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**RELATIONSHIP BETWEEN ENTREPRENEURSHIP
EDUCATION, ENTREPRENEURIAL OPPORTUNITY
RECOGNITION AND ENTREPRENEURIAL CAREER
OPTION AMONG PALESTINIAN UNDERGRADUATE
STUDENTS**



NIDAL MOHAMMED Z. ABUZUHRI

UUM
Universiti Utara Malaysia

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ENTREPRENEURIAL OPPORTUNITY RECOGNITION AND
ENTREPRENEURIAL CAREER OPTION AMONG PALESTINIAN
UNDERGRADUATE STUDENTS**



UUM
By
NIDAL MOHAMMED Z. ABUZUHRI
Universiti Utara Malaysia

**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
Universiti Utara Malaysia,
in Fulfilment of the Requirement for the Degree of Doctor of Philosophy**

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ABSTRACT

An important aspect needed for promoting entrepreneurship is the encouragement of individuals by endowing them with the required skills and knowledge for recognizing the opportunities and turning these opportunities into successful ventures. Entrepreneurial opportunities recognition is considered as a specific human capital that can be learned through entrepreneurship education which has an effect on entrepreneurial career option. Based on the insights of the dynamic view of the human capital theory this study investigated the mediating role of entrepreneurial opportunity recognition (EOR) on the relationship between entrepreneurship education (EE) in terms of (Know-what, Know-why, Know-who and Know-how) and entrepreneurial career options (ECO) among Palestinian undergraduate students from business program. Furthermore, there are 4199 students in 13 Palestinian universities, and this comprised the study population. Data of the study was collected from final year students across six universities in Palestine during the 2016/2017 academic session using structured survey questionnaires. The study used the structural equation modelling Smart-PLS (3.0) to test the data obtained from a sample of 291 respondents, and to analyze the hypotheses. The findings revealed a significant positive association between EE, Know-why, Know-who, Know-how and the students' entrepreneurial career options. However, the study found no significant association between Know-what and the students' entrepreneurial career options. In addition, the study established that EOR significantly mediate the association between EE and the students' entrepreneurial career options. On the contrary, the study revealed that entrepreneurial opportunity recognition does not have a significant mediating effect on the association between know-what and ECO. The findings of the study provide important insights to academic institutions, educators and policy-makers to further comprehend the influences of EE, Know-why, Know-who, Know-how and EOR on students' entrepreneurial career options. The study recommended, that policy-makers should create an entrepreneurship education program that encourages students' entrepreneurial career options. Finally, limitations of the study and suggestions for future research were discussed.

Keywords: Entrepreneurial career option, entrepreneurship education, entrepreneurial opportunity recognition.

ABSTRAK

Aspek penting yang diperlukan untuk mempromosikan keusahawanan ialah galakan secara individu dengan membekalkan kemahiran dan pengetahuan yang diperlukan untuk mengenal pasti peluang dan mengubah peluang ini menjadi usaha yang berjaya. Pengiktirafan peluang keusahawanan dianggap sebagai modal insan khusus yang dapat dipelajari melalui pendidikan keusahawanan yang mempengaruhi pilihan kerjaya keusahawanan. Berdasarkan tanggapan pandangan dinamik dalam teori modal insan, kajian ini menyelidik peranan perantaraan pengiktirafan peluang keusahawanan (EOR) terhadap hubungan antara pendidikan keusahawanan (EE) dari segi (*Know-what, Know-why, Know-who and Know-how*) dan pilihan kerjaya keusahawanan (ECO) dalam kalangan pelajar sarjana muda daripada pelbagai program. Seterusnya, terdapat 4199 orang pelajar dalam 13 buah universiti di Palestine, dan mereka merupakan populasi kajian ini. Data kajian dikumpulkan daripada pelajar tahun akhir enam buah universiti di Palestin bagi sesi akademik 2016/2017 menggunakan soal selidik tinjauan berstruktur. Kajian ini menggunakan pemodelan persamaan berstruktur Smart-PLS (3.0) untuk menguji data yang diperoleh daripada sampel 291 responden, dan juga untuk menganalisis hipotesis. Dapatan kajian menunjukkan hubungan positif antara EE, *Know-why, Know-who, Know-how* dan pilihan kerjaya keusahawanan pelajar. Walau bagaimanapun, kajian itu tidak menemui hubungan yang signifikan antara *Know-what* dan pilihan kerjaya keusahawanan pelajar. Di samping itu, kajian ini menegaskan bahawa EOR mengantarakan secara signifikan hubungan antara EE dengan pilihan kerjaya keusahawanan pelajar. Sebaliknya, kajian menunjukkan bahawa pengiktirafan peluang keusahawanan tidak mempunyai kesan perantaraan yang signifikan ke atas hubungan antara pengetahuan dan ECO. Dapatan kajian memberikan pandangan penting kepada institusi akademik, pendidik dan pembuat dasar untuk lebih memahami pengaruh EE, *Know-why, Know-who, Know-how* dan EOR terhadap pilihan kerjaya keusahawanan pelajar. Kajian ini mencadangkan bahawa pembuat dasar perlu mewujudkan program pendidikan keusahawanan yang menggalakkan pilihan kerjaya keusahawanan pelajar. Akhir sekali, batasan kajian dan cadangan untuk penyelidikan pada masa hadapan turut dibincangkan.

Kata kunci: Pilihan kerjaya keusahawanan, pendidikan keusahawanan, pengiktirafan peluang keusahawanan.

