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The Level of Promotion of Entrepreneurship in Technical Colleges in Palestine

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Abstract: *The study aimed to identify the level of promotion of entrepreneurship in the technical colleges in Palestine. The analytical descriptive method was used in the study. A questionnaire of 41 items was randomly distributed to the technical colleges in the Gaza Strip. The random sample consisted of (275) employees from the mentioned colleges, and the response rate were (74.5%).*

The results of the study showed that the technical colleges achieved a high level of promotion of entrepreneurship with a relative weight of 73.45%. The results of the study showed that there is a high level of promotion of entrepreneurship (risk, preparedness, proactive competition, innovation orientation) in the technical colleges in Gaza Strip. The field of competition came in first place with a relative weight of 76.65%. In the second place came the field (the trend towards innovation) and relative weight (74.96%). In the third place came the field of pre-emptive preparedness with a relative weight of 74.07%. In the fourth and last place came the field of risk and a relative weight of 68.39%. The results confirmed that there are statistically significant differences in the promotion of entrepreneurship in the technical colleges in Gaza Strip due to the college variable in favor of UCAS. The results confirmed that there is no statistically significant relationship in the promotion of entrepreneurship in technical colleges in Gaza Strip due to the variable level of employment.

The researchers suggest a set of recommendations, the most important of which is to draw the attention of the technical colleges to the importance of promoting entrepreneurship, because of their role in reducing the problem of unemployment, the importance of linking technical education and promoting entrepreneurship to the Palestinian society in general and Gaza Strip in particular. The importance of urging decision-makers in technical colleges to promote interest in leadership and to put their own courses in all technical education programs in these colleges, as well as enhancing the technical, technological and technical capabilities of technical education and keeping pace with the latest international standards by providing the necessary material resources. There is a need to urge researchers to conduct further studies of the future which deal with the same variables of the current study in the field of entrepreneurship and applied to other sectors.

Keywords: Risk, Preparedness, Competitiveness, Innovation, Entrepreneurship, Technical Colleges.

1. INTRODUCTION

The spread of the concept of entrepreneurship in society leads to the generation of entrepreneurship, innovation and competition among young people as well as solving the unemployment crisis and the consequent economic and social problems. Entrepreneurship is one of the primary objectives of human efforts. Every day, it seeks to find new innovative ways to earn living, start a new venture or take advantage of an idea. There are many types of business leaders between street vendors and advanced technology innovators, who are united by the desire to use their talents and available resources in the best possible way, while distinguishing between them the success rate in achieving the ambitions that depend on the environment in which they work. Entrepreneurship calls for innovation which may take different forms. It is a true engine of social and economic development, and it remains the best hope for any country to thrive. As societies seek to meet their employment requirements, the importance of caring for a new generation of entrepreneurs, both employers and employees with entrepreneurial spirit, which abound in the Arab world talent and creative ideas that the young looking for those who take them and tweak, and here lies the role of technical education represented by technical colleges (Abu Amuna et al., 2017).

There are many types of business leaders between street vendors and advanced technology innovators, who are united by the desire to use their talents and resources in the best possible way, while distinguishing between them the success rate in achieving the aspirations that depend on the environment in which they work. Entrepreneurship calls for innovation and change that can take different forms and are the real engine of social and economic development. It is still the best hope for any country to prosper. As communities seek to meet their operational requirements, it is crucial to nurture a new generation of entrepreneurs, both employers and employees (El Talla et al., 2017), where entrepreneurship is the process by which individuals recognize opportunities to satisfy needs, and then collect and use resources to meet these needs (Jones, 2007). Many organizations are looking for new practices for staying in a competitive environment Entrepreneurship is one of the tools that help organizations strengthen their competitive position. Concepts related to the concept and natures of business entrepreneurship have proliferated in recent times, despite the fact that there is a lot of convergence.

Our Arab world is full of talent and creative ideas, but most of these ideas do not see light, for example, the lack of financial support from relatives, government agencies or businessmen. Technical education is therefore an innovative opportunity to develop and create new ideas.

2. Problem Statement

Universities, regardless of their financial and economic potential, cannot achieve their functions of education, scientific research, and serving the community except through their human resources, with the continuous scientific efforts and intellectual giving distinguished by their professors (Amiri, 2014). It cannot take the leading role required of them and flying in the skies of teaching and research and administrative innovation, unless given large areas of academic freedom, and this is what distinguishes universities and colleges in developed societies from universities in the developing world, one of the most important reasons and factors of success (Hogan, 2013).

The main research problem is how to promote entrepreneurship in the technical colleges in Palestine, especially in the exceptional circumstances that Gaza Strip suffers from siege and wars, and the consequent increase in the number of universities and colleges in Gaza Strip which requires that there be a conscious leadership capable of harnessing all the potentials and aligning and keeping up with the universities and international colleges and achieving excellence in all fields. By looking at the previous literature and studies related to the research variables and related subjects, the problem of the study was to determine the role of technical education in Entrepreneurship. In light of the foregoing, it seems that the need to address technical education and development in line with the needs of the labor market needs to see the depth of the wide-ranging comes through the promotion of entrepreneurship as a contemporary approach, and based on the above the problem is determined by the following question:

Q1: What is the level of promotion of entrepreneurship in technical colleges in Palestine?

3. Research Objectives

This study tries through its axes to achieve the following objectives:

1. Identify the level of promotion of entrepreneurship technical colleges in Palestine.
2. Identify the differences in the promotion of entrepreneurship between the different colleges in Gaza Strip
3. Identify differences in promotion of entrepreneurship according to job title
4. The conclusion of the conclusions and recommendations of the specially studied technical colleges may contribute to improving their performance and motivating them towards applying the philosophy of management and entrepreneurship, which contributes to the enhancement of technical education.

4. Research Importance

1. Most of the studies related to the concept of entrepreneurship have been concentrated in Western environments, where administrative concepts and tools for measuring performance and standards have developed rapidly, while the present study has dealt with the Arab environment, specifically the Palestinian environment.
2. The researchers hope that this study will open the door for researchers to do more in the field of entrepreneurship.
3. Contribute to encourage researchers to study entrepreneurship and open the way for them to further study in depth and identify the factors affecting them.
4. The study focuses on enhancing the concept of entrepreneurship in the technical colleges in the Gaza Strip, in order to be suitable and compatible with the needs of the labor market, especially under the conditions of Gaza Strip, which is difficult to coincide with the spread of unemployment to serve graduates and other business organizations.
5. Open new horizons for graduates of technical education to benefit from the techniques and mechanisms of entrepreneurship, commensurate with the reality of Gaza Strip.
6. 2- Demonstrate the importance of technical education and entrepreneurship to boost the labor market and the local community in Gaza Strip with its needs of pilot programs and projects.
7. Enhancing the orientation of the technical colleges towards innovation in light of the competition and the high risk inherent in the Palestinian community.

5. Research hypothesis

In order to provide an appropriate answer to the questions posed by the study, the study seeks to test the validity of the following hypotheses:

Ho 1: There is a high level of entrepreneurship in technical colleges in Gaza Strip.

Ho 2: There were statistically significant differences ($\alpha \leq 0.05$) in the promotion of entrepreneurship in technical colleges in the Gaza Strip according to the college variable.

Ho 3: There were statistically significant differences at the level of ($\alpha \leq 0.05$) in the promotion of entrepreneurship according to the functional level variable.

6. RESEARCH VARIABLES

Independent variable: Enhancing Entrepreneurship consists of the following dimensions:

1. Risk
2. Prepare for proactive
3. Offensive competition
4. Towards innovation

Organizational variables: college, career level

7. RESEARCH LIMITS AND SCOPE

1. **Subject Limit (Academic):** The study was limited in its objective to study the reality of technical education in Palestine.
2. **Human Limit:** The study was conducted on the responses of workers in the technical colleges in question.
3. **Institutional Limit**: This study is limited to the major technical colleges in the Gaza Governorates (Palestine Technical College- Dair Al-Balah, Gaza Training Community College (GTC), College of Intermediate Studies- Al-Azhar, and Al-Aqsa Society College).
4. **The spatial limit:** The study was conducted in the State of Palestine and was limited to the technical colleges in the Gaza Strip (Palestine Technical College - Dair Al-Balah, Gaza Training Community College (GTC), College of Intermediate Studies- Al-Azhar, and Al-Aqsa Society College).
5. **Time Limits**: The study was conducted and preliminary data collected on the technical colleges and statistical analyzes were carried out during the period (2017). Therefore, it represents the reality at this time.

