

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**THE RELATIONSHIP BETWEEN BUSINESS INCUBATION IN SHAPING
THE ENTREPRENEURIAL MINDSET AND ENTREPRENEURIAL SELF-
EFFICACY AMONG INCUBATEES IN JORDAN**

THESIS

WAED BASEL HAMZA AL-SHRAIDEH

**Department of Business
Business Administration Program**

December, 2020

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Business Administration Program

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December, 2020

ONAY FORMU



T.C.
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İşbu tutanak, tez danışmanı tarafından jüri üyelerinin tez değerlendirme sonuçları dikkate alınarak jüri üyeleri adına onaylanmıştır.

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DECLARATION

I hereby declare with respect that the study “The Relationship between Business Incubation in Shaping the Entrepreneurial Mindset and Entrepreneurial Self-Efficacy among Incubatees in Jordan”, which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the Bibliography. (.../.../20...)

WAED BASEL HAMZA AL-SHRAIDEH

This thesis is dedicated to:

*To my parents and family who always support me with love, passion and belief in
my ability to succeed*

FOREWORD

My passion since I finished my bachelor's degree has been to fulfill the dream of finishing my master's degree as well, and now this moment has come, which I have always wanted and have always sought a moment that I consider a qualitative leap for my personality in the scientific and practical fields to open a door for me to build new hopes and aspirations with a broader mind and stronger wishes. I was studied for my masters while I was away from my country and my family, it was a good experience from which I learned many things, I learned more persistence and patience, and the division of goals and faith in my ability to overcome all obstacles in order to achieve my dreams and goals always.

Praise be to God because he gave me the blessing of patience and willpower that in order to deepen the love of science and learning and to advance them to the highest levels. And thank you to my parents who believed in my ambition and pushed me to achieve it, here I am reaching the end of the path of my master degree wishing to continue to more and thank my sisters and dear brother for their support for me with their sincere words, Thanks to my supervisor who did not skimp on her knowledge and effort to follow up. Thanks to Turkey, which gave me the experience of studying and the wonderful life that will remain immortal in memory, and thank you to all my doctors and Istanbul Aydin University which included me and from its territories, I achieved my dream, my ambition, and what I wished to achieve.

Thanks to everyone, your giving is greater than my words and feelings of thanks

September, 2020

WAED BASEL HAMZA AL-SHRAIDEH

TABLE OF CONTENT

	<u>Page</u>
FOREWORD	v
TABLE OF CONTENT	vi
ABBREVIATIONS	viii
LIST OF FIGURES	ix
LIST OF TABLES	x
ABSTRACT	xi
ÖZET	xii
1. INTRODUCTION	1
1.1 Theoretical Background	6
1.2 Statements of the Problem.....	7
1.3 Purpose of the study	8
1.4 Significance of the Study	8
1.5 Hypotheses	9
1.6 Definition of Terms	9
2. LITERATURE REVIEW	11
2.1 Entrepreneurship	11
2.2 Enterprise Development.....	12
2.2.1 Emergence of entrepreneurial capitalism.....	12
2.2.2 Government policy and entrepreneurship in Jordan	13
2.2.3 Business Incubators.....	15
2.2.4 Measuring incubation outcomes	23
2.3 Entrepreneurial mindset	24
2.3.1 Entrepreneurial cognitions	27
2.3.2 Cognitive theory, agency theory, and entrepreneurship	29
2.3.3 Cognitive biases	31
2.3.4 Metacognition	32
2.4 Developing Cognitive Mindsets.....	33
2.5 Entrepreneurial Self-efficacy	34
2.5.1 One dimensional versus multi dimensional measure of entrepreneurial self-efficacy.....	37
2.5.2 Students and small business owners versus nascent entrepreneurs	38
2.6 Entrepreneurial learning	40
3. RESEARCH METHODOLOGY	42
3.1 Research Design.....	42
3.2 Sample Size	43
3.3 Data collection procedures	44
3.4 Hypothesis and research instrument.....	45
3.4.1 Entrepreneurial mindset scale	46
3.4.2 Entrepreneurial self-efficacy scale	47
3.5 Statistical analysis	49
4. DATA ANALYSIS AND DISCUSSIONS OF THE RESULTS	50

4.1 Reliability of scales and internal consistency	50
4.2 Demographic profile for the respondents	51
4.3 Analysis and results to hypothesis 1	54
4.4 Analysis and results to hypothesis 2	60
4.5 Analysis and result to hypothesis 3	65
4.6 Analysis and results to hypothesis 4	70
4.7 Correlation Analysis.....	73
4.8 Discussion of the results with academic literature relevant	74
4.8.1 Discussion to hypothesis 1	74
4.8.2 Discussion to hypothesis 2.....	75
4.8.3 Discussion to hypothesis 3	76
4.8.4 Discussion to hypothesis 4.....	78
5. CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS	80
5.1 Conclusions	80
5.2 Limitations of the study.....	80
5.2.1 Time limitation.....	80
5.2.2 Sampling limitation.....	81
5.3 Recommendations for future research.....	81
REFERENCES.....	83
APPENDIX	93
RESUME.....	100

ABBREVIATIONS

SME	:Small and medium-sized enterprises
GEDI	:Global entrepreneurship and development institute
QRCE	:Queen Rania center for entrepreneurship
JRF	:Jordan river foundation
NBIA	:National business incubation association
SPSS	:Statistical package for social science

LIST OF FIGURES

	<u>Page</u>
Figure 1.1: The rates of unemployment in the first quarter of 2020 in Jordan	2
Figure 1.2: Business incubators add to economic growth	5
Figure 2.1: Relational model describes the factors shaping the graduation rate of incubation center tenants	23
Figure 2.2: Sample concepts for variables related to the entrepreneurial mindset	26
Figure 2.3: The schematic diagram for the causal paradigm of the social cognitive theory of a triple reciprocal examination	30
Figure 2.4: The structural pathways for the impact of the self-efficacy on performance and stimulus	31
Figure 3.1: Research Conceptual framework.....	43
Figure 4.1: Gender of respondents.....	53
Figure 4.2: Age of respondents	53
Figure 4.3: The education levels of respondents.....	54

LIST OF TABLES

	<u>Page</u>
Table 3.1: Five-point Likert scaled items.....	46
Table 3.2: Entrepreneurial mindset substructure	47
Table 3.3: Entrepreneurial self-efficacy substructure	48
Table 4.1: Genders of respondents.....	51
Table 4.2: Age groups of respondents.....	52
Table 4.3: The education levels of respondents	52
Table 4.4: Descriptive figures of the entrepreneurial mindset substructures	55
Table 4.5: Frequencies of the goal orientation item.....	56
Table 4.6: Frequencies of the metacognitive knowledge item.....	57
Table 4.7: Frequencies of the metacognitive experience item	58
Table 4.8: Frequencies of the metacognitive choice item.....	59
Table 4.9: Frequencies of the monitoring item	59
Table 4.10: Statistical constructs of the entrepreneurial self-efficacy for the incubatees that have completed and others who have not completed the incubation programs	61
Table 4.11: Output of the independent T-test entrepreneurial mindset structure for the incubatees that have completed and others who have not completed the incubation programs	62
Table 4.12: Descriptive figures of the entrepreneurial self-efficacy substructures...	66
Table 4.13: Frequencies of the searching item.....	67
Table 4.14: Frequencies of the planning item	67
Table 4.15: Frequencies of the organizing item	68
Table 4.16: Frequencies of the implementing people item	68
Table 4.17: Frequencies of the implementing financial item.....	69
Table 4.18: Statistical constructs of the entrepreneurial self-efficacy for the incubatees that have completed and others who have not completed the incubation programs	70
Table 4.19: Output of the independent T-Test entrepreneurial self-efficacy structure for the incubatees that have completed and others who have not completed the incubation programs	71
Table 4.20: Correlation coefficients for Pearson between the entrepreneurial mindset and entrepreneurial self-efficacy and incubation	73

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ABSTRACT

The aim of this research was to shed light on the effect of business incubation on the entrepreneurial mindset and entrepreneurial self-efficacy as seen by incubatees in business incubators in Jordan. Where the type of quantitative study was used, the data collection process was through an electronic questionnaire sent by e-mail in English and Arabic languages to the most famous business incubators in Jordan, so that they could share it with incubatees and entrepreneurs. Where 152 responses were obtained from incubatees and entrepreneurs who joined the incubation programs in business incubators, and for analyze the data was used SPSS program version 25, as the results indicated that the incubatees noticed a positive and high effect of the incubation on the entrepreneurial mindset and entrepreneurial self-efficacy, as well as the incubatees who completed the program noticed a greater effect on both the entrepreneurial mindset and the entrepreneurial self-efficacy compared to the incubatees who were still in the program.

Key Words: *Business Incubators, entrepreneurship, entrepreneurial mindset, Self - efficacy, Incubatees, entrepreneur, business incubation, incubation program , Jordan*

ÜRDÜN'DEKİ KULUÇKA MERKEZLERİ ARASINDA KULUÇKA SÜRECİNİN GİRİŞİMCİLİK ZİHNIYETİNİN OLUŞUMU VE GİRİŞİMCİLİK ÖZYETERLİLİĞİ İLE İLİŞKİSİ

ÖZET

Bu araştırmanın amacı, iş inkübasyonunun girişimci zihniyet üzerindeki etkisine ve Ürdün'deki iş kuluçka merkezlerindeki kuluçka merkezlerinde görüldüğü gibi kendi kendine girişimciliğin etkililiğine ışık tutmaktır. Kantitatif çalışma türünün kullanıldığı yerlerde, veri toplama süreci, kuluçka merkezleri ve işadamları ile paylaşabilmeleri için Ürdün'deki en ünlü iş inkübatörlerine İngilizce ve Arapça e-posta ile gönderilen elektronik bir anket yoluyla gerçekleştirildi. İş inkübatörlerinde kuluçka programlarına katılan kuluçka merkezleri ve işadamlarından 152 yanıt alındığında ve verileri analiz etmek için SPSS 25 sürümü kullanıldı, çünkü sonuçlar kuluçka merkezlerinin girişimcilik zihniyeti üzerinde olumlu ve yüksek bir etkiyi fark ettiğini gösterdi. Programı tamamlayan inkübatörlere ek olarak, girişimci öz-yeterlik, hem girişimci zihniyet hem de kendi kendine girişimciliğin etkinliği üzerinde, hala programda olan kuluçka merkezlerine göre daha büyük bir etkiye dikkat çekti.

Anahtar Kelimeler: *İş Inkübatörleri, girişimcilik, girişimci zihniyet, Öz-yeterlik, Kuluçka merkezleri, girişimci, İş kuluçka, kuluçka programı , Ürdün*

1. INTRODUCTION

One of the most important causes of transformation in societies around the world is dynamic forces such as population demographic transformation, major changes in technology, and fluctuations in the economy (Xavier, Kelly, Kew and Herrington and Vorderwulbecke, 2012). New opportunities and problems have come to the fore with the development of communities. Xavier and other researchers, (2012) It was observed that, in general, public and private organizations, governments, and individuals tend to be entrepreneurs as a concept in response to these dynamic forces.

Social challenges such as unemployment, poverty in developing countries such as Jordan greatly limit the practice of entrepreneurship (Herrington, J Kew, and P Kew, 2009). All challenges and problems more common among young people (Herrington et al, 2009).

The unemployment problem in Jordan is one of the problems that represent a major concern for governments, as the percentage increased from 11% in 2010 to 19.3% during the first quarter of 2020 (Department of Statistics, 2020 (.

According to Figure 1.1, the unemployment rate in Jordan in the first quarter of the year 2020 among males was 18.1 percent compared to 24.4 percent for females, where the unemployment rate among young people with university degrees (unemployed with a bachelor's degree or higher) reached 22.1%. This illustrates systemic and structural gaps in the labor market because of the disparity among jobs available and the skills (Stats SA, 2014).



Figure 1.1: The rates of unemployment in the first quarter of 2020 in Jordan

Source : (Department of Statistics, 2020)

One of the most important challenges that young people suffer in the first place is the challenge of unemployment, due to their lack of skills, education, and important expertise in their ability to find formal work (Herrington et al, 2009). The challenges of unemployment encountered for youth people in Jordan are not special cases because they are a common problem all over the world. In addition, the rate of high unemployment among the youth cannot be counted due to the lack of job opportunities. There are other factors, including the impoverishment of young people to work experiences, skills, financial resources, and research capabilities necessary a find work (Herrington and Kew, 2013). Herrington et al, (2009) noticed the youth people are obliged to switch entrepreneurship activities.

One of the main challenges facing Jordan is unemployment, as it reached 19.3% in the first quarter of 2020, a rate that far exceeds the Arab and international average.

Jordan has developed plans to combat the problem of unemployment as it works to reduce the number of expatriate workers estimated at one million individuals by exempting them from fees and fines that violate residency conditions in exchange for leaving the country. The Jordanian government has also worked on launching national programs and projects to reduce the phenomenon of unemployment. The "Khedmet Watan" Employment Service project was launched in 2019 with the aim of training and employing Jordanian youth, raising levels, and providing suitable and appropriate job opportunities for its capabilities and desires, so that they are compatible with the needs and

requirements of the local and regional labor market. In conclusion, it also aims to train and employ 20,000 Jordanians in various priority sectors that respond to the needs of the labor market, as the program targets Jordanians with the age group (18-30) years.

Liechtenstein, Leon, and Kothanova research (2004) stated that project development was considered performance and strategy to support economic development, which sought to create an enabling environment for starting, developing, and protecting new projects to thrive in successful projects. Business incubators are the basis and infrastructure for implementing and developing these projects, and they have business support services and programs to foster and improve economic growth by promoting and assisting entrepreneurs and their projects. (Davis 200, Al Mubarak and Posler, 2013).

There are four different types of services delivered by business incubators that are classified into four distinct categories such as consulting services for any new projects in all fields it is important to the growth and business development, training and networks, business planning, and access to finance (Davies 2009, Peters, Rice and Sundararajan, 2004).

Jordan was interested in the topic of entrepreneurship early, as its story began throughout the history of microfinance in Jordan. Until recently, the journey started through the Jordan River Foundation (JRF) empowering communities program with the aim of enhancing the capabilities of disadvantaged communities by providing economic opportunities and improving their level which began in 1995.

The growing importance of empowering local communities, developing youth and supporting them to depend on themselves and push them towards productive paths , work and reduce unemployment rates, as the founding of the young entrepreneur association was formally established in November 1998 as a non-profit organization dedicated to encouraging entrepreneurship in Jordan and educating Jordanian entrepreneurs on social value and non-traditional economic ideas, which are owned by a group of Jordanian young entrepreneurs under the auspices and guidance of the "Friedrich Naumann" foundation, and in 2004 the Queen Rania Center for entrepreneurship (QRCE) it was established as a non-profit organization to support and developing artistic the entrepreneurship in

Jordan this center is under the umbrella of Princess Sumaya University for Technology, the center is developing entrepreneurship in Jordan through a technology entrepreneurship initiative that focuses on communication, raising consciousness, training and financing.

Since that time, Jordan's path began in the world of entrepreneurship and the development of small and medium enterprises that constitute a mainstay in the national economy and a serious step towards self-reliance, and this is the nucleus and beginnings of entrepreneurship in Jordan.

Business incubators are an appropriate and important means of promoting enterprise development for "surviving" tenants within incubators with an average presence of 90 percent (Molnar, Adkins, Yolanda, Grimes, Sherman, Tornatzky, 1997) and (Almubarak, Al Karaghoul, Busler, 2010).

For a rate of survival in small companies at the business incubators, the governments, and the private sector have supported business incubators by increasing their funding to try to increase the number of successful projects in society. It has been proven that projects in the nursery program contribute significantly to economic development and job creation (Almubarak and Busler, 2013).

The ability of the business incubators to produce effective and successful projects, create new opportunities for work, and grow economic development around the world was confirmed and recognized. In particular, the ability of incubators to develop small projects and make them capable of completion within limited resources or technical or commercial experience in local, national, or international markets (Almubarak and Busler, 2009, 2010).

A positive effect for the business incubators in economic growth and job creation was demonstrated with a study conducted by Wagner, (2006). This research studied 9 incubation programs for 175 companies incubated in Missouri, USA. The research finds proof that these firms have produced 502 jobs with an average of 60.5 jobs for each program on it. In another research by Lalkaka et al, (2003) research on the effect for the business incubators in the developing world. Research showed good financial returns were generated by business incubators in China, as it is possible to cover investment for a year

through receipts of tax alone within the next five years. In figure 1.2, a model for creating jobs with incubators is shown.

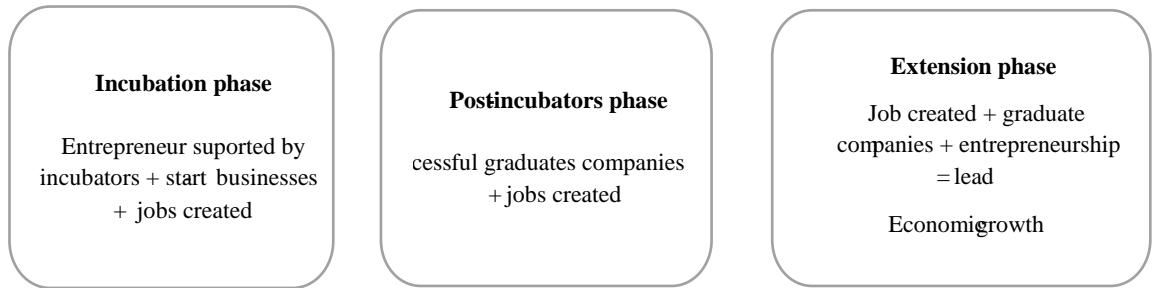


Figure 1.2: Business incubators add to economic growth

Source : (Almubarak and Busler, 2013, p 367)

The main nature of the help submitted by the business incubators on economic growth is not limited to assisting tenants in the process of developing their projects. The business incubators provide psychological upholding to the entrepreneurs. That backing may affect the continuation of the business entrepreneurs and try to establish their business and work on its growth. The principle of psychological care has created a new and unique space at the nursery of economic growth by creating and creating opportunities for work and diversifying economic losses in local markets (Almubarak and Busler, 2013).

The researchers (Buys, Mbewana, 2007) and (Lichtenstein et al, 2004) notice business incubators are not successful in sponsoring and assisting startups in the desired form always, business incubators often promoted by practitioners (NBIA, 2013 quoted in Bruneel, Ratinho, Clarysse and Groen, 2012). About the idea of the advantages for the business incubators and the defense of their practitioners lacks studies of activities for the business incubators (Hackett and Dilts, 2004).

The studies previously carried out to investigate the performance of the business incubators first focused on project performance with a little bit of concern for the effect of the incubation process on the individual project owner. In addition, there was a research that emphasized the importance of the role of project owner in completing the project's successful process, and that reached to the extent

some researchers have debated the project will be successful in any case of the product as long as it is driven by a leading competence.