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LIST OF ABBREVIATIONS

ECO	Entrepreneurial Career Option
EE	Entrepreneurship Education
KWHAT	Entrepreneurial Know-What
KWHY	Entrepreneurial Know-Why
KWHO	Entrepreneurial Know-Who
KHOW	Entrepreneurial Know-How
EOR	Entrepreneurial Opportunity Recognition
GEM	Global Entrepreneurship Monitor
MAS	Palestine Economic Policy Research Institute
ETF	European Training Foundation
PNA	Palestinian National Authority
PIF	Palestine Investment Fund
MENA	Middle East and North Africa Region
OPT	Occupied Palestinian Territories
GoF	Goodness of Fit
HCT	Human Capital Theory
HEIs	Higher Educational Institutions
ILO	International Labour Organisation
M	Mean
PCBS	Palestinian Central Bureau of Statistics
PLS	Partial Least square
R ²	R-squared – Coefficient of Determination
F ²	Assessment of Effects Sizes
Q ²	Assessment of Predictive Relevance
AVE	Average Variance Extracted
SAS	Statistical Analysis System
SCCT	Social Cognitive Career Theory
SCT	Social Cognitive Theory
SD	Standard Deviation
SEM	Structural Equation Modelling
SMEs	Small & Medium Enterprises
SPSS	Statistical Package for the Social Sciences
TEA	Total early-stage Entrepreneurial Activity
TPB	Theory of Planned Behaviour
VAF	Variance Accounted For
VIF	Variance Inflated Factor

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

An increasing trend has been notable among international organizations and government since the 1970s in their tendency towards stimulating economic development through the promotion of entrepreneurship while creating entrepreneurial culture at the same time. More recently, the importance of entrepreneurship has grown leaps and bounds in terms of achieving economic growth, maximum employment, job creation, and positive social development (Acs & Varga, 2005; Herman & Stefanescu, 2017; Kelley, Singer, & Herrington, 2012; Ndedi, 2012). Moreover, entrepreneurship has been evidenced in several studies to boost essential factors including productivity, innovation, job creation as well as economic and social development (Ács, Szerb, & Autio, 2016; Audretsch, 2012; Parker, 2009; Shane & Venkataraman, 2000; Singer, Amoros, & Arreola, 2015; Wennekers, Van Wennekers, Thurik, & Reynolds, 2005).

In the field of entrepreneurship, entrepreneurship education is a concept that has become crucial to both economic and social phenomenon and as a research field. It has also been acknowledged in the fields of academic and teaching (Fayolle & Gailly, 2008), in other words, the essential role of entrepreneurship education at university level is enhancing and increasing the students awareness and to highlight the entrepreneurial path as viable career option (Fayolle & Gailly, 2015), owing to the increasing number of universities established on a global scale that offer entrepreneurship faculties and courses. Additionally, programs dedicated to entrepreneurship education have been rapidly increasing in the past two decades

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Appendix A
Research Questionnaire



UUM
Universiti Utara Malaysia

Dear respondent,

Academic Research Questionnaire

I am a PhD candidate undergoing full time study at Universiti Utara Malaysia. As part of the requirements of the program, I am currently undertaking a survey research title: **Relationship between entrepreneurship education, entrepreneurial opportunity recognition and entrepreneurial career option among Palestinian undergraduate students**. In this regard, you have been duly selected as a member of the sample for the study.

You are kindly requested to spare your time and complete this questionnaire form. All the responses will be treated confidential and use for academic purpose only.

Thank you for your time and cooperation.

Yours sincerely,

Nidal M. Z. Abuzuhri
PhD (Entrepreneurship) Candidate
School of Business Management
Universiti Utara Malaysia
06010 Sintok, Kedah Malaysia
E-mail: nedal_zedan@hotmail.com

PART 1: Entrepreneurial Career Option

The questionnaire adopts five-points Likert-scale. It is structured in statement form to allow for more choice to the respondents. Please, use the key below to select your options for each statement and tick (✓) as appropriate in the answer options 1 to 5.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
1	2	3	4	5		
NO	Statement	1	2	3	4	5
1	I prefer an entrepreneurial career to increase my personal income.					
2	I prefer an entrepreneurial career to increase my opportunity.					
3	I prefer an entrepreneurial career to acquire personal wealth.					
4	I prefer an entrepreneurial career to be my own boss.					
5	I prefer an entrepreneurial career to become self-employment.					
6	I prefer an entrepreneurial career to control my own destiny.					
7	I prefer an entrepreneurial career to acquire personal security.					
8	I prefer an entrepreneurial career to enjoy my personal excitement.					
9	I prefer an entrepreneurial career to meet business challenges.					
10	I prefer an entrepreneurial career to prove I can do it.					
11	I prefer an entrepreneurial career to recognize business opportunities.					
12	I prefer an entrepreneurial career to exploit business opportunities.					
13	I prefer an entrepreneurial career to develop new ideas.					
14	I prefer an entrepreneurial career to develop new innovations and initiatives.					

PART 2: Entrepreneurial Opportunity Recognition

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

NO	Statement	1	2	3	4	5
1	I enjoy thinking about new ways of doing things.					
2	I frequently identify opportunities to start-up new businesses (even though I may not pursue them).					
3	I frequently identify ideas that can be converted into new products or services (even though I may not pursue them).					
4	I generally have ideas that will materialize into profitable enterprises.					

5- How many ideas for new businesses did you think of in the past month?

None ☐ One ☐ Two ☐ Three ☐ Four ☐ More ☐

PART 3: Entrepreneurship Education

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

SECTION A: Know-what

NO	Statement	1	2	3	4	5
1	The entrepreneurship course increases my understanding of generating innovative ideas.					
2	The entrepreneurship course increases my understanding of entrepreneurial ventures.					
3	The entrepreneurship course increases my understanding of financial preparation for entrepreneurial ventures.					
4	The entrepreneurship course increases my understanding of planning business.					
5	The entrepreneurship course increases my					

	understanding of market research for entrepreneurial ventures.					
--	--	--	--	--	--	--

SECTION B: Know-why

NO	Statement	1	2	3	4	5
1	The entrepreneurship course increases my understanding of the attitudes of entrepreneurs (i.e., how they view entrepreneurship and why they act).					
2	The entrepreneurship course increases my understanding of the importance of entrepreneurship.					
3	The entrepreneurship course increases my understanding of the personal characteristics of entrepreneurs (e.g., risk taking, innovation, etc.).					
4	The entrepreneurship course gives me a sense that entrepreneurship is achievable.					
5	The entrepreneurship course increases my understanding of the motives of engaging in entrepreneurial activities (e.g., money, self-achievement, social status, etc.).					

SECTION C: Know-who

NO	Statement	1	2	3	4	5
1	The entrepreneurship course enhances my ability to develop networks (e.g., obtaining useful from professor, guest speakers or classmate).					
2	Views of the professor inspire my entrepreneurial mind.					
3	Views of external speakers inspire my entrepreneurial mind.					
4	Successful stories of local entrepreneurs inspire my entrepreneurial mind.					
5	The entrepreneurial experience of the entrepreneurs enhances my understanding of the entrepreneurial process.					