8. RESEARCH TERMINOLOGY

- **Entrepreneurship**: Management literature has pointed to many Arabization models of the term entrepreneurship and the term entrepreneur, and the translations suggested for this term: initiative, entrepreneurship, creation, and self-employment. On the other hand, the person is described as initiator, pioneer, creator, Creative, and bold creator. Dollinger (2015) defined entrepreneurship as the process of creating an innovative economic organization for profit or growth under conditions of risk and uncertainty. Teny (2007) defined it as the process by which an organization can create and innovate a new endeavor and transform itself by changing the scope of its operation or processes. Carpenter & Sanders (2009) defined it as a set of activities that lead to entrepreneurship. It means the knowledge integration of opportunities, resources and basic capabilities with the entrepreneur or pilot team to create a new project.
- **Technician**: A person who occupies a middle position between the engineer and the technologist on the one hand and the skilled worker on the other. He has the task of applying the technical practices. He has the scientific knowledge, professional skills and technical expertise that helps him to diagnose the problems and develop the details. He is responsible for transforming the engineer designs into an integrated production process (Al-Shahry, 1995). The task of the technical team is the middle jobs in the production sites and intermediate administrative works and they form the mainstay of the production and service process because they are professionally considered as the operational working link between the various categories of specialists of engineers, trade and others and among the categories of technical workers who work in all the institutions on which the economy is based (Al-Saeed, 2006).
- **Technical colleges:** are regular educational institutions with duration of between 2-3 years after high school and without first-degree students (Mustafa, 2001). Technical colleges have recently been interested in analytical abilities and innovative skills as well as more Modern technologies, adaptation, operation and maintenance, and the training of technicians to absorb the rapid and complex transformations in order to meet the needs of the production and service sectors. Hence, many countries have started to award university degrees and masters and doctorate degrees such faculty's High technology in the United Arab Emirates, which grants bachelor's degree in Engineering Technology (Al-Issa, 2004).
- **Technical Education:** This is the type of formal higher education that includes educational preparation and imparting the skills and technical knowledge that are carried out by regular educational institutions not less than two years after secondary school to prepare a workforce in different disciplines (Al-Abd, 2001).
  The researchers defines technical education as: education that earns individuals the knowledge, skills and trends that qualify them to join the labor market in a technical work and study two years after high school.

9. LITERATURE REVIEW

- Study of (El Talla et al., 2017) aimed to identify the reality of technical education in Palestine. The analytical descriptive method was used in the study. A questionnaire which consisted of 41 paragraphs was distributed randomly to the technical colleges in Gaza Strip. Random sample of (275) employees of these colleges were used, and the response rate was (74.5%).The results showed a high degree of approval for the dimensions of technical education with a relative weight of 76.07%. The ranking and relative weight was as follows: Technical education institutions: 79.51%, graduates of technical education 75.75%, Labor market and local community 72.96%. The researchers propose a number of recommendations, the most important of which is: the need to pay attention to technical education in line with the National Strategic Plan for Higher Education by moving towards technical education. The importance of offering special courses in all technical education programs in these colleges. The researchers urged more future studies that address the same variables as the current study and apply them to other sectors.
- Study of (El Talla et al., 2017) aimed to identify the creative environment and its relation to the graceful management of the technical colleges operating in Gaza Strip. The analytical descriptive method was used through a questionnaire which was randomly distributed to 289 employees of the technical colleges in Gaza Strip with a total number of (1168) employees and a response rate equal to (79.2%) of the sample study. The results showed a high degree of approval for the dimensions of the creative environment with a relative weight of (75.19%). It also showed a high level of creative environment where the ranking and relative weight was as follows: Fluency (76.86%), Sensation of problems (74.89%), Flexibility (74.59%) and originality (74.41%). The results showed that the technical colleges achieved a high level of agile management with a relative weight of 76.69% and a high level of agile management. (79.56%), responding to customer requirements (79.14%), reducing costs (75.68%), maximizing competitiveness and profitability (74.59%), Improve service (74.52%), and the results showed a statistically significant difference relationship between the dimensions of the creative environment and management in agile technical colleges in Gaza Strip. The researchers suggested a number of recommendations, the most important of which is the need to enhance the dimensions of the creative environment by working to improve the abilities of the faculties in fluency, flexibility, originality, sensitivity to problems and the importance of increasing attention to the dimensions of achieving the graceful management because of their role in the development of technical education departments and sustainability. Develop agile management mechanisms and applications in terms of reducing waste, reducing costs, improving service, responding to customer requirements, and maximizing competitiveness and profitability, commensurate with the capabilities of these colleges.
- Study of (Abu Naser et al., 2017) aimed to identify the technical education and its role in promoting entrepreneurship in Gaza Strip. The analytical descriptive method was used in the study. A questionnaire was composed of (41) items and distributed randomly by the technical colleges in Gaza Strip using stratified random sample of (275) employees from the mentioned colleges, and the response rate was (74.5%). The results showed a high degree of approval for the dimensions of technical education with a relative weight of 76.07%. The ranking and relative weights were as follows: Technical education institutions: 79.51%, graduates of technical education 75.75% Labor market and local community 72.96%. The results of the study showed that the technical colleges achieved a high level of promotion of entrepreneurship with a relative weight of 73.45%. Where the ranking and relative weights were as follows: competitive assault (76.65%), creative orientation (74.96%), preparedness (74.07%) and risk (68.39%). The results also confirmed a statistically significant relationship between the dimensions of technical education and the promotion of entrepreneurship in technical colleges in Gaza Strip. The results also confirmed a statistically significant impact of technical education on the promotion of entrepreneurship in the technical colleges in Gaza Strip. The researchers proposed a number of recommendations, the most important: the need to go to technical education because of its role in the promotion of entrepreneurship, the importance of linking technical education and promoting entrepreneurship to the Palestinian society in general and the Gaza Strip in particular, the need to pay attention to technical education in line with the National Strategic Plan for Higher Education by moving towards technical education, and the importance of urging decision-makers in technical colleges to promote interest in leadership and to put their own courses in all technical education programs in these colleges. The researchers urged further studies of the same variables as the current study of entrepreneurship and their application to other sectors.
- Study of (Abu Naser et al., 2017) aimed to identify the social networks and their role in achieving the effectiveness of electronic marketing for technical colleges in the Gaza Strip, which included variables of social networks and their role in electronic marketing, as well as the recognition of the existence of differences of statistical significance in the attitudes of respondents towards the variables of the study, and using a descriptive

analytical approach in the study. A questionnaire of 50 items was randomly distributed among the technical colleges in Gaza Strip. The sample of the study was composed of (275) employees of these colleges. The response rate was 74.5%. The results showed a high degree of approval for the dimensions of social networks and a relative weight (74.15%). There is a high level of social networking areas (site management (74.91%), content of the site: (73.38%)). The technical colleges achieved a high level of use of electronic marketing, where the total relative weight (70.24%). There is a high level of e-marketing (Electronic advertising (71.75%), electronic promotion (74.75%), news groups (66.03%), and communication with the audience (student) (68.73%)). There is a statistically significant relationship between the organization's smart dimensions and sustainability in the technical colleges in Gaza Strip. The results also confirmed that there is a statistically significant impact of social networks in e-marketing in the technical colleges in Gaza Strip. The researchers proposed a number of recommendations, the most important of which are: Adopting dealing with the various social media sites as a reality on the Palestinian and Arab technical colleges, using them in accordance with the objectives of the technical colleges. The need to direct marketing through social networks and the exploitation of this network in marketing through them, the follow-up of the pages of the colleges and open the door of dialogue, communication, and respond to all inquiries. Technical colleges should put electronic marketing in their strategic marketing plan.

