DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

# Influence of Entrepreneurship Education and Training and Business and Professional Infrastructure on the Entrepreneurial Intentions of Palestinian Entrepreneurs

**Mahmoud Tahboub**
**PhD Candidate in Business Administration, MOCIFINE Laboratory ISCAE, Manouba University, Tunis**
**Email: matahboub@ppu.edu**
**ORCID ID: 0009-0002-3369-9869**

**Chokri Slim**
**Professor, MOCIFINE Laboratory ISCAE, Manouba University, Tunis**
**Email: chokri.slim@iscae.rnu.tn**
**ORCID ID: 0000-0002-1139-4098**

## ABSTRACT

The impact of Entrepreneurship Education and Training (EET) and Business and Professional Infrastructure (BPI) on entrepreneurial intentions (EI) has garnered considerable attention from scholars for many years. The findings were largely consistent and suggested a positive impact of these factors on entrepreneurial intentions (EI). This quantitative study employed an online survey to collect data from participants using random sampling. Factor analysis and multiple regression analysis were performed on the data. The findings suggest that Palestinian entrepreneurs recognize the significance of Entrepreneurial Education and Training (EET) in enhancing their Entrepreneurial intentions (EI), and that those who have engaged with EET are more inclined to possess robust entrepreneurial intentions. The findings further suggest that access to suitable BPI favorably affects their EI and motivates them to initiate their own businesses. The study's findings provide significant insights for Palestinian policymakers and entrepreneurship stakeholders, as they demonstrate that the implementation of well-structured EET programs and the provision of an advanced BPI correlate with a favorable perception of entrepreneurship. Policymakers should endeavor to foster an educational and socio-economic climate, as well as a regulatory framework, that facilitates Palestinians in initiating, operating, and sustaining their businesses. The study's findings offer critical insights for Palestinian policymakers and entrepreneurship stakeholders in formulating effective EET programs to furnish Palestinians with essential entrepreneurial knowledge and to cultivate an attractive BPI that encourages the decision to pursue entrepreneurship, thereby aiming to transform Palestinian society into an entrepreneurial one.

**Keywords:** Entrepreneurship Education and Training (EET), Business and Professional Infrastructure (BPI) Entrepreneurial Intentions (EI**).**

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

## 1. Introduction

There has been a recognition that new venture creation can be significantly enhanced by both entrepreneurship education and training (EET) and the availability of business and professional infrastructure (BPI). New venture creation is one of the means of generating economic growth by creating new jobs, increasing economic activity, and ultimately increasing a country's standard of living, provided that these new ventures are successful. A failure to generate a successful new venture culture can have significant economic consequences. There are many practical reasons why new ventures fail to achieve the success that the entrepreneur envisioned.

This paper presents an empirical study that investigated the role that EET has on the entrepreneurial intentions (EI) of Palestinian actual and potential entrepreneurs. Interest in EET has been increasingly demonstrated (Lorz, Mueller et al. 2013, Alanazi 2019). Prior studies indicate that EET can effectively equip individuals with the needed capabilities and skills to recognize realistic and achievable new business start-up opportunities. The paper finds that the level of EI can be significantly developed through EET programs (Catchings 2000, Teece 2015). The resources available and the efforts invested—including EET—to boost the level of EI are vital as they contribute to creating the right psychological mindset for the candidate entrepreneurs. Furthermore, researchers believe that the availability of the proper BFI increases entrepreneurs' tendency towards starting up their own ventures.

### 1.1. Background and Context

Entrepreneurs are the economic drivers that create wealth, build economies, contribute to societies, and employ unique competencies in creating new business ventures(Ireland, Hitt et al. 2003, Rosca and Bendul 2016, Rosca, Arnold et al. 2017, Sussan and Acs 2017, Jafari-Sadeghi, Kimiagari et al. 2020). Entrepreneurs establishing businesses are contributing significantly to the economies of countries (Abubakar 2015, Guerrero, Urbano et al. 2018, Hundera, Duysters et al. 2019). Entrepreneurs are a unique breed, possessing highly sophisticated knowledge, skills, and capabilities that enable them to create successful businesses and enterprises that contribute to the well-being of nations, economies, and societies. Entrepreneurs have the ability to identify new business opportunities, create competencies and capabilities that utilize these opportunities to create new ventures that ultimately lead to ownership and control of firms, businesses, and enterprises. Universities have the responsibility to contribute to the economic development of their societies.

The university is expected to meet the needs of the society. Universities offer EET to develop and enhance the basic skills and competencies that enable graduates to start and manage startups (Nyadu-Addo and Mensah 2018).

Entrepreneurship educators are challenged with creating the best teaching and learning approaches that are effective in driving entrepreneurial mindsets, intentions, and competencies in students. In addition to teaching and training entrepreneurial students to create and manage ventures, universities need to develop educational programs to incubate budding entrepreneurs with their startups, enabling them to acquire skills, attitudes, environments, competencies, and capabilities necessary to minimize risks and uncertainties (Arezki, Belhaj et al. 2019). Subsequent to the EET

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

programs, the availability of BPI encompasses coaching, mentoring, incubation, and acceleration services as supplementary activities that positively impact EI (Van der Westhuizen 2024). The primary objective of this article is to examine the impact of university EET and the accessibility to appropriate BPI on the development of EI.

### 1.2. Research Problem and Objectives

Small and medium enterprises (SMEs) are the most vibrant economic sector in many countries as they are responsible for wealth creation, employment opportunities, and income growth (Acs and Szerb 2007). However, some empirical studies showed that a major obstacle to the development and growth of SMEs is the absence of potential entrepreneurs. In Palestine, where around 25.8% of the labor force is unemployed and around 21.2% suffer from poverty, the Palestinian government, policymakers, and entrepreneurs make great efforts to encourage youth to become more entrepreneurial and to play active roles in creating their own businesses. In this regard, higher education institutions offer several entrepreneurship courses and programs in order to develop students' EI.

Previous research has established that education plays an important role in explaining individuals' career choices and intentions (Linan 2008, Liñán, Rodríguez-Cohard et al. 2011, Piperopoulos and Dimov 2014, Nowiński, Haddoud et al. 2019). In this context, business start-ups and the creation of SMEs occupy a prominent status on several development agendas as these are mainly viewed as significant sources of employment generation, social and economic integration, and recovery from economic deprivation and loss. The entrepreneurial tendency abounds predominantly within young, well-educated, motivated, and innovative age groups. Hence, it is crucial to assess the impact of educational training and business exposure on a large cross-section of youth. This study has been conducted to fill the gap that links entrepreneurship education and training, availability of the proper BPI and the career choices of graduates in Palestine. The objective of this study is to determine the relationship between EET and individuals' EI.

### 1.3. Significance of the Study

From an academic perspective, the relationship between EET and EI has been studied in many countries. Credible reports have shown that the process of teaching and training for entrepreneurship significantly contributes to nurturing and developing individual's entrepreneurial determination and intentions (Kankisingi 2019, Ndofirepi 2022, Phetha 2022). Hence, individual's participation in entrepreneurship teaching and training programs has the potential to influence and further develop their individual attitudes and intentions. Consequently, this could increase students' perception of the feasibility and credibility of the new business they wish to pursue in the future.