SECTION D: Know-how

NO	Statement	1	2	3	4	5
1	The entrepreneurship course enhances my skills to develop a business plan.					
2	The course enhances my skills to handle an entrepreneurship project.					
3	The entrepreneurship course enhances my skills to deal with risks and uncertainties.					

4	The entrepreneurship course enhances my skills to allocate resources (e.g., money, personal, time etc.).					
5	The entrepreneurship course enhances my ability to identify a business opportunity.					

Part 4: Demographic Characteristics

Using the following statements select the most appropriate option that specifies your demographic information.

1. Age

- i) 18 - 29 []
- ii) 30 – 39 []
- iii) 40 – 49 []
- iv) 50 – 59 []
- v) 60 and above []

2. Gender

- i) Male []
- ii) Female []

3. Area of study

- i) Business []
- ii) Agriculture []
- iii) Engineering []
- iv) Technology []

4. Parent's self-employed

- i) Yes []
- ii) No []

5. Closed relative self-employed

i) Yes []

ii) No []

6. Occupational experience

i) Self-employed []

ii) Civil servant []

iii) Working for others []

iv) Apprenticeship []

v) Unemployed []

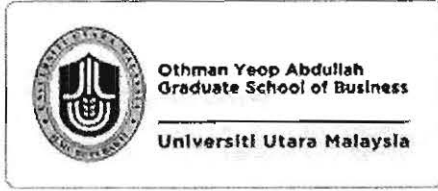


THANK YOU VERY MUCH FOR YOUR COOPERATION

UUM
Universiti Utara Malaysia

Appendix B

Translated Research Questionnaire



Othman Yeop Abdullah
Graduate School of Business
Universiti Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman, Malaysia
Tel: (+604) 928 3930 | Fax: (+604) 928 5220
Email: oyagsb@uum.edu.my

Dear Respondents

ACADEMIC RESEARCH QUESTIONNAIRE

I am a doctoral candidate at the above-named university, currently working on my PhD thesis title “**Relationship between entrepreneurship education, entrepreneurial opportunity recognition and entrepreneurial career option among Palestinian undergraduate students**”.

Thank you in advance for taking your valuable time to fill in this questionnaire. Please be assured that your responses will only be used for academic purpose. Hence, your identity will never be known throughout any part of the research process.

Thank you very much in anticipation of your responses.

عزيزي المبحوث

استبيان بحث اكاديمي

أنا طالب دراسات عليا في جامعة اوتارا الماليزية (درجة الدكتوراه) اعمل على اجراء دراسة بعنوان " دور الاعتراف بالفرص الريادية كمتغير وسيط للعلاقة بين التعليم الريادي و ريادة الاعمال كخيار مهني".

اقدر لكم تعاونكم وريكم على هذا الاستبيان والاجابة على التساؤلات. علما بان المعلومات والاجابات سوف تعامل بسرية تامة وللغرض العلمي فقط من قبل الباحث وكلية ادارة الاعمال في جامعة اوتارا الماليزية.

شكرا جزيلاً لتعاونكم.

PART 1: Entrepreneurial Career Option

The questionnaire adopts five-points Likert-scale. It is structured in statement form to allow for more choice to the respondents. Please, use the key below to select your options for each statement and tick (✓) as appropriate in the answer options 1 to 5.

الجزء الاول: المهن الريادية كخيار وظيفي:

اعتمد الاستبيان على مقياس ليكرت الخماسي في الاجابات حتى يعطي للمبحوث الخيارات في الاجابة. الرجاء استخدام الرقم المناسب لكل فقرة من الفقرات التالية من خلال وضع الاشارة (✓).

Strongly Disagree غير موافق بشدة	Disagree غير موافق	Neutral محايد	Agree موافق	Strongly Agree موافق بشدة
1	2	3	4	5

NO	Statement الفقرات	1	2	3	4	5
1	I prefer an entrepreneurial career to increase my personal income. أفضل المهن الريادية لزيادة الدخل الشهري					
2	I prefer an entrepreneurial career to increase my opportunity. أفضل المهن الريادية لزيادة فرصتي في العمل					
3	I prefer an entrepreneurial career to acquire personal wealth. أفضل المهن الريادية للحصول على الثروة الشخصية					
4	I prefer an entrepreneurial career to be my own boss. أفضل المهن الريادية لكي اكون انا المدير					
5	I prefer an entrepreneurial career to become self-employment. أفضل المهن الريادية لكي اعمل لحسابي الشخصي					
6	I prefer an entrepreneurial career to control my own destiny. أفضل المهن الريادية للتحكم بمصيري المهني					
7	I prefer an entrepreneurial career to acquire personal security. أفضل المهن الريادية للحصول على امان وظيفي					
8	I prefer an entrepreneurial career to enjoy my personal excitement. أفضل المهن الريادية لتلبية رغبتني الشخصية					
9	I prefer an entrepreneurial career to meet business challenges.					

	أفضل المهن الريادية لمواجهة التحديات في الأعمال					
10	I prefer an entrepreneurial career to prove I can do it. أفضل المهن الريادية لاثبات ذاتي واني قادر على هذا					
11	I prefer an entrepreneurial career to recognize business opportunities. أفضل المهن الريادية لادراك الفرص الريادية					
12	I prefer an entrepreneurial career to exploit business opportunities. أفضل المهن الريادية لاستغلال الفرص الريادية					
13	I prefer an entrepreneurial career to develop new ideas. أفضل المهن الريادية لتطوير الافكار الجديدة					
14	I prefer an entrepreneurial career to develop new innovations and initiatives. أفضل المهن الريادية لتطوير ابتكارات ومبادرات جديدة					

PART 2: Entrepreneurial Opportunity Recognition

الجزء الثاني: ادراك الفرص الريادية

Strongly Disagree غير موافق بشدة	Disagree غير موافق	Neutral محايد	Agree موافق	Strongly Agree موافق بشدة
1	2	3	4	5

NO	Statement الفقرات	1	2	3	4	5
1	I enjoy thinking about new ways of doing things. انا افضل التفكير بطرق جديدة للقيام بالاعمال					
2	I frequently identify opportunities to start-up new businesses (even though I may not pursue them). أعمل على تحديد الفرص الريادية بشكل متكرر للقيام بالمشاريع الجديدة (على الرغم انني قد لا اتابع هذه الفرصة)					
3	I frequently identify ideas that can be converted into new products or services (even though I may not pursue them).					