In this study, we will concentrate on the effect of the incubation process on shaping the entrepreneurial mindset of the person and entrepreneurial self-efficacy.

In chapter one will discuss section 1.2 deals with the theoretical background of the study, and section 1.3 will highlight the statements of the Problem. Section 1.4 discusses the purpose of the study, and section 1.5 highlights the significance of the study. Section 1.6 deals with the limitation of the study, section 1.7 deals with the hypotheses, while section 1.8 definition of important terms used in this study.

1.1 Theoretical Background

In this research, the theoretical origins originated from the following areas: entrepreneurial mindset, entrepreneurial self-efficacy, and economic development of business incubators.

Business incubators are like the infrastructure for project development and follow-up, they are considered as organizations that act as a link and mediator between the financiers of project development and those who benefit from them by providing an appropriate environment for starting businesses.

There are several organizations that support entrepreneurs and are referred to as incubators (Buys and Mbewana, 2007). Entrepreneurs are referred to as the incubatees.

Regular entrepreneurs possess a kind of pioneering mind for the entrepreneurial process, entrepreneurs participate in several activities including seeking to create new opportunities, searching for opportunities, identifying disadvantaged markets, partnerships with other entrepreneurs, and forming teams (Allen and Economy, 2008). In this research, the entrepreneurial mindset will be the dependent variable and the key to building research.

Human actions and behavior may be associated with the subjective efficacy of the individual (Chen, Greene, and Crick, 2004, 98). It determines the level of

individual self-efficacy of his choices, perseverance in performing the task, and level of effort. Therefore, it is estimated that persons with rising levels of self-efficacy make additional efforts when performing a specific task, and see the task and persevere in it during difficult circumstances. In this research, entrepreneurial self-efficacy will be a dependent variable and the key to building research.

The construction has been defined in both the entrepreneurial mindset and the entrepreneurial self-efficacy by many researchers as important influencers and contributors to the success of an entrepreneur, but there were insufficient studies to describe the effect of the incubation process for the individual project owner. In particular, how does he view the process, and how does it shape the entrepreneurial mindset of the individual and the entrepreneurial self-efficacy.

This research will focus on the process of the influence of incubation on shaping the mindset of the individual entrepreneurs and self-efficacy from the point of incubatees by measuring the noticeable effect of the incubation process on shaping the entrepreneurial mindset of the individual entrepreneurs and the entrepreneurial self-efficacy.

1.2 Statements of the Problem

The idea of entrepreneurship started in Jordan in 1995 and after that, the idea of business incubation was launched which included a group of independent workstations has been collected to form a group of workshops (Meru, 2011). The business incubators a very useful factor for accelerating the start-up of successful entrepreneurship (Bruneel et al, 2012) nonetheless, a dispute centered on the benefits embodied in business incubators between scientists and some of them suggests that those who demand the benefits of the business incubators are their practitioners (NBIA, 2013).

Some researchers like Massey, Quintas, Weild, (1992), and Pha et al, (2005) support the view that is no systematic proof that states the effectiveness and capacity of business incubators in creating wealth and promoting employment.

The aims of this research to present the perceived effect of business incubators by incubatees and measure the effect of the incubation program on shaping the

entrepreneurial mindset and the entrepreneurial self-efficacy of incubated institutions in Jordan.

1.3 Purpose of the study

In this study, the purpose is to measure the relationship of the business incubation in shaping the entrepreneurial mindset and entrepreneurial self-efficacy as perceived by the incubatees in Jordan.

1.4 Significance of the Study

Studies that aim to understand the functions and basics of business incubators require a focus on all aspects of them. The assistance and the process of supporting business incubators for projects and entrepreneurs exceed the physical space provided by the incubator; it includes building interaction among business incubators and incubatees (Hackett and Dilts, 2004). The studies that seek to measure or analyze the results and impact of business incubators must be designed in a manner that takes into account the details of the complex process involved in the incubation process, as well as attention and recognition of the impact of each aspect of the incubation process on incubatees (Hackett and Dilts, 2004).

It is necessary to fully understand the complication of the incubation process and understand the complexity of influence during the incubation process on the professional and the personal growth of the incubatees, Use and measure it to inform business incubator design, However, due to these complications, the number of researches conducted in this field has significantly decreased (Stephens and Onofrei, 2012).

Hannon, (2005) has reviewed several published papers on the topic of business incubators. Found research focusing on the formation and design of a business incubator and the incubation process. There was little or no percentage of studies focused and aimed at understanding the effect of business incubation on the incubatees themselves.

This study focused on individual entrepreneurs and sought to gauge the effect of the business incubation process on the entrepreneurial mindset and

entrepreneurial self-efficacy from the perspective of individual entrepreneurs. In addition, there is no specialized study that dealt with the effect of incubation from the perspective of incubatees and its effect on the entrepreneurial mindset and entrepreneurial self-efficacy. This research will help in highlighting the limited knowledge in this field and designing appropriate incubation programs.

1.5 Hypotheses

In this research, the main hypotheses were reached, which is that respondents who are incubatees and entrepreneurs will accurately reflect their views on entrepreneurship in terms of the entrepreneurial mindset and entrepreneurial self-efficacy and incubation them in business incubators programs and their experiences.

1.6 Definition of Terms

- Business Incubators

An incubator is a company that helps new start-ups to develop by providing advisory services to ensure their survival Sherwood, Jason, and (Zak, 2015).

- Start-up

Are newly established companies that just start a business not quite long and the characteristics of newness must be there.

- Incubation

The act or process of incubating start-ups by preserving and giving support services for the survival of the clients (Pompa, 2013).

- Entrepreneur

Is a person who organizes and manages any enterprise, especially a business usually with considerate initiation and risk taken (Ogundele, 2017).

- Entrepreneurship

This is a process of creating values by bringing together a unique package by assembling all resources needed to generate profit (Issa, 2017).

- Enterprise development

Any assistance and support for entrepreneurs in establishing, supporting, developing, and maintaining their projects (Koven and Lyons, 2003, p100).

- Self-efficacy

Defined as an individual's belief in his or her power to perform a specific job or set for specific tasks (Bandura, 1977 quoted in Mcgee, Peterson, Mueller and Sequeira, 2009, p 966).

- Meta-cognition

The process of self-regulation includes, as this organization progresses, also describes the process by which you need to organize and generate a new architecture for sensor making as a function for the changing environment (Nelson 1996, Flavell 1987 mentioned in Urban, 2012).

- Cognition

Defined the process in which information is entered memory retrieved and processed for later use (Baron 2008, p328, Forgas 1995, Isen 2002, quoted in Arora, Haynie and Laurence, 2011 p360).

2. LITERATURE REVIEW

The literature review structure will include the following: section 2.1 will introduce the notion for entrepreneurship and section 2.2 will introduce the meaning of enterprise development and section 2.3 will discuss an entrepreneurial mindset. In section 2.4, the developing cognitive mindset will be explored. section 2.5 will discuss entrepreneurial self-efficacy and finally in section 2.6 will be introduced entrepreneurial learning.

2.1 Entrepreneurship

Engaging in continuous operations of entrepreneurial business and the ability to develop and continuously innovate has become one of the most important sources for competitive advantage and lack of the procedures and presence of entrepreneurship in the global economy can be a recipe for failure today. "Having entrepreneurship and innovation as catalysts will bring the world a new wave of economic development" (Kuratko, 2009 p 421). Entrepreneurial specialization has gained great appreciation worldwide and is seen as an important driver of economic development to a large extent and works to create new job opportunities and reduce poverty (Bruton et al, 2013).

Entrepreneurship works to enhance economic competitiveness in global markets and create additional job opportunities (Kuckerts and Wagner, 2010). Entrepreneurship is defined as the operation of searching for substitutional or new projects rather than just creating an alternative job chance (Lee and Venkataraman, 2006).

Entrepreneurship is the engine for generating economic growth, innovation, and technical change (Di Gregorio, Musteen, and Thomas, 2008). That prompted several countries to establish institutions for encouraging and promote entrepreneurial actions or to initiate actions to increase the size of entrepreneurial activities with the aim of benefiting and achieving economic growth (Mueller and Thomas, 2000).

2.2 Enterprise Development

Entrepreneurship is seen as a catalyst for economic development. This section will discuss project growth, it is one of the means to facilitate and encourage entrepreneurial activity.

Enterprise development is defined as assisting and supporting entrepreneurs in creating, building, growing, and sustaining their projects (Koven and Lyons, 2003, p 100). Enterprise development one of the strategies that aim for facilitating growth in the economy by providing entrepreneurs with an appropriate environment for the development of their projects (Koven and Lyons, 2003). Lichtenstein et al, (2004) mentioned the infrastructure of monitoring and developing projects zone for non-profit organizations, public and private. There are also entities referred to as aid providers or providers of services.

There are organizations charged with monitoring project development, including young entrepreneurship programs, entrepreneurial networks, business incubators, manufacturing networks, small business growth centers, small enterprise programs, venture capital clubs, technology transfer programs, and revolving loan funds (Lichtenstein et al, 2004).

The research will focus on the business incubators, especially the effect for the business incubators as viewed by incubatees and how they contribute to shaping the entrepreneurial mindset of individuals and the development of entrepreneurial selfefficacy. Enterprise growth a good method and tool for economic development because it focuses on the development and not only on growing, and also focus strongly on local development, and also reflects immediate benefits in the economy for societies (Lichtenstein et al, 2004) when comparing alternative economic development strategies with enterprise development is more effective, cost-effective, and more focused and attentive in community growth (Dabson, Rist, and Schweke, 1994).

2.2.1 Emergence of entrepreneurial capitalism

Project development was defined in the previous section and highlighting its effectiveness and importance as a strategy for economic development. Where

the need to develop projects arose and the reason for this need is the fundamental transformation in the structure and system of the global economy, which led to the transformation and orientation from managerial to entrepreneurial. This section will discuss the fundamental transfer.

Acs and Szerb, (2007) discussed the emergence from an American perspective of entrepreneurial capitalism. Where previous American economic successes were referred to as the fundamental change that occurred in the structure of the economy where the change was from administrative capitalism and its transformation into entrepreneurial capitalism.

Where entrepreneurship, new technology, and markets are among the basic and important elements in the transition from administrative capitalism to entrepreneurial capitalism. In capitalism for entrepreneurship, the dynamic structures are more dynamic, with individual companies and markets occupying the bureaucracy and leading to a difference in innovation among the administrative and entrepreneurial environments (Acs and Szerb, 2007).

The researchers (Acs and Szerb, 2007) studied the historical sense of understanding the development of entrepreneurial capitalism. They found the interaction among the public policy and the economic growth dates back to the seventeenth century in trade discussions, entrepreneurship was come in and included in the recent past as a new topic in this relationship.

2.2.2 Government policy and entrepreneurship in Jordan

Entrepreneurship in Jordan is considered a strategy for economic development and growth because it creates an appropriate environment that allows the establishment and development of small and medium enterprises.

According to the Global Entrepreneurship Index and in the GEDI Report 2018, Jordan's ranking in the Global Entrepreneurship Index improved by 23 places between 2014 and 2018 (up to 49 out of 72). This index measures the quality of entrepreneurship and the scope and depth of the environment that supports entrepreneurship in 137 countries.

The Global Entrepreneurship Index (GEDI 2018) showed that Jordan's score is equivalent to the average Arab region's ranking of 37 percent. Jordan

outperforms the region in the indicators of product and service innovation, technology uptake, competition, start-up skills, and cultural support. On the other hand, it lags behind Jordan in indicators of high growth, investment capital, risk acceptance, network connectivity, and human capital. Jordan whose population represents 3% of the region's population, and entrepreneurs constitute 23% of the entrepreneurs in the Arab region.

The establishment of the Ministry of Digital Economy and Entrepreneurship (MoDEE) is one of the greatest achievements of 2019 in Jordan in the field of entrepreneurship. Formerly known as the Ministry of Information and Communication Technology, it has developed due to the pioneering role that Jordan played in creating an ecosystem friendly to startups and leading Arab technology companies.

Within the plans set by the Jordanian government to combat the unemployment problem, work to develop the entrepreneurial thinking among Jordanian youth, through the work of a set of programs in partnership between the public sector and a group of private institutions in Jordan.

The government, in cooperation with the Ministry of Labor and in partnership with several private institutions, launched in 2019 the “ENHAD” program, which is the national program for self-employment and project creation in various operational sectors. It is a national program to combat unemployment, especially among young people, by supporting the establishment of sustainable small projects that create job opportunities for youth. The Jordanian and the promotion of self-employment instead of employment will enable them to establish development projects that achieve job opportunities and secure a suitable source of income for them.

Where the idea of the program came to find solutions to the challenges facing entrepreneurs and owners of ideas and projects in Jordan, the most important of which are:

- Training and qualification.
- Project management.
- Economic feasibility study.

- Finance on easy terms.
- Networking and Marketing.
- Stability and sustainability.

With the directives of his Majesty King Abdullah bin Al Hussein, for the necessity of setting up a new integrated program for the benefit of Jordanian youth in all governorates of the kingdom to guide them with experts, technicians, the economic system and creditors, and prepare them by all means to implement their ideas and projects. An orientation program was presented to young people during the implementation phase of projects, and coordination between them and experts and technicians, and the economic system as a checker of sustainability and stability, and marketing of services and products.

Jordan has a skilled workforce. However, the country has an abundance of nextgeneration entrepreneurs with great minds and strong will. Therefore, in order to support entrepreneurship and its primary role in reshaping the kingdom, the ministry of education, the ministry of youth, and the ministry of digital economy and entrepreneurship are working to promote and develop new digital opportunities. It also plans, in cooperation with other governmental and private institutions, to overcome the challenges that entrepreneurs may face such as securing financing, access to human capital, talent, organizational challenges, etc.

The Jordanian government is working to develop and flourish the entrepreneurship sector in Jordan in partnership with the institutions, business incubators, and investment funds operating in the Kingdom that represent the Jordanian entrepreneurship system, and the government is working hard to develop laws that support bright Jordanian minds in the entrepreneurship.

2.2.3 Business Incubators

In the previous sections, the relations between entrepreneurship and enterprise development were identified, and they are considered an important means in facilitating and encouraging entrepreneurship. Entrepreneurial development began as a result of the fundamental transformation from the economy-oriented to the economy of entrepreneurial thought. Research has shown that government

policies can encourage business growth policies in order to facilitate SME development in the entrepreneurial sector.

In that section, we will discuss the most important tool for the implementation and development of projects, which are business incubators. Incubators are defined as organizations that make it easier for early-stage entrepreneurs and startups (Grimaldi, Grandi 2005, Carayannis and von Zedtwitz, 2005). They help to speed up the growth of successful entrepreneurial projects (Bruneel et al, 2012). The notion of business incubation in Jordan started from microfinance in 1995 it started through the Jordan River program for community empowerment, which involved a number of independent and individual workstations that were collected to form a group of workshops (Meru, 2011).

The ways to finance business incubators differ according to government policy, as business incubators are considered one of the main factors in enabling development programs (Bruneel et al 2012, Grimaldi and Grandi, 2005). The business incubators provide backing for the new ideas and projects in order to grow and develop them for sustainable projects, and the support will be in multiple dimensions and forms such as working space, access to networks, business support services, and shared resources (Bergek, Norrman 2008, Hackett and Dilts, 2004).

Business incubators face many obstacles that must be defeat. These obstacles compel the business incubators to constantly conform and change their methods and strategies for working (Vanderstraeten and Matthyssens, 2012). Some of the barriers are related to some issues like the presence of similar organizations providing the same assistance (Becker and Gassmann, 2006; Von Zedtwitz, 2003). Because of these obstacles, the term business incubator has been used extensively to refer to all types of institutions that provide specialized business assistance (Aernoudt, 2004).

The business incubation field has witnessed significant growth in the number of organizations (Bruneel et al, 2012). Vanderstraeten and Matthyssens, (2012) cited the national business incubation association, where it was estimated between 1998 and 2006 in North America the number of business incubators nearly doubled about 1,400 a similar development has been witnessed by developed and emerging countries, (NBIA, 2013).

The researchers Smith, Zhang (2012), Allen and Mc Cluskey (1990), Hackett and Dilts, (2004) found the intangible elements of the business incubators are as important the same of the tangible ones. The business incubators are considered to give more than support services and facilities, as they provide an environment in which to develop new ideas and projects can build and grow in relative safety, which leads to building the credibility and confidence needed for efficient and sustainable business (Smith and Zhang, 2012). What distinguishes business incubators from other existing initiatives is the intangible elements (Smith and Zhang, 2012 Hackett, Dilts 2004, and Peters et al, 2004).

Some researchers report that those who claim the benefits of business incubators are their practitioners (NBIA, 2013 quoted in Bruneel et al, 2012). Massey et al, (1992) and Phan et al (2005, quoted in Bruneel et al, 2012) show up concluding their studies in the lack of paper studies to support some of the allegations made by the business incubators that share in the economic growth and job creation. The studies by Colombo, Delmastro, (2002) Rhothaermel, Thursby, (2005a, 2005b), and Pena, (2004) did not find support from the business incubators in the interaction among the industry and university, company performance, and innovation activity.

In research presented by Remedios and Cornelius, (2003) they observed that despite the increasing number of organizations providing the incubators in terms of numbers, there was no strong and clear effect on whether corporate incubators achieved their impact on tenants or they achieved the goals in general. There was little evidence to show the prosperity of incubated businesses in the incubator, with much-written literature concerned with entrepreneurship and about the development of new business (Voisey, Gornall, Jones and Thomas, 2006).

Lack of proof for the business incubators is likely to be attributed to the lack of studies to construct the theory that can be used to analyze the business incubator activities continuously (Hackett and Dilts, 2004). Bruneel et al, (2012) Proposed to understand how the value of the hypothesis is presented to business incubators and their development, as it is important to understand and analyze their contribution to the progress and continuity of the incubated projects.

Entrepreneurship one of the most important foundations for sustainable and targeted economic growth for all levels of economic development (Bruton et al, 2013, Carayannis and von Zedtwitz, 2005). In the creation and growth of new ventures, the business incubators play a catalytic role (Carayannis and von Zedtwitz, 2005) and they aid these ventures by providing guidance and business assistance to them in the growth and development process of the project (Grimaldi and Grandi, 2005).

The idea for the business incubators can play the catalytic role of creating, developing, and growing enterprises and applying them to underdeveloped economies. The incubatees can tool up comfort through their large knowledge and experience (Carayannis and von Zedtwitz, 2005).