The academic literature has focused on how physical and institutional infrastructure affects entrepreneurship. Heger, Veith, and Rinawi examine the impact of broadband infrastructure on entrepreneurship in Germany. Their findings show that broadband improves access to important information and expertise and connects businesses to their consumers and suppliers. This shows that broadband drives entrepreneurship alongside older infrastructures. The authors note that geographic differences in

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

company creation show that internet availability can considerably impact venture activity, particularly in lower- and medium-tech industries. This study establishes how certain infrastructure might foster entrepreneurship (Heger, Veith et al. 2011).

Bliemel et al. examine the idea of start-up infrastructure, with specific emphasis on the function of accelerators within entrepreneurial clusters. They contend that start-up infrastructure is not only passive but actively influences and is influenced by entrepreneurial endeavors. The authors articulate a cyclic connection in which infrastructure development serves as both a consequence of and a stimulus for entrepreneurial ventures. This viewpoint emphasizes the importance of collective knowledge and interdependence within clusters, indicating that a region's economic potential is intricately linked to the cooperative endeavors of its entrepreneurial participants. The authors highlight the proactive function of accelerators, so enriching the comprehension of how certain infrastructures might bolster the entrepreneurial environment (Bliemel, Flores et al. 2019).

## 2. Literature Review

### 2.1. Entrepreneurship Education and Training

Education is characterized as "a deliberate endeavor involving mentoring, teaching, and training activities aimed at equipping students to assume roles in diverse future environments," (Bartlett and Burton 2016).

Entrepreneurship education equips students with essential information and comprehension of values, attitudes, and skills related to entrepreneurship, hence augmenting their capacity to confront life's problems (Gautam and Singh 2015). Entrepreneurship education is characterized as "any pedagogical program or educational process aimed at fostering entrepreneurial attitudes and skills" (Fayolle, Gailly et al. 2006).

Mwasalwiba asserts that the objective of entrepreneurship education is to cultivate persons possessing the character, abilities, and comprehension necessary to become entrepreneurs (Samwel Mwasalwiba 2010). Entrepreneurship education may foster a student's attitudes and aspirations, as well as the establishment of a new enterprise (Linan 2008). Matlay asserts that enhanced entrepreneurship education will result in a corresponding rise in both the quantity and quality of entrepreneurs participating in the economy (Matlay 2008).

According to the European Commission (Boldureanu, Lache et al. 2013), entrepreneurial education necessitates the establishment of a conducive business climate, the formulation of models, and the implementation of training and educational programs in entrepreneurship. Abdulghaffar and Akkad assert that entrepreneurial education facilitates the dissemination of knowledge pertinent to effective business planning and engagement with accomplished practitioners (Abdulghaffar and Akkad 2021).

Researchers emphasize the significance of entrepreneurship education, viewing it as an indisputable truth, and present evidence of its beneficial effects on entrepreneurs. Researchers assert that aspiring entrepreneurs must first acquire the necessary knowledge (Souitaris, Zerbinati et al. 2007). Researchers assert that it is feasible to

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

affect the probability of an individual contemplating entrepreneurship. Varela and Jimenez demonstrate the substantial correlation between entrepreneurial training and the likelihood of becoming an entrepreneur (Varela and Jiménez 2001).

### 2.2. Business and Professional Infrastructure

Researchers assert that the examination of infrastructure's influence on entrepreneurship has lately started. The findings indicate there is a direct influence of infrastructure on entrepreneurial intentions. Infrastructure can be a catalyst for entrepreneurial opportunities, coupled with the capacity of nascent entrepreneurs to capitalize on those opportunities by establishing new firms (Woolley 2017) thereby emphasizing the significance of infrastructure in entrepreneurship. Audretsch et al. claim that infrastructure is positively correlated with new company launch activity (Audretsch, Heger et al. 2015).

Alongside the physical infrastructure, there exists a collection of other components, including coaching and mentoring services, as well as incubation and acceleration services.

Bacon characterizes coaching as "a developmental methodology wherein an individual desiring to enhance their skills solicits support from another individual" (Bacon 2003). It is also characterized as a supportive framework rooted in a strong interpersonal relationship that fosters learning and potential growth, frequently within a situation of transition (Audet and Couteret 2012). Coaching plays a vital part in the start-up phase of new ventures. The need for coaching is increasing since many rookie entrepreneurs lack the needed knowledge, resources, and support to initiate their businesses; hence, the coach serves as both facilitator and catalyst (Audet and Couteret 2012).

Entrepreneurial coaching is tailored to assist inexperienced entrepreneurs in enhancing their managerial abilities, rather than concentrating on the firm itself (Graham and O'Neill 1997, Deakins, Graham et al. 1998, Bisk 2002). The significance of coaching stems from the approach utilized by coaches in assisting novice entrepreneurs; coaches do not offer direct solutions to challenges but instead foster a learning environment that enables novice entrepreneurs to discover immediate answers (Katz and Miller 1996, Katz and Miller 2007)) and independently address future issues that may emerge (Audet and Couteret 2012). Gibb (Gibb 2000) asserts that improving coaching results necessitates coaches' familiarity with the small company landscape and their capacity to think and act like entrepreneurs (Thompson and Downing 2007).

Despite the significance of coaching, several entrepreneurs express dissatisfaction with the training and coaching provided, asserting that a more customized learning approach would be more suitable (Dokou 2001, Morrison and Bergin-Seers 2002). Consequently, the necessity for mentorship emerged.

The function of mentors is to assist rookie entrepreneurs in broadening their perspectives (Thompson and Downing 2007) and achieving success by instructing them in decision-making, change management, opportunity identification, and networking (Bisk 2002, St-Jean and Audet 2012). Mentoring is a voluntary

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

connection that is tailored to assist a beginner entrepreneur in establishing company management competencies (Sullivan 2000, Bisk 2002) and facilitating professional advancement for mentees seeking direction, advise, and wisdom by using mentors' years of experience and knowledge (Ragins 1997).

Business incubators are another element of the infrastructure. Ogutu and Kihonge define a business incubator as a "enabling environment where start-ups and new ventures are cultivated, ideas are transformed into commercial opportunities, thereby establishing profitable, sustainable, and scalable enterprises while shielding them from the challenging realities of the business landscape and substantial start-up expenses" (Ogutu and Kihonge 2016). Tenants in the incubator get training, coaching, and business support services. Business incubators are characterized as a "business support process that expedites the successful development of start-ups and nascent companies by offering entrepreneurs a range of specialized resources and services," as stated by the National Business Incubator Association (NBIA).

Accelerators are defined as generic organizational structures designed to foster entrepreneurship (Drori and Wright 2018). It offers a rigorous, time-constrained educational program, encompassing mentorship and networking, for a cohort of junior participants chosen for each session, aimed at enhancing their capacity to secure investment following the program's conclusion.