- Study of (El Talla et al., 2017) aimed at identify technical colleges as smart organizations and their relation to sustainability. The variables of smart organizations included: "Strategic vision, culture of merit and excellence, incentive system" and its relation to sustainability, which included three main dimensions (innovation, processes, and environmental aspects of the community). The questionnaire was composed of (39) items, which were randomly distributed to the technical colleges in the Gaza Strip. The sample of the study consisted of 289 employees from the mentioned colleges. The response rate was (79.2%). The results showed a high degree of approval for the dimensions of the smart organization and relative weight (71.42%) according to the perspective of the employees of the technical colleges in the Gaza Strip. Where the field (culture of merit and skill) ranked first and with relative weight (73.76%), followed by strategic vision and relative weight (72.62%), and finally came the area (incentive program) in the third and last place and a relative weight (67.91%). The results of the study showed that the technical colleges achieved a level high in sustainability in its operations with total relative weight (73.33%). Where the field (environmental aspects of society) came first and with relative weight (73.97%), followed by innovation and relative weight (73.10%), and finally came the field (operations) ranked third and last and relative weight (72.92%). The results confirmed a statistically significant relationship between the organization's smart dimensions and sustainability in the technical colleges in the Gaza Strip. The researchers propose a number of recommendations, the most important of which are: to enhance the dimensions of the smart organization in the technical colleges by improving the incentive program, developing the strategic vision and then supporting the culture of merit and skill. And increasing attention to the dimensions of achieving sustainability because of their role in the development and sustainability of technical education through the promotion and improvement of operations in technical colleges. He urged senior management and decision-makers to work in technical colleges to create, innovate and reward and support their creators.
- Study of (Abu Naser et al., 2017) which was aimed at identifying the technical education and its role in promoting entrepreneurship in Gaza Strip. The analytical descriptive method was used in the study. A questionnaire of 41 items was randomly distributed to the technical colleges in the Gaza Strip. Using a random sample of (275) employees from the mentioned colleges, the response rate was (74.5%). The results of the study showed that the technical colleges achieved a high level of promotion of entrepreneurship with a relative weight of 73.45%. Where the ranking and relative weight were as follows: competitive assault (76.65%), creative orientation (74.96%), preparedness (74.07%) and risk (68.39%). The results also confirmed a statistically significant impact of technical education in promoting entrepreneurship in technical colleges in Gaza Strip. The researchers suggested a number of recommendations, the most important: the need to go to technical education because of its role in promoting entrepreneurship. The importance of linking technical education and promoting entrepreneurship to the Palestinian society in general and the Gaza Strip in particular.
- Study of (Hermanto & Suryanto, 2017) which found the availability of entrepreneurial components in full but whose activities are still limited due to low government support and lack of harmony between these components due to the absence of laws organized by the government.
- The study of (Mthanti & Ojah, 2017) conducted on (93) countries through their data in the period (1980-2008). The study used three key indicators to measure the development of entrepreneurship: risk, proactive and innovative. The study found that entrepreneurial activities are strongly linked to the economic growth of those countries, especially those that adopt new and innovative activities that are not repeated.

- The study of (Barba-Sánchez & Atienza-Sahuquillo, 2017) conducted in Spain by a group of entrepreneurs who have successfully established their own businesses. The study found that the reason for the success of these individuals is not limited to the availability of material funding alone, but is strongly linked to the existence of a great motivation for individuals to succeed and not surrender to failure from the first time.
- The study of (Al-Sultan, 2016) which dealt with the most important factors of the successful system of entrepreneurship from an Arab and global perspective. She pointed out that attention to leadership education, leadership skills development, support of government and private institutions, training and self-development are among the most important factors for success in entrepreneurship.
- The study of (Hassan, 2016), which aimed to identify the relationship between the pilot characteristics and strategic planning of the employees of the senior departments of the Palestinian commercial banks operating in Gaza Strip. The study showed a number of results, the most important being a high degree of approval by the sample members (90.1%), followed by "Love of Achievement" with a relative weight of (89.5%), and came in third place after the "initiative" with a relative weight of 84.1% Self-confidence "with a relative weight of (86.6%), and came in fourth place after" innovation "weight (77.4%). It was ranked sixth and final after "independence and responsibility" with a relative weight of (77%). There was a high degree of approval by sample members the study on the field of strategic planning, with a relative weight of (82.7%). There is a statistically significant relationship between the dimensions of the pilot characteristics and the strategic planning of the employees of the higher departments in the commercial banks. The absence of statistically significant differences between the average responses of the sample members of the study sample to the characteristics of the leaders in the senior management in the commercial banks. The research sample is attributed to each of the following variables: "Gender, age, academic qualification, experience and job title.
- The study of (Al-Khazandar, 2015) which aims to highlight the concept of pioneering thinking and tools for the development of pioneering thinking and how to provide students in universities with leadership qualities to promote community development. The study found that Palestinian universities recognize the importance of leadership and adopt pioneering courses in business administration programs. Some universities have also established business incubators to adopt pilot projects and provide part of the financial support for entrepreneurs.
- The study of (Abdullah et al., 2014) which showed the decline of the pioneering activity in Palestine in general and among young people in particular, the existence of a positive relationship between education and the leading activity, based on consumption and conversion activities and the existence of many obstacles, the most important is lack of funding, the legal and legislative environment, political obstacles, lack of experience and training.
- The study of (Mohammed and Abdel Karim, 2011) entitled "The reality of entrepreneurship in the Palestinian economy". The most important obstacles to entrepreneurship in Palestine are the limited sources of finance, the difficulty of obtaining loans, the failure to apply modern administrative methods and the focus on financing existing and successful projects. The study recommended the implementation of a set of policies and procedures that will improve the performance of pilot projects in Palestine.

10. THE THEORETICAL FRAMEWORK OF THE STUDY

Entrepreneurship

Entrepreneurship has a wide international interest in the media, political debates, entertainment industry such as films and TV series, education at various levels, academic studies and research. It also focuses on young people and sex in both developed and developing countries (Minnick, 2016).

Despite the abundance of literature on entrepreneurship, there is still a difference between common definitions of entrepreneurship. In 1988, Gartner published a research entitled "Who is the Pioneer" (30) contains a (30) definitions of the leading term, and the dilemma of the definition of entrepreneurship still exists in terms of a unified scientific term that defines entrepreneurship (Ahmetoglu, 2014). Al-Najjar and Al-Ali (2010) defines entrepreneurship as "the process through which an individual or group of individuals uses an organized effort and means to seek opportunities to secure the value and growth of a project by responding to desires and needs through innovation and individuality". While Al-Shamamari and Al-Mabrik (2016) define it as "creating a free business that is creative and risky."

While many authors have defined it as "identifying and exploiting opportunities", while other authors such as (Beckman et al. 2012; Hosseini et al., 2012; Zupic 2014) linked between entrepreneurship and opportunities (Al Omoush et al., 2017).

We conclude from these definitions that entrepreneurship is an activity that focuses on the creation of a free business and provides added economic efficiency. It also means managing resources efficiently and qualitatively to introduce

something new or create new economic and administrative activity that is characterized by a kind of risk but considered risk. Figure 1 illustrates the concept of entrepreneurship.

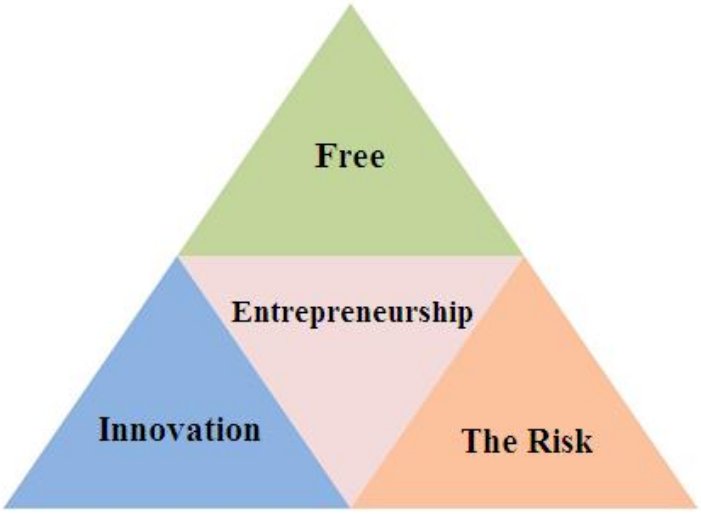

Figure 1: The concept of entrepreneurship
Source: Al-Shamamari, Ahmad and Al-Mabrik, Wafa (2016). Principles of entrepreneurship for non-specialists, King Fahad National Library, Saudi Arabia, P: (10).