The Business incubators provide several services to the incubated projects, this services depend on and differ many things, including the competitive scope, the strategic incubator goals, and the type of services accessible (Carayannis, von Zedtwitz, 2005, Grigorian, Ratinho, and Harms, 2010). They are classified as intangible business incubators by Smith and Zhang, (2012). In contrast, Porter, (1986) defined the geographical scope, vertical scale, segment scope, and the industry focus on the prime elements for the competitive scope.

The dimensions of the scope identified by the researcher Porter (1986) differentiate among the business incubators with other business support services providers and are considered as elements to distinguish among the incubators themselves (Carayannis, von Zedtwitz 2005, Carayannis, Samara, and Bakouros 2014). Business incubators include diverse goals in given assistance for new projects, among these goals may be the provision of the social service as a profit or non-profit (Allen, McCluskey 1990 and Porter, 1986). These goals reach the business incubator's plan and operational model (Allen, McCluskey 1990, Carayannis, von Zedtwitz 2005 and Porter, 1986). Von Zedtwitz, (2003), Morel-Guimaraes, Hosni, and Khalil, (2005) pointed out the most common types of business incubators, as follows:

1. Independent business incubators.
2. Virtual business incubators.
3. Business incubators inside companies.

4. Regional business incubators.
5. University business incubators

The types of university business incubators and regional business incubators are among that have a strong non-profit motivation. The independent business incubators, in-company incubators, and virtual incubators are highly motivated incubators (Bergek and Norrman 2008, Carayannis and von Zedtwitz, 2005).

All economic business incubators set long-term goals. However, for incubators motivated by non-profit financial gains are usually achieved by parent organizations. And it makes it difficult to judge the real role of the business incubator in the success of the parent organizations (Carayannis, von Zedtwitz 2005, Morel-Guimaraes et al 2005, and von Zedtwitz, 2003).

The researcher identified the following services as central services for business incubators (Von Zedtwitz, 2003) and (Morel-Guimaraes et al, 2005).

- Easy access to material resources: Business incubators provide space and places for offices, computer networks, furniture, security, and other necessary facilities related to physical infrastructure.
- Office support: Despite infrastructure services, business incubators are keen to efficiently operate to provide basic support and assistance to the office like secretarial and reception services.
- Supporting arrival for financial sources: The business incubators facilitate arrival for the investment capital.

Investment capital usually consists of external capital and private funds, and investments by business owners, owners of capital, or local companies or institutions.

- Supporting business incubators to start entrepreneurship: The capabilities of entrepreneurs often differ. Some of them can be stronger in seeing business and technology, and some of them may lack administrative, organizational, and legal skills. Business incubators provide guidance to the entrepreneurs out of the basic and needful steps for the startups established must take. Where business incubators tool up support to help the entrepreneurs to develop and apply management and leadership

skills, and provide support to guide management in these companies. Nevertheless, many incubator managers were unable to provide and add value to beginner training.

- Supporting for arrival to networks: The business incubators are capable of determining the key and individuals benefit by working to make their startups a success. Most of the time, entrepreneurs do not have the networks that incubators took a period to create. Therefore, business incubators can get individuals who have the appropriate skills and finesse for startup companies.

Researchers provided Carayannis and von Zedtwitz, (2005) with an introduction to their services. In addition, they considered that the incubators that should be called business incubators in the true sense are the ones that provide all the previous five services. As for the incubators who provide four of five services, they considered the incubators in the weak sense of the term incubator. They considered institutions that provide a low than number of services that must not be considered as business incubators.

The proposal for a revised description of the business incubators developed by Buys and Mbewana, (2007, p356) which he defined as institutions provide preserved environments of startups. Buys and Mbewana, 2007 accepted with Carayannis and von Zedtwitz, (2005) the definition of the incubator depicts a set of organizations that help the entrepreneurs by supplying them with appropriate areas that allows them to originate, grow and develop there businesses for successful businesses.

Even though there are a number of organizations that mention as incubators, the business incubators are very special in terms of the services rendered by them. Business incubators offer the process prepared and methodical to target the particular wants of enterprises and entrepreneurs (Buys and Mbewana, 2007).

The services provided by the business incubators in the office space where they are given to tenants at reasonable prices so that they vacate them in time according to the agreement between the two parties, and also office assistant services can be exchanged between the leaseholders in the incubator arrival and networking obtain support for financing. It may provide growth-oriented

services to personal incubators such as networks, venture capital, business support, and business consulting (Bergek and Norrman 2008, Buys and Mbewana 2007).

Buys and Mbewana, (2007) accepted for Lichtenstein et al, (2004), not commonalty the incubators are considered effective businesses, as several cases that contribute to their success and it is important to explore failure. The eight main factors were identified that set the success for the business incubators, which are closely related to each other. Buys and Mbewana, (2007) listed the main success factors:

1. Qualified entrepreneurs
2. Providing science and technology
3. Access to networks
4. Get financing
5. Stakeholder participation
6. Efficient incubator management
7. Sustainability of the business plan
8. Favorable public policies.

Buys and Mbewana, (2007) researchers common all of the variables in one independent variable and called "favorable environment " and presented three other variables:

1. Criteria for selecting a business incubator must be strict.
2. The business incubator's business plan should be detailed.
3. Business incubators should choose an experienced advisory council.

The research conducted in different contexts, as compared with the research by Lichtenstein et al, (2004). Nevertheless, the importance of the role of entrepreneurs in developing and succeeding projects was highlighted in the two studies, although they were not specified in the role.

Incubation operations consist of three types (Finer and Holberton 2007, Hackett and Dilts 2004, Thompson and Downing, 2007) in the first type of business

incubation phase consists of diagnosing and knowing business problems, and the aim is to reduce the failure rate of projects in the early stages. The second type of incubation operations aims to develop new entrepreneurs and create new businesses. Where entrepreneurs have a desire to develop and market their talents and ideas. And the last process of incubation, which is known to involve occasionality. Where entrepreneurs have a desire to develop and market their talents and ideas. And the last process of incubation, which is known to involve occasionality. In this case, the incubator could have left the company either indefinitely or temporarily for a working day for the goal of growing specific goods or services for the company and be supplementary to the goods or services provided that by the main employers.

Stephens and Onofrei, (2010) researchers emphasized the job made by Buys, Mbewana, (2007), and Lichtenstein et al, (2004). The primary focus was on business incubation policies and practices to develop and provide a safe environment by providing arrival to support services, resources, and chances (Stephens and Onofrei, 2010). One of the main reasons why startups fail is bad management practices and lack of money (Stephens and Onofrei, 2010).

Hackett and Dilts, (2004, p. 61) put forward a suggestion that targeted efforts to study the work of business incubators should be based on a holistic approach. These efforts should take into consideration that business incubators are more than just a provider of facilities, as they include a network of individuals and organizations facilitating the process. To be sufficient measurement of the incubation results in business incubators is necessary to look at the complexities, consisting of the process itself, participating organizations, and the individual network.

Stephens and Onofrei, (2010) confirm the results of Hackett and Dilts, (2004). The business incubators give more than the principle of facilities of incubation, and the services provided from the incubators have a significant impact on the personal and professional development of incubatees. The effect of the incubation on the personal and professional growth of incubatees must be measured and used in the designing of the incubator operation (Stephens and Onofrei, 2010).

A researcher Peters et al, (2004) suggested a paradigm showing how to smooth entrepreneurship within business incubators (as shown in Figure 2.1). In his model, the emphasis was placed on the effect of the services provided by the business incubators. Although it is not included all the services provided by business incubators, and among the services that he included in his model are training, networks, and infrastructure. Where in this model, incubator graduation rates were studied by looking at business incubator gifts. His model has been tested between three different types of business incubators, it is university business incubators, profit business incubators, and non-profit business incubators.

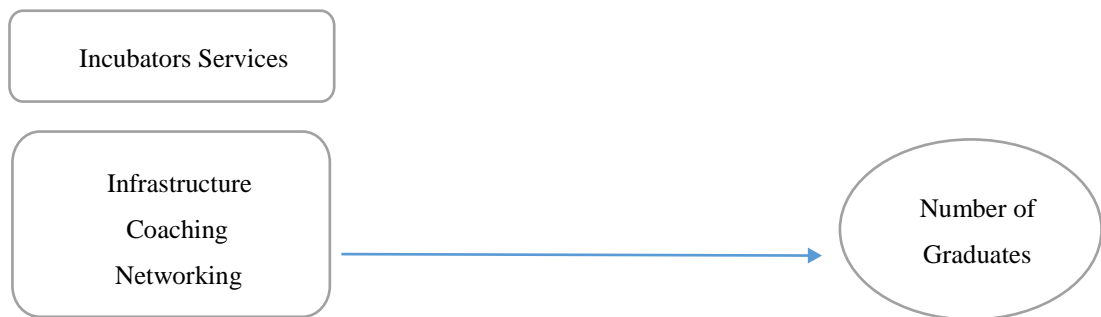


Figure 2.1: Relational model describes the factors shaping the graduation rate of incubation center tenants

Source : (Peters et al, 2004)

A significant difference was found in the numbers of companies that graduated from the three types of incubators with different administrative structures, namely university business incubators and profit, and non-profit business incubators, where it was observed that the largest number of graduates were among non-profit business incubators. It was found that the most important main distinguishing factors for the success of business incubators are access to training and networks (Peters et al, 2004).

2.2.4 Measuring incubation outcomes

In the previous sections, the relations among enterprise development, entrepreneurship, business incubators, and government policy were identified. Where researchers agreed on the importance of the role of business incubators in providing an enabling environment suitable for startups that wish to grow and develop into successful projects on the ground. However, there was another

opinion the advantage of the business incubators are avouch by entrepreneurs who practice them, and that there is a lack of studies that have been reviewed by researchers in the benefits for both the project and the entrepreneur. In the next section, we will highlight previously conducted research on the results of business incubation.

The efforts of measurement the effect of the business incubation for the incubatees offer a great opportunity to improve the outcomes of business incubators. Because of the lack of previous peer-reviewed studies on this topic, these efforts have been frustrated (Hackett and Dilts, 2004). Most of the previous research and studies on business incubators tend to neglect the influence of incubation on the incubatees, and more focus was placed on business incubators and the incubation process (Hannon, 2005).

The researcher suggested Voisey et al, (2006) the business incubators creating and performance results and other outcomes with improvements in costs and profits, which are called hard measures, as they call them easy procedures. In line with (Allen and McCluskey, 1990, quoted in Smith and Zhang, 2012), Hackett and Dilts, (2004) flexible organizational for the business incubation are made on the professional and personal growth of the incubatees. Where they comprise training, work skills, and communication, in addition, they assumed that soft scales were difficult to estimate and to measure and were subjective.

In a study by Stephens and Onofrei, (2010), it was found that most participants observed that it is hard to determine the advantages of business incubation. Nevertheless, these advantages increase the rate of business growth. Accordingly, they concluded that they want to measurement the easy advantages of the business incubation. In their studies, it was discovered the most important feature of the business incubation the personal development for the incubatees.

2.3 Entrepreneurial mindset

In the section previous, business incubation was discussed because has an impact on both the entrepreneur and the project. that revealed the aspects that relate to individual entrepreneurs have not been searched for it and understood well and are considered intangible aspects of the business incubators, in spite

of this, the possibility of designing curricula will provide the entrepreneurs with intangible aspects for the business incubators.

The ability of individuals to start working through entrepreneurship arises because of individual awareness and this is called a cognitive perspective and about the underlying assumptions of this perspective, however, the relationship between entrepreneurial cognition and their precedents has not been discussed on a large scale (Lichtenstein et al, 2004). Allen and Economy, (2008) researchers suggested the entrepreneur's mentality exposed some fundamental aspects of the entrepreneurial mindset through past entrepreneurial experiences. This indicates the entrepreneurial mindset can train it. That section will focus on the entrepreneurial mindset and will highlight the shape of the variable for the entrepreneurial mindset and how to develop it.

Research into the entrepreneurial mindset speaks that entrepreneurs share a common thinking process that prevails between emerging entrepreneurs and serial businessmen (Allen and Economy, 2008). Where the mission performance by the entrepreneur comprises discovering the basic opportunities to work to create opportunities for their projects, the process of identifying gaps that are present in the markets and methods for formulating to control these gaps, production of other tactics to improve their market portion, establishing business networks and recruiting and leading teams.

They also reported (Allen and Economy, 2008) a mindset of the entrepreneurs is a possibility that may be exposed to the following aspects:

- A high level of personal responsibility.
- Focused opportunity.
- Restful with mystery.
- Restful with uncertainty.
- Will with self-discipline.
- Will perseverance.
- Powerful internal engine.
- Do not be afraid to fail.

Busenitz and Lau, (1996) researchers advanced the cognitive paradigm where they worked to integrate the social context with perception, values in Culture,

and individual variables. Figure 2.2 describes the conceptual paradigm for variables related to the entrepreneurship mindset.

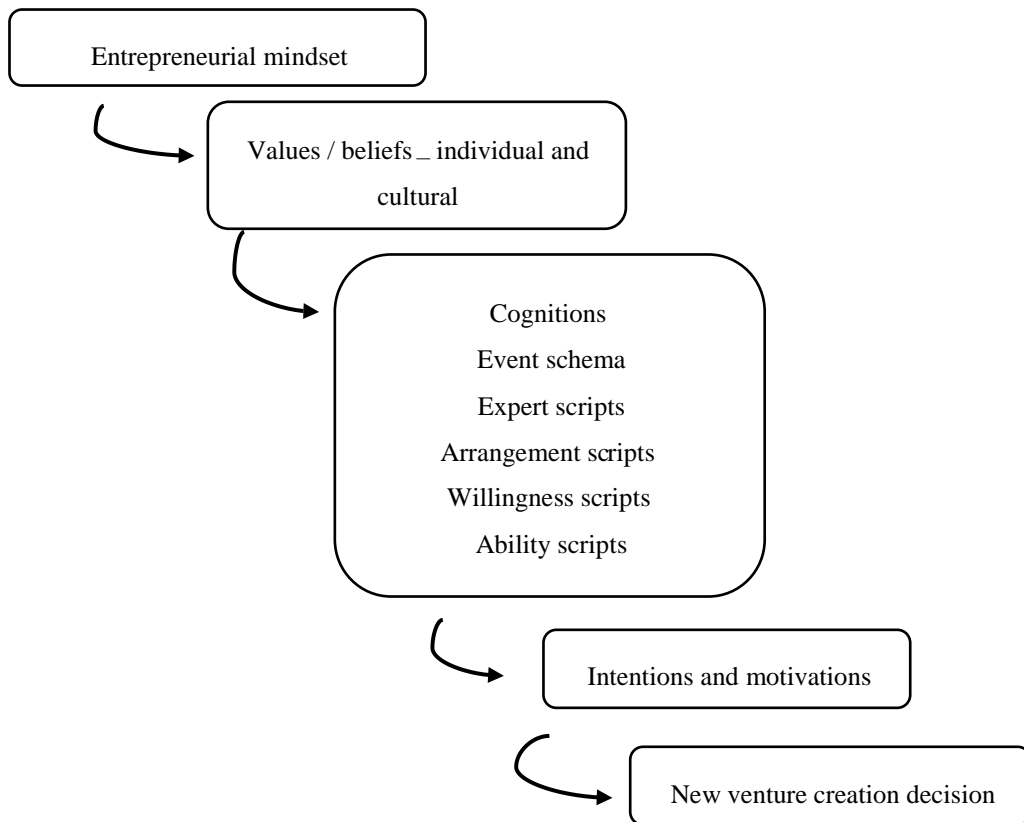


Figure2.2: Sample concepts for variables related to the entrepreneurial mindset

Source : (Urban, 2011 p5)

One of the most important features of an entrepreneur's mindset is that he is able to be creative, ready, and able to take advantage of opportunities. The entrepreneur is said to be able to accomplish this by acting, swiftly sensing, and responding to potential gains (Scheepers 2009, Sheppard, Patzelt, and Haynie, 2009). In addition, according to work the researchers MacGrath and MacMillan, (2000) the entrepreneurial mindset also necessitates an organized pursuit of business on an ongoing basis with a view to obtaining new opportunities and significant returns, and it must focus on achieving goals be disciplined and that there be future thinking and provides the desire for development and achievement.

2.3.1 Entrepreneurial cognitions

Entrepreneurial perceptions are an important portion of the conceptual paradigm for the variables relate to the entrepreneurial mindset. The research signalizes the possibility of developing approaches to help and contribute to developing the awareness of entrepreneurs. Researchers have described Mitchell, Smith, Seawright, and Morse, (2000) Smith and Mitchell, (2009) that perception is defined as the mind map that entrepreneurs have in mind in terms of relationships, resources, connections, and assets needed to communicate any project decision new.

And experts worked to activate the texts as follows:

- Arrangements texts deal with contacts, resources, relationships, and allimportant assets to assisting the project owner in process of creating a new project.
- Capacity texts consist of several knowledge structures as owned by the project owner, which work to assist the capabilities of business owners, knowledge, skills, attitudes, and standards required in creating new projects (Urban, 2010).
- Willingness's texts dealt with mind maps drawn within the minds of entrepreneurs backing the idea of the entrepreneurs committed to creating a new business idea.

When the entrepreneur decides to build a project, this demands the implementation of a script and must pair the scripts and the right concatenation (arrangement, desire, and ability). It requires an entrepreneur to be able to move from one text to another with these texts easily in order to master the project creation process. Although arrangement scripts are required to create any new project, they are also not sufficient by themselves. Willing scripts are often mandatory for the owner of the project to have an incentive to apply the organizing to text. Also, a project owner should have capacity scripts, whether there is a lack of capacity or insufficient, and the project owner may lack the skills he needs in implementing the scripts in order (Mitchell, Busenitz, Bird, Gaglio, McMullen, Morse, and Smith, 2007).

The cognition defined as the process of data that is entered, stored and recovered for use in memory not really (Baron, 2008 p 328, Forgas 1995, Isen, 2002, quoted in, Arora et al, 2011, p360, Neisser 1967, p 4, quoted in Urban 2011, p 6, Urban, 2010).

As refer to earlier, entrepreneurs resort to using mental texts when starting the operation of creating a new project (Urban, 2010). Cognition is defined as artificial structures within individual minds, and synthetic structures are considered cognitive structures in individual minds as they are used as texts. These mental texts function in the minds of individuals as mind maps as precedents for decision-making (Flavell J 1987, quoted in Urban 2010, Urban, 2011).

Entrepreneurial perceptions a major distinction among entrepreneurs and business managers (Baron, 2004). The entrepreneurial perceptions are factors that distinguish the capacity for the entrepreneurs to recognize probability (Krueger, 2000) as well as making decisions that exploit the chances to create projects for non-entrepreneurs (Mitchell et al, 2000).

The researcher Urban, (2011, p6) made a suggestion the study be of the entrepreneurial perception through a grasp of how the entrepreneurs using a very simple mental paradigm in order to collect formerly separate data and reconnect it to help them in identifying, innovating, and developing new services or products and working To pool all resources to start a business and develop it and decide whether or not to seek opportunities.