Accelerators are entities that serve as stewards of potential commercial inventions, validating them by incorporating them into their ecosystems, so playing a significant role in social, economic, and technical advancement (Drori and Wright 2018). Crișan et al. assert that accelerators are a "popular and unique type of intermediary organization that significantly contributes to entrepreneurial and innovation endeavors" (Crișan, Salanță et al. 2021).

Certain academics assert that accelerators can serve as impactful entities that enhance the infrastructure of start-ups (Nadgrodkiewicz 2013, Pauwels, Clarysse et al. 2016, Roberts, Lall et al. 2016, Gonzalez-Uribe and Leatherbee 2018). Researchers contend that accelerators may significantly influence new enterprises in light of the public policy focus on start-up financing (Mazzucato 2014, Hathaway 2016, McCrossin 2016). Miller and Bound characterize accelerators as a manufacturing entity for start-ups (Miller and Bound 2011).

The primary objective of accelerators is to foster business development through intensive, time-constrained support (Miller and Bound 2011, Pauwels, Clarysse et al. 2016).

Researchers have determined that the establishment of a conducive business and professional infrastructure enables the growth and sustainability of new companies (Bøllingtoft and Ulhøi 2005, Grimaldi and Grandi 2005, McAdam and McAdam 2006). Entrepreneurs should have seamless access to business and professional infrastructure. The availability of commercial, legal, and technical advisers to entrepreneurs is essential for their success (Gartner 1985, Ruzzier, Sohal et al. 2008). Literature indicates a link between business and professional infrastructure and entrepreneurial intentions.

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

## 2.3. Entrepreneurial Intentions:

Intentions delineate the mental state guiding an individual's focus toward accomplishing a specific objective. Intentions directly influence an individual's actions and behaviors (Nazir and Lone 2022).

The primary focus of several scholars has been to elucidate the idea of entrepreneurial ambitions. Researchers concentrated on elucidating the idea of entrepreneurial intentions, contributing to the area by articulating their definitions and theories, detailing the formation of entrepreneurial intentions, and identifying the elements that influence them.

Shapero and Sokol, in their theory of entrepreneurial event, propose that entrepreneurial intentions are shaped by a triggering event, prompting the individual to see an opportunity and subsequently decide to act, therefore establishing entrepreneurial intentions (Shapero and Sokol 1982).

The theory of planned behavior posited that an individual's intentions are shaped by their attitude towards the activity, subjective standards, and perceived behavioral control (Ajzen 1991). This hypothesis posits that entrepreneurial ambitions are influenced by an individual's attitude towards entrepreneurship, prevailing societal norms around entrepreneurship, and the person's perceived capability to become an entrepreneur.

Krueger and Carsrud highlight the significance of perceived attractiveness and perceived feasibility in influencing entrepreneurial ambitions within their Entrepreneurial Intention Model (Krueger and Carsrud 1993). They demonstrate that perceived desirability pertains to the attractiveness of entrepreneurship to individuals, whereas perceived feasibility refers to their belief in possessing the requisite skills, resources, and support to pursue entrepreneurial endeavors. Consequently, when perceived attractiveness and perceived feasibility increase, entrepreneurial ambitions also rise (Krueger and Carsrud 1993).

Lent et al. in their Social Cognitive Career Theory, emphasize the significance of self-efficacy, outcome expectations, and personal goals in influencing entrepreneurial intentions, positing that an individual's heightened belief in their capacity to execute entrepreneurial tasks to attain personal objectives correlates with increased entrepreneurial intentions (Lent, Brown et al. 1994).

Molino et al. contend that possessing entrepreneurial goals is the primary requirement before entrepreneurship (Molino, Dolce et al. 2018). Entrepreneurial intentions are characterized as "the conscious state of mind that directs, guides, coordinates, and controls the development, implementation, and evaluation of a new venture" (Bird 1988). Tkachev and Kolvereid characterize entrepreneurial intention as an individual's readiness to engage in entrepreneurial endeavors and attain self-employment (Tkachev and Kolvereid 1999).

Thompson defines entrepreneurial intention as the self-recognition of an individual's belief in the feasibility of establishing a new enterprise, characterized by genuine commitment to success and sustainability (Thompson 2009). Karabulut asserts that entrepreneurial intention denotes the condition in which an individual aims to become an entrepreneur and establish their own enterprise, weighing the associated risks

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

against the safer alternative of salaried employment (Karabulut 2016). Alammari et al. characterize entrepreneurial intents as "the persistence, preparedness, and aspiration to exert the necessary efforts and actions to engage in entrepreneurship" (Alammari, Newbery et al. 2019).

## 3. Methodology

A survey was administered to investigate the research hypotheses. The participants were instructed to complete an online questionnaire evaluating the influence of EET and BPI on EI. A 5-point Likert scale is utilized to evaluate both dependent and independent variables, with responses spanning from 1 (Strongly Disagree) to 5 (Strongly Agree). The data collection process commenced after a comprehensive evaluation of the questionnaire by experienced scholars and industry experts.

### 3.1. Research Sample and Data Collection

The research sample comprises a cohort of Palestinian entrepreneurs who have successfully established and maintained their businesses, alongside prospective entrepreneurs who have undergone educational and/or training programs in entrepreneurship. The random sampling approach is employed to choose the research participants. The selected sample population consisted of 404 respondents, mainly Palestinian entrepreneurs and those with entrepreneurial potential from all areas of Palestine.

### 3.2. Research Conceptual Model

The suggested conceptual model illustrated in figure (1) seeks to demonstrate certain factors anticipated to influence the EI of Palestinian entrepreneurs. The aim of examining and evaluating these factors is to ascertain their relationship with EI.

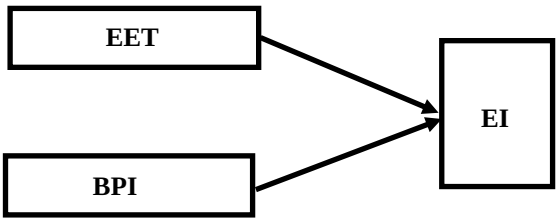


**Figure (1): Research conceptual model**

### 3.3. Research Hypotheses

Education serves as a crucial motivator for entrepreneurship by equipping individuals with the essential skills and attributes required to establish new companies (Levie and Autio 2007). Education enhances an entrepreneur's capacity to recognize business possibilities (DeTienne and Chandler 2004) and refines abilities necessary for initiating a new firm (Honig 2004). Superior EET yield more favorable outcomes and positively influence entrepreneurial intentions (Zhang, Duysters et al. 2014). Researchers assert that acquiring knowledge through education and training is crucial and highly advantageous for the success of new ventures, with entrepreneurs gaining

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

this knowledge from formal education programs and entrepreneurial training initiatives (Radas and Božić 2009). Some scholars view schooling as a hindrance that adversely impacts entrepreneurial endeavors. The researcher posits that entrepreneurship education and training positively impacts entrepreneurial intentions.