From the above, elements of the concept of entrepreneurship can be identified by the following key points:

1. Know the opportunity available.
2. Formation and establishment of profit-oriented economic organizations.
3. Mix innovation, innovation and risk tolerance.
4. Optimal use of available resources.

The importance of entrepreneurship

Entrepreneurship is of real importance as it is necessary to look for new ways to achieve success and stability for business organizations. This process is reflected in the fundamental transformation to achieve new objectives in strategic management. In recent years, companies have encouraged research on entrepreneurship (Dokukina & Petrovskaia, 2004). On the other hand, entrepreneurship contributes to economic savings that contribute to the growth of projects and gives them competitive advantage and stability in the face of fluctuations and obstacles through the formation of lasting dreams transcend simple dreams of building wealth in short periods of time (Al-Omoush et al., 2017).

Among the most important areas that show the importance of entrepreneurship is the following (Shah & Bhutta, 2013):

1. It is a vital component of successful organizations as it enhances the value of innovation in the work environment, as well as its growth, providing employees with the opportunity to capitalize on their creative skills and to develop their culture that strengthens their performance in the marketplace.
2. Organizations are expected to face risks and threats from other organizations in a competitive environment because they have high costs to deal with.
3. Finally, it highlights the knowledge gap in managerial thought through the relationship between the concepts of entrepreneurship and competition in terms of innovation in organizations.

In the same context, entrepreneurship is of great importance to many organizations for their role in promoting economic growth, helping them to create new business through their creative process, market development, and strategic innovation (Tang et al., 2005). (Hisrich & Peters, 2002), cited the most important reasons for the great interest in the operational effectiveness of organizations at the current stage:

1. The emergence of social culture that recommends (do yourself something special)
2. The strength of competition between business organizations and the need to employ technology.
3. Preserving the creative workers in the field of knowledge and experience.

4. Flexibility in work and high performance.
5. Finding new activities can add value to the organization.

Based on this, leadership is one of the most important and important issues that are clearly being addressed due to environmental challenges and rapid developments, an increase in the number of competitors and a sense of mistrust of conventional administrative methods.

Entrepreneurship dimensions

The basic feature of entrepreneurship as a socio-economic phenomenon is its diversity, which poses a major challenge to researchers in determining the dimensions of entrepreneurship. On the other hand, it is very important that decision makers know the diversity of entrepreneurial entrepreneurship and knowledge of leading leaders and allow them to influence more effectively the direction and development of the enterprise sector (Cieslik, J., 2017). These dimensions are influenced by multiple factors. Therefore, attention must be paid to the multidimensional factors that may be a competitive advantage for some or may be limited to States in terms of laws and others. The Figure (3) illustrates the dimensions of basic entrepreneurship.

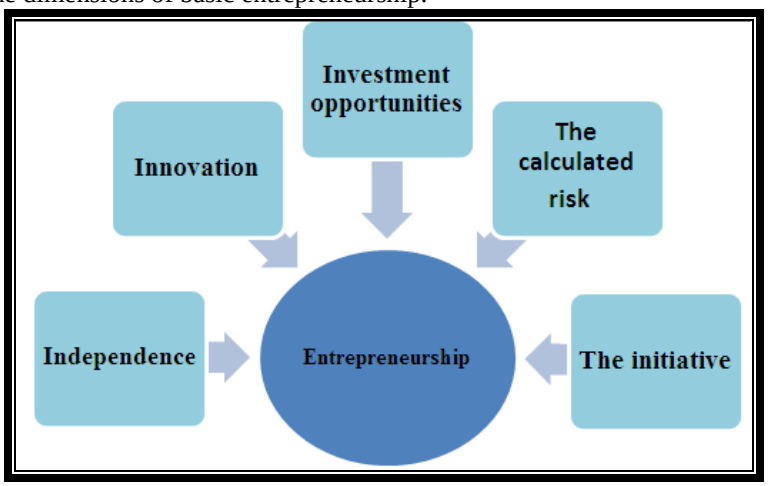

Figure 2: Entrepreneurship dimensions

Source: Prepared by researchers based on the study literature (2018)

First- Initiative: It is the most important characteristic of entrepreneurship as it takes more risky steps than environmental conditions. It also means the beginning, pursuing the promising opportunity rather than just responding to the competitors' movements and being a leader in innovation and at the forefront of competitors (Hamadi and Salman, 2016).

Second- Calculated risk: It is a clear process for selecting projects, collecting basic information in terms of cash flow and return on investment and focusing on negatives and positives that affect project objectives (Abu Qarn, 2015).

There are several risks faced by innovative projects (Al-Shammari et al., 2017):

1. **Work risk**: The risk of being anonymous means not knowing the probability of success and is related to access to untested markets or the use of untested technology.
2. **Market risk:** relates to changes in foreign exchange rates, changes in market value and changes in interest rates.
3. **Financial risks**: arising from high indebtedness, the use of a large amount of resources for growth or failure to market and sell the product.
4. **Personal risk**: committed by entrepreneurs by making erroneous decisions that affect the sustainability of the project and its financial position.
5. **Regulatory risks**: related to changes in laws and legislation.

However, there are no limits to risk-taking behavior for new projects. The lower the risk, the more likely a person is to be a worker.

Third- Investment opportunities: Investment is considered a modern economic term, and refers to the use of capital to stimulate a certain economic project due to the material benefit to the owners of the project and positively affect the national economy. The term also refers to the fact that it is an economic variable that seeks to optimize the exploitation of the capital owned by a particular entity. This exploitation seeks to achieve a profitable and profitable

benefit based on unprecedented economic methods and methods. Investment is to employ money to achieve return or income or profit and money. The return and risk are linked to a direct relationship. The greater the investor's ambition to get a higher returns on his investment, the more he prepares himself to accept a higher degree of risk and vice versa.

Fourthly- innovation (Innovation): Is the distinctive element of entrepreneurship and the basis for the success of entrepreneurial projects and their competitive advantage. Innovation and innovation are often combined as synonymous, despite the different mechanisms of each. Innovation is dealing with creative ideas, activities and experiences through excellence in product or service, while innovation is the process of finding and developing a new product or service (Salman and Al-Naciri, 2016).

Entrepreneurship is innovative in nature and innovation and innovation is the leading act to achieve wealth by finding new uses of available resources. Innovation also includes the ability to identify and solve problems efficiently and competently and is the first step towards innovation.

There are several types of entrepreneurial innovation which are as follows (Mthanti & Ojah, 2017):

1. Partial innovation: Partially created in the nature of the technology used and little interest in the market.
2. Professional innovation: Use of new technology and little interest in the market.
3. New internal innovation: current technological means with increased interest in the market.
4. Global Innovation: Using new technology and great market interest.

There are two types of entrepreneurship in general, each of which has unique characteristics that one of the MIT researchers has classified as SME and Entrepreneurship (IDE) as shown in the following table:

Table 1: Types of Entrepreneurship

Characteristics	Entrepreneurship For Small And Medium Enterprises	Entrepreneurship With Innovation
Market	Focuses on the local market	Focuses on local and global market
Innovation	It is not necessary to establish - grow - achieve a competitive advantage	The project is based on innovative principles and carries a competitive advantage
Functions	Non-negotiable or outsourced (restaurant-laundry clothes)	Negotiable and not necessarily local
Finance	Family projects - limited external financing	A variety of sources of funding
The Growth	Growth in Fixed Line - The more capital the cash flow increases - the return	Start with a loss - when you achieve success you take an exponential curve to the rise, the more capital does not grow the returns - the quick cash flow

Source: Aulet, B. (2013), "Disciplined Enterpreneurship", John Wiley & Sons, Inc., Hoboken, New Jersey, USA, P.7.