	أعمل على تحديد الأفكار بشكل متكرر التي يمكن تحويلها إلى سلع أو خدمات (على الرغم أنني قد لا أتابع هذه الفرصة)					
4	I generally have ideas that will materialize into profitable enterprises. بشكل عام أنا أمتلك الأفكار التي يمكن أن تتحول إلى مشاريع مربحة					

5- How many ideas for new businesses did you think of in the past month?

5- كم عدد الأفكار الريادية التي فكرت بها خلال الشهر الماضي؟

None ☐ One ☐ Two ☐ Three ☐ Four ☐ More ☐
☐ لا يوجد ☐ مرة واحدة ☐ مرتين ☐ ثلاث مرات ☐ أربع مرات ☐ أكثر

PART 3: Entrepreneurship Education

الجزء الثالث: التعليم الريادي

Strongly Disagree غير موافق بشدة	Disagree غير موافق	Neutral محايد	Agree موافق	Strongly Agree موافق بشدة
1	2	3	4	5

SECTION A: Know-what

القسم أ: المعرفة الريادية

NO	Statement الفقرات	1	2	3	4	5
1	The entrepreneurship course increases my understanding of generating innovative ideas. مساق ريادة الأعمال يزيد فهمي ومعرفتي لخلق أفكار جديدة					
2	The entrepreneurship course increases my understanding of entrepreneurial ventures. مساق الريادة يزيد من معرفتي لماهية مشاريع العمل الريادية					
3	The entrepreneurship course increases my understanding of financial preparation for					

	entrepreneurial ventures. مساق ريادة الاعمال يزيد معرفتي للاعداد المالي للمشاريع					
4	The entrepreneurship course increases my understanding of planning business. مساق ريادة الاعمال يزيد فهمي لتخطيط الاعمال					
5	The entrepreneurship course increases my understanding of market research for entrepreneurial ventures. مساق ريادة الاعمال يزيد معرفتي لدراسة احتياجات السوق للمشاريع الريادية					

SECTION B: Know-why

القسم ب : دوافع العمل الريادي

NO	Statement الفقرات	1	2	3	4	5
1	The entrepreneurship course increases my understanding of the attitudes of entrepreneurs (i.e., how they view entrepreneurship and why they act). مساق ريادة الاعمال يزيد من معرفتي لسلوك و مواقف رواد الاعمال تجاه ريادة الاعمال مما يدفعني للعمل الريادي					
2	The entrepreneurship course increases my understanding of the importance of entrepreneurship. مساق ريادة الاعمال يزيد فهمي باهمية ريادة الاعمال					
3	The entrepreneurship course increases my understanding of the personal characteristics of entrepreneurs (e.g., risk taking, innovation, etc.). مساق ريادة الاعمال يزيد معرفتي لخصائص الرواد (تحمل المخاطرة، الابتكار .. الخ)					
4	The entrepreneurship course gives me a sense that entrepreneurship is achievable. مساق ريادة الاعمال يعطيني شعورا بان الريادة يمكن تحقيقها					
5	The entrepreneurship course increases my understanding of the motives of engaging in entrepreneurial activities (e.g., money, self-achievement, social status, etc.). مساق ريادة الاعمال يزيد فهمي للحاجة الى الانخراط للعمل الريادي (الاموال، تحقيق الذات، المكانة الاجتماعية... الخ)					

SECTION C: Know-who

القسم ج : التفاعلات والعلاقات الريادية

NO	Statement الفقرات	1	2	3	4	5
1	The entrepreneurship course enhances my ability to develop networks (e.g., obtaining useful from professor, guest speakers or classmate). مساق ريادة الاعمال يعزز قدرتي لتطوير شبكة العلاقات (للاستفادة من المحاضرين، قصص النجاح، الزملاء)					
2	Views of the professor inspire my entrepreneurial mind. اراء المحاضرين تحفزني وتنمي العقلية الريادية					
3	Views of external speakers inspire my entrepreneurial mind. نظرة الناس الى الريادي تشجعني وتحسن عقليتي الريادية					
4	Successful stories of local entrepreneurs inspire my entrepreneurial mind. قصص النجاح للرواد في المجتمع تحفز عقليتي الريادية					
5	The entrepreneurial experience of the entrepreneurs enhances my understanding of the entrepreneurial process. الخبرة والتجربة الريادية للرواد تعزز فهمي لعملية الريادة					

SECTION D: Know-how

الجزء د : المهارات الريادية والقدرات

NO	Statement الفقرات	1	2	3	4	5
1	The entrepreneurship course enhances my skills to develop a business plan. مساق ريادة الاعمال يحسن مهارتي في تطوير خطط الاعمال					
2	The course enhances my skills to handle an entrepreneurship project. مساق ريادة الاعمال يعزز مهارتي في التعامل مع المشاريع					
3	The entrepreneurship course enhances my skills to deal with risks and uncertainties. مساق ريادة الاعمال يعزز قدراتي للتعامل مع المخاطر وظروف عدم التأكد					
4	The entrepreneurship course enhances my					

	skills to allocate resources (e.g., money, personal, time etc.). مساق ريادة الاعمال يعزز قدرتي في حشد وتخصيص الموارد (المال، الموارد البشرية، الوقت ... الخ)					
5	The entrepreneurship course enhances my ability to identify a business opportunity. مساق ريادة الاعمال يحسن مهارتي في تحديد الفرص الريادية					

PART 4: Demographic Information:

Using the following statements select the most appropriate option that specifies your demographic information.