**H.1. EET has a positive influence on entrepreneurial intentions**

Researchers have determined that the establishment of a conducive BPI enables the growth and sustainability of new companies (Bøllingtoft and Ulhøi 2005, Grimaldi and Grandi 2005, McAdam and McAdam 2006). Entrepreneurs should have seamless access to BPI. The availability of commercial, legal, and technical advisers to entrepreneurs is essential for their success (Gartner 1985, Ruzzier, Sohal et al. 2008). Literature indicates a link between BPI and entrepreneurship (Van de Ven 1993). The researcher posits that the presence of BPI positively impacts entrepreneurial intentions.

**H.2. Availability of BPI has a positive influence on entrepreneurial intentions**

## 4. Results

The targeted demography for this study is all present and potential Palestinian entrepreneurs. Due to the undefined population size, the researcher opted to get a randomly selected sample of no fewer than 385 persons, employing the suitable methodology for ascertaining sample size in an uncertain population. The researcher distributed the questionnaire and acquired a sample size of 404 prior to the analysis, which is deemed adequate and surpasses the necessary minimum sample size.

The reliability of variable measurement is essential as it reflects the stability and consistency of the questionnaire. The internal consistency and reliability of the questionnaire domain scores were evaluated using Cronbach's alpha coefficients. The acceptable values for these coefficients are 70% or above (Hair Jr, Hult et al. 2021). The questionnaire employed in this study primarily addresses EET, BPI, and EI.

The researcher conducted evaluations for both content validity and construct validity. The evaluation of content and construct validity was conducted by the Kaiser-Meyer-Olkin test (KMO), Factor Analysis, and Pearson correlations on a sample of 404 respondents.

**Table (1): KMO and Bartlett Test Result for the dependent and independent variables.**

| Domain Scale | KMO | Bartlett's Test of Sphericity Sig. |
|---|---|---|
| EI | 0.881 | 0.000 |
| EET | 0.922 | 0.000 |
| BPI | 0.936 | 0.000 |

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

The KMO value of EI is 0.881, indicating appropriateness of the data for investigation. The Bartlett's Test result of 0.000 is statistically significant ($p<0.05$), indicating that the items of the dependent variable (EI) construct are adequate, as shown in (Table 1).

The KMO values for the factors EET and BPI are 0.922 and 0.936, respectively with values higher than 0.5, indicating appropriateness of the data for investigation. The Bartlett's Test result of 0.000 is statistically significant ($p<0.05$), indicating that the items are suitable for forming the contents of the mentioned independent variables.

**Table (2): Factor Analysis results of the dependent and independent variables.**

| | Comm-unalities | Factor Loading | Variance Explained% | Cronbachs' alpha |
|---|---|---|---|---|
| **Factor 1: EI** | | | **%62** | **0.87** |
| I am fully committed to undertaking any necessary actions in order to establish my own business. | 0.520 | 0.721 | | |
| My objective is to establish and operate my own business. | 0.628 | 0.792 | | |
| I am fully committed to initiating and managing my own business with utmost dedication. | 0.669 | 0.818 | | |
| I am resolute in my ambition to establish my own business in the future. | 0.624 | 0.790 | | |
| I aspire to establish my own business in the future. | 0.655 | 0.809 | | |
| I possess a strong enthusiasm to establish my own business. | 0.624 | 0.790 | | |
| **Factor 2: EET** | | | **65%** | **0.93** |
| Through entrepreneurship education/training, I learned idea generation methods. | 0.629 | 0.793 | | |
| Entrepreneurship education/training provides me with knowledge and abilities needed to start my business | 0.645 | 0.803 | | |
| Entrepreneurship education/training provides me with the preference and intention to become an entrepreneur | 0.688 | 0.829 | | |
| Entrepreneurship education/training enhances my ability to understand and diagnose business opportunities in my environment. | 0.773 | 0.879 | | |
| During entrepreneurship education/training, I learned how to build my business model, conduct feasibility study and prepare my start-up business plan. | 0.652 | 0.807 | | |
| I have procured the abilities, information and competencies required to start and oversee a business from entrepreneurship education/training. | 0.606 | 0.778 | | |
| The availability of qualified coaches and mentors encourage entrepreneurs to start their new businesses. | 0.645 | 0.803 | | |
| Coaching is very helpful during the business planning and assessment process. | 0.555 | 0.745 | | |
| **Factor 3: BPI** | | | **57.4%** | **0.94** |
| The availability of business development organizations motivates me to start my new business. | 0.590 | 0.768 | | |

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

| | | | | |
|---|---|---|---|---|
| The availability and sufficiency of business incubators/accelerators with suitable equipped places encourages me to start my new business. | 0.744 | 0.863 | | |
| Business incubators help entrepreneurs by providing a well-functioning infrastructure including logistical, technical and administrative support. | 0.636 | 0.797 | | |
| The availability of qualified business consultancy firms, R&D centers and innovation centers encourage me to start-up my new business. | 0.729 | 0.854 | | |
| Government laws and regulations facilitate entrepreneurial activities and protect entrepreneur's innovation and creativity | 0.547 | 0.740 | | |
| Entrepreneurship supporting organizations provide the appropriate logistical and technical support including physical places, Internet connection, equipment, and information. | 0.637 | 0.798 | | |
| Entrepreneurship supporting organizations employs highly qualified experts in the field of entrepreneurship to provide distinct services. | 0.635 | 0.797 | | |
| Entrepreneurship supporting organizations provide entrepreneurs with local and international networking services. | 0.656 | 0.810 | | |
| Government and entrepreneurship supporting organizations implement and encourage the implementation of entrepreneurship support conferences, workshops, initiatives and awareness activities | 0.718 | 0.847 | | |
| Government institutions and entrepreneurship supporting organizations have databases containing all the information about Palestinian entrepreneurs and their start-ups. | 0.786 | 0.887 | | |
| Government and entrepreneurship supporting organizations encourage and support entrepreneurs gatherings and specialized entrepreneur's clubs | 0.792 | 0.890 | | |
| Active public-private partnership (PPP) especially in infrastructure development and entrepreneurship support encourages me to start my new business. | 0.684 | 0.827 | | |

The Cronbach's alpha coefficient for the EI scale is 0.87. The Cronbach's alpha coefficients for EET and BPI is 0.93 and 0.94 respectively (Table 2), signifying an adequate level of internal consistency and reliability (Hair Jr, Hult et al. 2021).

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

Table (3) below displays the construct validity results, measured through Pearson correlations, depending on the responses received from all the 404 respondents selected in the sample:

**Table (3):Construct validity results of the independent variables**

| Domain | Pearson-Correlation | Sig. |
|---|---|---|
| EET | 0.628 | 0.000 |
| BPI | 0.828 | 0.000 |

The construct validity results, presented in table (3), indicate that all Pearson correlations are statistically significant (P-values < 0.05). This suggests a strong level of construct validity for the study questionnaire.