In the evolution of entrepreneurial perception literature, very important developments have occurred, especially in the relationship between entrepreneurial and perceptive of the decision making (Baron, 2004, Mitchell et al, 2007, Mitchell, Busenitz, Lant, McDougall, Morse and Smith, 2002, Mitchell, Smith, Morse, Seawright, Peredo and McKenzie, 2002). However, there was a lack of researches centering on the relationship among entrepreneurial cognition and their precedents (Lim et al, 2010).

The research that focuses on the function and importance of cognition in entrepreneurial processes provides new meaning and dimension in entrepreneurship study (Allison, Chell, and Hayes, 2000, Baron, 1998, Mitchell,

Busenitz, et al, 2002). Researchers educators and practitioners, both when researching pioneering awareness, have understood the intellectual processes that entrepreneurs do in undertaking entrepreneurship (Gregoire, Noel, Derby, and Bechard, 2006). In addition, the entrepreneurial perception spectacle was presented for all researchers by conducting several kinds of research which permitted them to compile enough theories and experimental approximation to explain the role and the importance for the entrepreneur in the entrepreneurial processing (Urban, 2011, 2013).

2.3.2 Cognitive theory, agency theory, and entrepreneurship

The theory of agent focuses on the human side in research related to entrepreneurship. Where researchers stressed that the human side is an important aspect of business incubation. Where self-efficacy included in the wide social of cognitive theory. To help understand the job of the characteristics of self-efficacy, the following part will highlight the prime social principles of cognitive theory.

In previous explains, the individuals have an important and decisive role in the process of creating a project, and for the importance of this role, the links among cognitive theory and entrepreneurship have been studied. Individuals are considered one of the most significant doers in the entrepreneurial operation, so the human proxy plays an essential role in the entrepreneurship (Urban, 2013). Where they know the agents that they are individuals who are working to alteration the situation quo and the current directing existing sources. Entrepreneurs lead to entrepreneurial operations with their measures and motivations in seizing chances (Bandura, 2001).

A cognitive behavior for individuals in a specific area must be linked. In the field of entrepreneurship, the cognitive behavior of entrepreneurs depends on motivations that lead individuals to follow the entrepreneurship (Minniti and Bygrave, 2003). while developing the cognitive capability of entrepreneurs enough, entrepreneurs are expected to demonstrate a higher level of self-efficacy (Gist and Mitchell, 1992).

A basis for the social cognitive theory is the agent perspective (Bandura, 2006, 2008). The social of a cognitive theory called the construction of a causal

system based on triple reciprocal causation (Bandura, 1986). And Figure 2.3 indicates triple progressive inference. The figure shows that human behavior is ruled by several relationships among the environment and personality that are considered behavioral determinants (Bandura, 2012).

The most important roles that individuals play in determining their personal lives are themselves, and here the idea arises that the self-efficacy of individuals is one of the important components of personal effects that constitute some of the specific conditions in the interactions between the environment and personality that are considered as behavioral determinants of individuals (Bandura, 2012).

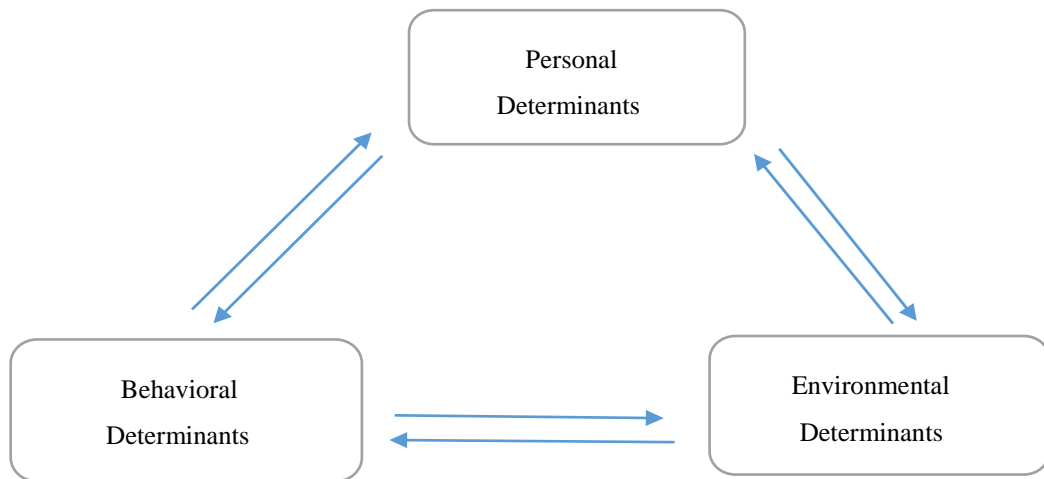


Figure 2.3: The schematic diagram for the causal paradigm of the social cognitive theory of a triple reciprocal examination

Source : (Bandura, 2012, p 12)

The social cognitive theory is an important basis for the self-efficacy tenets (Bandura, 1997, Pajares, and Urdan, 2006). Individuals capabilities and beliefs vary according to the performance of specific tasks in the field in which the individual finds himself (Bandura, 2012). Individuals develop their beliefs with their capabilities through, among other things, social persuasion, experiences of mastery, selection processes, and social modeling, as they are considered resources of self-efficacy (Bandura, 2012).

In figure 2.4 indicates reinforcement and self-organization for work and is founded on the social structural paradigm. The paradigm indicates the importance of self-efficacy because it plays an important and central role in

influencing behavior and through other determinants of structural social factors and outcome expectations (Bandura, 2012).

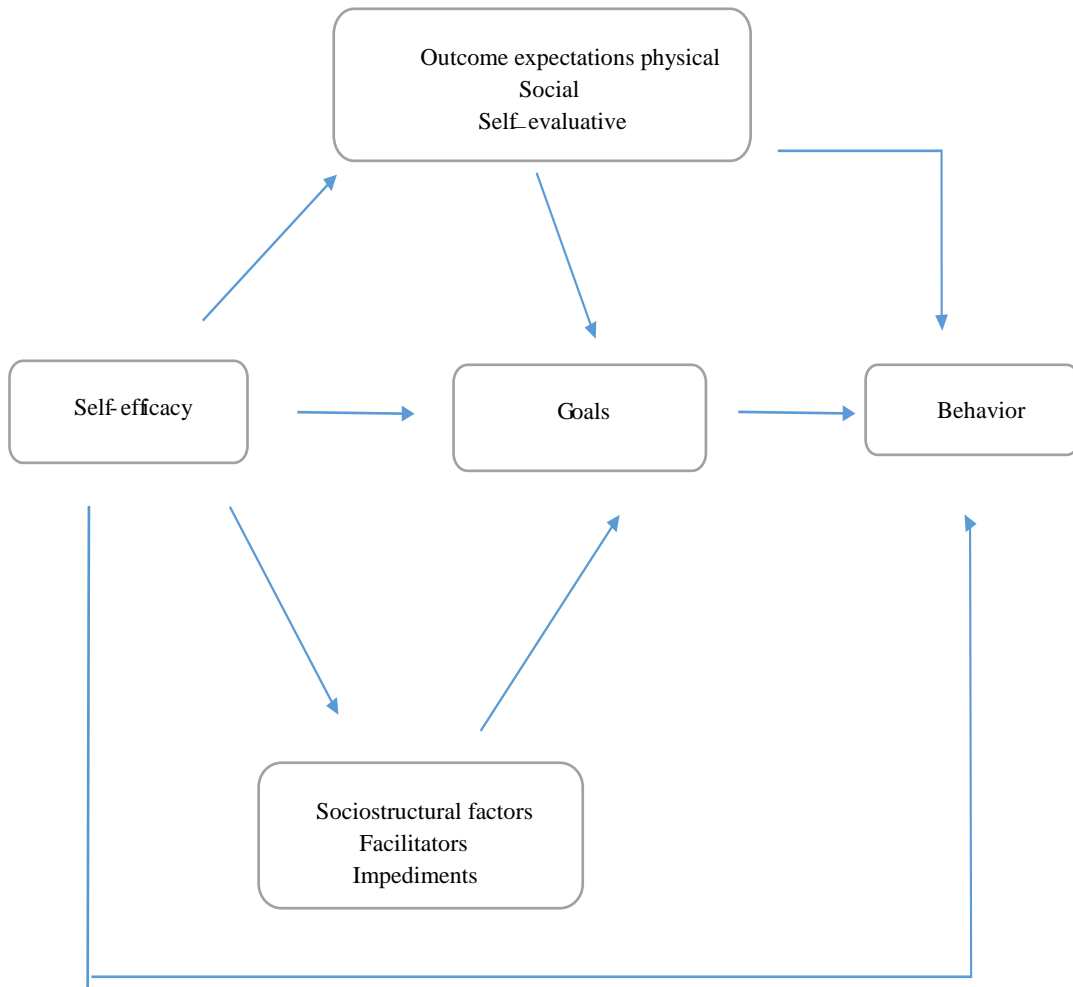


Figure 2.4: The structural pathways for the impact of the self-efficacy on performance and stimulus

Source : (Bandura, 2012, p14)

2.3.3 Cognitive biases

The individuals are biased in their behavioral outcomes and cognitive treatment based on their beliefs, personality traits, and attitudes (Fiske, and Taylor, 1991,1982, quoted in Arora et al, 2011). This prejudice is known as a cognitive prejudice and involves thinking operations are withheld for the truth by inferences and untrue assumptions It is performed by individuals as a result of, among other things, personal feelings and experiences that involve false assumptions and conclusions (Forbes, 2005a, Mitchell, Busenitz et al, 2002). Entrepreneurs said to be the most more exposed to these cognitive prejudices is

given the number of specialized resolution in the entrepreneurship that encounters every day (Cooper, Woo, and Dunkelberg, 1988, Forbes, 2005 a).

The entrepreneurs show a high level of predisposition to specific kinds of cognitive prejudice compared with non-entrepreneurs' executives (Camerer, and Lovallo, 1999, Cooper et al, 1988, Johnson, and Fowler, 2011, Forbes, 2005a). In Forbes, (2005a) meaning of excessive prejudice in confidence was defined and defined as specific bias and entrepreneurs tend to show it. The excessive bias of confidence in individuals' inclinations is linked to the overstatement of their views and initial estimates for answering difficult and moderate questions (Busenitz, and Barney, 1997, Cooper et al, 1988, Forbes, 2005a, Olson, 1986).

There are no studies or researches explaining specific reasons for entrepreneurs who demonstrate excessive prejudice in confidence (Forbes, 2005a, Gudmundsson, and Lechner, 2013). Despite this, their speculations showing causes of excessive bias in confidence among entrepreneurs, namely the entrepreneurs are originally a rare collection of individuals who head for to overstate their capabilities, as a mission involved in the entrepreneurial processes includes a lot of stuff uncertainty, the compression to reach, and excessive for information.

Entrepreneurs tend to show an excessive prejudice in confidence that they have a behavioral problem that can be corrected and modified (Forbes, 2005 a, Johnson, and Fowler, 2011). The results indicate the entrepreneurs can be subjected to training on specific and convenient intrusion to affect their behavior (Forbes,2005a, Gudmundsson, and Lechner, 2013).

2.3.4 Metacognition

Meta-cognition is the basis of knowledge for the entrepreneurial mindset (Haynie, Shepherd, Mosakowski, and Earley, 2010). Metacognition is defined as knowledge and capacity for the individuals to monitor their perception, learning and enables them to use cognitive strategies in different ways in responding to different environments (Flavell, 1979, Flavell, 1987, quoted in Haynie et al, 2010, Schraw and Dennison, 1994).

Through study into knowledge, there is an opportunity to conduct other studies in the human aspects of entrepreneurship, and also provides a new framework

through which to re-learn, identify problems, examine memory and the ability to make decisions for the entrepreneurs (Mitchell, Busenitz et al, 2002, p 93). Where the researcher Haynie and Shepherd, (2009, p 695) explained cognitive ability as they defined it as the ability to change decision policies in an appropriate way with feedback from a context of the environment in which cognitive operations are involved.

The researcher Haynie and Shepherd, (2009) proposed a new and diverse approach to measuring the cognitive adaptability of the needs approach in focusing on cognitive operations by espouse metacognitive theory rather than using the motivational approach. Melot, (1998), Schraw and Dennison (1994, quoted in Haynie and Shepherd, 2009) indicated that in the cognitive process to solving a mission a case demand, among other things:

- ❖ There be a confession of the truth that there is more than one resolution frame that can use to formulate a reply.
- ❖ There a good opportunity to participate in the conscious process to study the different options available.

Meta-cognition is not part of other cognitive limitations in learning and neither the capabilities nor the development of metacognition individuals in their application of knowledge is from the knowledge of the domain (Haynie and Shepherd, 2009). In conclusion, the incubatees observed a positive effect between their entrepreneurial mindset and incubation.

2.4 Developing Cognitive Mindsets

Accumulated study during the years on entrepreneurship behavior has not been used to report and access entrepreneurship education. This could be due to the separation among researchers who focus on building theory and those who focus on amelioration entrepreneurship schooling (Dueing, 2008).

Through applied study performed with regard to the entrepreneurial skillfulness for the entrepreneurs, it can assist and contribute to the development of the training method for the entrepreneurs (Urban, 2011). If entrepreneurs have specialized cognitive skillfulness, and this training skillfulness can be taught and improved, there should be a focus on research that aims to design

interventions aimed at building cognitive skills (Urban, 2011). Therefore, according to the above, the following can be suggested. In a conclusion, the incubatees who completed the business incubation program and graduated from business incubators observed a higher influence between their entrepreneurial mindset and incubation than the incubatees who were still in the business incubation programs.

2.5 Entrepreneurial Self-efficacy

The previous study has found a relationship among the entrepreneurial mindset and entrepreneurial self-efficacy, as entrepreneurial self-efficacy is a precedent of entrepreneurial work. These findings are supported by Gist and Mitchell, (1992) that when individuals' cognitive abilities are developed this leads to a high level of entrepreneurial self-efficacy in rendering a particular and fixed mission.

Self-efficacy is defined as tenets in individuals' capacity to mobilize knowledge and stimulus sources, and the work paths that are required to meet the requirements of specific situations (Wood and Bandura, 1989 p. 408). The high self-efficacy level is a positive and major measure of entrepreneurial work (Bandura, 2006, Zhao, Hills, and Seibert, 2005).

Self-efficacy can utilize predict and elucidate potential human behavior because it locates options a person do it, and the level of exertion for individuals in carrying out the mission (Chen, Gully, and Eden, 2004 p 966). Individuals who have a high level of self-efficacy for a particular mission are more probable to follow and continue with this mission than those with a low level of self-efficacy (Bandura, 1997 p 966).

The meaning of self-organization is derived from a social perspective. A basic principle of self-regulation is that individuals seek pleasure rather than pain, assuming that all variables are equal (Crowie and Higgins, 1977, quoted in Tumasjan and Braun, 2012, Higgins, 2000). self-organization is subject to a theory of organizational concentrate (Higgins, 1998). A theory of organizational concentrate is that it places the preventive focus and the promotional focus forward as one of the basic methodologies that individuals use to control their

behavior. Individuals who focus on growth and progress as their motivation are focused on promoting and those individuals who emphasize and focus on security and safety as their motivation are focused on prevention (Tumasjan and Braun, 2012).

The role of self-efficacy is important in a process of self-organization. There was a misunderstanding and misconceptions related to this role, as it is necessary to clarify and distinguish between underlying structure where it has a causative impact and the reflection is noticeable on measuring for the self-efficacy beliefs (Bledow, 2012). In a measurement process, the underlying structure must be preserved in a fixed numeral, Nevertheless, a latent construction is a dynamic variable even though the values on the measurement are fixed (Bledow, 2012).

The underlying structure must be related to the dynamic operation as it has an effect on the finding in the alteration within individuals. It must impact both the outcome and precedents, for latent construction to be the reason for influencing the individual (Borsboom, Mellenbergh, and Van Heerden, 2003). In the case of measurement of latent construction, the variance in the dynamic process will cause the difference in measurement (Borsboom Mellenbergh, and Van Heerden, 2004).

The theory for self-efficacy (Bandura, 1997) is a portion of self-organization (Baumeister and Vohs, 2004). Individuals who have a high level of self-efficacy, during perseverance and ingenuity, have reached a degree of control in environments where there are many limitations and limited opportunities (Bandura and Wood, 1989 p 806).

It is noted individuals who have a high level of entrepreneurial self-efficacy have high ambition for achieving difficult goals and have the capacity and flexibility to alter many strategies with facing challenges and failures, also are highly dynamic (Bandura, 1997). The individuals for a large level of self-efficacy are ardent by entrepreneurial chances and maybe in the operation for identifying opportunities (Ardichvili, Cardozo, and Ray, 2003).

The results for a study conducted via the researchers (Ardichvili, Cardozo, and Ray, 2003) indicated that individuals who have a large level of self-efficacy

tend of focusing on exploiting the entrepreneurial chances with the possibility of development, also in contrast that individuals who tend more to avoid risks are Those with low levels of the self-efficacy, choosing in lower potential growth opportunities because they are considered to be low-risk (Krueger 1993, Kruger, Brazael 1994, Neck and Manz 1992,1996 cited in Tumasjan and Braun, 2012).

In the research by Bandura (1977, 1997) Tumasjan and Braun (2012) studied entrepreneurial self-efficacy in specific areas. In their researches, they classified selfefficacy as entrepreneurial self-efficacy and creative self-efficacy. Bandura, (1977, 1997) this method was proposed as well and It's found that the particular task of selfefficacy more accurate findings have been provided and reliable when the behavior was predicted. In addition, private self-efficacy in the field is considered as selfefficacy to forecast and explain can be used the potential for humanitarian behavior because it determines the options a person produce, and the degree of exertion for individuals at carrying out the mission (Chen, Gully, and Eden, 2004 p 966). Individuals who have a high self-efficacy for a particular mission are more probable to follow up and then continue with this mission than those in low self-efficacy (Bandura, 1997 p 966).

Entrepreneurial self-efficacy is an important indicator in identifying opportunities and growth of new projects (Baumv, Locke, 2004, Baum, Locke and Smith, 2001, Forbes, 2005b, Hmieleski, and Corbett 2008, Park 2005, quoted in Tumasjan and Braun, 2012).

It is a difference in the beliefs of entrepreneurial self-efficacy and the work that emerges through the Scientific method applied to evaluate the self-efficacy (Anastasiou and Domna, 2013, Bandura 2012). Other issues in which a huge disparity in the performance (Anastasiou and Domna, 2013, Bandura, 2012, Stajkovic, and Luthans, 1998). Conflict issues were identified by researchers Stajkovic and Luthans, 1998, and Bandura, (2012) where the differences related to the place of performance were evaluated as issues related to performance appraisal, and issues relating to performance goals are considered unclear.