Fifthly- Independence: The desire for autonomy and self-reliance is characteristic of emerging entrepreneurs who are likely to create highly influential and future-oriented businesses and the extent to which individuals and teams are given the freedom to practice their creations by introducing new ideas and following them to reach results (Salman and Al-Naciri, 2016). Where entrepreneurs play a crucial role in the process of making creations forward and using their social capital to develop social networks and employ it for business success. Autonomy is also an appropriate working environment for people with a leadership orientation, and leading organizations help in decision making and strategic planning (Baptista and Leitão, 2015).

Characteristics of business leaders

It is difficult to identify a list of leading characteristics that can be generalized to all entrepreneurs. For example, 40 traits of a pilot, and subsequent researchers may develop another set of personality or behavioral characteristics of the leading personality (Al-Khazandar, 2015). The following are the most important characteristics of entrepreneurs who are more involved in modern research and scientific studies:

1. Self-control: A leading person overcomes the surrounding environmental factors and is not allowed to control it. He does not believe in luck as the basis for his success in life, but depends on his abilities and knowledge, and never succumb to failure so it sees work hard and effort to reach its goals (Sultan, 2015).

2. The need to achieve: The leader has the motivation to achieve excellence and love. He always wants to increase his responsibilities, develop his skills, solve the problems he faces and distinguished from the rest of his colleagues (Abu Qarn, 2015).
3. Risk-taking: A leader who is willing to take risks, work under uncertainties, sacrifice his financial resources, his time and effort in return for his goal, does not look back and cares about the future (Hamböck et al., 2017).
4. Self-confidence: The leader is confident in his abilities and thinking, which helps him to win customers. He has the ability to manage and lead the team and is a reference to others who consult him even in solving their own problems because they trust him and his ideas (Al-Najjar and Al-Ali, 2010).
5. Communication with others and the ability to persuade: The leader is an optimistic person who likes to communicate with others, has positive energy invested in his relations with the surrounding and always prefers to hear and analyze and then give his opinion (Abu Bakr, 2014).
6. Independence: The entrepreneurial man is an independent person who likes to be a president who is not subordinated, takes his own decisions away from the influences of the surroundings, always seeks a source of self-employment in an attempt to achieve financial independence and takes responsibility for his decisions regardless of the results (Barba-Sánchez & Atienza-Sahuquillo, 2017)).
7. Planning and organization: A leader who has clear goals and plans of operation to adjust when necessary, always seeks to reach his goals at the lowest costs and constantly organizes his time to face any difficulties and problems (Miranda et al., 2017).
8. A high level of energy, perseverance and commitment: He has the desire to work long hours, bear the pressures of work and do all that is required of him or more (Miranda et all, 2017).

Success factors for entrepreneurship

Many researchers have written about the entrepreneurial success factors expressed in the entrepreneurial ecosystem, but many of these literatures are deficient in identifying the factors that influence and influence this system. This deficiency can be limited to the following points:

1. Most studies give a rigid view of the environment without being considered a sophisticated environment.
2. The difficulty of identifying institutions with the greatest impact on entrepreneurship (universities, business incubators, research foundations, finance).
3. Clarity of elements in this system is unclear.
4. Do not give a comprehensive view of all industries.

Cohen was the first researcher to use the term entrepreneurship ecosystem in 2006 and defined it as "an interrelated set of factors in a local geographic community committed to sustainable development by supporting and facilitating the creation of new projects". However, the ideas for a more advanced ecosystem date back to 1989 through the works of Dubini (Alvedalen and Boschma, 2017). Therefore, we will follow what is universally recognized both in terms of research and scientific studies, the Global Observatory for Entrepreneurship or the Global Entrepreneurship Index (based primarily on the Global Observatory for Entrepreneurship). The following is a brief explanation of the most important factors of the entrepreneurial ecosystem (Stam, 2015):

1. Local and global markets: in terms of market size (small - medium - large) and type of customer (individuals - government - companies).
2. Human capital: managerial ability, technological capability, entrepreneurial experience, external outsourcing capabilities and access to migrant labor.
3. Finance: Friends, family, sponsor investor (financier), private equity, venture capital or risk and borrowing.
4. Support and guidance systems: guidance, counselors, specialized services, business incubators, business accelerators and networks.
5. Government, legal structure: ease of starting business, tax incentives, business-friendly legislation, availability and accessibility of infrastructure, availability of communications and availability of different transport routes.
6. Education and Training: The availability of a pre-university workforce that provides a workforce with university qualifications, especially those with leadership skills.

7. Universities as a Catalyst: Promoting a culture of promotion and respect for entrepreneurship plays a key role in shaping and shaping new ideas and a key role in providing new and emerging companies with qualified graduates.
8. Supporting culture: tolerance to risk and failure, preference for self-employment, success stories, fostering a culture of research and creating a positive image of entrepreneurship and celebration as a kind of stimulation of any new innovation.

Recent Trends in Entrepreneurship - Pioneering Universities

Over the past 20 years, entrepreneurship education programs have witnessed a remarkable growth in the number of colleges that study courses and entrepreneurship programs. There have been several scientific departments specialized in entrepreneurship in various aspects. The number of organizations, institutions and centers specialized in entrepreneurship and academic entrepreneurship has increased (Oh, 2017).

The pioneering university is recognized as a source of strong economic construction based on one of the country's most important resources, the labor force, and contributes to the country's sustainable development by building a knowledge economy as a source of wealth for the country. What should be noted is the role of universities in developing the entrepreneurial spirit of learners and developing their abilities to be successful entrepreneurs, not to mention the role of the university in producing knowledge and turning it into business ideas that can easily be applied to the market (Ibrahim et al., 2017).

The components of the University's ecosystem are seven key elements that must be provided for the success of any university's entrepreneurship system (Al-Mabrik and Al-Shaibani, 2016):

1. Support the senior leadership of the university.
2. Members of leading and leading educational institutions.
3. A long-term commitment to support entrepreneurship.
4. Allocation of significant financial resources.
5. Commitment to continue innovation in curricula and programs.
6. Appropriate organizational infrastructure.
7. Commitment to building regulatory networks and supply chains involving all stakeholders in the community to provide sustainability for pilot projects.

Since it is not assumed that all learners in institutions of higher learning have a pioneering orientation, it is acceptable that they be educated on entrepreneurship in order to encourage individuals to work independently and develop their spirit of adventure. Therefore, some universities have established what are called (Entrepreneurship Centers), some of which are affiliated to the Faculty of Commerce, some of which follow an independent department and differ from business incubators (Maas and Jones, 2017).

11. FIELD STUDY

First- Methodology of the study:

This study is based on the analytical descriptive approach to describe and describe the phenomenon to be studied as it exists. In fact, researchers in this approach are considering the study of tools, phenomena and practices existing and available for study and measurement as they are, without the intervention of the researchers in their course, and researchers can interact with them and describe them and analyze them scientifically and objectively

The study relies on two basic types of data:

1. **Initial Data:** The study was carried out in the field by distributing questionnaires to study the vocabulary of the study, collecting and gathering the necessary information in the subject of the study, and then unloading and analyzing it using the statistical program (SPSS) and using the appropriate statistical tests in order to arrive at indications of value and indicators that support the subject of the study. And some personal interviews conducted by the researchers with those involved in order to obtain some undocumented data in writing and to clarify some views.
2. **Secondary data**: through the review of books, periodicals, special publications, scientific and professional journals related to the subject of the study, and any references contribute to enrich the study in a scientific way, and the researchers through the use of secondary sources in the study to identify the foundations and scientific methods sound in writing studies, A general overview of the latest developments that took place in the field of study.

Second- Study Population:

The study population consists of all employees in the technical colleges in the Gaza Strip (Palestine Technical College - Dair Al-Balah, Gaza Training Community College, College of Intermediate Studies- Al-Azhar, University College of Applied Sciences, Al-Aqsa Society College).

The study population may be (964) of the employees of the technical colleges under study as follows:

Table 1: illustrates the study population

The College	Number Of Employees	The Ratio%
Palestine Technical College	193	%20
Gaza Training Community College	119	%12.34
College of Intermediate Studies- Al-Azhar	184	%19.09
College of Applied Sciences	335	%34.75
Al-Aqsa Society College	133	%13.79
Total	964	%100

Source: Prepared by researchers by reference to the statistical book and the annual statistical guide for Palestinian higher education institutions, Ministry of Education and Higher Education (2016)

Third- The study sample:

1. A survey sample was used by the researchers to verify the validity and reliability of these tools. The sample size was 32 employees.
2. The sample is random and consists of (275) employees of these colleges. The response rate was 74.5%.

