأثير إحصائي للجدوى المتصورة على النوايا الريادية للأعمال، بالإضافة إلى عدم

وجود تأثير إحصائي للمعرفة الريادية على النوايا الريادية للأعمال. واستنادا للنتائج قدم الباحث العديد من التوصيات العملية والنظرية للمؤسسات الأكاديمية والأعمال المعنية في فلسطين.

الكلمات المفتاحية: ريادة الأعمال- تعليم ريادة الأعمال- النوايا الريادية- معرفة ريادة الأعمال- الجدوى المتصورة- الرغبة الملحوظة

1. Introduction.

Entrepreneurial interest is growing as it constitutes one of the possible solutions for the mechanism for the elimination of unemployment, especially among young people, because the entrepreneurial work is related to preparing to accept and take the risk results, and by adopting new ideas that can be implemented in form of small projects, by self- initiatives and efforts. Nevertheless, the circumstances and conditions may vary in different countries, which reinforce the entrepreneurial works so that the entrepreneurs may have effective contribution to development, and increasing the economic growth, they depend on a number of interrelated factors, and may be more sophisticated as the case in Palestine (Al Shobaki et al., 2018)

The spread of the concept of entrepreneurship in a society leads to the generation of entrepreneurship, innovation and competition among young people as well as the unemployment crisis and its economic and social problems, as entrepreneurship is among the primary purposes to which human efforts are directed.

To earn a living, start a new business or benefit from an idea (Jena, 2020). The patterns of entrepreneurs are many, ranging from street vendors to high- tech innovators, all of whom are united by the desire to use their talents and available resources in the best possible way, while distinguishing between them is the percentage of success in achieving the ambitions that depend on the environment in which they work, Entrepreneurship calls for innovation and change that may take different forms, and is considered the real engine for social and economic development, and it is still the best hope for any country to prosper, and as societies strive to meet the requirements of employment, the importance of caring for a new generation of entrepreneurs, whether from employers or employees, is highlighted.

Those with an entrepreneurial spirit, where young talents and creative ideas abound in our Arab world that search for someone to take and develop them (Mousa, 2018).

The atmosphere of conflict in Palestine, which the young people suffer there; doubtless affects the entrepreneurial activities, as the statistical indicates that there are reduction in entrepreneurs if measured to Arab and similar countries, because the young people in Palestine face different problems and drawbacks, when practicing entrepreneurial activities, like governmental policies, economic environment, financing problems, availability of information, import and export issues, in addition drawbacks related to education, culture and training.

2. Research problem:

In Palestine, annually dozens of thousands of students leave their schools, university graduates and graduates of training and vocational institutes try to go into the labor market penetrating for first employments, and in furthestmost of them can't find job. So, for lots of, entrepreneurship can be a substitute job opportunity, delivered that prior intention exists.

Palestine has dozens of thousands of students who join universities and graduate in several majors and fields. Some of those graduates and students have good, innovative ideas, which can be considered as a development tool for enhancing the fragile Palestinian economy and as mechanism for decreasing unemployment.

Late research has given expanding consideration to entrepreneurship advancement among college and university students (Liñán et al., 2011 pp. 134). Most of these investigations have concentrated on developed nations (Nabi et al., 2018 pp. 13).

Over the previous years, more consideration was given to prevalence entrepreneurship among students particularly through formal education and training courses. Nevertheless, these initiatives have not been examined closely for evidence of influence. Thus, this study is to measure:

"If the entrepreneurship education programs have an influence on the entrepreneurial intentions of the students in universities of Palestine to begin a new start- up or not and to which degree it forms those intentions and inclinations".

As demonstrated in the introduction, there are vague outcomes with respect to the effect of entrepreneurship education just as an absence of thorough studies. In this manner, **this study explores the effect of an entrepreneurship education program on entrepreneurial intention? as follows:**

- 1- What effect does entrepreneurship education programs have on entrepreneurial intention?
- 2- What is the steadiness of entrepreneurial intention and its forerunners after finishing an entrepreneurship education program?
- 3- What are the motives during the entrepreneurship education program influence the intentions to turn into an entrepreneur?

3. Research Hypotheses:

Based on literature and Linen's model, the study targets to explore the following hypotheses:

Model building:

H: The model is good fit at $\alpha = 0.05$

Model impact hypothesis:

H₀₁: There is no statistical impact of Entrepreneurial knowledge on perceived desirability.

H₀₂: There is no statistical impact of Entrepreneurial knowledge on perceived feasibility.

H₀₃: There is no statistical impact of perceived desirability on Entrepreneurial intentions.

H₀₄: There is no statistical impact of perceived feasibility on Entrepreneurial intentions.

H₀₅: There is no statistical impact of Entrepreneurial knowledge on Entrepreneurial intentions.

Independent variable testing:

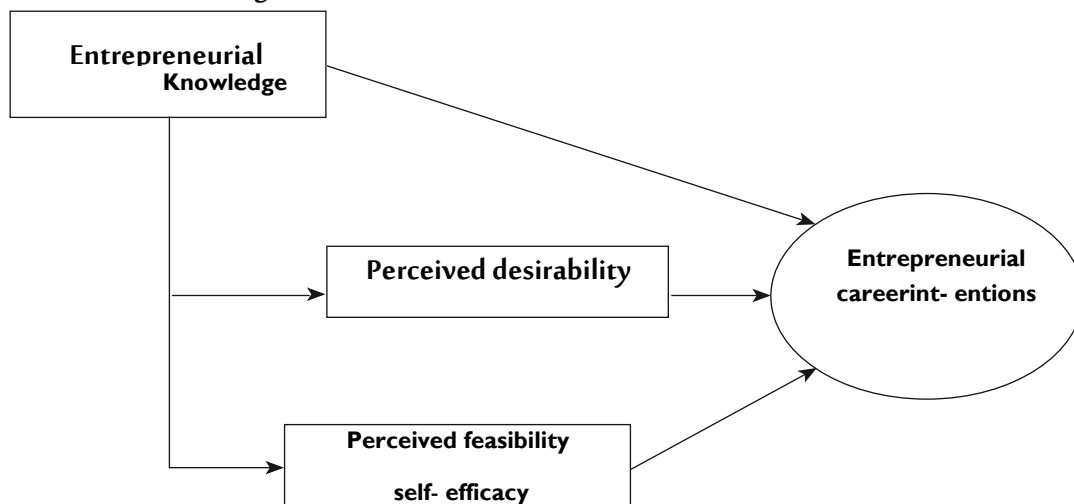


Figure (1) Linen's Entrepreneurial Intention Model:

Source: Nguyen, C. (2017 pp. 12)

4. Research Objectives:

The fundamental target of this research is to bridge the gap in the current literature concerning the effect of entrepreneurship education and to add to the assemblage of research through considering the connection between entrepreneurship and education in a developing country, in particular, Palestine.

The research objectives are as follows:

- 1- To study the effect of entrepreneurship education on the entrepreneurial intentions of students in the Palestinian universities.
- 2- To determine the variables and factors that impact their entrepreneurial intentions.
- 3- To provide recommendations that would contribute in formulating plans of entrepreneurship education for students in the Palestinian universities.

5. Significance of The Study:

Entrepreneurial interest is growing as it constitutes one of the possible solutions for the mechanism for the elimination of unemployment in Palestine:

- 1- The importance of this study emerges from the importance of the subject itself, as it is considered one of the most important modern management topics.

- 2- Also the importance of this study stems in an attempt to enrich the studies and research that have been conducted in the field of entrepreneurship, which are somewhat few, especially in the Arab societies due to modernity and diversity of this subject.
- 3- As well as the importance of this study deals with studying and researching an important segment of the society, which is the universities segment in the Gaza Strip, so it can be said that this study is one of the few studies and maybe the first to be seen on the universities in Palestine.

6. Research Methodology.

The reason for any study is to look for answers to inquiries through the use of scientific methods, the fundamental motivation behind this study is to search

“The impact that entrepreneurship Education has on the Entrepreneurial Intentions of university students in Palestine”.

In this study, the researcher utilized a descriptive analytical method, which contemplates the phenomenon for what it's worth, depicts it precisely and explaining its qualities through gathering, investigating and clarifying information, in addition it is considered the most used in social and human studies and the most suitable method for this study.

As data have been collected via questionnaire which was formulated so as to examine the variables that have effects on the entrepreneurial intentions.

This research tests the effect of a devoted entrepreneurship education program which will be offered to participants of university students inside the Palestinian universities on their entrepreneurial intentions.

Sample Participants in the research comprised of students who are, at the time of the study, in the Palestinian Universities in Palestine in their last year of bachelor education of chosen faculties. These faculties are limited to Commerce (business and accounting), Engineering and Information Technology.

6.1 Collecting Data:

The researcher completely has collected the data. The data were of two sorts: the primary data and the secondary data. The coming subsections show various data gathering ways according to the kind of gathered data.

6.2 Sources of data:

6.2.1 Primary Data:

The researcher has conducted many strategies to collect primary data from students and concerned key people in the field, using tools such as: online questionnaire (Where using the online questionnaire tool is considered helpful in the field studies, as it saves time and efforts, moreover the

researcher has designed close- ended questions, which in turn smoothen the process of responding by students, in addition to facilitate analyzing data).The researcher also held live meetings with students, In addition, to focusing groups, interviews, workshops with consultants and officers in different universities and the ministry of higher education in Palestine.

6.2.2 Secondary Data:

To collect secondary data the researcher has reviewed published data, including several books, journals, reports, documents, magazines, research papers, academic articles, statistical reports on websites, in order to have a good literature review supporting the topic of the study.

6.2.3 Questionnaire:

The researcher has conducted an online questionnaire for students through google forms, where most of universities' students use Moodle program as a mandatory tool in their lectures, presentations, and assignments in both the Islamic university and the university college of applied sciences. The researcher has received (1000) responses, which means that the response rate was more than 100% which later was processed by Stata software.

6.2.4 Population and sample size:

The population from the chosen faculties (Commerce- Engineering – Information Technology) is (1624) students in the Islamic university, and (1418) students in the university college of applied sciences both males and females. The sample represents 1000 students from both institutions; which represents 33% of the population study.

The population comprises of the students in their last year of undergraduate education. Students in their final year at universities demonstrate an incredible potential to meet the prerequisites of entrepreneurship in examination with moves on from different levels. They have better than expected outcomes in their auxiliary education and expected to have solid expository and viable properties. (Table 1) shows

the number of students meeting the investigation criteria which was taken from the ministry of higher education in Palestine and the registration departments in the Universities in Palestine in the year 2018/2019.

Table (1) Distribution of Enrolled Students by Institute and Gender 2020- 2021

	University	Male students	Female students	total
1	Al- Azhar University- Gaza	1081	1416	2497
2	Islamic University- Gaza	1771	2258	4029
3	Al Aqsa University- Gaza	1345	2927	4272
4	Hebron University	460	1507	1967

	University	Male students	Female students	total
5	Palestine Polytechnic University	421	506	927
6	Bethlehem University	227	627	854
7	Birzeit University	1250	2297	3547
8	An- Najah National University	1760	3452	5212
9	The Arab American University	1042	1332	2374
10	Palestine Technical University- Khadoori	775	961	1736
11	University of Palestine	585	377	962
12	Gaza University	233	249	482
13	University College of Applied Sciences	1168	866	2034
		12118	18775	30893

Source: <http://www.mohe.pna.ps/services/statistics> visited in 15 Dec., 2021

7. The Previous Studies:

7.1 First: Arabic Studies:

- 1- Adel, Amer (2020), "The role of higher education institutions in promoting an entrepreneurial culture", International Entrepreneurship and Management Journal Vol. 32, pp 1- 48.