In the entrepreneurial self-efficacy section, self-efficacy was revealed, considering it important and prior to entrepreneurial work. In addition, the specific tasks were used instead of using the general measurement of self-

efficacy Studying the behavior of entrepreneurial. In the previous studies, it is proven that entrepreneurial self-efficacy, instead of general self-efficacy, a significant position is played in identifying opportunities and the growth of fresh projects.

Confirmation of Bandura's, (1977, 1997) stated that the self-efficacy there should be processing and considered a private enterprise in the field, the entrepreneurial self-efficacy is precedent and important to the intentions of the new project (Boyd and Vozikis, 1994, Chen et al, 1998, Krueger and Brazeal, 1994). These researchers and authors recognize despite the abundance and strength of the literature that relates to the self-efficacy of entrepreneurship, there are obstacles that have worked on the lack of development and application of construction, where these are summarized as follows:

- ❖ Some departments with the research community still question the need for the field expression in entrepreneurial self-efficacy.
- ❖ The lack of a clear and acceptable methodology for capturing special dimensions to build entrepreneurial self-efficacy.
- ❖ In the previous study in entrepreneurial self-efficacy, the business practitioners and the students were utilized for their specimens.

Highlighting the fundamental differences between businessmen and entrepreneurs through their entrepreneurial obstacles (Chen et al, 1998, De Noble, Jung and Ehrlich, 1999, Markman et al, 2002). It is likely the entrepreneurs who have highly qualified in entrepreneurship will succeed in developing their projects successfully (Baum et al, 2001) and Baum and Locke, (2004). In addition, probable the entrepreneurs with a high degree of entrepreneurial self-efficacy that manage the performance for a new project (Forbes, 2005b, Hmieleski and Corbett, 2008).

2.5.1 One dimensional versus multi dimensional measure of entrepreneurial self-efficacy

The researchers failed to agree and formulate a common methodology to measure the dimensions of entrepreneurial self-efficacy (Mcgee et al, 2009). Nonetheless, some of the researchers believed that entrepreneurial self-efficacy

could be a better measurement as a multidimensional structure (Arenius, Minniti, 2005, Baum, Locke, 2004, and Baum et al, 2001).

All the researchers who tried to research and measurement in entrepreneurial self-efficacy previously used measures as requires answering and responding in yes or no from the respondent regarding their trust in beginning a project (Mcgee et al, 2009). In addition, researchers who studied the measurement of the dimensions of the entrepreneurial self-efficacy did not attempt to analyze the remoteness of the scale, and their dependence on the sum of the degrees of entrepreneurial self-efficacy (Chen et al, 1998, De Noble et al, 1999, Forbes, 2005b, Zhao et al, 2005). Where researchers cannot rely on the overall degree in understanding the aspects of self-efficacy for the most constructive and influencing entrepreneurship (Mcgee et al, 2009).

The study by Mueller and Goic, (2003) presented reasonable grounds for the idea that remoteness inherent in building for entrepreneurial self-efficacy Include screening. Where Mueller and Goic, (2003) developed the four-stage project model of the formation process that was suggested by Stevenson, Roberts, and Grousbeck, (1985), where they built a detached entrepreneurial self-efficacy scale for specific duties related to each stage of four stages in the operation, which is the first stage, research is considered, the second is planning, and the third is organization and finally implementation. Mueller and Goic's (2003) stated in their research that the level of self-efficacy of an individual institution is different depending on the stage, which empirically emphasizes the nature of the multidimensional construction.

2.5.2 Students and small business owners versus nascent entrepreneurs

In the previously reported, it can be taken into account that researchers relied on university students to test a large portion of the study in entrepreneurial self-efficacy from a major impediment to building growth (Mcgee et al, 2009). There have some researches that have been used by practitioners and small business owners even though they are insufficient numbers and cannot be considered a diverse specimen (Baum and Locke, 2004, Forbes, 2005b, Markman et al, 2002).

In addition to using earlier researches on entrepreneurial self-efficacy, there were a few research that benefited from emerging entrepreneurs Mcgee et al, (2009). The root for the trouble lies in the exception of modern entrepreneurs in the research that is concerned with entrepreneurial self-efficacy with the idea that entrepreneurial self-efficacy is a precedent and an important thing for entrepreneurial work Mcgee et al,

(2009). Nevertheless, Mcgee et al, (2009) indicate the use of students on entrepreneurial self-efficacy studies, not a bad thing because students demonstrate modern behavior to engage in entrepreneurial studies.

Mcgee et al, (2009) the topic of using students in the entrepreneurial self-efficacy research, where the research was supported by both Peterman and Kennedy, (2003) in which it was indicated that students should not be canceled inputs into specialist studies in self-efficacy in entrepreneurship. And that students can help researchers determine which interventions are appropriate through training and education that help improve self-efficacy in entrepreneurship (Peterman and Kennedy, 2003).

Aldrich and Martinez, (2001, p 43) defined the new entrepreneurs as individuals who not only do they think of a new venture, and also engage in at least two businesses, such as investing money, writing the business plan, or organizing a junior team. Search for equipment and facilities.

There were several empirical kinds of research that investigated emerging entrepreneurship (Arenius, and Minniti, 2005, Carter, Gartner, Shaver, Gatewood, 2003, Davidsson, Honig, 2003, Reynolds, Carter, Gartner, and Greene, 2004). Nonetheless, most studies have not investigated entrepreneurial self-efficacy as a variable to explain emerging behavior (Mcgee et al, 2009). Studies that included the entrepreneurial self-efficacy as a variable did not focus and take the following into consideration (Mcgee et al, 2009) :

1. There is a difference between self-efficacy in its general term and the entrepreneurial self-efficacy that used in process of explaining project formation.
2. Entrepreneurial Self-efficacy as a multi-dimensional structure in nature.

3. They regard new entrepreneurs as an import to study in entrepreneurial self-efficacy.
4. The incubatees realized the positive effect between entrepreneurial self-efficacy and incubation.

2.6 Entrepreneurial learning

There were doubts by researchers about the benefits and effectiveness of the education of entrepreneurship (Clark, Davis, and Harnish, 1994, Oconnor, 2013, Wallenstein, 1993, quoted in Zhao et al, 2005). Criticism of the benefits for the education of entrepreneurship has continued despite the number of formal education programs in entrepreneurship also increasing in universities in the United States (Duval-Couetil, 2013, Soloman, Duffy, and, Torabishy, 2002).

In the research presented by Kailer (2007), Storey, (2000), and Duval-Couetil, (2013) there is a very restricted study to evaluate the education of entrepreneurship, and this study which aims to understand student's attitudes toward programs after complete it (Duval-Couetil 2013), Karlsson, and Moberg, 2013).

Primarily in this study performed utilizing a questionnaire that examined student's attitudes toward school, on work topics, the entrepreneurship course, and engaging entrepreneurial activities, (Kailer, 2007). There was a lack of longitudinal studies (Graevenitz, G.von, D.Harhoff, and R. Weber, 2010) quoted in Karlsson and Moberg, 2013) and researches investigating the monitoring group (Wilson, Kickul, and Marlino, 2007).

In the research made by Cox, Mueller, and Moss, (2002) they found a negative measure of entrepreneurial self-efficacy before and after taking part in the entrepreneurial path. The results in this study were approved with the study made by Oosterbeek, Van Praag, and Ijsselstein, (2010) for the negative effects of the entrepreneurship teaching emphasized the students'Intentionalities to become entrepreneurs. Karlsson, Moberg, (2013), and Oconnor, (2013) Completed the emergence of the results confirmed the need for research and results of the effects of schooling in entrepreneurship.

In entrepreneurship education, a pragmatic approach is required as teaching methodologies used in the classroom, and exams do not benefit from entrepreneurial behavior (Sogunro, 2004). Heinonen and Poikkijoki, (2006) backed the view of affirms for the pragmatic path to teaching entrepreneurship efficiently. Coaching is recognized as one of the primary methods of transferring and acquiring knowledge (Fielden and Hunt 2011, Johnson 2002, Merriam and Mohamad, 2000) mentors who support transformational experiential education (Lee, 2007).

In the newly developed and newly designed projects led by inexperienced entrepreneurs who have been appointed mentors have survived and thus become successful projects (Deakins, Graham, Sullivan and Whittam 1998, Sullivan, 2000).

The presence of the mentors can help entrepreneurs who are inexperienced in giving them self-confidence, and a mentor can also help improve management skills for entrepreneurs (Wikholm, Henningson, and Hultman, 2004, quoted in Lefebvre, and RedienCollot, 2013) also the ability for the entrepreneurs in entrepreneurship at general (Kent, Dennis, and Tanton, 2003 cited in Lefebvre and RedienCollot, 2013).

The official guidance defined as a structured program managed by organizations backing the business of third parties (Lefebvre, Redien, and Collot, 2013). As these business incubators embrace these organizations, they determine the relationship among mentor and entrepreneur and work to simplify the process of selecting entrepreneurs using the strict worthiness standards, predetermined responsibilities, the roles of entrepreneurs and mentors (Totterman and Sten, 2005).

In a conclusion, the Incubatees who completed the business incubation program and graduated from business incubators observed a higher influence between their entrepreneurial self-efficacy and incubation than the incubatees who were still in the business incubation program

3. RESEARCH METHODOLOGY

3.1 Research Design

The study is quantitative research in which a positive model has been postulated. The study was cross-sectional and a questionnaire was used to collect data. The research was based on electronic surveys sent via e-mail and collected over at least a span of three months, that sent to the most famous business incubators in Jordan for distribution and sharing with incubatees and entrepreneurs after the incubation period. A "45.5%" response rate was obtained for this study. The instrument used in this research was a combination of the entrepreneurial mindset Scale (Urban, 2012) and entrepreneurial self-efficacy (Mcgee et al, 2009).

The researcher worked on identifying the most famous business incubators in Jordan. The number of incubators reached 12 of which 8 were business incubators that responded to the study and the questionnaire. These incubators were contacted to reach a clear estimate of the population size. The mechanism for collecting data specialized in business incubators was by searching on the internet and personal contact with specialists in the field, employees of public and private institutions, and with the most famous, effective, and widespread business incubators in Jordan. A database was created with the names of incubators and their contact information, and the methods of communication varied between establishing electronic contact with the concerned officials in business incubators and taking more information about them, their work details, the incubatees, and their data preparation. Where the questionnaire was sent by e-mail so that business incubators could share it with incubatees subject to business incubation programs and with graduates who completed the programs in the incubator. Weekly electronic reminders were also sent to the business incubators where the data was collected And analyze it using the SPSS program (version 25).

Through the results of the analysis, data to try to reach the goal of the research and answer the questions related to it, which include the opinion of incubatees and

entrepreneurs that there is an effect between the entrepreneurial mindset and incubation? An effect between entrepreneurial self-efficacy and the incubation process in business incubators? And the principle of the effect of the business incubation programs for the entrepreneurial mindset and the entrepreneurial self-efficacy for the incubatees who have completed the incubation period compared to those who are still in incubation programs?

The research conceptual framework was formulated according to Figure 3.1.

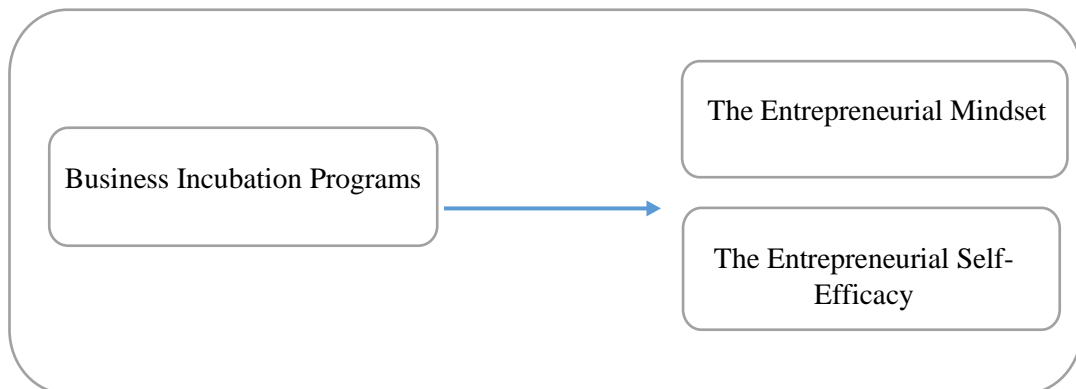


Figure 3.1: Research Conceptual framework

3.2 Sample Size

In this study, non-probability sampling methods were used, convenience sampling to select the target respondents, according to (Etikan and Bala, 2017), and this method is done "according to the researcher's judgment without using any potential technique. It targets the respondents with specific criteria, such respondents are considered an appropriate source for data".

The researcher worked on identifying the most famous business incubators in Jordan, and their number reached 12 business incubators, including 8 business incubators who accepted to work with the study and the questionnaire, where contact was made with these incubators to reach a clear estimate of the size of the population in this study as the number of incubatees and entrepreneurs in business incubators reached 384 beneficiaries.

The total answers that were collected were 175 responses from among the target population of 384 potential respondents within the specified category, and 152 responses were used in line with the aim of the study, which is to study the effect of

business incubation through business incubators for the entrepreneurial mindset and entrepreneurial self-efficacy from the point of view of the incubatees themselves. Where 152 respondents are incubators and entrepreneurs who have benefited from the programs and services of business incubators in Jordan, and they are the target group in the research.

3.3 Data collection procedures

In this study, a questionnaire search tool was used. The questionnaire was distributed electronically using Google Forms, which is a survey tool on the Internet, and it was distributed to “384” participants in “8” of the most famous business incubators in Jordan. These incubators shared the questionnaire with incubatees and entrepreneurs who are subject to the current incubator programs and with Entrepreneurs who completed the incubation period inside these incubators. An explanatory letter was attached to the e-mail covering the purpose of this survey with the tool (Appendix A includes a copy of a questionnaire that was used in this study).

A response rate of 45.5% was achieved in this research. The performance used in the study was a combination of the entrepreneurial mindset scale Urban, (2012) and the entrepreneurial self-efficacy Mcgee et al, (2009). Urban, (2012) achieved an entrepreneurial mindset response rate of around 65% and in the entrepreneurial self-efficacy scale, the response rate is 38% Mcgee et al, (2009).

The questionnaire responses were relied on as a primary source for achieving the objectives of this study.

Primary sources were used to data collect and the data was collected through electronic questionnaires. The questionnaires were designed using Closed-ended questions (using multiple choice).

Secondary sources were used to collect data such as theses, academic journals, books, and survey reports, as they form the basis for identifying the knowledge gaps examined by this study. Also, secondary sources of data were used to relate the subject of research to the existing literature from other studies especially in the theoretical aspects.

3.4 Hypothesis and research instrument

The hypotheses in this study are formulated as follows:

Hypothesis 1

H1: The incubatees observed a positive effect between their entrepreneurial mindset and incubation.

Hypothesis 2

H1: The incubatees who completed the business incubation program and graduated from business incubators observed a higher influence between their entrepreneurial mindset and incubation than the incubatees who were still in the business incubation programs.

Hypothesis 3

H1: The incubatees observed a positive effect between their entrepreneurial self-efficacy and incubation.

Hypothesis 4

H1: The Incubatees who completed the business incubation program and graduated from business incubators observed a higher influence between their entrepreneurial self-efficacy and incubation than the incubatees who were still in the business incubation programs.

This research is considered quantitative research, so the data was collected through the questionnaire, and specifically, the electronic questionnaire was used as a measurement tool and the elements were inclusive in the questionnaire were subedit based on previously documented studies found in literature, In particular, the methods and questionnaires that were followed in Urban, (2012) studies for the entrepreneurial mindset and the entrepreneurial self-efficacy Mcgee et al, (2009).

A questionnaire was shared and distributed in a variety of groups on social networking sites, which include a group of entrepreneurs and owners of emerging projects, after the lack of response of some incubators to interacting with an e-mail to answer the questionnaire by business incubators, so it was published on these groups to ensure that it reached the required sample.

The questionnaire contains two main parts. One of the sections includes elements related to the structures of the entrepreneurial mindset and entrepreneurial self-efficacy. In the other section, demographic data details and items regarding the business incubator are covered. Those elements related to the entrepreneurial mindset and entrepreneurial self-efficacy were formulated in a simple way to diminish the difficulties of interpretation.

The questionnaire elements have been grouped according to Likert's elements classified from five points according to Table 3.1 for combinations of the entrepreneurial mindset and entrepreneurship self-efficacy. According to nominal items demographic information and business incubation.

Table 3.1: Five-point Likert scaled items

1	2	3	4	5
No effect	Minor effect	Neutral	Moderate effect	Major effect

3.4.1 Entrepreneurial mindset scale

The elements and dimensions of the entrepreneurial mindset were based on 36 components, and the five-factor tool was in detail on Urban, (2012). Urban, (2012) relied on the scale by Haynie and Shepherd, (2009) to measurement cognition that is adaptive. The reason for choosing this tool is because it has been verified and verified through prior researches, is considered relevant to the topic under study, and also subject to citations in previous studies and peer reviews.

Items 20 to 55 sync for the entrepreneurial mindset tool of the scale. Table (3.2) refers to the substructures that make up the entrepreneurship mindset scale, the evolution of the scale and the studies that referred to it and its development, and the Cronbach's alpha obtained from Mcgee et al, (2009).

Table 3.2: Entrepreneurial mindset substructure

Substructure	Reference studies	Cronbach's alpha
Goal Orientation	Haynie and Shepherd, 2009; McMullen and Shepherd, 2006; Mitchel, et al., 2007; Krueger et al., 2000	0.90
Metacognitive Knowledge	Haynie et al., 2010; Flavell, 1987; Haynie and Shepherd, 2009; McMullen and Shepherd, 2006; Krueger et al., 2000; Dutta and Thornhill, 2007	0.93
Metacognitive Experience	Haynie et al., 2010; Haynie and Shepherd, 2009; Dutta and Thornhill, 2007; Busenitz and Lau, 1996	0.92
Metacognitive Choice	Baron, 1998; Thompson, 2009; Krueger and Brazael, 1994; Karhunen and Ledyeva, 2010; Kim and Hunter, 1993; Krueger et al., 2000;	0.91
Monitoring	Flavell, 1987; Flavell, 1979; Kolvereid and Isaksen, 2006; Krueger, 2007; Hyanie and Shepherd, 2009; Haynie et al., 2010	0.92

Source (Urban, 2012)

In order to ensure compatibility of this tool with the current research, the wording of some elements of modified a little, and the format was changed in a Likert scale, which was composed of six points, as it was updated to contain the five-point format. Cronbach's alpha derivative in analyzing the reliability of the metrics used for this study was higher than "0.90" indicating a good level of reliability for each build.