Table 2: Distribution of respondents from the sample of the study

Personal Data	Category	The Number	The Ratio%
Career Level	Dean / Vice	5	2.43%
	Head of Academic Section	17	8.29%
	Head of Administrative Section	21	10.24%
	the Administrative	76	37.07%
	Full time lecturer	59	28.78%
	Part time lecturer	27	13.17%
	Total	205	100%
The college	Palestine Technical College	30	14.63%
	Gaza Training Community College	31	15.12%
	College of Intermediate Studies- Al-Azhar	47	22.92%
	College of Applied Sciences	45	21.95%
	Al-Aqsa Society College	52	25.36%
	Total	205	100%

Table 3 shows that:

As for the career level, the category of Dean / vice was (2.43%). The academic department head was 8.29%, the head of administrative department was 10.24% and the administrative category was 37.07%. On the keenness of the technical colleges to attract administrators able to promote their colleges and serve the students and facilitate them, and the category of full-time lecturer in the second place (28.78%), which indicates the keenness of technical colleges to provide a scientific atmosphere specialized in the presence of cadres full-time academic ability to develop students and give them a sufficient amount of academic sciences systematically and correctly, as came the category of lecturer (13.17%) as the technical colleges still need more specialists in different fields.

As for the college variable, Al-Aqsa Community College came first with 25.36%, which is a government college. The general orientation of the Ministry of Education is towards technical education. Therefore, there is a keenness from the Ministry to provide government colleges with the needs they need. (22.92%), followed by the University College of Applied Sciences (21.95%), followed by the Gaza Training Society College (15.12%), followed by the last rank Palestine Technical College, this received (14 .63%).

Fourthly- Study tool:

Since the nature of the hypotheses and the variables included in them are the ones that control the selection of the appropriate tool, accordingly, the researchers have prepared a measure for that study commensurate with its

objectives and hypotheses, the process of design and preparation of the study scale has gone through several stages and steps as follows:

1. See the literature and previous studies related to the subject of the present study.
2. Collect and define scale paragraphs.
3. Formulation of the standard expressions according to the study sample.
4. Set the meter instructions.
5. How to correct the meter.
6. Conduct a study of stability and honesty of the scale.

How to correct the meter:

The five-dimensional Likert scale was used to measure respondents' responses to the questionnaire sections according to the following table:

Table 3: The degrees of the five-dimensional Likert scale

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Class	1	2	3	4	5

Validate the measure: The researchers calculated the validity of the meter in the following ways:

1. **Virtual honesty**: The researchers verified the authenticity of the tool ostensibly by presenting it to a group of PhD holders in Business Administration (8). The apparent honesty indicates the general appearance of the test in terms of its relevance to the subjects, the relevance of the phrase to the field, and the clarity of the wording and instructions.
2. **Internal consistency**: The researchers calculated the validity of the internal consistency of the scale by finding the correlation coefficients between each field and the total score of the scale. The researchers conducted honesty and persistence on a sample of 32 employees by finding correlation coefficients for each paragraph in the field to which they belong. The following tables:

Table 5: Honesty coefficients for each paragraph with the total score of the field in the business scale

The Risk			Preparedness For Procrastination			Offensive Competition			Towards Innovation		
Paragraph number	Honesty coefficient	Level of significance	Paragraph number	Honesty coefficient	Level of significance	Paragraph number	Honesty coefficient	Level of significance	Paragraph number	Honesty coefficient	Level of significance
1	0.736	0.01	1	0.776	0.01	1	0.748	0.01	1	0.881	0.01
2	0.8687	0.01	2	0.894	0.01	2	0.895	0.01	2	0.893	0.01
3	0.915	0.01	3	0.886	0.01	3	0.896	0.01	3	0.862	0.01
4	0.863	0.01	4	0.814	0.01	4	0.906	0.01	4	0.862	0.01
5	0.812	0.01	5	0.891	0.01	5	0.832	0.01	5	0.854	0.01

Stability of the scale:

The concept of stability means the ability of the test to give the same grades or values to the same individual or individuals if the measurement process is repeated. To ensure the stability of the scale, the researchers used the following methods:

1. **The method of split-half**: by calculating the correlation coefficient between the odd and even numbered questions, and obtained the stability coefficients as shown in the following table.

Table 6: Stability coefficient of the measure of entrepreneurship

No.	Field	Number Of Item	Correlation Coefficient Before Adjustment	Correlation Coefficient After Adjustment	Level Of Significance
1.	The risk	5	0.617	0.753	Sig. at 0.01

No.	Field	Number Of Item	Correlation Coefficient Before Adjustment	Correlation Coefficient After Adjustment	Level Of Significance
2.	Preparedness for Procrastination	5	0.752	0.849	Sig. at 0.01
3.	Offensive competition	5	0.752	0.842	Sig. at 0.01
4.	Towards Innovation	5	0.821	0.884	Sig. at 0.01

From the previous table, it is clear that the stability coefficients in all midterm segments were high, indicating that the questionnaire has a high degree of stability.

2. **Alpha Cronbach's coefficient of persistence**: The researchers performed alpha-cronbach's persistence coefficient between the terms of each field separately, as shown in the following table:

Table 7: shows the coefficients of Alpha Cronbach for each of the domains of the scale of entrepreneurship

No.	Field	Coefficient Of Alpha-Cronbach Stability
1.	The risk	0.889
2.	Preparedness for Procrastination	0.903
3.	Offensive competition	0.907
4.	Towards Innovation	0.918

The above table shows that alpha-cronbach coefficients are all high. This indicates that the questionnaire has a high degree of stability. The general correlation coefficient was (0.960), which is a high stability coefficient, indicates strength and validity of the scale. The researchers noted that the coefficients of the coefficients Pearson's correlations correlate with the results of alpha-cronbach's stability coefficient.

Fifthly- Statistical Methods:

The computer was used in the statistical processing, especially the statistical packages program (SPSS), where all the data obtained by the researchers and then the results were extracted through the scientific equations necessary for this and the most important used in this study:

1. Averages, frequencies, standard deviations and percentages.
2. Spearman Brown's correlation coefficient for the equal half - division, and the Cronbach alpha factor to determine the stability of the resolution.
3. Pearson correlation coefficient to measure the relationship between variables.
4. One way anova test for differences between averages.

12. TEST THE STUDY HYPOTHESES

To test the hypotheses and to use the five-digit Likert in the study instrument, the study adopted the following table to judge the trend when using the five-digit Likert.

Table 8: Scale of measurements used in this study

Method / The Level	SMA	Relative weight%
Very Low	Less than (1.80)	Less than 36.00%
Low	From (1.80): (2.59)	From 36.00: 51.90%
Medium	From (2.60): (3.39)	From 52.00: 67.90%
High	From (3.40): (4.19)	From 68.00: 83.90%
Very High	Greater than (4.20)	Greater than 84.00%

This gives a statistical indication that the averages are less than (1.80) indicate a very low degree in the elements of the field. The averages of (1.80: 2.59) indicate a low degree of availability of field elements, while (2.60:3.39) indicate that there is a medium degree in the elements of the field, and the averages ranging from (3.40:4.19) indicate that there is a large degree in the elements of the field. More than (4.20) indicate that there is a very large degree in the elements of the field, on the scale used in the study shown in the previous table

The first hypothesis test, which states:

Ho 1: There is a high level of entrepreneurship in technical colleges in Gaza Strip.