The study aimed to develop a proposed scenario to activate innovation, creativity and entrepreneurship in the integrated experience programs of Gulf universities and their initiatives, The study concluded with activating recommendations for the roles of creativity and entrepreneurship centers in the universities of the Gulf Cooperation Council countries to participate in the integrated experiment programs and their initiatives to promote innovation and creativity. Key words: innovation- creativity- entrepreneurship- integrative experience- Gulf universities

- 2- Mousa, Khaled, (2018)," The Reality of the Development of Entrepreneurial Skills among Graduates of Palestinian Universities: A Comparative Study", Master thesis, Gaza.

This study aimed at identifying the current situation of evolving entrepreneurial skills among graduates of the Palestinian university for graduates who already had work and for those who had yet no opportunity to work, by evaluating the three zones of entrepreneurial skills that were categorized along with the thirteen- pivots recognized by the research and contain: (individual leadership abilities, managerial business skills, and technical abilities).

The findings of the study were: there were statistically significant differences between the averages of the responses of respondents to the actuality of evolving entrepreneurial skills as a result of the priority of work, and the differences were in the side of those who already had work, where there were two pivots' differences, explicitly: (individual leadership abilities, managerial business abilities).

- 3- Al Shobaki, M. J., Abu- Naser, S. S., Amuna, Y. M. A., & El Talla, S. A. (2018), "Technical education and its role in promoting entrepreneurship in the Gaza Strip", Al- Azhar journal Vol. 19, Gaza.

The study expected to distinguish specialized training and its job in advancing entrepreneurship in the Gaza Strip, and the clear explanatory technique was utilized in the study, and a poll comprising of (41) paragraphs were appropriated arbitrarily to an example of staff in specialized universities in the Gaza Strip subject to look into and was utilized. The defined irregular example, comprising of (275) representatives, from the referenced colleges, and the reaction rate was 74.5%.

The study had some findings which discovered that there was a huge grade of agreement for technical education evaluation and there was a relative weight (76.07%), but the design and relative weight were: colleges of technical education (79.51%), graduates of technical education (75.75%), the job market and the local society (72.96%).

- 4- Al- Otaibi, Mansour, Mohammad, Mousa, (2015), "Awareness of the entrepreneurial culture of the students of the University of Kharran, and their attitudes towards a "field study", Al- Azhar Education journal, Vol. 34, Egypt.

The study meant to determine the level of knowledge on Najran University students about the way of life of entrepreneurship, distinguish their mentalities towards, recognize the hindrances to entrepreneurship in Saudi society from their points of view, and distinguish the contrasts between their reactions on Entrepreneurship culture poll contingent upon the variable sort (male/female), and claim to fame (artistic/logical). The study utilized a clear methodology, and a poll was arranged and applied to an example of 336 students from Najran University. The study found various outcomes, including:

- 5- Abuzuhri, Nidal M. Z., (2019), " The Role of Entrepreneurship Learning Components on Entrepreneurial Career Choice", IOSR Journal of Business and 6. Management, e- ISSN: 2278- 487X, p- ISSN: 2319- 7668. Volume 21, Issue 3. Ser. IV (March. 2019), PP 27- 32.

This article tries to reveal the effect of entrepreneurship teaching parts as far as (know- who, know- why, know- what, and know- how) on the entrepreneurial profession decision between organizations schools at Palestinian colleges. The sample consisted of 291 students from six colleges. The article uncovered that a huge and beneficial outcome between entrepreneurial inspirations and skills and entrepreneurial profession decision. In addition, there was negative impact between entrepreneurial knowledge and entrepreneurial profession decision. Actually, the article exhibited that there was no effect from entrepreneurial social associations on pioneering vocation decision. This uncovers made a business entrepreneurship instruction program will be a significant for improving the entrepreneurship vocation decision.

7.2 Second: Foreign studies:

- 1- Li, L., & Wu, D. (2019), "Entrepreneurial education and students' entrepreneurial intention: does team cooperation matter?" *Journal of Global Entrepreneurship Research*, 9(1), 35.

This study meant to give a superior comprehension of why and how entrepreneurial education expands the tendency to stating up. The study explored the directing role of team participation on the impact of entrepreneurial education on entrepreneurial self- efficacy and entrepreneurial desire. Reviewing the results from 221 college students from entrepreneurship programs were utilized for mediation, correlation, and regression analysis.

- 2- Liu X, Lin C, Zhao G and Zhao D (2019), "Research on the Effects of Entrepreneurial Education and Entrepreneurial Self- Efficacy on College Students' Entrepreneurial Intention", *Front. Psychol.* 10:869. This study examined the factors affecting the students of colleges' inclination to innovate and improving the entrepreneurial status and performance. Based on the planned behavior theory, this study investigated the effects of college students' entrepreneurship education and self- efficacy on their entrepreneurial inclination. The researchers Used a sample of 327 students of colleges in China, they tested the hypotheses, and got some findings. Where the college students' entrepreneurial education had a significant positive impact on their entrepreneurial intention, but had no clear impact on the entrepreneurial behavior. Moreover, the college students' entrepreneurial self- efficacy had a significant positive effect on the entrepreneurial attitude and entrepreneurial inclination, and the entrepreneurial behavior took a limited intermediate function between entrepreneurial intention and entrepreneurial self- efficacy.