3.4.2 Entrepreneurial self-efficacy scale

Entrepreneurial self-efficacy elements were based on "19" components, and the tool was composed of five factors from Mcgee et al, (2009). This tool was used because it

was verified by prior researches, that considered relevant for the topic under study, and also subject to citation in previous studies and peer review.

Items 1 to 19 connect for the entrepreneurial self-efficacy tool of the scale. Table (3.3) refers to the substructures the makeup of the entrepreneurial self-efficacy scale, the evolution of scale and the research that referred to it and its development, and the Cronbach's alpha obtained from Mcgee et al, (2009).

Table 3.3: Entrepreneurial self-efficacy substructure

Substructure	Reference studies	Cronbach's alpha
Searching	Hisrich and Peters (1998); Steven, Roberts, and Grousbeck (1985)	0.85
Planning	Mueller and Goic (2003); Steven et al. (1985)	0.85
Organizing	Mueller and Goic (2003); Steven et al. (1985)	0.76
Implementing people	Mueller and Goic (2003); Steven et al. (1985)	0.90
Implementing financial	Mueller and Goic (2003); Steven et al. (1985)	0.85

Source (Mcgee et al, 2009)

To ensure the compatibility for this tool with the current research, the wording of some elements was modified slightly, and the coordination was preserved on a Likert scale, which was composed of five points. Cronbach's alpha derivative in reliability analysis in metrics used for this research was between 0.76 and 0.90 Showing a good level of reliability for every build.

3.5 Statistical analysis

The analysis software was used in this study is SPSS Program Version 25.

SPSS is a popular program used in social science analysis questionnaires that analyze primary data for processing and then obtain results (Landau and Everitt, 2004).

many statistical methods of SPSS tools were used in this research: the simple ratio analysis, the independent T-test, and the correlation coefficient.

Simple relative analysis: It is a biased analysis of the frequency distribution of the collected data. It shows results in percentages and provides an overview and summary of the results but does not test hypotheses.

The independent T-test: To call the two-sample t-test, independent samples t-test or student's t-test is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated groups.

The correlation coefficient: is a statistical measure of the strength of the relationship between the relative movements of two variables. The values range between -1.0 and 1.0

4. DATA ANALYSIS AND DISCUSSIONS OF THE RESULTS

Through this chapter, the analysis for the data collected to achieve the goal for this study will be presented, and it will include analyzing percentages in the demographic profile of the respondents the use of descriptive analysis to describe each hypothesis an independent T-test, and an explanation of the results we obtained and the correlation coefficient to measure the strength of the relationship between the relative movements of the entrepreneurial mindset and entrepreneurial self-efficacy with incubation and comparing them with the results of previous studies.

To reach the sample required to achieve the goal of this study which is to measure the extent of the effect in the business incubation for the entrepreneurial mindset and entrepreneurial self-efficacy from the point of view of the incubatees and entrepreneurs who completed business incubation programs and those who are still in the incubation period. Therefore, people who did not attend incubator programs and did not complete their programs will be excluded.

4.1 Reliability of scales and internal consistency

Cronbach alphas for the substructures related to the entrepreneurial mindset and the entrepreneurial self-efficacy. That shown in table 3.2 and 3.3, respectively. Where the value of Cronbach's alpha when it intersects at point 0.7 is suitable for tests of ability, but if the value of Cronbach's alpha is 0.8 then it is suitable for cognitive tests (Kline 1999, quoted in fields 2013). All Cronbach alpha sub-scales were calculated and ranged between 0.8 and 0.9 showing a strong level of internal consistency.

4.2 Demographic profile for the respondents

In this study demographic characteristics were analyzed in the sample. Descriptive statistics are reported in the tables and figures in this section. The percentage of males was 78%, and the percentage of respondents aged (25-35) years was 51.3%, as shown in Tables 4.1 and 4.2, respectively. The poll included respondents from different age groups, ranging in age from (18-55) years and over.

The percentage of respondents who obtained a university degree was 50.7% and the percentage of respondents who obtained a higher education certificate was 17.8%, as shown in Table 4.3. This profile bears similarities to the study file were conducted by Urban, (2012) on the entrepreneurial mindset scale, and there were no similarities with the research file conducted by Mcgee et al, (2009) for the entrepreneurial self-efficacy scale. The urban study (2012) was conducted in a context similar to the current study.

Table 4.1: Genders of respondents

Position	Frequency	Percent	Cumulative Percent
Female	74	48.7%	48.7%
Male	78	51.3%	100%
Total	152	100%	

In Table 4.1 the genders of the respondents are described. There were 51.3% of males respondents from business incubatees and entrepreneurs, in contrast, the percentage of females was 48.7%. The percentages are close and positive for the spread of the idea of business incubators between the two genders.

Table 4.2: Age groups of respondents

Position	Frequency	Percent	Cumulative Percent
18 – 24	34	22.4%	23.0%
25 – 35	78	51.3%	74.3%
36 – 44	33	21.7%	96.1%
45 - 54	4	2.6%	98.7%
55 and over	2	1.3%	100%
The Total	152	100	

In table 4.2 shows the details for the age distribution for the respondents. The figures show the diversity that exists within business incubators and the age groups of the owners of the projects incubated in them. Mostly, young people make up the largest presence in the incubator, where the percentage of the age group (25-35) is about 51.3%, which is the highest among the majority of incubatees, as this corresponds to indicators of an attempt to reduce the unemployment rate in Jordan, which reached 19.3% in the first quarter of 2020, and this was one of the reasons that pushed young people within this age group to resort to the world of entrepreneurship.

Table 4.3: The education levels of respondents

Position	Frequency	Percent	Cumulative Percent
Bachelor degree	77	50.7%	50.7%
Diploma	23	15.1%	65.8%
Graduate Diploma	13	8.6%	74.3%
High school graduate	5	3.3%	77.6%
Post high school certificate	7	4.6%	82.2%
Postgraduate degree	27	17.8%	100%
The Total	152	100%	

Table 4.3 offers the educational level for the incubatees. As 50.7% of the incubated entrepreneurs have a university degree from a bachelor's degree, while 17.8% of those with a college degree have a postgraduate degree.

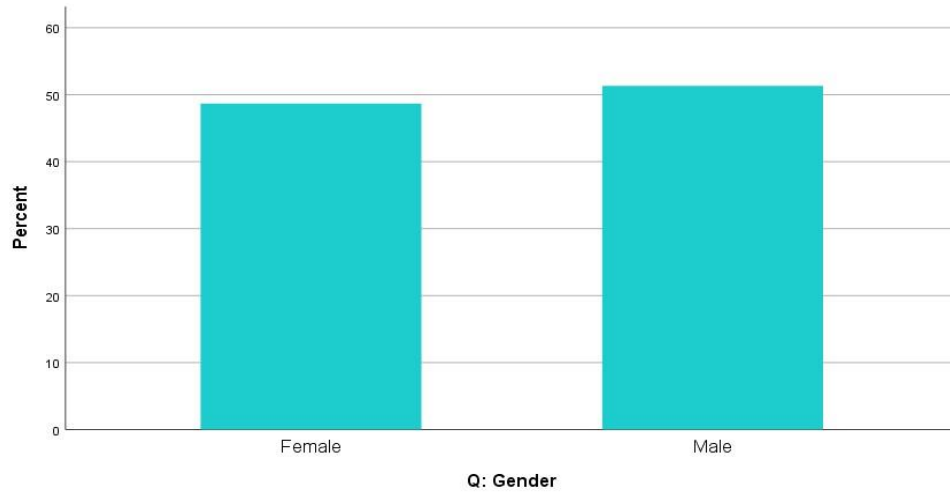


Figure 4.1: Gender of respondents

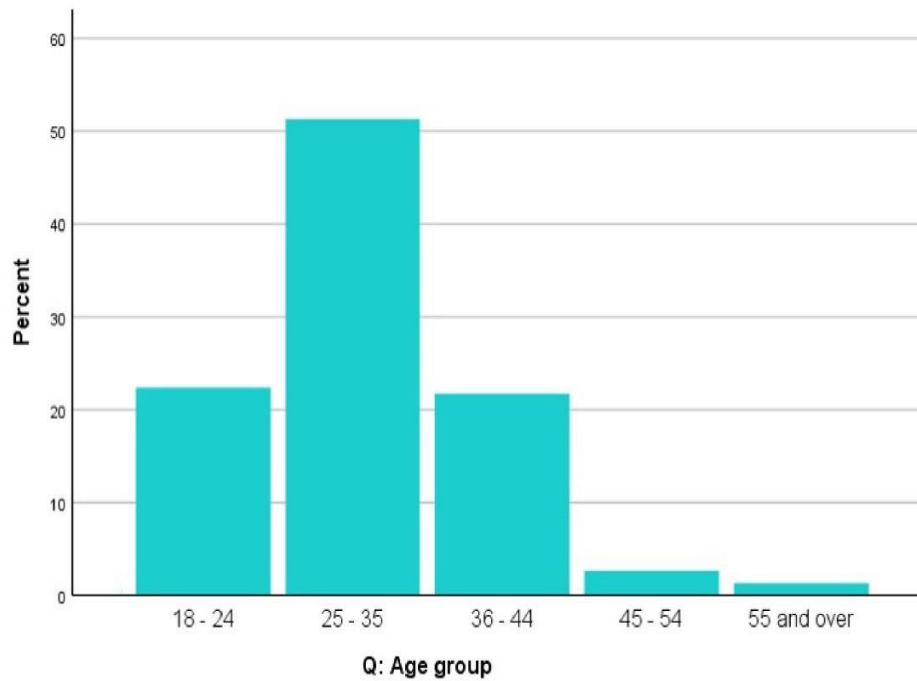


Figure 4.2: Age of respondents

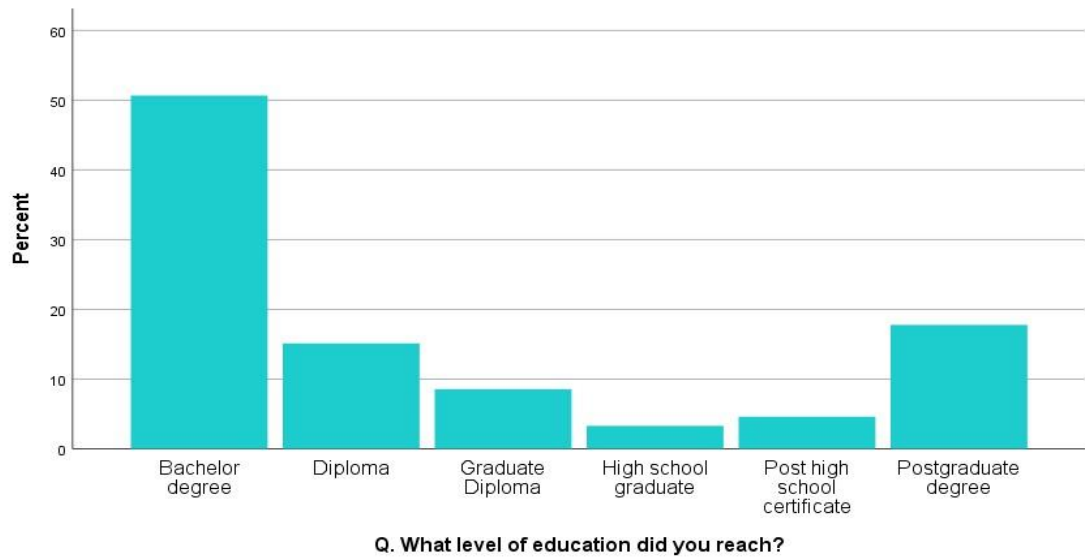


Figure 4.3: The education levels of respondents

4.3 Analysis and results to hypothesis 1

In this section, the results of hypothesis 1 will be covered, which states that The incubatees observed a positive effect between their entrepreneurial mindset and incubation. To address this hypothesis and after ensuring the internal consistency of the scale related to entrepreneurial mindset the complex scores for the substructures were calculated. Frequency responses were calculated for each component and then the hypothesis was processed based on the demographic results to compute the output of the product of the frequencies response.

Several architectures were planted to be reliable, so sub-results are generated for each structure. Then the complex scores for the substructures were created using the program SPSS version 25, where individual component scores were combined for the prime combinations for the entrepreneurial mindset, and these composite scores were used for the substructures from the related prime structures to generate complex results.

For object scores from 20 to 24 were used to make a complex score for goal orientation. Whereas a composite result of the results of the entrepreneurial mindset was created for the substructures related to (goal orientation, and metacognitive knowledge, metacognitive experience, metacognitive choice, and

monitoring) were used the complex scores were calculated of the rest for the substructures using the same methodology. Table 4.4 shows the descriptive statistics of the substructures regarding the entrepreneurial mindset and the combined results of it.

Table 4.4: Descriptive figures of the entrepreneurial mindset substructures

Substructure	N	Minimum	Maximum	Mean	SD
Goal orientation	152	1	5	4.11	0.92
Metacognitive knowledge	152	1	5	3.98	0.90
Metacognitive experience	152	1	5	3.96	1.01
Metacognitive choice	152	1	5	3.97	0.99
Monitoring	152	1	5	3.98	0.94
The total entrepreneurial mindset	152	1	5	4.00	0.95

The measures of the individual elements that were shaped for each building were determined and were as follows: 1 = No effect, 2 = Minor effect, 3 = Neutral, 4 = Moderate effect, 5 = Major effect, and the results were as follows:

The mean of the substructures had a goal orientation of 4.11 with a standard deviation of 0.92. This means that the results of the direction of the target were between large and medium effects.

The mean for structure metacognitive knowledge around 3.98 and a standard deviation was 0.90. This explains that the degrees of metacognitive knowledge were within large and medium effects.

The average substructure of the metacognitive experience reached 3.96 and a standard deviation was 1.01. This explains that the metacognitive experience scores were within the large and medium effects.

For the average metacognitive choice, the structure is 3.97 with a standard deviation of 0.99. This explains that the degree of metacognition choice was within the large and medium effects.

For the monitoring, the substructure means was 3.98 with a standard deviation of 0.94. This explains that the control scores were among the large and medium effects.

After taking the mean of all the substructures of the entrepreneurial mindset, the average was 4.00 with a standard deviation of 0.95. In this study, the scale for individual elements that shaped this construction was used as follows: 1 = No effect, 2 = Minor effect, 3 = Neutral, 4 = Moderate effect, 5 = Major effect. That means the results of the entrepreneurial mindset were between large and medium effects.

In the following tables of 4.5, 4.6, 4.7, 4.8, and 4.9 the results of the response frequencies of the substructures of the entrepreneurial mindset.

Table 4.5: Frequencies of the goal orientation item

The Question	No Effect		Minor Effect		Neutral		Moderate Effect		Major Effect	
	Count	Row N	Count	Row N	Count	Row N	Count	Row N	Count	Row N
Question 20	4	2.6%	3	2%	29	19.1%	54	35.5%	62	40.8%
Question 21	1	0.7%	7	4.6%	26	17.1%	46	30.3%	72	47.4%
Question 22	1	0.7%	6	3.9%	18	11.8%	57	37.5%	70	46.1%
Question 23	5	3.3%	3	2%	28	18.4%	62	40.8%	54	35.5%
Question 24	2	1.3%	9	5.9%	27	17.8%	69	45.4%	45	29.6%

In the individual component within the entrepreneurial mindset related to goal orientation, the incubatees response rate was high, indicating the great effect of incubation in the ability to understand and link the achievement of tasks to the incubatees own goal 47.4%.

Table 4.6: Frequencies of the metacognitive knowledge item

The Question	No Effect		Minor Effect		Neutral		Moderate Effect		Major Effect	
	Count	Row N	Count	Row N	Count	Row N	Count	Row N	Count	Row N
Question 25	4	2.6%	3	2%	27	17.8%	64	42.1%	54	35.5%
Question 26	3	2%	9	5.9%	33	21.7%	68	44.7%	39	25.7%
Question 27	7	4.6%	7	4.6%	38	25%	68	44.7%	32	21.1%
Question 28	1	0.7%	6	3.9%	48	31.6%	70	46.1%	27	17.8%
Question 29	3	2%	5	3.3%	24	15.8%	50	32.9%	70	46.1%
Question 30	4	2.6%	5	3.3%	29	19.1%	69	45.4%	45	29.6%
Question 31	2	1.3%	6	3.9%	42	27.6%	55	36.2%	47	30.9%
Question 32	3	2%	5	3.3%	24	15.8%	67	44.1%	53	34.9%
Question 33	2	1.3%	6	3.9%	27	17.8%	62	40.8%	55	36.2%
Question 34	1	0.7%	12	7.9%	18	11.8%	54	35.5%	67	44.1%
Question 35	3	2%	9	5.9%	26	17.1%	62	40.8%	52	34.2%

For the substructure of metacognitive knowledge, the percentage of incubatees' responses was between moderate and high, and this indicates that the incubation had a moderate effect on their ability to use strategies that had succeeded in the past 46.1%, and on their ability to perform the task better when they had knowledge of the task before, the effect of the business incubator was high on incubatees 46.1%.

Table 4.7: Frequencies of the metacognitive experience item

The Question	No Effect		Minor Effect		Neutral		Moderate Effect		Major Effect	
	Count	Row N	Count	Row N	Count	Row N	Count	Row N	Count	Row N
	Question 36	2	1.3%	10	6.6%	20	13.2%	61	40.1%	59
Question 37	2	1.3%	3	2%	32	21.1%	65	42.8%	50	32.9%
Question 38	3	2%	8	5.3%	24	15.8%	65	42.8%	52	34.2%
Question 39	5	3.3%	9	5.9%	24	15.8%	46	30.3%	68	44.7%
Question 40	4	2.6%	9	5.9%	32	21.1%	53	34.9%	54	35.5%
Question 41	4	2.6%	7	4.6%	31	20.4%	55	36.2%	55	36.2%
Question 42	3	2%	11	7.2%	40	26.3%	63	41.4%	35	23%
Question 43	3	2%	15	9.9%	33	21.7%	68	44.7%	33	21.7%

In the substructure of the metacognitive experience, the rate of responses of incubatees was among high and moderate, and this indicates that incubation had a high effect on the ability of incubatees to use their intuition in helping them formulate strategies and plans for their work 44.7%. On the other hand, the incubation had a medium effect on their capacity to organize and arrange information 44.7%.