To test this hypothesis, the researchers resorted to frequencies, averages, standard deviation, percentages, and order. The results were as shown in the following tables:

Table 9: Frequency, Mean, Standard Deviation, Percentages, Order, and Value of "T" of Respondents' Responses to Risk

No.	Item	Arithmetic Mean	Standard Deviation	"T" Value	Relative Weight%	Item Order	P- Value Morality P- Value
1.	The college supports the calculated risk in business performance.	3.50	0.930	7.622	70.00%	2	0.000
2.	The College supports staff in capturing opportunities.	3.54	0.860	8.931	70.80%	1	0.000
3.	Supports the college to do the work according to the work of the worker.	3.44	0.903	6.958	68.80%	3	0.000
4.	Stimulates the college to do risky things.	3.27	0.955	4.020	65.40%	5	0.000
5.	The college sets multiple scenarios for problems before they occur.	3.38	0.971	5.611	67.60%	4	0.000
Total domain		3.4195	0.82368	7.292	68.39%		0.000

The value of "T" is the tabular at a degree of freedom (204) and at the level of significance (0.05) = 1.65
The value of "T" is the tabular at the degree of freedom (204) and at the level of significance (0.01) = 2.34

Table (9) shows that the value of the calculated T is greater than the tabular value of T in all the paragraphs of the risk field. Therefore, there is a statistical significance for the relative weight of these paragraphs. (65.40%), while the fourth paragraph (stimulating the college to do risky things) ranked last with a relative weight (65.04%). The total score for the field of risk was a relative weight of 68.39 %), which is high, that is, there is a high level of risk in technical colleges.

Table 10: Frequency, Mean, Standard Deviation, Percentages, Order, and Value of "T" Responses of Sample Members in Preparedness

No.	Item	Arithmetic Mean	Standard Deviation	"T" Value	Relative Weight%	Item Order	P- Value Morality P- Value
1.	Pay college staff for a big card achievement.	3.59	0.990	8.460	71.80%	5	0.000
2.	The college supports new ideas in doing business.	3.70	0.955	10.410	74.00%	4	0.000
3.	The college enhances the ability to transform new ideas into successful work.	3.74	0.840	12.586	74.80%	2	0.000
4.	The college accepts and benefits from change in success.	3.75	0.877	12.210	75.00%	1	0.000
5.	The college supports the challenge and exploits new opportunities.	3.74	0.859	12.229	74.80%	3	0.000
Total domain		3.7037	0.79534	12.637	74.07%		0.000

The value of "T" is the tabular at a degree of freedom (204) and at the level of significance (0.05) = 1.65
The value of "T" is the tabular at the degree of freedom (204) and at the level of significance (0.01) = 2.34
Table (10) shows that the T value of the relevant samples is greater than the tabular T value in all the paragraphs of the pre-emptive preparation field. Thus, there is a statistical significance of the relative weight of these paragraphs. (75.00%), while the first paragraph (the faculty paid for the achievement of a large card) ranked last with a relative weight (71.80%). The total score for the pre-emptive readiness field was a relative weight of (74.07%), which is high, that is, there is a high level of readiness to anticipate of technical colleges under study.

Table 11: Frequency, Mean, Standard Deviation, Percentages, Order, and Value of "T" of Respondents' Responses to Competition Offensive

No.	Item	Arithmetic Mean	Standard Deviation	"T" Value	Relative Weight%	Item Order	P- Value Morality P- Value
1.	The college tries to think about the problems it may face and prepare for.	3.82	0.831	14.065	76.40%	4	0.000
2.	The college continues to try to achieve what it wants despite the difficulties.	3.84	0.829	14.471	76.80%	3	0.000
3.	The college is trying to achieve new goals when facing difficulties.	3.74	0.853	12.312	74.80%	5	0.000
4.	The college is working to excel at competing colleges.	3.88	0.824	15.246	77.60%	1	0.000
5.	The college has the confidence to succeed in achieving the desired goals.	3.88	0.850	14.699	77.60%	2	0.000
Total domain		3.8324	0.73581	16.157	76.65%		0.000

The value of "T" is the tabular at a degree of freedom (204) and at the level of significance (0.05) = 1.65
The value of "T" is the tabular at the degree of freedom (204) and at the level of significance (0.01) = 2.34
Table (11) shows that the value of the calculated T is greater than the tabular value of T in all the paragraphs of the competitive attack field. Thus, there is a statistical significance of the relative weight of these paragraphs. (77.60%), while the third paragraph (the college tries to reach new goals when facing difficulties) ranked last with a relative weight of 74.80%. The overall score for the field of attacking the competition came to weight (76.65%), which is a high score, that is, there is a high level of competition attack in the technical colleges under study.

Table 12: Frequency, Mean, Standard Deviation, Percentage, Order, and Value of "T" of Responses of Sample Members in the Field of Creative Orientation

No.	Item	Arithmetic Mean	Standard Deviation	"T" Value	Relative Weight%	Item Order	P- Value Morality P- Value
1.	The college pursues every innovation in entrepreneurship.	3.79	0.997	11.219	75.80%	3	0.000
2.	The college tries to think new ideas that are different from what it did before.	3.73	0.963	10.835	74.60%	4	0.000
3.	The college feels that there is a better way to do business.	3.80	0.923	12.394	76.00%	2	0.000
4.	The system of work in the college encourages the orientation towards entrepreneurship.	3.58	0.998	8.201	71.60%	5	0.000
5.	The college follows all new in the field of technical education.	3.83	0.931	12.670	76.60%	1	0.000
Total domain		3.7478	0.84369	12.659	74.96%		0.000

The value of "T" is the tabular at a degree of freedom (204) and at the level of significance (0.05) = 1.65
The value of "T" is the tabular at the degree of freedom (204) and at the level of significance (0.01) = 2.34
Table (12) shows that the value of the calculated T is greater than the tabular value of T in all paragraphs for the field of creative orientation. Thus, there is a statistical significance of the relative weight of these paragraphs. The fifth paragraph (76.60%), while the fourth paragraph (encouraging the system of work in the college to lead the way) ranked last with a relative weight (71.60%). The overall score for the field of creative orientation has a relative

weight and value (74.96%), which is a high level, ie, there is a high level of orientation towards innovation in the field Technical colleges under study.

Table 13: Frequency, Mean, Standard Deviation, Percentage, Order, and Value of "T" for Responses of Sample Members in All Fields and the College Degree Scale (Entrepreneurship)

No.	Item	Arithmetic Mean	Standard Deviation	"T" Value	Relative Weight%	Item Order	P- Value Morality P- Value
1.	The risk	3.4195	0.82368	7.292	68.39%	4	0.000
2.	Preparedness for Procrastination	3.7037	0.79534	12.637	74.07%	3	0.000
3.	Offensive competition	3.8324	0.73581	16.157	76.65%	1	0.000
4.	Towards Innovation	3.7478	0.84369	12.659	74.96%	2	0.000
Overall degree to promote entrepreneurship		3.6723	0.72031	13.364	73.45%		0.000

The value of "T" is the tabular at a degree of freedom (204) and at the level of significance (0.05) = 1.65
The value of "T" is the tabular at the degree of freedom (204) and at the level of significance (0.01) = 2.34

Table (13) shows that in the T test of the related samples, all fields were calculated as "T" greater than the tabular T value. Thus, there is a statistical significance of the relative weight of these fields. The third field (competition competition) ranked first with a relative weight of (76.65%), while the field of (orientation towards innovation) ranked second with relative weight (74.96%), while the field of (Pre-emptive Preparedness) came in third place with a relative weight (74.07%). The first field (risk) came in the last place with a relative weight of (68.39%). The overall degree of promotion of entrepreneurship has a relative weight of 73.45% which is high, ie that there is a high level of promotion of entrepreneurship in technical colleges under the study; this shows the validity of the second hypothesis.

These findings are consistent with Al-Sultan (2016), which found that interest in leadership education, leadership skills development, support of government and private institutions, training and self-development are among the most important factors for entrepreneurship success. The results of the study of (Hassan, 2016) showed that there is a high degree of approval by the members of the study sample on the field related to the pilot characteristics and Al-Khazandar (2015) which came to recognize the Palestinian universities for the importance of leadership and adoption of courses in the pilot programs of business administration, and some universities have established business incubators to build pilot projects and provide part of the financial support for entrepreneurs. (Abdullah et al., 2014), which found a positive relationship between education and entrepreneurial activity, based on consumer and transformational activities and the existence of several obstacles, the most important of which are lack of funding, legal and legislative environment, political obstacles, lack of experience and training. Hermanto & Suryanto (2017), which found that the entrepreneurial components are fully available but whose activities are still limited due to low government support and lack of harmony between these components due to the absence of government-regulated laws. (Barba-Sánchez & Atienza-Sahuquillo, 2017), which concluded that the reason for the success of these individuals is not limited to the availability of material finance alone, but is strongly related to the existence of a great motivation for individuals to succeed and not succumb to failure for the first time.