8. Normality test:

"Statistical methods are based on various underlying assumptions. One common assumption is that a random variable is normally distributed. In many statistical analyses, normality is often conveniently assumed without any empirical evidence or test. But normality is critical in many statistical methods. When this assumption is violated, interpretation and inference may not be reliable or valid". (Park, 2015 pp. 7)

H_0 : The dependent variable "Entrepreneurship Knowledge and Skills" is normal distribution

Table (2) Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ENTREPRENEURSHIP KNOWLEDGE	.279	25	.000	.765	25	.000

a. Lilliefors Significance Correction

From the above table we can reject null hypothesis therefore the dependent variable in pilot study is not normal distribution.

8.1 Validity and reliability:

validity is the extent to which a tool, examines what is supposed to examine, and validity has several features and calculation criterion- related validity and construct validity. (Dahlson & Svensson, 2004 pp. 9). Also, Azen, Irvine, Davis, Stern, Lonn, Hilton, & Lean (1989 pp. 15) illustrate that validity is the capability to measure the things you truly need to measure.

8.2 Content Validity:

The questionnaire was arbitrated by seven experts who have rich knowledge in entrepreneurship and statistics, The researcher has adapted, omitted, and added the needed points to the questionnaire in light of the arbitrators' recommendations.

8.3 Construct validity:

Table (3) correlation between items and its dimension "Entrepreneurial intentions"

	A(Sig.)
A1(Sig.)	0.821(0.000)
A2(Sig.)	0.751(0.000)
A3(Sig.)	0.781(0.000)

The correlation between items and its dimension is greater than 0.7, indicates that there is a good correlation between items and their dimension.

Table (4) correlation between items and their dimension "Entrepreneurial intentions"

	B (Sig.)
B1 (Sig.)	0.931 (0.000)
B2 (Sig.)	.719 (0.000)
B3 (Sig.)	0.843 (0.000)
B4 (Sig.)	0.803 (0.000)
B5 (Sig.)	0.843 (0.000)
B6 (Sig.)	0.864 (0.000)
B7 (Sig.)	0.933(0.000)
B8 (Sig.)	0.904 (0.000)
B9 (Sig.)	0.573 (0.003)
B10 (Sig.)	0.674 (0.000)
B11 (Sig.)	0.853 (0.000)
B12 (Sig.)	0.92 (0.000)
B13 (Sig.)	0.893 (0.000)

	B (Sig.)
B14 (Sig.)	0.900 (0.000)
B15 (Sig.)	0.771 (0.000)
B16 (Sig.)	0.851 (0.000)
B17 (Sig.)	0.865 (0.000)

From the above table we conclude that there is a strong correlation between items and their dimension except questions number 9 and 10 they have a moderate correlation although they have a significant p.value at $\alpha=0.05$ this significant indicates that the relation between items and dimension is linear relation.

Table (5) correlation between items and their dimension "PERCEIVED DESIRABILITY"

	C (Sig.)		C (Sig.)
C1 (Sig.)	0.630 (0.001)	C12 (Sig.)	0.871 (0.000)
C2 (Sig.)	0.771 (0.000)	C13 (Sig.)	0.899 (0.000)
C3 (Sig.)	0.693 (0.000)	C14 (Sig.)	0.918 (0.000)
C4 (Sig.)	0.934 (0.000)	C15 (Sig.)	0.819 (0.000)
C5 (Sig.)	0.879 (0.000)	C16 (Sig.)	0.732 (0.000)
C6 (Sig.)	0.918 (0.000)	C17 (Sig.)	0.766(0.000)
C7 (Sig.)	0.875 (0.000)	C18 (Sig.)	0.913 (0.000)
C8 (Sig.)	0.822 (0.000)	C19 (Sig.)	0.837 (0.000)
C9 (Sig.)	0.903 (0.000)	C20 (Sig.)	0.874(0.000)
C10 (Sig.)	0.875 (0.000)	C21 (Sig.)	0.947 (0.000)
C11 (Sig.)	0.909 (0.000)	C22 (Sig.)	0.847 (0.000)

From above table we conclude that there is a strong correlation between items and their dimension except questions number 1 and 3 they have a moderate correlation although they have a significant P.value at $\alpha=0.05$ this significant indicate that the relation between items and dimension is linear relation.

Table (6) correlation between items and their dimension "Entrepreneurship Knowledge and Skills"

	D (Sig.)
D1 (Sig.)	0.865 (0.000)
D2 (Sig.)	0.973 (0.000)
D3 (Sig.)	0.960 (0.000)
D4 (Sig.)	0.968 (0.000)
D5 (Sig.)	0.947 (0.000)

From the above table we conclude that there is a strong correlation between items and their dimension

Table (7) correlation between dimensions and Total items

	No. of items	Total
Vocation Expectations	3	0.396 (0.050)
Individual Desire	17	0.973 (0.000)
Self Confidence	22	0.981 (0.000)
Entrepreneurship Knowledge and Skills	5	0.860 (0.000)

From above table we conclude that:

- 1- There is a strong correlation between Individual Desire, Self Confidence, Entrepreneurship Knowledge and Skills and total items.
- 2- There is a very weak correlation between Vocation Expectations and total items and it's not significant at $\alpha=0.05$.

8.4 Reliability:

(Table (8) reliability test

Reliability Statistics

Cronbach's Alpha	N of Items
.984	47

From the above table the Cronbach's alpha is equal to 0.984 this is excellent internal consistency.

- To ensure our above result we run split half:

Table (9) descriptive statistics for two parts

Scale Statistics

	Mean	Variance	Std. Deviation	N of Items
Part 1	189.20	1839.500	42.889	24 ^a
Part 2	187.68	2172.560	46.611	23 ^b
Both Parts	376.88	7598.693	87.170	47

a. The items are: A1, A2, A3, B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, C1, C2, C3, C4.

b. The items are: C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16, C17, C18, C19, C20, C21, C22, D1, D2, D3, D4, D5.