Table 4.8: Frequencies of the metacognitive choice item

The Question	No Effect		Minor Effect		Neutral		Moderate Effect		Major Effect	
	Count	Row N	Count	Row N	Count	Row N	Count	Row N	Count	Row N
Question 44	4	2.6%	9	5.9%	27	17.8%	51	33.6%	61	40.1%
Question 45	2	1.3%	7	4.6%	33	21.7%	53	34.9%	57	37.5%
Question 46	6	3.9%	10	6.6%	28	18.4%	58	38.2%	50	32.9%
Question 47	3	2%	11	7.2%	30	19.7%	67	44.1%	41	27%
Question 48	3	2%	8	5.3%	22	14.5%	69	45.4%	50	32.9%

The percentage of incubatees responses was moderate to structure metacognitive choice, and this indicates that the incubation had a medium effect on the incubatees capacity to provide feedback of their work and obtain a high amount of learning after completing each task 45.4%.

Table 4.9 : Frequencies of the monitoring item

The Question	No Effect		Minor Effect		Neutral		Moderate Effect		Major Effect	
	Count	Row N	Count	Row N	Count	Row N	Count	Row N	Count	Row N
Question 49	2	1.3%	9	5.9%	24	15.8%	64	42.1%	53	34.9%
Question 50	2	1.3%	8	5.3%	15	9.9%	60	39.5%	67	44.1%
Question 51	3	2%	7	4.6%	27	17.8%	71	46.7%	44	28.9%
Question 52	3	2%	12	7.9%	30	19.7%	65	42.8%	42	27.6%
Question 53	2	1.3%	9	5.9%	32	21.1%	61	40.1%	48	31.6%
Question 54	3	2%	7	4.6%	28	18.4%	62	40.8%	52	34.2%
Question 55	3	2%	5	3.3%	44	28.9%	55	36.2%	45	29.6%

The percentage of incubatees responses was moderate to monitoring structure, as this indicates that incubation had a medium effect for the incubatees capacity to perceive the type of strategies that should be used to start and complete a specific task 46.7%.

Through hypothesis 1, it was mentioned that the incubatees observed a positive effect between their entrepreneurial mindset and incubation in business incubators, through for the descriptive statistics, and based on the complex degrees of the substructures of the entrepreneurial mindset and according to Table 4.4 that shows all the combinations related to the entrepreneurial mindset, namely (goal orientation, metacognitive knowledge, metacognitive experience, metacognitive choice, monitoring) as the results indicated that were all among four and five with effect.

Where the highest average for the trend towards the goal orientation was estimated at 4.11 and the metacognitive experience was with the lowest average of 3.96. In tables 4.5, 4.6, 4.7, 4.8, and 4.9 indicate the differences in degrees and the frequency of response to the substructures of the entrepreneurial mindset.

When evaluating and reviewing the results related to the first hypothesis an the entrepreneurial mindset (goal orientation, metacognitive knowledge, metacognitive experience, metacognitive choice, monitoring) it was clear in the results that the effect was noticeable between large and medium effect. As it can be deduced from these ratios that the incubatees realized the great effect on their entrepreneurial mindset with setting goals.

The goal orientation ratio was higher for the other formulas. Incubatees realized the major effect of their capacity to understand how to relate mission achievement with aims. Notice less effect on their capacity to focus, develop appropriate strategies, and organize their time to best achieve their goals.

4.4 Analysis and results to hypothesis 2

In this section, the results of hypothesis 2 will be addressed, which states that Incubatees who completed the business incubation program and graduated from business incubators observed a higher influence between their entrepreneurial

mindset and incubation than the incubatees who were still in the business incubation programs. In order to obtain results and to treat the hypothesis, an independent T-test was calculated so the difference found among the averages for the incubatees who completed the business incubation program and graduated from business incubators was compared with the averages for who were still in the business incubation programs.

Table 4.10: Statistical constructs of the entrepreneurial self-efficacy for the incubatees that have completed and others who have not completed the incubation programs

Substructures	Outcome	N	Mean	Std. Deviation	Std. Error Mean
Goal orientation	Complete	131	4.14	0.90	0.079
	Incomplete	21	3.91	1.02	0.22
Metacognitive knowledge	Complete	131	4.00	0.90	0.08
	Incomplete	21	3.82	1.07	0.23
Metacognitive experience	Complete	131	3.97	0.96	0.08
	Incomplete	21	3.87	1.07	0.23
Metacognitive choice	Complete	131	3.99	0.96	0.08
	Incomplete	21	3.82	1.13	0.25
Monitoring	Complete	131	3.99	0.91	0.08
	Incomplete	21	3.92	1.13	0.25
Total entrepreneurial mindset	Complete	131	4.02	0.93	0.08
	Incomplete	21	3.87	1.08	1.18

Table 4.10 shows the number of incubatees persons who completed incubation programs, and their number reached 131, while those who did not finish the incubation period reached 21 incubatees persons.

Table 4.11: Output of the independent T-test entrepreneurial mindset structure for the incubatees that have completed and others who have not completed the incubation programs

Substructures	Outcome	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower / Upper	
Goal orientation	Equal variances assumed	1.086	150	0.355	0.2326	0.2165	-0.1951	0.6604
	Equal variances not assumed	0.990	25.445	0.401	0.2326	0.2368	-0.2548	0.7201
Metacognitive knowledge	Equal variances assumed	0.847	150	0.445	0.1832	0.2178	-0.2472	0.6136
	Equal variances not assumed	0.743	24.905	0.486	0.1832	0.2471	-0.3260	0.6925
Metacognitive experience	Equal variances assumed	0.443	150	0.635	0.1023	0.2287	-0.3495	0.5541
	Equal variances not assumed	0.406	25.470	0.664	0.1023	0.2480	-0.4081	0.6127
Metacognitive choice	Equal variances assumed	0.745	150	0.484	0.1718	0.2321	-0.2868	0.6304
	Equal variances not assumed	0.647	25.104	0.536	0.1718	0.2608	-0.3654	0.7090
Monitoring	Equal variances assumed	0.351	150	0.662	0.0762	0.2208	-0.3602	0.5126
	Equal variances not assumed	0.281	24.359	0.714	0.0762	0.2593	-0.4586	0.6110
Total entrepreneurial mindset	Equal variances assumed	0.6944	150	0.5162	0.15322	0.22318	0.28776-	0.59422
	Equal variances not assumed	0.6134	25.0566	0.5602	0.15322	0.2504	0.36258-	0.66906

In table 4.11, the values of the independent T-test are shown, which shows the difference among the mean for the incubatees who completed the incubation programs and graduated from business incubators with the mean for others still in incubation programs. The values for each structure of the entrepreneurial mindset are interpreted as follows:

- **Goal orientation**

The incubatees who completed incubation programs realized a large effect on their ability to set goals, how to set these goals before starting any task, understand how to link the principle of task achievement with the set goals, evaluate the success of achieving and accomplishing goals, and continuous follow-up and review in assessing progress against the set goals. When performing a specific task, the average for them was ($M= 4.14$, $SE= 0.079$), and the incubatees who were still in subject to the incubation programs the average was ($M =3.91$, $SE =0.22$). The difference is 23%.

- **Metacognitive knowledge**

Incubatees who completed incubation programs realized the large effect on their capacity of the resort to several methods to try to solve any problem they face, and to face the challenge of their own assumptions in the tasks before starting them, and to think about the reactions and interaction of others with their actions, and how to automatically use strategies succeeded in the past, and the correlation of performance. The best in knowing the task creating several special examples with the aim of making the information more clear, trying to ask a group of questions about the task before starting to implement it, trying to construe any modern information into his own words, trying to part the problems into small complex and focusing on the importance and meaning for the modern information. The average for them was ($M = 4.00$, $SE = 0.08$), while for the incubatees who were still in the incubation programs, the average was ($M =3.82$, $SE =0.23$). The difference is 18%.

- **Metacognitive experience**

Incubatees who have completed incubation programs have realized the great effect of incubation in their capacity to reason and focus on what actually wants to be achieved prior to beginning the mission, and the diversity of strategies used rely on the state, the time of the organization, and the data to achieve aims with greater awareness and focus on the information that is important, and determine the most effective strategy through accreditation. On intuition, and its dependence also in formulating strategies, the average for them was ($M=3.97$,

SE= 0.08), and the incubatees who were still in the incubation programs had an average (M=3.87, SE=0.23). The difference is 10%.

- **Metacognitive choice**

Incubatees who completed incubation programs realized the high effect of incubation in their ability to consider and measure all options to solve the problem, how to search for easy ways to do things and things after the task is completed, and the process of considering all options after solving a problem. Rearrange and organize the assumptions when they are mixed, and ask how much it is possible for a person to learn what they can learn after completing the task, as the average for them is (M = 3.99, SE = 0.08), and for the incubatees who are still in the incubation programs, the average is (M = 3.82, SE = 0.25). The difference is 17%.

- **Monitoring**

Incubatees who have completed incubation programs have realized the great effect of incubation in their ability to perform periodic review and evaluation to help understand important relationships, pause and return to clarify unclear information, develop a strategy to use when participating in an important and specific matter, analyze the benefit of a particular strategy when engaging in a specific task And verifying an understanding of the position of the issue and a specific problem present, evaluating and asking about the performance and quality of a certain new task, pausing, reorganizing and reading the confusion, where the average for them was (M =3.99, SE=0.08), and the incubatees who are still in the incubation programs reached the average them (M = 3.92, SE = 0.25). The difference is 7%.

- **Entrepreneurial mindset**

Incubatees who completed incubation programs realized the great effect of incubation on their entrepreneurial mindset as the average was ($M = 4.02$, $SE = 0.08$), and the incubatees who were still in the incubation programs had an average ($M = 3.87$, $SE = 1.18$). The difference is 15%.

The incubatees who completed the business incubation program and graduated from business incubators showed a higher and positive effect between their entrepreneurial mindset and incubation compared to the incubatees who were still in the business incubation programs.

4.5 Analysis and result to hypothesis 3

The results of hypothesis 3 will be addressed, which states that the incubatees observed a positive effect between their entrepreneurial self-efficacy and incubation. To address this hypothesis and after ensuring the internal consistency of the scale related to the entrepreneurial self-efficacy, the complex result for the substructures were calculated. The response frequency for each component was calculated and the suggestion was processed based on demographic results to calculate outputs of the response and compound frequencies.

The various architectures were found to be reliable, so substructures are generated for each structure. The complex result for the substructures was created using SPSS program version 25, where individual component results were combined for the prime combinations for the entrepreneurial self-efficacy and these complex results were used for the substructures from the related prime structures to create the combined results.

The entrepreneurial self-efficacy Item scores 1, 2, and 3 were used to create a composite result score for the Searching. Compound results were also generated for the entrepreneurial self-efficacy results for the substructures related to planning, organizing, implementing people, and implementing financial. The composite scores were calculated for the rest of the substructures using the same methodology. Table 4.12 shows descriptive statistics of the substructures related to entrepreneurial self-efficacy and the combined results of it.

Table 4.12: Descriptive figures of the entrepreneurial self-efficacy substructures

Substructure	N	Minimum	Maximum	Mean	SD
Searching	152	1	5	4.01	1.02
Planning	152	1	5	3.88	0.97
Organizing	152	1	5	3.99	1.01
Implementing- people	152	1	5	3.87	1.03
Implementing- financial	152	1	5	3.88	0.99
Total entrepreneurial selfefficacy	152	1	5	3.92	1.00

The measures of the individual elements that were formed for each structure were determined and much as follows: 1 = No effect, 2 = Minor effect, 3 = Neutral, 4 = Moderate effect, and 5 = Major effect and the results were as follows:

The mean for the search structure was 4.01 and the standard deviation was 1.02. This means that the results of the individual item scores were between the large and medium effects.

The mean for the planning structure was 3.88 with a standard deviation of 0.97. This means that the results for planning results were among large and medium effects.

The average for organizing structure around 3.99 and the standard deviation around 1.01. This means that the results of the organizing were rated between the large and medium effects.

The mean for the implementing-people structure reached 3.87, and its standard deviation is 1.03. This means that the scores for implementing people diverse between large and medium effects.

The mean for the implementing- financial structure was 3.88 and the standard deviation was 0.99. This indicates implementation-financial scores were between large and medium effects.

After taking the mean of all the substructures for the entrepreneurial self-efficacy, the average was about 3.92 with a standard deviation of 1.00. In this study, the scale of the individual elements formed this construction were used as

follows: 1 = No effect; 2 = Minor effect, 3 = Neutral, 4 = Moderate effect and 5 = Major effect. That means the results of the entrepreneurial self-efficacy were between large and medium effects.

In the following tables of 4.13, 4.14, 4.15, 4.16, and 4.17 the results of the response frequencies of the substructures of the entrepreneurial self-efficacy.

Table 4.13: Frequencies of the searching item

The Question	No effect		Minor effect		Neutral		Moderate effect		Major effect	
	Count	Row N	Count	Row N	Count	Row N	Count	Row N	Count	Row N
Question 1	4	2.6%	9	5.9%	26	17.1%	54	35.5%	59	38.8%
Question 2	4	2.6%	7	4.6%	30	19.7%	57	37.5%	54	35.5%
Question 3	4	2.6%	7	4.6%	25	16.4%	56	36.8%	60	39.5%

In the searching component, which is an individual element within entrepreneurial self-efficacy, the response rate of incubatees was high, indicating the large effect of the incubation on their ability to search, think, design products and services that meet the needs and desires of clients (39.5%).

Table 4.14: Frequencies of the planning item

The Question	No effect		Minor effect		Neutral		Moderate effect		Major effect	
	Count	Row N	Count	Row N	Count	Row N	Count	Row N	Count	Row N
Question 4	3	2%	10	6.6%	31	20.4%	65	42.8%	43	28.3%
Question 5	3	2%	9	5.9%	37	24.3%	63	41.4%	40	26.3%
Question 6	4	2.6%	6	3.9%	36	23.7%	64	42.1%	42	27.6%
Question 7	3	2%	8	5.3%	33	21.7%	52	34.2%	56	36.8%

In the planning component, the percentage of incubatees who had a moderate effect from the incubation in their ability to expect demand and estimate customer turnout for any new service or product (42.8 %).

Table 4.15: Frequencies of the organizing item

The Question	No effect		Minor effect		Neutral		Moderate effect		Major effect	
	Count	Row N	Count	Row N	Count	Row N	Count	Row N	Count	Row N
Question 8	6	3.9%	6	3.9%	36	23.7%	47	30.9%	57	37.5%
Question 9	7	4.6%	3	2%	30	19.7%	56	36.8%	56	36.8%
Question 10	1	0.7%	8	5.3%	22	14.5%	65	42.8%	56	36.8%

Regarding organizing, the response of incubatees in the incubation effect on their ability to present and explain the idea of the new product and service in simple and daily terms had a moderate effect (42.8%).

Table 4.16: Frequencies of the implementing people item

The Question	No effect		Minor effect		Neutral		Moderate effect		Major effect	
	Count	Row N	Count	Row N	Count	Row N	Count	Row N	Count	Row N
Question 11	3	2%	12	7.9%	30	19.7%	58	38.2%	49	32.2%
Question 12	5	3.3%	12	7.9%	28	18.4%	62	40.8%	45	29.6%
Question 13	5	3.3%	11	7.2%	45	29.6%	54	35.5%	37	24.3%
Question 14	3	2%	7	4.6%	33	21.7%	60	39.5%	49	32.2%
Question 15	4	2.6%	6	3.9%	35	23.0%	47	30.9%	60	39.5%
Question 16	7	4.6%	7	4.6%	30	19.7%	56	36.8%	52	34.2%

For implementing people, the incubatees response to the incubation effect in their ability to select and hire new employees to carry out various tasks had a moderate effect of 40.8 %.

Table 4.17: Frequencies of the implementing financial item

The Question	No effect		Minor effect		Neutral		Moderate effect		Major effect	
	Count	Row N	Count	Row N	Count	Row N	Count	Row N	Count	Row N
Question 17	3	2%	8	5.3%	30	19.7%	64	42.1%	47	30.9%
Question 18	3	2%	11	7.2%	32	21.1%	64	42.1%	42	27.6%
Question 19	6	3.9%	8	5.3%	28	18.4%	67	44.1%	43	28.3%

For implementing financial for the incubatees had a moderate answer, the incubation showing a moderate effect for their capacity to read and interpret financial statements by (44.1%).

Through hypothesis 3, it was mentioned that The incubatees observed a positive effect between their entrepreneurial self-efficacy and incubation in business incubators. Through descriptive statistics, and based on the complex degrees of the substructures of entrepreneurial self-efficacy and according to Table 4.12, which shows all the structures related to the entrepreneurial self-efficacy (Searching, planning, organizing, implementing- people, implementing- financial) the results indicated they were all among the four and five with effect.

Where the highest average for the search was 4.01, and for the implementing-people, the lowest average was 3.87. In addition, tables 4.13, 4.14, 4.15, 4.16, and 4.17, which indicate the difference in degrees and the frequency of response to the substructures of entrepreneurial self-efficacy.

Table 4.12, which shows the results for the substructures related to the entrepreneurial self-efficacy (Searching, planning, organizing, implementing-people, implementing- financial) as appears the perceived effect was between the large and medium effect.

The effect appeared between the scales but across all combinations, it was greater than 3.85. it is concluded from this ratio that incubatees have realized a high effect between their entrepreneurial self-efficacy and incubation, as incubatees saw a significant effect of search in the incubation period, as this indicates their ability to searching, think, design products and services that better meet the needs and desires of customers. As for the implementing-people,

where the incubatees saw that the incubation effect on their ability to select and hire new employees to carry out various tasks has a moderate effect.

4.6 Analysis and results to hypothesis 4

In this section, the results of hypothesis 4 will be addressed, which states The Incubatees who completed the business incubation program and graduated from business incubators observed a higher influence between their entrepreneurial self-efficacy and incubation than the incubatees who were still in the business incubation programs. To obtain results and to treat the hypothesis the independent T-Test was calculated so that the variance found among the averages for the incubatees who finishing the incubation period programs was compared with the averages of those who are still in business incubation programs.

Table 4.18: Statistical constructs of the entrepreneurial self-efficacy for the incubatees that have completed and others who have not completed the incubation programs

Substructure	Outcome	N	Mean	Std. Deviation	Std. Error Mean
Searching	Complete	131	4.08	0.94	0.08
	Incomplete	21	3.65	1.29	0.28
Planning	Complete	131	3.95	0.93	0.08
	Incomplete	21	3.61	1.08	0.24
organizing	Complete	131	4.06	0.94	0.08
	Incomplete	21	3.68	1.23	0.27
Implementing People	Complete	131	3.91	1.00	0.09
	Incomplete	21	3.75	1.10	0.24
Implementing Financial	Complete	131	3.96	0.94	0.08
	Incomplete	21	3.49	1.13	0.25
Total entrepreneurial Self- efficacy	Complete	131	3.99	0.95	0.08
	Incomplete	21	3.64	1.1662	0.25

Table 4.18 shows the number of incubatees persons who completed incubation programs, and their number reached 131, while those who did not finish the incubation period reached 21 incubatees persons.