### 4.1. Statistical Equation of the study model:

The primary aim of this research is to examine the impact of four specific PTs on Palestinian actual and potential entrepreneurs. The proposed objective will be accomplished through the examination and estimation of the subsequent regression model:

$$\mathbf{Y= \beta_0 +(\beta_1*X_{1.}) + (\beta_2*X_{2.}) + e}$$

Y= EI

$X_{1.}$ = EET

$X_{2.}$ = BPI

e= error term

$\beta_0$= regression constant ;

$\beta_1$, $\beta_2$: the coefficients of the independent variables.

### 4.2. Analysis of the Items of the Questionnaire:

Table (4) displays the average values, variability, and C.V. for the factors that have impact on the respondents' attitudes towards EI, EET and BPI. The mean value of the respondents' attitudes towards EI is very high, with a mean score of 4.2. The S.D. = 0.36 and C.V. are below 0.25, indicating a low level of variability among the items. The results indicate that EET and BPI exhibit high levels. Both EET and BPI have high mean scores of 4.19 and 3.87 respectively. The results indicate a low level of variability among the items within each scale, as evidenced by all C.V. being less than 0.25.

**Table (4): Descriptive Statistics for the extent of participants' attitudes towards EI, EET and BPI.**

| Variable | Mean | standard deviation S.D. | coefficients of variation C.V. | Level |
|---|---|---|---|---|
| EI | 4.20 | 0.36 | 0.09 | VERY HIGH |

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

| | | | | |
|---|---|---|---|---|
| EET | 4.19 | 0.59 | 0.14 | High |
| BPI | 3.87 | 0.65 | 0.17 | High |

### 4.3. Testing the Hypotheses

#### 4.3.1. EI and PTs relationships testing:

Following is an examination of the data from the evaluation of the study hypotheses about the relationship between EET, BPI, and EI. Pearson correlations and multiple linear regression will be utilized to examine the relationship between EI as the independent variable and EET and BPI as dependent variables. The subsequent sections will employ multiple regression analysis outlined in Applied Linear Statistical Models (Kutner, Nachtsheim et al. 2005).

**Table (5): Pearson Correlations between the study variables.**

| | | EI | EET | BPI |
|---|---|---|---|---|
| EI | Pearson Correlation | 1 | .515** | .452** |
| | Sig. (2-tailed) | | .000 | .000 |
| EET | Pearson Correlation | 0.515** | 1 | .517** |
| | Sig. (2-tailed) | 0.000 | | .000 |
| BPI | Pearson Correlation | 0.452** | .517** | 1 |
| | Sig. (2-tailed) | 0.000 | .000 | |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | |

The Pearson correlation analysis demonstrates substantial positive correlations between each independent variable (EET and BPI) and the dependent variable (EI). The Pearson correlation coefficients vary from 0.452 to 0.515, all of which are statistically significant, with significance levels below 0.05. These data indicate that these variables may influence EI. This will be evaluated using multiple linear regression.

Table (6) presents a summary of the results obtained from the Multiple Linear Regressions.

**Table (6): Summary of the Multiple Linear Regressions results.**

| Model predictors | | Constant | EET | BPI | R-Square |
|---|---|---|---|---|---|
| Model | B | 2.375 | 0.229 | 0.075 | 0.638 |
| | (Sig.) | (0.000) | (0.000) | (0.000) | |
| Dependent Variable: EI=Entrepreneurial Intentions<br>* Significant at 0.05 level. | | | | | |

The analysis will employ Multiple Linear Regression to examine the relationships between the EET and BPI total scores as independent variables and EI as the dependent variable**.**

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

The results of the Multiple Linear Regression analysis are presented in Table (7), which includes the Model Summary, Analysis of Variance (ANOVA), Test of Normality of the residuals, and the Coefficient Estimates.

**Table (7): The Multiple Linear Regression analysis of the EI on EET and BPI.**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| Predictors | (Constant) | 2.375 | 0.114 | ----- | 20.759 | 0.000 | ----- | ----- |
| | EET | 0.229 | 0.028 | 0.370 | 8.145 | 0.000 | 0.730 | 1.369 |
| | BPI | 0.075 | 0.030 | 0.133 | 2.453 | 0.000 | 0.510 | 1.960 |
| Dependent Variable: Entrepreneurial Intentions | | | | | | | | |
| Model Summary : R-Square =0.638 , Adjusted R-Square =0.636<br>Analysis of Variance ANOVA : F-statistic=66.129 , Sig.=0.000<br>Test of Normality of residuals : Kolmogorov-Smirnov Z=0.693 , Sig.=0.724 | | | | | | | | |

Table (7) presents the model summary results indicating that the R-Square = 0.638, suggesting that the independent variables (EET and BPI) account for 63.8% of the variability in the EI. The Analysis of Variance (ANOVA) results indicate that the F-statistic = 66.129, which is statistically significant (Sig.<0.05). This suggests that the independent variables have a significant combined impact on the dependent variable. Therefore, the researcher denies the null hypothesis that all the coefficients of the predictors in the model are zero. The results of the Kolmogorov-Smirnov test, which assessed the normality of the residuals, indicate that the significant level of the test (Sig. = 0.693) is greater than 0.05. Therefore, we can conclude that the residuals follow a normal distribution. The Collinearity Statistics indicate that all the variance inflation factors are below 10, indicating the absence of any collinearity issues among the predictors (independent variables).

**The study model estimated equation:**
**EI = 2.375+ (0.229* EET) + (0.075* BPI)**
The coefficient estimates indicate that:

1. NAch has a statistically significant favorable impact on the EI at a significance level of 0.05 (β=0.229, t=8.145, Sig.=0.000). This suggests that we can accept the study hypothesis H1: NAch has a favorable impact on EI.
2. LoC has a statistically significant favorable impact on EI at a significance level of 0.05 (β=0.075, t=2.453, Sig.= 0.001). This suggests that we can accept the study hypothesis H2, which states that LoC has a favorable impact on EI.

The Standardized Coefficients reveal that the EET has higher predictive power on EI, with a Standardized Beta Coefficient of 0.370. Then comes BPI as a significant predictor of EI, with a Standardized Beta Coefficient of 0.133.

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

The data analysis results statistically validate the two proposed hypotheses. In the subsequent section, the researcher presents the findings obtained from the data analysis:

The research findings demonstrate that the EET has a favorable impact on EI, confirming the acceptance of hypothesis (H1). This aligns with the finding of other researchers in the existing literature. The researcher posits that the majority of Palestinian entrepreneurs acknowledging the substantial and favorable impact of the EET on their EI is logical.

The results shown are consistent with the findings revealed by other researcher confirming the positive influence of EET on EI (Fayolle, Gailly et al. 2006, Souitaris, Zerbinati et al. 2007, Martin, McNally et al. 2013, Sánchez 2013, Bae, Qian et al. 2014, Zhang, Duysters et al. 2014, Do Paço, Ferreira et al. 2015, Fayolle and Gailly 2015, Jena 2020). EET positively affects attitudes and intentions to become an entrepreneur (Rauch and Hulsink 2015). EET proceeds entrepreneurial intentions and positively affects the attitude towards entrepreneurial ventures engagement (Ediagbonya 2013). Gautam, and Singh assure the influence of EET on EI as it improves the attitude towards entrepreneurship (Gautam and Singh 2015). EET can influence the performance of entrepreneurs by enhancing their profitability, entrepreneurial spirit, entrepreneurial attitudes, and chances of survival (Ho, Uy et al. 2018).