From the above table we conclude that two parts doesn't have the same variance and same number of items because the number of items is 47 odds number.

Table (10) stability test "Cronbach's alpha split half

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.956
		N of Items	24 ^a
	Part 2	Value	.984
		N of Items	23 ^b
	Total N of Items		47
Correlation Between Forms			.897
Spearman-Brown Coefficient	Equal Length		.946
	Unequal Length		.946
Guttman Split-Half Coefficient			.944

a. The items are: A1, A2, A3, B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, C1, C2, C3, C4.

b. The items are: C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16, C17, C18, C19, C20, C21, C22, D1, D2, D3, D4, D5.

From above table we conclude that:

1. Cronbach's alpha for part1 equal 0.956 indicates that it has excellent internal consistency.
2. Cronbach's alpha for part1 equal 0.984 indicates that it has excellent internal consistency.
3. The correlation between two parts is 0.897 this correlation is very strong.
4. Spearman- Brown Coefficient assumptions are:
 - a. Cronbach's alpha for two parts should be equal.
 - b. Variance between two parts should be equal.

Here the assumptions are not met therefore we should use Guttman Split- Half Coefficient.

From the above table this coefficient equal to 0.944 it is very strong coefficient.

From previous discussion we conclude that our questionnaire is valid, reliable and stable. (Leckie& Charlton, 2013).

9. Concept of entrepreneurship and its development:

During the past few years, important developments have taken place regarding the concept of entrepreneurship, These developments came after the initiative to establish the Global entrepreneurship monitor GEM in 1999, Where (GEM) distinguishes the multifaceted nature of entrepreneurship, given that there are a number of conditions that affect three basic components of entrepreneurship, attitudes and performance, activity and ambition, and this dynamic mixture produces new activities of economic and social value that generate jobs and welfare.

9.1 Entrepreneurial intentions:

“Entrepreneurial intentions can be defined as a state of mind directing and guiding the actions of individuals towards the development and implementation of new business concepts” (Bird, 1988 pp.103).

The intentions to carry out certain behavior are shaped and affected by different factors, such as, needs, values, wants, habits and beliefs (Wong et al., 2005 pp. 16) a set of cognitive variables (Ajzen, 1991 pp. 78) and situational factors (Liñán et al., 2009 pp. 5).

9.2 Entrepreneurship education:

A few researchers thought about the contrasts between entrepreneurship education and business education (Henry, Hill & Leitch, 2005 pp. 56; Hindle, 2007 pp. 32). They explained that entrepreneurship education is not the same as administration and management. Entrepreneurship education centers around the particular exercises that business people act, emphasizing development and business development. Traditional business education focuses general business the executives identified with business administration perspectives (Klandt, 1998, 2004 pp. 12- 13).

Perceived Desirability: Is the degree to which an individual feels appealing to make his private business?

Perceived Feasibility: Is the degree to which the individual feels proficient to begin a business? This factor basically reflects self- adequacy (i.e., an individual's apparent capacity to execute some objective conduct) (Kourilsky, 1995 pp. 26).

10. Testing Hypotheses:

Table (11) Model building

variable	def.
entr_know	Entrepreneurial knowledge
per_des	perceived desirability
per_feas	perceived feasibility
entr_int	Entrepreneurial intention