الجزء الرابع: المعلومات الديمغرافية

يرجى اختيار المعلومات المناسبة الخاصة بك

1- Age / العمر

- i) 18 – 29 ()
- ii) 30 – 39 ()
- iii) 40 – 49 ()
- iv) 50 – 59 ()
- v) 60 and above ()

2- Gender / الجنس

- i) Male ذكر ()
- ii) Female أنثى ()

3- Name of university / اسم الجامعة

- i) Islamic University – Gaza () الجامعة الإسلامية - غزة
- ii) Al-Aqsa University () جامعة الأقصى
- iii) University of Palestine () جامعة فلسطين
- iv) Arab American University () الجامعة العربية الأمريكية
- v) Palestine Technical University () جامعة فلسطين التقنية
- vi) An-Najah National University () جامعة النجاح الوطنية

4- Area of study / التخصص

- i) Business management () إدارة الأعمال
- ii) Accounting () المحاسبة
- iii) Finance () التمويل
- iv) Economic () الاقتصاد

5- Parent's self-employment / هل أحد الوالدين يمتلك مشروع ذاتي

- i) Yes () نعم
- ii) No () لا

6- Close- relative self-employed / هل أحد الأقرباء يمتلك مشروع ذاتي

- i) Yes () نعم
- ii) No () لا

7- Occupational experience / الخبرة العملية

- | | | | |
|------|--------------------|--------------------|-----|
| i) | Self-employed | صاحب مشروع | () |
| ii) | Civil servant | موظف مدني | () |
| iii) | Working for others | اعمل لحساب شخص آخر | () |
| iv) | Apprenticeship | فترة تدريب | () |
| v) | Unemployed | لا اعمل | () |

THANK YOU VERY MUCH FOR YOUR COOPERATION

شكر لكم ولحسن تعاونكم



UUM
Universiti Utara Malaysia

Appendix C

Letter of Recommendation for Data Collection



OTHMAN YEOP ABDULLAH GRADUATE SCHOOL OF BUSINESS
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA



Tel.: 604-928 7101/7112/7130
Faks (Fax): 604-928 7160
Laman Web (Web): www.oyagsb.uum.edu.my

"MUAFAKAT KEDAH"

UUM/OYAGSB/R-4/4/1
26 July 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF RECOMMENDATION FOR DATA COLLECTION AND RESEARCH WORK

This is to certify that Nidal M. Z. Abuzuhri (Matric No: 900294) is a student of Othman Yeop Abdullah Graduate School of Business, Universiti Utara Malaysia pursuing his Doctor of Philosophy (PhD). He is conducting a research entitled *"The Mediating Effect of Entrepreneurial Opportunity Recognition on Relationship between Entrepreneurial Career Option"* under the supervision of Assoc. Prof. Dr. Norashidah Binfi Hashim.

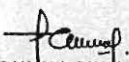
In this regard, we hope that you could kindly provide assistance and cooperation for him to successfully complete the research. All the information gathered will be strictly used for academic purposes only.

Your cooperation and assistance is very much appreciated.

Thank you.

"BERKHIDMAT UNTUK NEGARA"
"ILMU, BUDI, BAKTI"

Yours faithfully


FADHLINA BINTI MD PUDZI
Assistant Registrar
for Dean
Othman Yeop Abdullah Graduate School of Business

c.c. - Supervisor
- Student's File (900294)

Universiti Pengurusan Terkemuka
The Eminent Management University



Appendix D
Acknowledgement Letter for Data Collection
Al Aqsa University



OTHMAN YEOP ABDULLAH GRADUATE SCHOOL OF BUSINESS
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARULAMAN
MALAYSIA



Tel.: 604-928 7101/7113/7130
Faks (Fax): 604-928 7160
Laman Web (Web): www.oyagsb.uum.edu.my

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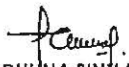
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Thank you.

"BERKHIDMAT UNTUK NEGARA"
"ILMU, BUDI, BAKTI"

Yours faithfully


FADHLINA BINTI MD PUDZI
Assistant Registrar
for Dean
Othman Yeop Abdullah Graduate School of Business

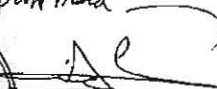
c.c - Supervisor
- Student's file (900294)

Al Aqsa University - Gaza

Dr. Nidal F. AbedAllah

Business Administration
Department




Nidal F. AbedAllah

Universiti Pengurusan Telekomika
The Eminent Management University



Appendix E
Acknowledgement Letter for Data Collection
University of Palestine



OTHMAN YEOP ABDULLAH GRADUATE SCHOOL OF BUSINESS
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARULAMAN
MALAYSIA



Tel: 604-928 7101/7113/7130
Fax: 604-928 7160
Laman Web (Web): www.oagab.uum.edu.my

"MUAFAKAT KEDAH"

UUM/OYAGSB/R-4/4/1
26 July 2017

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In this regard, we hope that you could kindly provide assistance and cooperation for him to successfully complete the research. All the information gathered will be strictly used for academic purposes only.

Your cooperation and assistance would be much appreciated.

Thank you

"BERKHIDMAT UNTUK NEGARA"
"ILMU, BUDI, BAKTI"

Yours faithfully

FADHLINA BINTI MD PUDZI
Assistant Registrar
for Dean
Othman Yeop Abdullah Graduate School of Business

c.c. Supervisor
Student's File (900294)



Dr. Yasser Adel Abu Mostafa

Assistance professor
Business Administration and Finance
Lecturer

Palestine University-Gaza

Email: y.mostafa@up.edu.ps

Universiti Pengurusan Terkemuka
The Eminent Management University



Appendix F
Acknowledgement Letter for Data Collection
Islamic University-Gaza



OTHMAN YEOP ABDULLAH GRADUATE SCHOOL OF BUSINESS
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA



Tel: 604-928 7101/7113/7130
Fax: 604-928 7160
Laman Web (Web): www.oyagssb.uum.edu.my

"MUAFAKAT KEDAH"

UUM/OYAGSB/R-4/4/1
26 July 2017

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Thank you.

"BERKHIDMAT UNTUK NEGARA"
"ILMU, BUDI, BAKTI"

Yours faithfully


FADHLINA BINTI MD PUDZI

Assistant Registrar

for Dean

Othman Yeop Abdullah Graduate School of Business

c.c. - Supervisor
Student's File (900294)

Approved

Prof. Yousef Ashour



Universiti Pengurusan Terkemuka
The Eminent Management University



Appendix G
Acknowledgement Letter for Data Collection
AN-Najah National University



OTHMAN YEOP ABDULLAH GRADUATE SCHOOL OF BUSINESS
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA



Tel : 604-928 7101/7113/7130
Faks (Fax): 604-928 7160
Laman Web (Web): www.oayagab.uum.edu.my

"MUAFAKAT KEDAH"

UUM/OYAGSB/R-4/4/1

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LETTER OF RECOMMENDATION FOR DATA COLLECTION AND RESEARCH WORK

This is to certify that Nidal M. Z. Abuzuhri (Matric No: 900294) is a student of Othman Yeop Abdullah Graduate School of Business, Universiti Utara Malaysia, pursuing his Doctor of Philosophy (PhD). He is conducting a research entitled "*The Mediating Effect of Entrepreneurial Opportunity Recognition on Relationship between Entrepreneurial Career Option*" under the supervision of Assoc. Prof. Dr. Notashidah Binti Hashim.