The data analysis results demonstrate a positive correlation between BPI and individuals' EI, confirming the acceptance of hypothesis (H2).

Researchers find that through the provision of a favorable business and professional infrastructure, new ventures can grow and survive (Bøllingtoft and Ulhøi 2005, Grimaldi and Grandi 2005, McAdam and McAdam 2006). Entrepreneurs should easily have access to business and professional infrastructure. The accessibility of entrepreneurs to business, legal and technical consultants is crucial for their success (Gartner 1985, Ruzzier, Sohal et al. 2008). Literature shows that there is correlation between infrastructure and entrepreneurship. The researcher assumes that the availability of business and professional infrastructure has a positive influence on entrepreneurial intentions.

## 5. Discussion

The findings of this study endorse the positive influence of EET on both present and prospective Palestinian entrepreneurs. The results demonstrate that an increase in EET among Palestinians correlates with a heightened EI (H.1. is accepted) which is consistent with the findings of prior researchers (DeTienne and Chandler 2004, Levie and Autio 2007, Souitaris, Zerbinati et al. 2007, Linan 2008, Matlay 2008, Radas and Božić 2009, Samwel Mwasalwiba 2010).

In Palestine, EET programs should be designed in such a way that enhances the skills and competencies crucial for entrepreneurial success, such as innovation, risk-taking, and opportunity recognition considering its positive influence on EI as a prerequisite to entrepreneurial behavior. For that purpose, efforts, policies and initiatives promoting EET must be developed and put in action. Palestinian universities need to

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

adopt teaching entrepreneurship as a compulsory course for its students; Entrepreneurship stakeholders should launch entrepreneurship training programs continuously. This way, EET will increase entrepreneurship awareness which in turn increases EI. Palestinian actual and potential entrepreneurs recognized the importance of EET on EI after they obtained the opportunity for EET. They compared their entrepreneurial behaviors, attitudes and intentions before obtaining this opportunity with their entrepreneurial behaviors, attitudes and intentions after benefiting from it and discovered that there was a great influence of such EET on enhancing their behaviors and attitudes and shaping their EI.

The findings of this study endorse the positive influence of BPI availability on both present and prospective Palestinian entrepreneurs. The results demonstrate that the more appropriate the BPI positively correlates with a heightened EI (H.1. is accepted) which is consistent with the findings of prior researchers (Bøllingtoft and Ulhøi 2005, Grimaldi and Grandi 2005, McAdam and McAdam 2006, Audretsch, Heger et al. 2015).

Identifying the influence of BPI availability on the Palestinian's actual and potential entrepreneurs EI is complicated because of its correlation with multiple factors, including regional context, economic conditions, regulatory environment, and the quality of the infrastructure provided. In the case of Palestine, none of the above-mentioned factors is appropriate to create the desired positive influence on the EI.

The under-developed BPI in Palestine is preventing entrepreneurs accessing the essential resources such as funding, mentorship, business advisory, and networking opportunities. The poor BPI available in Palestine has made Palestinian entrepreneurs struggle to start and maintain their own businesses indicating the positive influence of BPI availability on Palestinians' EI.

## 6. Conclusion

The study underscores the influence of EET and BPI availability on the EI of both current and prospective Palestinian entrepreneurs. The positive correlation between variables indicates that both EET and BPI availability augment the conceptualization of entrepreneurial concepts and elevate entrepreneurial intention among Palestinians. This study has identified and assured the positive influence of EET and BPI on EI. It suggests that intention is stronger when EET is accessible and BPI is suitable. A robust correlation exists between EET and BPI availability and an individual's propensity to initiate a new business.

Moreover, the availability of EET and BPI significantly influences the intention to initiate a new firm. This underscores the necessity to enhance the several facets of EET and BPI throughout Palestine rendering them more pertinent to the creation of entrepreneurial intentions among Palestinians.

## 7. Study Implications

This study is significant for policymakers in Palestine, as it underscores the necessity to prioritize the enhancement of university entrepreneurial education programs in accordance with the empirical findings presented along with the development of the

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

proper infrastructure. University boards, community groups, and local firms or entrepreneurs are anticipated to play a significant role in the development of effective university entrepreneurship programs to instigate behavioral changes among students. This study is anticipated to substantially influence curriculum or syllabus construction by underscoring the significance of EET in enhancing EI among students, as well as in the design of conferences, seminars, and contests that foster and enhance the students' entrepreneurial culture. It is also significant for entrepreneurship stakeholder in Palestine, as it underscores the necessity to develop and provide the appropriate business, legal, financial and professional infrastructure to encourage entrepreneurs and facilitate their entrepreneurial behaviors.

The findings highlight the importance of political and media awareness and collaboration in advancing EET and delivering BPI awareness. Furthermore, it is essential for extra entrepreneurial stakeholders in Palestine to engage actively in raising awareness and provide necessary assistance.

**Declaration of competing interest**

"The authors affirm that they do not possess any recognized financial or non-financial conflicting interests related to the subject matter discussed in this paper."

**Funding information**

"This research was not funded by any financial institution."

**References**

1. Abdulghaffar, N. A. and G. S. Akkad (2021). "Internal and external barriers to entrepreneurship in Saudi Arabia." Digest of Middle East Studies **30**(2): 116-134.
2. Abubakar, H. A. (2015). "Entrepreneurship development and financial literacy in Africa." World Journal of Entrepreneurship, Management and Sustainable Development **11**(4): 281-294.
3. Acs, Z. J. and L. Szerb (2007). "Entrepreneurship, economic growth and public policy." Small Business Economics **28**: 109-122.
4. Ajzen, I. (1991). "The Theory of planned behavior." Organizational Behavior and Human Decision Processes.
5. Alammari, K., et al. (2019). "Post-materialistic values and entrepreneurial intention–the case of Saudi Arabia." Journal of Small Business and Enterprise Development **26**(1): 158-179.
6. Alanazi, A. (2019). The impact of entrepreneurship education programs on entrepreneurship intention: Updating the field of entrepreneurship education, University of Kansas.
7. Arezki, R., et al. (2019). Promoting a new economy for the middle East and North Africa, World Bank.
8. Audet, J. and P. Couteret (2012). "Coaching the entrepreneur: features and success factors." Journal of Small Business and Enterprise Development **19**(3): 515-531.