Source: compiled data by the author

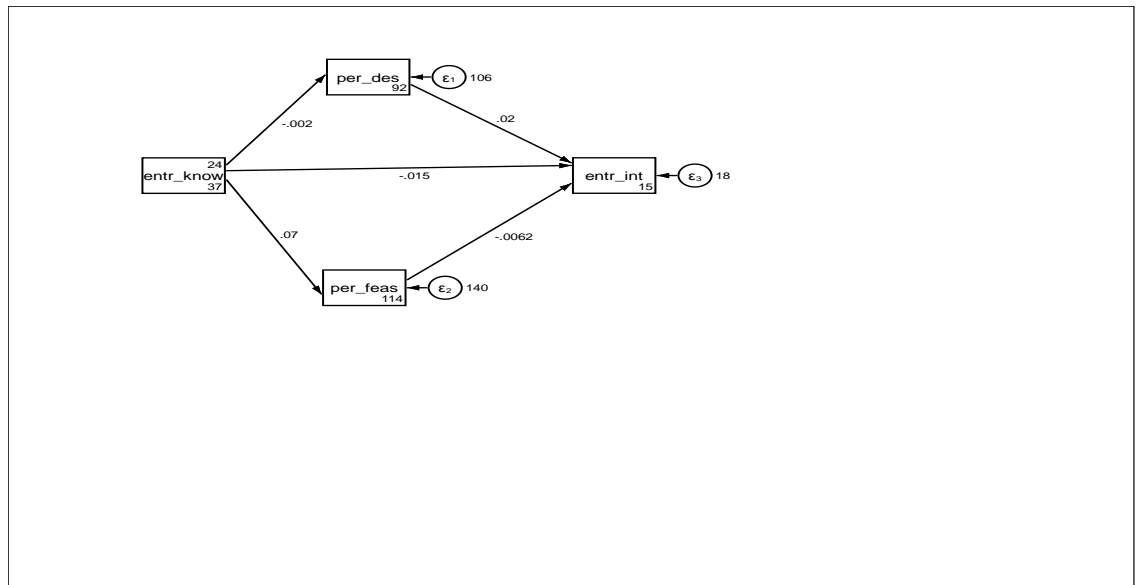


Figure (2) Model building Source: compiled by the author

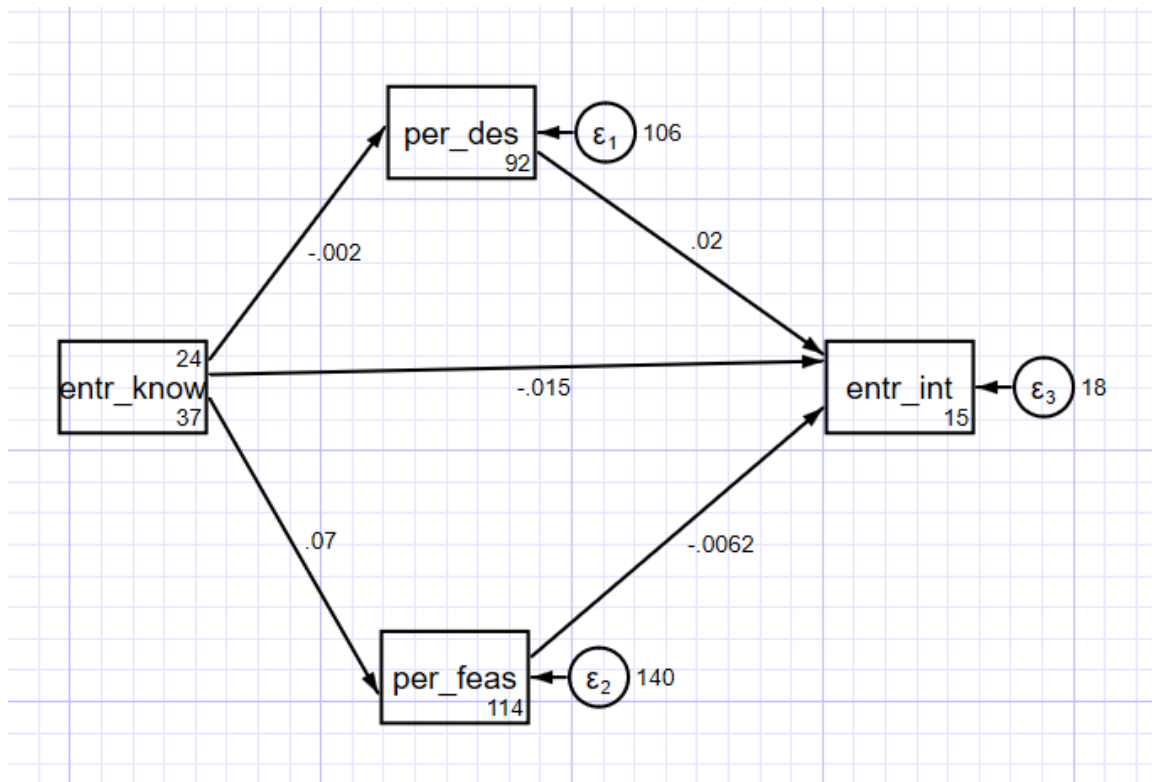


Figure (3) Model building Source: compiled by the author using Stata

From above diagram we conclude that:

- 1- The correlation between Entrepreneurial knowledge and Perceived desirability is- 0.002, this indicates that the correlation is negative and very weak.
- 2- The correlation between Entrepreneurial knowledge and Perceived feasibility is 0.07, and this indicates that the correlation is very weak.

- 3- The correlation between Entrepreneurial knowledge and Entrepreneurial intentions is $- 0.015$, and this indicates that the correlation is negative and very weak.
- 4- The correlation between Perceived desirability and Entrepreneurial intention is 0.02 , and this indicates that the correlation is very weak.
- 5- The correlation between Perceived feasibility and Entrepreneurial intention is $- 0.0062$, and this indicates that the correlation is negative and very weak.

Model goodness of fit

The model is good fit at $\alpha = 0.05$.

Table (12) Model goodness of fit

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Fit statistic	Value	Description
Likelihood ratio		
chi2_ms(1)	23.199	model vs. saturated
p > chi2	0.000	
chi2_bs(6)	27.305	baseline vs. saturated
p > chi2	0.000	

Source: compiled by the author

From above (Table 14) $p > \chi^2$ is equal 0.000 , and this indicates that the model is poor fit we reject the above null hypothesis.

10.1 Model impact hypothesis:

H₀₁: There is no statistical impact of Entrepreneurial knowledge on perceived desirability or "coefficient = 0"

It clearly points out that perceived desirability for entrepreneurship and entrepreneurial self-efficacy serve as the dependent variable in H04 and H05 hypothesis test, while Entrepreneurial knowledge is the independent variable. From above results in (Figure (2)) we conclude that there is an impact of Entrepreneurial knowledge on perceived desirability equals $(- 2.0\%)$ at constant equals 92.42612 , but it is not statistically significant.

The model is:

perceived desirability = $92.42612 - 0.0020465$ Entrepreneurial knowledge.

Then we accept the null hypothesis (H₀) "**There is no statistical impact of Entrepreneurial knowledge on perceived desirability**" or "**coefficient = 0**" This implies that Palestinian entrepreneurship education did not acquaint students with the qualities, mentalities and prompting motive of the entrepreneur, and students did not feel enticed to independent work.

This result is consistent with previous studies, (Mujahid, et al., 2020; Younis et al., 2020; Vodă Ana, et al., 2019; Oosterbeek et al., 2010; Otache.,2019), where they found insignificant impact between Entrepreneurial knowledge and perceived desirability.

On the other side, there are different previous studies disagree with this study; Hence; (Marques et al., 2018) found significant results that students' tendency towards entrepreneurship education significantly associated to inclinations towards entrepreneurship ($B=.101, p< 0.01$), and that interacting features of entrepreneurship education affected students' perceived desirability ($B=.117, p< 0.01$).