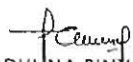
In this regard, we hope that you could kindly provide assistance and cooperation for him to successfully complete the research. All the information gathered will be strictly used for academic purposes only.

Your cooperation and assistance is very much appreciated.

Thank you.

"BERKHIDMAT UNTUK NEGARA"
"ILMU, BUDI, BAKTI"

Yours faithfully,


FADHLINA BINI MD PUDZI
Assistant Registrar
for Dean
Othman Yeop Abdullah Graduate School of Business

c.c. Supervisor
Student's File [900294]

Approved
Dr. Sameh Atout
Dean / Faculty of Economics
& Social Sciences



Universiti Pengurusan Terkemuka
The Eminent Management University



Appendix H
Acknowledgement Letter for Data Collection
Palestine Technical University

جامعة فلسطين التقنية



بسم الله الرحمن الرحيم



دولة فلسطين



President Assistant Office

TO WHOM IT MAY CONCERN

Dear Sir / Madam

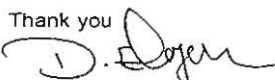
LETTER OF RECOMMENDATION FOR DATA COLLECTION AND RESEARCH WORK

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In this regard ,we hope that you could kindly provide assistance and cooperation for him to successfully complete the research . All the information gathered will be strictly used for academic purposes only .

Your cooperation and assistance is very much appreciated .

Thank you


Yours faithfully

Dr.Derar Eleyyan

President Assistant .

Palestine Technical University (Kadoorie)



Tel. : 09-2671026 / 09-2677923 Fax: 09-2677922
Tulkarm - Palestine P.O.Box (7)

www.ptuk.edu.ps

هاتف : 09-2671026 / 09-2677923 فاكس : 09-2677922
طولكرم - فلسطين ، ص.ب (7)

Appendix I

Acknowledgement Letter for Data Collection

Arab American University



OTHMAN YUSOF ABUULLAH GRADUATE SCHOOL OF BUSINESS

Univ
0501
KED
MAL
N



Tel: 604-828 7101/7113/7110
Fax: 604-828 7160
Laman Web (Web): www.oaygsb.uum.edu.my

"MUAFAKAT KEDAH"

UUM/OYAGSB/R-4/4/1

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF RECOMMENDATION FOR DATA COLLECTION AND RESEARCH WORK

This is to certify that Nidal M. Z. Abuzuhri (Matric No: 900294) is a student of Othman Yusof Abdullah Graduate School of Business, Universiti Utara Malaysia pursuing his Doctoral of Philosophy (PhD). He is conducting a research entitled "The Mediating Effect of Entrepreneurial Opportunity Recognition on Relationship between Entrepreneurial Career Option" under the supervision of Assoc. Prof. Dr. Huzaimah Binti Hashim.

In this regard, we hope that you could kindly provide assistance and cooperation for him to successfully complete the research. As the information gathering will be strictly used for academic purposes only.

Your cooperation and assistance is very much appreciated.

Yours faithfully,

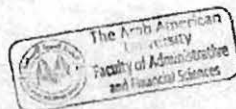
"BERKHIDMAT UNTUK NEGARA"
"ILMU, BUDI, BAKTI"

Yours faithfully,

FADHLINA BINTI MD PUDZI
Assistant Registrar
for Dean
Othman Yusof Abdullah Graduate School of Business

cc: Supervisor
Student's File (900294)

Approved
- Dr. Zahran Daraghma
- Vice-Dean / Faculty of
Administrative & Financial
Sciences



Universiti Pengurusan Terkemuka
The Eminent Management University



Appendix J

Missing Values

	N	
	Valid	Missing
ECO 01	291	2
ECO 02	291	0
ECO 03	291	0
ECO 04	291	4
ECO 05	291	0
ECO 06	291	1
ECO 07	291	2
ECO 08	291	0
ECO 09	291	0
ECO 10	291	0
ECO 11	291	1
ECO 12	291	0
ECO 13	291	0
ECO 14	291	0
KWHAT01	291	2
KWHAT02	291	2
KWHAT03	291	2
KWHAT04	291	0

KWHAT05	291	0
KWHY01	291	0
KWHY02	291	0
KWHY03	291	2
KWHY04	291	2
KWHY05	291	2
KWHO01	291	0
KWHO02	291	2
KWHO03	291	2
KWHO04	291	2
KWHO05	291	0
KHOW01	291	0
KHOW02	291	0
KHOW03	291	0
KHOW04	291	0
KHOW05	291	0
EOR01	291	2
EOR02	291	0
EOR03	291	2
EOR04	291	0
EOR05	291	2

Appendix K

Replacement of Missing Values

Result Variables						
	Result Variable	N of Replaced Missing Values	Case Number of Non-Missing Values		N of Valid Cases	Creating Function
			First	Last		
1	ECO_1	2	1	291	291	SMEAN(ECO1)
2	ECO_4	4	1	291	291	SMEAN(ECO4)
3	ECO_6	1	1	291	291	SMEAN(ECO6)
4	ECO_7	2	1	291	291	SMEAN(ECO7)
5	ECO_11	1	1	291	291	SMEAN(ECO11)
6	EOR_1	2	1	291	291	SMEAN(EOR1)
7	EOR_3	2	1	291	291	SMEAN(EOR3)
8	EOR_5	3	1	291	291	SMEAN(EOR5)
9	KWHY_3	2	1	291	291	SMEAN(KWHY3)
10	KWHY_4	2	1	291	291	SMEAN(KWHY4)
11	KWHY_5	2	1	291	291	SMEAN(KWHY5)
12	KWHAT_1	2	1	291	291	SMEAN(KWHAT1)
13	KWHAT_2	2	1	291	291	SMEAN(KWHAT2)
14	KWHAT_3	2	1	291	291	SMEAN(KWHAT3)
15	KWHO_2	2	1	291	291	SMEAN(KWHO2)
16	KWHO_3	2	1	291	291	SMEAN(KWHO3)
17	KWHO_4	2	1	291	291	SMEAN(KWHO4)