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

9. Audretsch, D. B., et al. (2015). "Infrastructure and entrepreneurship." Small Business Economics **44**: 219-230.
10. Bacon, T. R. (2003). "Helping people change." Industrial and Commercial Training **35**(2): 73-77.
11. Bae, T. J., et al. (2014). "The relationship between entrepreneurship education and entrepreneurial intentions: A meta–analytic review." Entrepreneurship theory and practice **38**(2): 217-254.
12. Bartlett, S. and D. Burton (2016). The influence of gender on achievement. Key Issues for Teaching Assistants, Routledge**:** 42-51.
13. Bird, B. (1988). "Implementing entrepreneurial ideas: The case for intention." Academy of management Review **13**(3): 442-453.
14. Bisk, L. (2002). "Formal entrepreneurial mentoring: the efficacy of third party managed programs." Career development international **7**(5): 262-270.
15. Bliemel, M., et al. (2019). "Accelerators as start-up infrastructure for entrepreneurial clusters." Entrepreneurship & Regional Development **31**(1-2): 133-149.
16. Boldureanu, G., et al. (2013). "STUDENTS'ENTREPRENEURIAL COMPETENCIES AND ORIENTATION: CURRENT STATUS AND PERSPECTIVES." Environmental Engineering & Management Journal (EEMJ) **12**(11).
17. Bøllingtoft, A. and J. P. Ulhøi (2005). "The networked business incubator—leveraging entrepreneurial agency?" Journal of Business venturing **20**(2): 265-290.
18. Catchings, M. H. (2000). Models of professional development for teachers: Factors influencing technology implementation in elementary schools, Louisiana State University and Agricultural & Mechanical College.
19. Crișan, E. L., et al. (2021). "A systematic literature review on accelerators." The Journal of Technology Transfer **46**: 62-89.
20. Deakins, D., et al. (1998). "New venture support: an analysis of mentoring support for new and early stage entrepreneurs." Journal of Small Business and Enterprise Development **5**(2): 151-161.
21. DeTienne, D. R. and G. N. Chandler (2004). "Opportunity identification and its role in the entrepreneurial classroom: A pedagogical approach and empirical test." Academy of management learning & education **3**(3): 242-257.
22. Do Paço, A., et al. (2015). "Entrepreneurial intentions: is education enough?" International entrepreneurship and management Journal **11**: 57-75.
23. Dokou, G. K. (2001). Accompagnement entrepreneurial et construction des facteurs clés de succès. Actes de la Xème conférence de l'AIMS, Québec, juin.
24. Drori, I. and M. Wright (2018). Accelerators: characteristics, trends and the new entrepreneurial ecosystem. Accelerators, Edward Elgar Publishing**:** 1-20.
25. Ediagbonya, K. (2013). "The roles of entrepreneurship education in ensuring economic empowerment and development." Journal of business administration and education **4**(1): 35-46.

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

26. Fayolle, A. and B. Gailly (2015). "The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence." Journal of small business management **53**(1): 75-93.
27. Fayolle, A., et al. (2006). "Effect and counter-effect of entrepreneurship education and social context on student's intentions." Estudios de economía aplicada **24**(2): 509-523.
28. Gartner, W. B. (1985). "A conceptual framework for describing the phenomenon of new venture creation." Academy of management Review **10**(4): 696-706.
29. Gautam, M. K. and D. S. K. Singh (2015). "Entrepreneurship education: concept, characteristics and implications for teacher education."
30. Gibb, A. A. (2000). "SME policy, academic research and the growth of ignorance, mythical concepts, myths, assumptions, rituals and confusions." International Small Business Journal **18**(3): 13-35.
31. Gonzalez-Uribe, J. and M. Leatherbee (2018). "The effects of business accelerators on venture performance: Evidence from start-up Chile." The Review of Financial Studies **31**(4): 1566-1603.
32. Graham, L. and E. O'Neill (1997). Sherpa or shepherd: the adviser relationship in small firms-mentor and/or consultant? NATIONAL SMALL FIRMS POLICY AND RESEARCH CONFERENCE, CRANFIELD SCHOOL OF MANAGEMENT.
33. Grimaldi, R. and A. Grandi (2005). "Business incubators and new venture creation: an assessment of incubating models." Technovation **25**(2): 111-121.
34. Guerrero, M., et al. (2018). "Determinants of graduates' start-ups creation across a multi-campus entrepreneurial university: The case of Monterrey Institute of Technology and Higher Education." Journal of small business management **56**(1): 150-178.
35. Hair Jr, J. F., et al. (2021). Partial least squares structural equation modeling (PLS-SEM) using R: A workbook, Springer Nature.
36. Hathaway, I. (2016). "Accelerating growth: Startup accelerator programs in the United States." Advanced Industry Series **81**.
37. Heger, D., et al. (2011). "The effect of broadband infrastructure on entrepreneurial activities: The case of Germany." ZEW-Centre for European Economic Research Discussion Paper(11-081).
38. Ho, M.-H. R., et al. (2018). Impact of entrepreneurship training on entrepreneurial efficacy and alertness among adolescent youth. Frontiers in education, Frontiers Media SA.
39. Honig, B. (2004). "Entrepreneurship education: Toward a model of contingency-based business planning." Academy of management learning & education **3**(3): 258-273.
40. Hundera, M., et al. (2019). "How do female entrepreneurs in developing countries cope with role conflict?" International Journal of Gender and Entrepreneurship **11**(2): 120-145.

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

41. Ireland, R. D., et al. (2003). "A model of strategic entrepreneurship: The construct and its dimensions." Journal of management **29**(6): 963-989.
42. Jafari-Sadeghi, V., et al. (2020). "Level of education and knowledge, foresight competency and international entrepreneurship: A study of human capital determinants in the European countries." European Business Review **32**(1): 46-68.
43. Jena, R. K. (2020). "Measuring the impact of business management Student's attitude towards entrepreneurship education on entrepreneurial intention: A case study." Computers in Human Behavior **107**: 106275.
44. Kankisingi, G. M. (2019). The relationship between entrepreneurial orientation, organisational orientation and innovation performance of manufacturing small and medium enterprises in KwaZulu-Natal province.
45. Karabulut, A. T. (2016). "Personality traits on entrepreneurial intention." Procedia-Social and Behavioral Sciences **229**: 12-21.
46. Katz, J. H. and F. A. Miller (1996). "Coaching leaders through culture change." Consulting Psychology Journal: Practice and Research **48**(2): 104.
47. Katz, J. H. and F. A. Miller (2007). "Coaching leaders through culture change."
48. Krueger, N. F. and A. L. Carsrud (1993). "Entrepreneurial intentions: Applying the theory of planned behaviour." Entrepreneurship & Regional Development **5**(4): 315-330.
49. Kutner, M. H., et al. (2005). Applied linear statistical models, McGraw-hill.
50. Lent, R. W., et al. (1994). "Toward a unifying social cognitive theory of career and academic interest, choice, and performance." Journal of vocational behavior **45**(1): 79-122.
51. Levie, J. and E. Autio (2007). Entrepreneurial framework conditions and national-level entrepreneurial activity: Seven-year panel study. Third Global Entrepreneurship Research Conference.
52. Linan, F. (2008). "Skill and value perceptions: how do they affect entrepreneurial intentions?" International entrepreneurship and management Journal **4**: 257-272.
53. Liñán, F., et al. (2011). "Factors affecting entrepreneurial intention levels: a role for education." International entrepreneurship and management Journal **7**: 195-218.
54. Lorz, M., et al. (2013). "Entrepreneurship education: a systematic review of the methods in impact studies." Journal of enterprising culture **21**(02): 123-151.
55. Martin, B. C., et al. (2013). "Examining the formation of human capital in entrepreneurship: A meta-analysis of entrepreneurship education outcomes." Journal of Business venturing **28**(2): 211-224.
56. Matlay, H. (2008). "The impact of entrepreneurship education on entrepreneurial outcomes." Journal of Small Business and Enterprise Development **15**(2): 382-396.
57. Mazzucato, M. (2014). "Startup myths and obsessions." The Economist **15**.