Moreover, (Saeid, 2020; Jena, 2020; Mujahid et al., 2020; Nowiński et al., 2017; Ebewo et al., 2017) also found a strong relationship between Entrepreneurial knowledge and Entrepreneurial perceived desirability.

These results pointed out that providing the entrepreneurship program in these countries where the studies took place had a composition that targeted improving students' tendency that would attract them to entrepreneurship and develop their self confidence in acting different roles connected to begin a venture. Thus, it can be noticed that the results of this study point out insignificant effect of the tested entrepreneurship course in Palestinian Universities.

H₀₂: There is no statistical impact of Entrepreneurial knowledge on perceived feasibility

It can be observed from above results in (Table 12) that there is an impact effect of Entrepreneurial knowledge on perceived feasibility equals (6.955%) at constant equals 114.2618, but it is not statistically significant.

The model is:

perceived feasibility = 114.2618 + 0.0695469 Entrepreneurial knowledge.

Then we accept the null hypothesis (H₀) "**There is no statistical impact of Entrepreneurial knowledge on perceived feasibility**" or "**coefficient = 0**"

These findings indicate that the current teaching activities inside the Palestinian entrepreneurship education courses do not have an effect by obviously making a difference, thus including that there could be a space for more development in the existing providing of the entrepreneurship courses in the Palestinian universities due to increasing students' tendency, thoughts, and abilities for entrepreneurship.

These findings are in line with (Khalifa et al., 2016) who also found that the exposure of entrepreneurship education with low significance effect did not improve students' perceived desirability and perceived feasibility for entrepreneurship. Moreover, their study also found weak impact amount from the participation. Meanwhile, the result of this study uncovered little impact amount of the understandings, pointing out that this study and Khalifa et al. explain the number of effects generated by entrepreneurship education courses. It means, the results of the Pearson correlation on (Figure 2) the t-test result on (Figure 3) and the weak impact amount supports the hypothesis 4 and 5.

H₀₃: There is no statistical impact of perceived desirability on Entrepreneurial intentions

In order to test hypothesis 3,4, and 5 a Pearson correlation followed by Structure equation Model (SEM) were conducted for the whole sample. This is showed on table- - - and- - - below. From above results in (Table 12) we conclude that there is an impact effect of perceived desirability on Entrepreneurial intention equals (1.97%) at constant equals 15.04021, but it is not statistically significant.

Then we accept the null hypothesis (Ho) **“There is no statistical impact of perceived desirability on Entrepreneurial intentions” or “coefficient = 0”**

This result is in line with previous studies (Muñoz, et al.,2020; Radu et al., 2008; Souitaris et al., 2007; Galloway, Anderson, Brown, & Wilson, 2005) where these studies did not find an impact of perceived desirability on Entrepreneurial intentions. The results indicated that entrepreneurial intentions were insignificantly correlated to the perceived desirability for entrepreneurship it equals 0. In this sense, entrepreneurial intentions of students did not enhance, and perceived desirability for entrepreneurship does not affect also. Additionally, as entrepreneurial intentions of students did not affect, so the same did entrepreneurial self- efficacy. It means that Palestinian students did not improve the behavior towards entrepreneurship and no desire to adopt entrepreneurship as their future career choice, and those who did not feel that they are competent to fulfill tasks associated to entrepreneurship were not also interested to start an entrepreneurial career in the future.

on the other hand, these findings are inconsistent with previous studies (Ndofirepi et al., 2020; Ebewo et al., 2017; Jena, 2020; Ariesa et al., 2020; Boldureanu et al., 2020; Wahet al., 2017) as they found a positive significant relationship between students’ behavior towards self- employment, perceived desirability and entrepreneurial intentions. Moreover, Mueller (2011) found that attitudes to entrepreneurship (perceived desirability for entrepreneurship) obviously anticipate entrepreneurial intentions.

In this sense, it proposes that before starting the entrepreneurship education course, students may did not find that the tendency towards the entrepreneurship was more vital than their self- confidence in carrying out specific entrepreneurship functions while choosing to turn into entrepreneurs.

That means entrepreneurial self- efficacy does not make help in clarifying entrepreneurial intentions than perceived desirability for entrepreneurship. This indicates that students’ self- confidence in carrying out certain entrepreneurship activities were somewhat less than their attraction to entrepreneurship.

H₀₄: There is no statistical impact of perceived feasibility on Entrepreneurial intentions.

From above results in (Table 12) we conclude that there is an impact of perceived feasibility on Entrepreneurial intention equals (- 0.616%) at constant equals 15.04021, but it is not statistically significant.

Then we accept the null hypothesis (Ho) **“There is no statistical impact of perceived feasibility on Entrepreneurial intentions” or “coefficient = 0”**, This result is in line with (Muñoz, 2020; Radu et al.,

2008; Lee, Lim, Pathak, Chang, & Li, 2006; Galloway et al., 2005), moreover, the same low impact was found by Khalifa, et al. (2016) as he reported a low impact of perceived feasibility on Entrepreneurial intentions which was so not statistically significant.

On the contrary of this result, the overview of effect studies in entrepreneurship education powerfully indicated a positive effect of perceived feasibility on Entrepreneurial intentions, with many studies reported a positive effect, some others were with mixed results, where only two studies reported a negative effect. (Paray, 2020; Tomy, et al., 2020; Diegoli, et al., 2018; Sunder, 2018; Liu, et al., 2020; Marques, et al., 2018; Mehtap, et al., 2017; Birch, et al., 2017; Maresch, et al., 2016).