Appendix L

Descriptive Statistics of Variables

Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ECO1	289	3	5	4.40	.569	-.276-	.143	-.790-	.286
ECO2	291	1	5	2.88	1.295	-.013-	.143	-1.148-	.285
ECO3	291	1	5	2.95	1.137	-.048-	.143	-.774-	.285
ECO4	287	1	5	3.03	1.172	-.153-	.144	-.798-	.287
ECO5	291	1	5	3.05	1.124	-.116-	.143	-.703-	.285
ECO6	290	1	5	3.10	1.112	-.191-	.143	-.681-	.285
ECO7	289	1	5	3.08	1.149	-.219-	.143	-.832-	.286
ECO8	291	3	5	4.36	.624	-.433-	.143	-.658-	.285
ECO9	291	1	5	3.04	1.155	-.196-	.143	-.748-	.285
ECO10	291	1	5	3.01	1.148	-.234-	.143	-.839-	.285
ECO11	290	1	5	3.00	1.141	-.014-	.143	-.719-	.285
ECO12	291	1	5	3.07	1.172	-.147-	.143	-.819-	.285
ECO13	291	1	5	2.98	1.165	-.131-	.143	-.894-	.285
ECO14	291	1	5	2.92	1.191	-.007-	.143	-.803-	.285
EOR1	289	1	5	2.58	1.407	.187	.143	-1.345-	.286
EOR2	291	1	5	3.35	1.070	-.328-	.143	-.604-	.285
EOR3	289	1	5	2.61	1.231	.368	.143	-.883-	.286
EOR4	291	1	5	2.31	1.150	.654	.143	-.429-	.285
EOR5	288	1	5	2.15	1.108	.845	.144	-.043-	.286
KHOW1	291	1	5	3.66	1.049	-.546-	.143	-.313-	.285
KHOW2	291	1	5	3.60	1.029	-.436-	.143	-.327-	.285
KHOW3	291	1	5	3.56	1.007	-.289-	.143	-.525-	.285
KHOW4	291	1	5	3.51	1.074	-.173-	.143	-.996-	.285
KHOW5	291	1	5	3.35	1.184	-.081-	.143	-1.061-	.285
KWHY1	291	1	5	3.57	1.147	-.518-	.143	-.632-	.285
KWHY2	291	1	5	3.62	1.124	-.435-	.143	-.598-	.285
KWHY3	289	1	5	3.64	1.091	-.589-	.143	-.330-	.286
KWHY4	289	1	5	3.15	1.050	-.270-	.143	-.514-	.286
KWHY5	289	1	5	3.23	.985	-.282-	.143	-.232-	.286
KWHAT1	289	1	5	3.48	1.259	-.630-	.143	-.570-	.286

KWHAT2	289	1	5	3.54	1.169	-.528-	.143	-.637-	.286
KWHAT3	289	1	5	3.51	1.146	-.455-	.143	-.613-	.286
KWHAT4	291	1	5	3.59	1.232	-.473-	.143	-.933-	.285
KWHAT5	291	1	5	3.70	1.201	-.724-	.143	-.437-	.285
KWHO1	291	1	5	3.13	1.131	-.072-	.143	-.955-	.285
KWHO2	289	1	5	3.22	1.246	-.127-	.143	-1.023-	.286
KWHO3	289	1	5	3.26	1.235	-.127-	.143	-.963-	.286
KWHO4	289	1	5	3.18	1.119	-.240-	.143	-.624-	.286
KWHO5	291	1	5	3.52	1.081	-.430-	.143	-.366-	.285
SMEAN(ECO1)	291	3	5	4.40	.567	-.276-	.143	-.774-	.285
SMEAN(ECO4)	291	1	5	3.03	1.164	-.154-	.143	-.767-	.285
SMEAN(ECO6)	291	1	5	3.10	1.110	-.191-	.143	-.673-	.285
SMEAN(ECO7)	291	1	5	3.08	1.145	-.220-	.143	-.817-	.285
SMEAN(ECO11)	291	1	5	3.00	1.139	-.014-	.143	-.711-	.285
SMEAN(EOR1)	291	1	5	2.58	1.402	.188	.143	-1.333-	.285
SMEAN(EOR3)	291	1	5	2.61	1.227	.369	.143	-.868-	.285
SMEAN(EOR5)	291	1	5	2.15	1.103	.850	.143	-.012-	.285
SMEAN(KWHY3)	291	1	5	3.64	1.087	-.591-	.143	-.311-	.285
SMEAN(KWHY4)	291	1	5	3.15	1.046	-.271-	.143	-.497-	.285
SMEAN(KWHY5)	291	1	5	3.23	.982	-.283-	.143	-.213-	.285
SMEAN(KWHAT1)	291	1	5	3.48	1.254	-.632-	.143	-.553-	.285
SMEAN(KWHAT2)	291	1	5	3.54	1.165	-.529-	.143	-.621-	.285
SMEAN(KWHAT3)	291	1	5	3.51	1.142	-.457-	.143	-.597-	.285
SMEAN(KWHO2)	291	1	5	3.22	1.242	-.128-	.143	-1.009-	.285
SMEAN(KWHO3)	291	1	5	3.26	1.231	-.127-	.143	-.949-	.285
SMEAN(KWHO4)	291	1	5	3.18	1.115	-.241-	.143	-.607-	.285
ECO	291	2	5	3.20	.701	-.026-	.143	-.755-	.285
EOR	291	1	5	2.60	.940	.681	.143	-.627-	.285
KHOW	291	1	5	3.53	.848	-.364-	.143	-.688-	.285
KWHY	291	1	5	3.44	.783	-.350-	.143	-.490-	.285
KWHAT	291	1	5	3.56	.917	-.782-	.143	-.195-	.285
KWHO	291	1	5	3.26	.895	-.214-	.143	-.757-	.285
Mahalanobis Distance	291	0	18	4.98	2.786	1.199	.143	2.550	.285
Cook's Distance	291	0	0	.00	.005	3.266	.143	15.683	.285
Valid N (list wise)	272								