Mohammed and Abdel Karim (2011) found that one of the most important obstacles to entrepreneurship in Palestine is the limited sources of funding, the difficulty of obtaining loans, the failure to apply modern administrative methods, and the focus on financing existing and successful projects.

Ho 2: There were statistically significant differences ($\alpha \leq 0.05$) in the promotion of entrepreneurship in technical colleges in the Gaza Strip according to the college variable.

To test this hypothesis, the analysis of mono-variance was used as in the following table:

Table 14: Analysis of the single variation one Way Anova to find differences in the dimensions of promotion of entrepreneurship according to the macro change

		Sum of Squares	df	Mean Square	F	Sig.
The risk	Between Groups	18.798	4	4.700	7.859	.000
	Within Groups	119.604	200	.598		
	Total	138.402	204			

Preparedness for Procrastination	Between Groups	13.026	4	3.256	5.616	.000
	Within Groups	115.384	199	.580		
	Total	128.410	203			
Offensive competition	Between Groups	4.031	4	1.008	1.894	.113
	Within Groups	105.875	199	.532		
	Total	109.906	203			
Towards Innovation	Between Groups	15.310	4	3.828	5.896	.000
	Within Groups	129.186	199	.649		
	Total	144.497	203			
Overall degree to promote entrepreneurship	Between Groups	11.548	4	2.887	6.123	.000
	Within Groups	94.296	200	.471		
	Total	105.844	204			

From the previous table, there are statistically significant differences according to the college variable in the promotion of entrepreneurship in all dimensions and the overall score except after the competitive attack. This confirms the validity of the hypothesis in general, and to know the direction of the differences the post-Schiff test was used as follows:

Table 15: The results of the Scheffe Test for the direction of differences and their significance after the risk due to the macro variable

College	CIS=3.3404	UCAS=3.9466	CCA=3.0923	PTC=3.4400	GTC=3.0923
CIS=3.3404	-				
UCAS=3.9466	0.606241*	-			
CCA=3.0923	-0.248118	-0.854359*	-		
PTC=3.4400	0.099420	-0.506667	0.347692	-	
GTC=3.0923	-0.037200	-0.643441*	0.210918	-0.136774	-

* Function at level of significance (0.05)

From the above table, there are differences in risk between the UCAS and the CIS, the CCA and the GTC for UCAS.

Table 16: Results of the Scheffe Test for the direction of differences and their significance in pre-preparation readiness due to the macro variable

College	CIS=3.6739	UCAS=4.0611	CCA=3.3384	PTC=3.7733	GTC= 3.7741
CIS=3.6739	-				
UCAS=4.0611	0.387198	-			
CCA=3.3384	-0.335452	-0.722650*	-		
PTC=3.7733	0.099420	-0.287778	0.434872	-	
GTC= 3.7741	0.100281	-0.286918	0.435732	0.000860	-

* Function at level of significance (0.05)

From the previous table, there are differences in the degree of readiness between the University College of Applied Sciences (UCAS) and the CCA for the University College of Applied Sciences (UCAS). The results indicate that there are no differences in this dimension among the other colleges.

Table 17: The results of the Scheffe Test for the direction of differences and their significance after the orientation of innovation due to the macro variable

College	CIS=3.7108	UCAS=4.1788	CCA=3.3846	PTC=3.7600	GTC=3.7741
CIS=3.7108	-				
UCAS=4.1788	0.468019	-			

College	CIS=3.7108	UCAS=4.1788	CCA=3.3846	PTC=3.7600	GTC=3.7741
CCA=3.3846	-0.326254	-0.794274*	-		
PTC=3.7600	0.049130	-0.418889	0.375385	-	
GTC=3.7741	0.063324	-0.404695	0.389578	0.014194	-

* Function at level of significance (0.05)

From the previous table, there are differences in the trend towards innovation between the UCAS and the CCA for the UCAS. The results indicate that there are no differences in this dimension among the other colleges.

Table 18: Results of the Scheffe Test for the direction of differences and their significance in Total Degree due to the macro variable

College	CIS=3.6069	UCAS=4.0644	CCA=3.3807	PTC=3.6766	GTC=3.6870
CIS=3.6069	-				
UCAS=4.0644	0.457530*	-			
CCA=3.3807	-0.226146	-0.683675*	-		
PTC=3.6766	0.069752	-0.387778	0.295897	-	
GTC=3.6870	0.080182	-0.377348	0.306328	0.010430	-

* Function at level of significance (0.05)

From the previous table, there are differences in the degree of readiness between the University College of Applied Sciences (UCAS) and the CCA and the CIS for the University College of Applied Sciences (UCAS). The results indicate that there are no differences in this dimension between other colleges.

In the previous tables, the highest level of technical colleges in the field of entrepreneurship promotion was the University College of Applied Sciences (UCAS). This may be due to the presence of a business incubator in the college. This is the result of the fact that this college is the most recent college among the technical colleges in Gaza Strip.

Ho 3: There were statistically significant differences at the level of ($\alpha \leq 0.05$) in the promotion of entrepreneurship according to the functional level variable.

To test this hypothesis, the analysis of mono-variance was used as in the following table:

Table 19: Analysis of the single variance ONE WAY ANOVA to find differences in the dimensions of promotion of entrepreneurship according to the variable level of employment

		Sum of Squares	df	Mean Square	F	Sig.
The risk	Between Groups	7.095	5	1.419	2.151	.061
	Within Groups	131.307	199	.660		
	Total	138.402	204			
Preparedness for Procrastination	Between Groups	3.064	5	.613	.968	.438
	Within Groups	125.346	198	.633		
	Total	128.410	203			
Offensive competition	Between Groups	1.718	5	.344	.629	.678
	Within Groups	108.188	198	.546		
	Total	109.906	203			
Towards Innovation	Between Groups	2.552	5	.510	.712	.615
	Within Groups	141.944	198	.717		
	Total	144.497	203			
Overall degree to promote entrepreneurship	Between Groups	2.633	5	.527	1.015	.410
	Within Groups	103.211	199	.519		
	Total	105.844	204			

We note from the previous table that there are no statistically significant differences in the dimensions and the overall degree of promotion of entrepreneurship according to the variable of the functional level, which confirms the incorrect hypothesis.

13. CONCLUSIONS

1. The results of the study showed that the technical colleges achieved a high level of promotion of entrepreneurship with a relative weight of 73.45%.
2. The results of the study showed a high level of promotion of entrepreneurship (risk, preparedness, proactive competition, innovation orientation) in the technical colleges in Gaza Strip. The field of competition ranked first with a relative weight of 76.65%, in the second place came the field (the trend towards innovation) and relative weight (74.96%). In the third place came the field of (pre-emptive preparedness) with a relative weight of (74.07%). In the fourth and final place came the field of (risk) with a relative weight of 68.39%.
3. The results confirmed that there are statistically significant differences in the promotion of entrepreneurship in technical colleges in Gaza Strip due to the college variable in favor of UCAS.
4. The results confirmed that there is no statistically significant relationship in the promotion of entrepreneurship in technical colleges in the Gaza Strip due to the variable level of employment.

14. RECOMMENDATIONS

According to the contents of the study, and in light of the results, the researchers recommend the following:

1. The attention of the technical colleges on the importance of promoting entrepreneurship, because of their role in reducing the problem of unemployment.
2. The importance of linking technical education and promoting entrepreneurship to the Palestinian society in general and Gaza Strip in particular.
3. The importance of urging decision-makers in technical colleges to promote interest in leadership and to put their own courses in all technical education programs in these colleges.
4. Enhancing the technical, technological and technical capabilities of technical education and keeping pace with the latest international standards by providing the necessary financial resources.
5. The researchers urged further studies of the same variables as the current study of entrepreneurship and their application to other sectors.

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