While feasibility is mainly based on perceived capability to conduct a particular behavior, the desirability associated to how individually respond to the conduct is perceived to be (Cooper & Lucas, 2008), perceived desirability and perceived feasibility are identified to have a positive connection with entrepreneurial intentions.

But in this study, the researcher found that there is no statistically significant impact of them on entrepreneurial intentions.

In the Palestinian context, where students and alumni do not expect to find any financial support from government, private section or even friends and family due to the deteriorated economic situation by the Israeli tight siege on Gaza Strip since 2006, this result seems reasonable and reflects the reality of Gaza as was mentioned above.

H₀₅: There is no statistical impact of Entrepreneurial knowledge on Entrepreneurial intentions or “coefficient = 0”

From above results (Table 12) we conclude that there is an impact of Entrepreneurial knowledge on Entrepreneurial intention equals (- 1.46%) at constant equals 15.04021, but it is not statistically significant. Then we accept the null hypothesis (H₀) “There is no statistical impact of Entrepreneurial knowledge on Entrepreneurial intentions “or “coefficient = 0”

This result is consistent with previous studies (Muñoz, et al., 2020; Wibowo et al., 2018; Olomi et al., 2009; Lee et al., 2006), where they found that entrepreneurial knowledge has no significant impact on entrepreneurial intentions

But some other studies disagree with this study, Nowiński et al., (2017) in their study "The impact of entrepreneurship education, entrepreneurial self- efficacy and gender on entrepreneurial intentions of university students in the Visegrad countries" they found a significant impact of entrepreneurial knowledge on entrepreneurial intention, this result was in line with Aloulou, (2017), in his study "Is there an immediate impact of an Entrepreneurship Course on TPB Antecedents, Intentions and Actual Behaviors of Final Year Saudi Business Students? ", He found little however non- huge changes in perspectives, emotional standards and goals, yet a somewhat critical change for apparent behavior control and clearly huge change for real practices of students.

Additionally, Alessa, (2019) in her study "Entrepreneurial intention among Saudi students: The role of personal attitude, subjective norms and perceived behavior control" found that students' very own perspectives, emotional standards, and saw conduct control were altogether connected with one another. In any case, when relapse examination was performed, it demonstrated that: personal attitude, subjective norms, and perceived behavior alone could clarify just 6% of the changeability of the reliant variable (entrepreneurial intentions).

In the same direction, Al Bakri, et al., (2017) in the study "Factors Influencing Entrepreneurial Intentions among Arab Students" reported that Bedouin students recognize the pretended by universities, the entrepreneurship educational plan, good examples and segment factors in affecting their mentalities towards entrepreneurship. Universities and the entrepreneurial educational program were seen as the best influencers of students' entrepreneurial mentalities, in front of good examples and segment factors.

Model of three last hypotheses (H₀₃, H₀₄, H₀₅) is:

Entrepreneurial intention = 15.04021 + 0.0197499

perceived desirability – 0.0061597

perceived feasibility – 0.0145995

Entrepreneurial knowledge

So, student who recognizes an entrepreneur could possess an inclination and intention to entrepreneurship. In this context, the choosing students for this research are deliberated appropriate in investigating the influence of entrepreneurship education and determining the factors that might impact entrepreneurial intentions of students in the Palestinian Universities.

These findings have a crucial contribution for the formulation of the programs and courses of entrepreneurship education in the Palestinian Universities.

10.2 Discussion of the findings

In the Palestinian context the entrepreneurship courses that taught in the universities are compulsory, and generally is considered as a new subject in Palestine and in where universities started teaching entrepreneurship just in the year 2014.

The widespread unemployment in the Palestinian society and poverty contributed to the reluctance of Palestinian university students and alumni to take an interest in entrepreneurship and risk-taking due to the absence of financial support mainly for any project that any university student could start, and there is no financial support from the family for the entrepreneurs, and thus students are attracted for any job opportunity, even if with a little financial income, and that is to run their living affairs.

11. The results and Recommendations.

This study makes valuable recommendations and suggestions to various stakeholders and partners on the best way to help the universities and policy- makers to improve entrepreneurship Education programs and courses and to enhance and foster students in order to develop the economy and building up the entrepreneurial qualities and skills of universities' students and graduates in Palestine. The research will likewise make recommendations for future studies in the field dependent on the conclusive findings of the study and using the data gave by partners, specialists, and entrepreneurs.

11.1 The results:

- 1- The study reported that there is no statistical impact of Entrepreneurial knowledge on perceived desirability or "coefficient = 0".
- 2- The study also revealed that there is no statistical impact of Entrepreneurial knowledge on perceived feasibility
- 3- In addition, the study uncovered that there is no statistical impact of perceived desirability on Entrepreneurial intentions.
- 4- In the same sense, the study reported that there is no statistical impact of perceived feasibility on Entrepreneurial intentions.
- 5- Finally, the study revealed that there is no statistical impact of Entrepreneurial knowledge on Entrepreneurial intentions or "coefficient = 0".

11.2 Recommendations.

1. Business incubators need to improve skills and aptitudes of its staff since it assumes a significant job in accomplishment of the incubator and the incubated ventures.
2. Try to deliver services with good quality, and provide training courses for entrepreneurs and their incubated projects.
3. Incubator sought to work with nearby different associations and to advance national improvement strategies and techniques.
4. Incubators within universities and academic institutions must create administrative duties by adopting a reasonable business model.
5. provide funds and loans by coordinating with banks and financial establishments to help potential incubated start- ups.
6. Build up a plan of action which guarantees a ceaseless connection with incubated projects to Alumni to increase common advantages and guarantee the sustainability and continuity of incubated projects.
7. protecting the intellectual properties of entrepreneurs and products by establishing a legal system with different associations and create new acts and rules.
8. encouraging students and entrepreneurs to engage in workshops.

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Online Resources:

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