Appendix M

Result of Pearson Correlation

		Correlations				
		EOR	KHOW	KWHY	KWHAT	KWHO
EOR	Pearson Correlation	1	.625**	.682**	.449**	.607**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	291	291	291	291	291
KHOW	Pearson Correlation	.625**	1	.748**	.488**	.791**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	291	291	291	291	291
KWHY	Pearson Correlation	.682**	.748**	1	.553**	.713**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	291	291	291	291	291
KWHAT	Pearson Correlation	.449**	.488**	.553**	1	.549**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	291	291	291	291	291
KWHO	Pearson Correlation	.607**	.791**	.713**	.549**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	291	291	291	291	291

Appendix N

Collinearity statistics for Tolerance and VIF

Coefficients											
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.102	.133		8.282	.000					
	EOR	.353	.040	.474	8.836	.000	.726	.464	.333	.495	2.020
	KHOW	.147	.057	.178	2.583	.010	.637	.151	.097	.299	3.340
	KWHY	.097	.059	.108	1.648	.100	.645	.097	.062	.329	3.036
	KWHAT	.042	.036	.055	1.175	.241	.453	.069	.044	.643	1.555
	KWHO	.055	.052	.070	1.042	.299	.606	.062	.039	.318	3.141

a. Dependent Variable: ECO



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Appendix O

PLS-SEM Measurement Findings

Appendix O1: Cronbach's Alpha, Composite Reliability and Average Variance

Extracted

Construct	AVE	CR	CA
ECO	0.598	0.947	0.939
EE	0.609	0.900	0.859
EOR	0.604	0.857	0.807
KHOW	0.572	0.798	0.649
KWHAT	0.713	0.925	0.899
KWHO	0.807	0.926	0.875
KWHY	0.822	0.902	0.785

Appendix O2: Latent Variable correlations

Construct	ECO	EE	EOR	KHOW	KWHAT	KWHO	KWHY
ECO	0.773						
EE	-0.043	0.780					
EOR	0.499	0.211	0.777				
KHOW	0.275	0.181	0.292	0.757			
KWHAT	-0.071	0.088	0.164	0.177	0.845		
KWHO	0.176	0.244	0.225	0.009	0.220	0.899	
KWHY	0.119	0.423	0.309	0.081	0.290	0.244	0.906

Appendix O3: Cross Loading

Constructs	ECO	EOR	KHOW	KWHAT	KWHO	KWHY
ECO1	0.725	0.399	0.146	-0.116	0.013	-0.061
ECO10	0.831	0.445	0.270	-0.021	0.139	0.021
ECO11	0.747	0.331	0.157	-0.018	0.177	0.192
ECO12	0.784	0.420	0.259	-0.021	0.055	0.151
ECO2	0.798	0.428	0.063	-0.027	0.179	0.116
ECO3	0.778	0.402	0.169	-0.086	0.137	0.241
ECO4	0.758	0.310	0.117	-0.055	0.260	0.106
ECO5	0.756	0.345	0.229	-0.009	0.185	0.158
ECO6	0.735	0.358	0.321	-0.009	0.013	0.178
ECO7	0.812	0.427	0.242	-0.073	0.158	0.092
ECO8	0.781	0.373	0.288	-0.145	0.206	0.008
ECO9	0.762	0.347	0.288	-0.053	0.142	-0.051
EOR2	0.577	0.885	0.310	0.072	0.148	0.253
EOR3	0.097	0.605	0.014	0.370	0.340	0.396
EOR4	0.274	0.828	0.262	0.184	0.189	0.200
EOR5	0.317	0.762	0.161	0.132	0.198	0.258
KHOW1	0.301	0.355	0.667	0.102	0.047	0.062
KHOW4	0.214	0.286	0.685	0.048	0.089	0.202
KHOW5	0.167	0.137	0.896	0.194	-0.045	0.017
KWHAT1	-0.119	0.116	0.163	0.866	0.087	0.168
KWHAT2	-0.052	0.173	0.190	0.834	0.202	0.349
KWHAT3	-0.025	0.144	0.156	0.884	0.166	0.215
KWHAT4	-0.009	0.125	0.098	0.852	0.220	0.286
KWHAT5	-0.097	0.132	0.141	0.784	0.257	0.205
KWHO1	0.088	0.138	0.063	0.150	0.757	0.351
KWHO2	0.188	0.229	-0.015	0.218	0.962	0.164
KWHO5	0.188	0.229	-0.015	0.218	0.962	0.164
KWHY1	0.145	0.351	0.081	0.271	0.224	0.925
KWHY2	0.064	0.196	0.065	0.254	0.218	0.887

Appendix O4: Removed Items

N	Dimension	Item/s
1	ECO	- I prefer an entrepreneurial career to develop new ideas. - I prefer an entrepreneurial career to develop new innovations and initiatives.
2	Know-who	- Views of external speakers inspire my entrepreneurial mind. - Successful stories of local entrepreneurs inspire my entrepreneurial mind.
3	Know-why	- The entrepreneurship courses increase my understanding of the personal characteristics of entrepreneurs (e.g., risk taking, innovation, etc.). - The entrepreneurship course gives me a sense that entrepreneurship is achievable. - The entrepreneurship course increases my understanding of the motives of engaging in entrepreneurial activities (e.g., money, self-achievement, social status, etc.).
4	Know-how	- The course enhances my skills to handle an entrepreneurship project. - The entrepreneurship course enhances my skills to deal with risks and uncertainties.
5	EOR	- I enjoy thinking about new ways of doing things.

Appendix P

Path Coefficients

Path Coefficients (Mean, STDEV, T-Values)

Construct	Beta	St. error	T-Value	P-Value	Decision
EE -> ECO	0.0914	0.0589	1.5507	0.0610	Supported
EOR -> ECO	0.1008	0.0563	1.7909	0.0372	Supported
KHOW -> ECO	0.1581	0.0441	3.5844	0.0002	Supported
KWHAT -> ECO	-0.0473	0.0514	0.9220	0.1787	Not Supported
KWHO -> ECO	0.0604	0.0404	1.4942	0.0681	Supported
KWHY -> ECO	0.5499	0.0473	11.6198	0.0000	Supported



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