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

58. McAdam, M. and R. McAdam (2006). "The networked incubator: The role and operation of entrepreneurial networking with the university science park incubator (USI)." The International Journal of Entrepreneurship and Innovation **7**(2): 87-97.
59. McCrossin, J. (2016). "Innovation pain relief." LSJ: Law Society Journal(20): 40-43.
60. Miller, P. and K. Bound (2011). "The startup factories." NESTA. http://www. nesta. org. uk/library/documents/StartupFactories. pdf.
61. Molino, M., et al. (2018). "Personality and social support as determinants of entrepreneurial intention. Gender differences in Italy." PloS one **13**(6): e0199924.
62. Morrison, A. and S. Bergin-Seers (2002). "Pro-growth small businesses: learning "architecture"." Journal of Management Development **21**(5): 388-400.
63. Nadgrodkiewicz, A. (2013). "Building entrepreneurship ecosystems." Economic Reform Features Services.
64. Nazir, S. and M. A. Lone (2022). "Impact of Individual Factors on Entrepreneurial Intention: An Empirical Investigation." Journal of Positive School Psychology **6**(8): 3492-3514.
65. Ndofirepi, T. M. (2022). "Entrepreneurship goal and implementation intentions formation: the role of higher education institutions and contexts." Journal of Innovation and Entrepreneurship **11**(1): 69.
66. Nowiński, W., et al. (2019). "The impact of entrepreneurship education, entrepreneurial self-efficacy and gender on entrepreneurial intentions of university students in the Visegrad countries." Studies in Higher Education **44**(2): 361-379.
67. Nyadu-Addo, R. and M. S. B. Mensah (2018). "Entrepreneurship education in Ghana–the case of the KNUST entrepreneurship clinic." Journal of Small Business and Enterprise Development **25**(4): 573-590.
68. Ogutu, V. and E. Kihonge (2016). "Impact of business incubators on economic growth and entrepreneurship development." International journal of science and research **5**(5): 231-241.
69. Pauwels, C., et al. (2016). "Understanding a new generation incubation model: The accelerator." Technovation **50**: 13-24.
70. Phetha, M. H. (2022). Entrepreneurial intention of matric commerce students in rural areas of KwaZulu-Natal, South Africa.
71. Piperopoulos, P. and D. Dimov (2014). "Burst bubbles or build steam." Entrepreneurship education, entrepreneurial self-efficacy, and entrepreneurial.
72. Radas, S. and L. Božić (2009). "The antecedents of SME innovativeness in an emerging transition economy." Technovation **29**(6-7): 438-450.
73. Ragins, B. R. (1997). "Diversified mentoring relationships in organizations: A power perspective." Academy of management Review **22**(2): 482-521.
74. Rauch, A. and W. Hulsink (2015). "Putting entrepreneurship education where the intention to act lies: An investigation into the impact of entrepreneurship

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307
مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

education on entrepreneurial behavior." Academy of management learning & education **14**(2): 187-204.
75. Roberts, P., et al. (2016). "What's working in startup acceleration: Insights from fifteen village capital programs."
76. Rosca, E., et al. (2017). "Business models for sustainable innovation–an empirical analysis of frugal products and services." Journal of Cleaner Production **162**: S133-S145.
77. Rosca, E. and J. Bendul (2016). Sustainable business models for base of the pyramid: the role of customer participation and cross-sector collaboration. European Conference on Innovation and Entrepreneurship, Academic Conferences International Limited.
78. Ruzzier, J., et al. (2008). "Success and failure in IT outsourcing by government agencies: two Australian case studies." International Journal of Business Information Systems **3**(2): 107-119.
79. Samwel Mwasalwiba, E. (2010). "Entrepreneurship education: a review of its objectives, teaching methods, and impact indicators." Education+ training **52**(1): 20-47.
80. Sánchez, J. C. (2013). "The impact of an entrepreneurship education program on entrepreneurial competencies and intention." Journal of small business management **51**(3): 447-465.
81. Shapero, A. and L. Sokol (1982). "The Social Dimension of Entrepreneurship'in Calvin A." Encyclopedia of Entrepreneurship. New Jersey: Englewood Cliffs.
82. Souitaris, V., et al. (2007). "Do entrepreneurship programmes raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources." Journal of Business venturing **22**(4): 566-591.
83. St-Jean, E. and J. Audet (2012). "The role of mentoring in the learning development of the novice entrepreneur." International entrepreneurship and management Journal **8**: 119-140.
84. Sullivan, R. (2000). "Entrepreneurial learning and mentoring." International Journal of Entrepreneurial Behavior & Research **6**(3): 160-175.
85. Sussan, F. and Z. J. Acs (2017). "The digital entrepreneurial ecosystem." Small Business Economics **49**: 55-73.
86. Teece, D. J. (2015). Intangible assets and a theory of heterogeneous firms, Springer.
87. Thompson, E. R. (2009). "Individual entrepreneurial intent: Construct clarification and development of an internationally reliable metric." Entrepreneurship theory and practice **33**(3): 669-694.
88. Thompson, J. and R. Downing (2007). "The entrepreneur enabler: identifying and supporting those with potential." Journal of Small Business and Enterprise Development **14**(3): 528-544.
89. Tkachev, A. and L. Kolvereid (1999). "Self-employment intentions among Russian students." Entrepreneurship & Regional Development **11**(3): 269-280.

DOI: https://doi.org/10.33193/JALHSS.115.2024.1307

مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع
Journal of Arts, Literature, Humanities and Social Sciences
www.jalhss.com
editor@jalhss.com
ISSN Online: 2414-3383
ISSN Print: 2616-3810
Volume (115) December 2024
العدد (115) ديسمبر 2024

90. Van de Ven, H. (1993). "The development of an infrastructure for entrepreneurship." Journal of Business venturing **8**(3): 211-230.
91. Van der Westhuizen, T. (2024). Practical Tools for Youth Entrepreneurs: An Applied Approach for South Africa and Beyond, Springer Nature.
92. Varela, R. and J. E. Jiménez (2001). "The effect of entrepreneurship education in the universities of Cali." Frontiers of entrepreneurship research: 662.
93. Woolley, J. (2017). Infrastructure for entrepreneurship. Oxford Research Encyclopedia of Business and Management.
94. Zhang, Y., et al. (2014). "The role of entrepreneurship education as a predictor of university students' entrepreneurial intention." International entrepreneurship and management Journal **10**: 623-641.