Table 4.19: Output of the independent T-Test entrepreneurial self-efficacy structure for the incubatees that have completed and others who have not completed the incubation programs

Substructures	Outcome	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Searching	Equal variances assumed	1.851	150	0.078	0.4306	0.2332	0.0302-	0.8914
	Equal variances not assumed	1.470	23.640	0.161	0.4306	0.2928	0.1742-	1.0355
Planning	Equal variances assumed	1.510	150	0.247	0.3394	0.2247	0.1046-	0.7835
	Equal variances not assumed	1.312	25.221	0.284	0.3394	0.2502	0.1758-	0.8547
organizing	Equal variances assumed	0.818	150	0.188	0.3811	0.2316	-0.0766	0.8387
	Equal variances not assumed	1.298	24.080	0.252	0.3811	0.2818	-0.2006	0.9628
Implementing People	Equal variances assumed	0.714	150	0.420	0.1675	0.2389	-0.3046	0.6396
	Equal variances not assumed	0.645	25.756	0.453	0.1675	0.2550	-0.3571	0.6920
Implementing Financial	Equal variances assumed	2.070	150	0.065	0.4672	0.2269	0.0188	0.9156
	Equal variances not assumed	1.835	24.695	0.115	0.4672	0.2768	-0.0682	1.0027
Total entrepreneurial Self- efficacy	Equal variances assumed	1.393	150	0.200	0.357	0.231	-0.099	0.814
	Equal variances not assumed	1.312	24.678	0.253	0.357	0.271	-0.195	0.910

In table 4.19 the values of the independent T-test are shown, which shows the difference among the average of The Incubatees who completed the business incubation program and graduated from business incubators with the average of the incubatees who were still in the business incubation programs. The values for each structure of entrepreneurial self-efficacy are interpreted as follows:

- **Searching**

Incubatees who completed incubation programs realized a significant effect on their ability to propose new ideas and develop them or identify special new opportunities, as the average for them was ($M = 4.08$, $SE = 0.08$), while for the incubatees that who still in incubation programs realized the average for them ($M = 3.65$, $SE = 0.28$). The difference is 43%.

- **Planning**

Incubatees who completed incubation programs realized a significant effect on their ability to convert ideas from just an idea into an existing work with feasible plans, as the average for them was ($M = 3.95$, $SE = 0.08$), while the incubatees that who still in incubation programs had an average of ($M = 3.61$), $SE = 0.24$). The difference is 34%.

- **Organizing**

Incubatees who completed incubation programs realized a significant effect on their ability to pool resources to complete and establish the project, as the average for them was ($M = 4.06$, $SE = 0.08$), and for the incubatees that who still in incubation programs the average was ($M = 3.68$, $SE = 0.27$). Where the difference is 38%.

- **Implementing People**

Incubatees who completed incubation programs realized a greater effect on their capacity to manage the relationships and business with employees, customers, suppliers, and investors who provide capital, the mean was ($M = 3.91$, $SE = 0.08$). As for the incubatees who still in incubation programs, the meaning was for them ($M = 3.91$, $SE = 0.08$). $M = 3.75$, $SE = 0.24$). The difference is 16%.

- **Implementing Financial**

Incubatees who completed incubation programs realized a significant effect on their ability to know and manage financial matters in tasks and projects within their startups, the mean for them was ($M = 3.96$, $SE = 0.08$), while the incubatees that who still in incubation programs realized the meaning for them ($M = 3.49$, $SE = 0.25$). The difference is 47%.

- **Entrepreneurial self-efficacy**

The Incubatees who completed the business incubation program and graduated from business incubators realized a higher influence between their entrepreneurial self-efficacy and incubation, as the average was ($M=3.99$, $SE=0.08$), and the incubatees who still in incubation programs had an average ($M = 3.64$, $SE = 0.25$). The difference is 35%.

The Incubatees who completed the business incubation program and graduated from business incubators showed a higher and positive effect between their entrepreneurial self-efficacy and incubation compared to the incubatees who were still in the business incubation programs.

4.7 Correlation Analysis

Table 4.20: Correlation coefficients for Pearson between the entrepreneurial mindset and entrepreneurial self-efficacy and incubation

Q: Did you complete the program successfully?			Mean entrepreneurial Mindset	Mean entrepreneurial Self Efficacy
Yes	Mean	Pearson Correlation	1	.787**
	entrepreneurial Mindset	Sig. (2-tailed)		.000
		N	131	131
	Mean	Pearson Correlation	.787**	1
	entrepreneurial Self-Efficacy	Sig. (2-tailed)	.000	
		N	131	131

Table 4.20 shows the correlation coefficients for Pearson between the entrepreneurial mindset and the entrepreneurial self-efficacy and incubation for incubatees who completed incubation programs, where all the relationships were positive and strong for the correlation coefficient of the entrepreneurial mindset and entrepreneurial self-efficacy with incubation (.787) and all the transactions were statistically significant (.001).

4.8 Discussion of the results with academic literature relevant

This part discusses the results of the research and correlates them with the results obtained in the previous relevant literature.

4.8.1 Discussion to hypothesis 1

In hypothesis 1, which stated that the incubatees observed a positive effect between their entrepreneurial mindset and incubation. As the results obtained in this hypothesis indicated that the incubatees realized a significant effect on all the combinations related to the entrepreneurial mindset (goal orientation, metacognitive knowledge, metacognitive experience, metacognitive choice, monitoring) were goal orientation the largest percentage in response to the rest of the structures, according to the opinion for incubatees, which greatly affected them for their capacity to know how to relate accomplishment for the assignment with the objectives.

This finding was supported by several previous kinds of researches. Bergek and Norrman, (2008), Hackett and Dilts, (2004) emphasized the goal of the business incubators is to provide support for new projects with the intention of their growth and development into sustainable projects, and their support is by providing several facilities found in business incubators, including office space, and the provision of common resources. network access and business support.

It is stated in Smith and Zhang, (2012) that the services provided by business incubators are more than just support services and facilities. They work to provide an environment for new enterprises in which they can grow and learn with relative safety, and the progressive building of credibility and confidence required in the success and sustainability of the business.

Carayannis, von Zedtwitz, (2005) and Buys, Mbewana, (2007) propose the developing economies can support the incubators by providing their trade knowledge and resources. The services provided by business incubators include consultations in several parts, including training, investment money advice, business advice, and the provision of physical area program goals for the professional and the personal growth for incubatees.

A study conducted by Peters et al, (2004) was proposed a clear paradigm for the role of the business incubators on the entrepreneurship process. The focus of the model was on the effect of the services provided by business incubators on the tenants of the incubators concerned. Examples covered by the services are infrastructure, networks, and training. The findings of their research show the important services that characterize success in incubators relate to the presence or absence of training and access networks within them.

In this studies, the importance of the practical guidance and training in the fields of communication and business was highlighted as essential and important components in the success of the incubator. Where support in the field of guidance, advice and training works to improve the level of entrepreneurship mentality of the incubatees. In this study, the Entrepreneurial Mindset Scale was included in Items 19 to 55 in Appendix A.

The result of this study was the awareness of the incubatees significant effect of the incubation process on their entrepreneurial mindset in all the structures related to the entrepreneurial mindset (goal orientation, metacognitive knowledge, metacognitive experience, metacognitive choice, monitoring), and obtaining this result is expected. Because the metrics that have been used are greatly influenced by counseling and training.

4.8.2 Discussion to hypothesis 2

In hypothesis 2, it was stipulated that the incubatees who completed the business incubation program and graduated from business incubators observed a higher influence between their entrepreneurial mindset and incubation than the incubatees who were still in the business incubation programs. As the results obtained in this hypothesis the incubatees who completed incubation programs realized an effect on all the structures related to the entrepreneurial mindset (

goal orientation, metacognitive knowledge, metacognitive experience, metacognitive choice, and monitoring). The results show there is a high effect on incubatees who have completed incubation programs in business incubators compared with those who are still subject to incubation programs.

These results were expected according to research conducted by Forbes (2005a), which found that the perception of an entrepreneur is subject to change. In addition, the research supported observations indicating the existence of interventions that entrepreneurs may be exposed to that help them act and think entrepreneurial. In Forbes (2005a) cognitive bias is specifically addressed and indicated that incubators can be subjected to interventions that contribute to the development of mindset. Entrepreneurship they have.

Through the study Urban, (2011) supported this view, and the suggestion was made the applied aspect for the study in different cognitive skills for the entrepreneurs that have a direct impact on the growth of teaching methods and curricula. Where they were entrepreneurs possessed certain cognitive skills and if these skills could be learned and improved. The curriculum designers should focus their efforts on building and improve these skills Urban, (2011). They summarized in the study that in the field of entrepreneurship the preparation and design of entrepreneurial mindsets can be related to the creation of beneficial new enterprises.

4.8.3 Discussion to hypothesis 3

In hypothesis 3, it stipulated that the incubatees observed a positive effect between their entrepreneurial self-efficacy and incubation. As the results obtained in this hypothesis indicated that the incubators realized a great effect on all the structures related to the entrepreneurial self-efficacy (Searching, planning, organizing, implementing- people, implementing-financial) the searching was of the highest percentage in response to the rest of the structures according to my opinion of the incubatees That greatly affected them and their ability to research, think, design products and services that better meet the needs and desires of customers.

For the literature specialized in hypothesis 3, it is the same as that related to hypothesis 2. Because it was very clear the link found in previous literature

among the structures for the entrepreneurial mindset and entrepreneurial self-efficacy.

The findings were based on studies backed by research from Bergek, Norrman, (2008) and Hackett, Dilts, (2004) the goal of the business incubators is to provide support for new projects with the purpose to grow and develop further into sustainable projects and support them by providing several facilities found in business incubators, including office space, provision of shared resources, network access, and business support.

The results observed and perceived by the business incubators had a high effect among the incubation and the entrepreneurial mindset and entrepreneurial self-efficacy, these results were corroborative by several studies. The research by Smith and Zhang, (2012), Observed that the business incubators The provision of more resources and services than help services and the availability of facilities. They provide a complete and similar environment in which incubators can learn to establish serious projects and grow relatively and safely, and gradually build credibility and confidence to transform these projects into successful and sustainable projects. The research emphasized the growth of credibility and trust as important requirements and tools as of project sustainability.

In the research by Carayannis, von Zedtwitz (2005), Buys and Mbewana (2007) a suggestion is made that developing economies can help incubators by providing their trade knowledge and resources. As the services include providing business incubators with consultations in several parts, including training, investment money advice, business advice, and the provision of physical area program goals for the professional and the personal growth for incubatees.

The research by Peters et al, (2004) where they suggest a clear paradigm for the turn of the business incubators for the entrepreneurship process. The focus of the model was on the effect of the services provided by business incubators on the tenants of the incubators concerned. Examples covered by the services are infrastructure, networks, and training. The results of their research indicated that the important services that characterise success in the incubators relate to the availability or lack of training and access for the networks within them.

In this researches, the importance of practical guidance and training in the fields of communication and business was highlighted as essentials and important components in the success of the incubator. According to the results obtained from the opinion of the incubatees, the research had the largest percentage of response to the rest of the formulas according to their opinion, which greatly affected their ability to research, think and design products and services that better meet the needs and desires of customers. To reach the best ways to search and find suitable products and services for clients to turn them into existing and successful projects, this is consistent with the results of previous literature, where practical business support contributes to improving and developing the entrepreneurial self-efficacy for those incubatees in the incubator.

4.8.4 Discussion to hypothesis 4

In hypothesis 4, it was stipulated that the Incubatees who completed the business incubation program and graduated from business incubators observed a higher influence between their entrepreneurial self-efficacy and incubation than the incubatees who were still in the business incubation programs. The results obtained in this hypothesis indicated that incubatees who completed incubation programs realized an effect on all the structures related to entrepreneurial self-efficacy (Searching, planning, organizing, implementing-people, and implementing-financial) and the results were of a positive and high effect on the entrepreneurial self-efficacy for incubatees who completed incubation programs in business incubators compared to those who are still in incubation programs.

In this research, the results indicated that the perception of incubatees who completed incubation programs in business incubators has a positive relationship and a high effect between the entrepreneurial self-efficacy and incubation compared to incubatees who are still in business incubation programs. This finding is consistent with the study by Zhao et al, (2005) where the research found the great effect of entrepreneurship education on a high level of entrepreneurial self-efficacy. In another study Mcgee et al, (2009).

The same result was found the entrepreneurship education led to a higher level of entrepreneurial activity. In contrast, the results of this research contradicted research by (Cox et al, 2000), where research of entrepreneurial self-efficacy

was studied before and after participating in a specialized course in entrepreneurship, and a negative impact was observed in this study. The results of this research and the same effect were confirmed in the study by Oosterbeek et al, (2010) where the results were that there were negative impacts of entrepreneurship education on students intentions in their desire to become entrepreneurs. Karlsson and Moberg, (2013) and O'Connor, (2013) summed up that obtaining these results demonstrates the critical importance of clarifying the need to study and evaluate the results of entrepreneurship.

5. CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

5.1 Conclusions

In the previous chapter, a comparison was made between the research results and the relevant academic literature, as all results indicated support from the literature, where the results were as follows:

- Incubatees perceived a large and positive effect between their entrepreneurial mindset and incubation goal orientation more than other substructures.
- The incubatees who completed the incubation programs showed a high and positive effect between their entrepreneurial mindset and incubation compared to incubatees who were still in and subject to incubation programs.
- Incubatees perceived the great and positive effect between their entrepreneurial self-efficacy and incubation, with the effect of searching more than other substructures.
- Incubatees who completed the incubation programs in business incubators showed a high and positive effect between their entrepreneurial self-efficacy and incubation compared to incubatees who were still in and subject to incubation programs.

5.2 Limitations of the study

In this part, the limitations encountered in this study will be summarized.

5.2.1 Time limitation

In this study, the cross-sectional study was conducted, which means “using snapshot at a certain period and point of time” (Cooper and Schindler, 2011 p. 149) instead of using the longitudinal study. That is the time wanted for the

study was determined to match the time allocated for the program completion. The aim of this research to measure the effectiveness of business incubation on the incubatees, which would require a longitudinal study ideally (Cooper and Schindler, 2011 p.149).

5.2.2 Sampling limitation

Among the limitations, the researcher faced in this study is the difficulty of reaching the target population in the study. This was for several reasons, including:

- The lack of a clear definition of the idea of incubation is identical to reality, as any form of business support was considered an incubator, and there was a confusion in the understanding between the work of business incubators and business accelerators. Time was spent searching, questioning, and contacting officials from within these incubators to ensure their principle of operation.
- Failure of incubatees and entrepreneurs to respond to e-mail and participate in the questionnaire sent by the incubator as appropriate.
- It is difficult for business incubators to share data and information of incubatees and entrepreneurs to communicate with them in order to fill out the questionnaire.
- There were a number of business incubators that did not respond to e-mail and participate in this study.

Difficulty in reaching incubatees and entrepreneurs to interact with the questionnaire in business incubators due to the spread of the Coronavirus and the closure of airports between Turkey and Jordan, which led to the difficulty of the researcher's arrival to Jordan the study community of this research. In addition, work was suspended and all sectors closed for months in Jordan.

5.3 Recommendations for future research

The intangible aspects that still suffer from limited studies, including those that are concerned with the effect of business incubators on incubatees and their growth in this field, which is the main engine in the growth of projects ideas

and emerging companies, there are still ideas that can be built upon in this field of research.

In this study, the entrepreneurial mindset and entrepreneurial self-efficacy were shed light on it, thus opening a large field for new studies and research, and one of the following points can be focused on:

- Conducting a specialized study of variables in different types of business incubators to measure the effect of the type of business on the entrepreneurial mindset and the entrepreneurial self-efficacy for incubatees.
- Focusing on studying variables of the entrepreneurial mindset and entrepreneurial self-efficacy with new parts and factors.
- Study other new variables that fall from the intangible aspects of the effect of business incubators on incubatees.

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APPENDIX

APPENDIX A: Questionnaire

APPENDIX B: Demographic (General Information)

APPENDIX C: Ethical Approval Form

APPENDIX A: Questionnaire

This questionnaire is designed to collect information on the perceptions of entrepreneurs regarding the effect of business incubation in Jordan. The information obtained will only be used for academic purposes and shall be treated with the utmost confidence. If you are requested to complete this questionnaire as honestly and objectively as possible, please tick in the appropriate box. As the survey takes only about (5 – 10) minutes to complete. I would be most grateful for your participation.

SECTION ONE

Please answer the following question based on the scale provided below:

Do you perceive the business incubation process to have had a positive effect on your ability to

No effect=1, Minor effect=2, Neutral=3, Moderate effect=4, Major effect=5

Questions	1	2	3	4	5
1. Brainstorm (come up with) a new idea for a product or service					
2. Identify the need for a new product or service					
3. Design a product or service that will satisfy customer needs and wants					
4. Estimate customer demand for a new product or service					
5. Determine a competitive price for a new product or service					
6. Estimate the number of start-up funds and working capital necessary to start my business					
7. Design an effective marketing / advertising campaign for a new product or service					
8. Get others to identify with and believe in my vision and plan for a new business					
9. Network-make contact with and exchange information with others					
10. Clearly and concisely explain verbally in writing my business idea					

in everyday terms	
11. Supervise employees	
12. Recruit and hire employees	
13. Delegate tasks and responsibilities to employees in my business	
14. Deal effectively with day-to-day problems and crises	
15. Inspire, encourage, and motivate my employees	
16. Train employees	

17. Organize and maintain the financial records of my business	
18. Manage the financial assets of my business	
19. Read and interpret financial statements	
20. Define goals for myself	
21. Understand how accomplishment of a task relates to my goals	
22. Set specific goals before I begin a task	
23. Ask myself how well I've accomplished my goals once I've finished	
24. When performing a task, frequently assess my progress against my objectives	
25. Think of several ways to solve a problem and choose the best one	
26. Challenge my own assumptions about a task before I begin	
27. Think about how others my react to	

my actions	
------------	--

28. Automatically employ strategies that have worked in the past	
29. perform best when I already have knowledge of the task	
30. Create my own examples to make information more meaningful	
31. Try to use strategies that have worked in the past	
32. Ask myself questions about the task before I begin	
33. Try to translate new information into my own words	
34. Try to break problems down into smaller components	
35. Focus on the meaning and significance of new information	
36. Think about what I really need to accomplish before I begin a task	
37. Use different strategies depending on the situation	
38. Organize my time to best accomplish my goals	
39. Organize information	

40. Know what kind of information is most important to consider when faced with a problem	
41. Consciously focus my attention on important information	
42. My "gut" tells me when a given strategy I use will be most effective	
43. Depend on my intuition to help me	

formulate strategies	
44. Ask myself if I have considered all the options when solving a problem	
45. Ask myself if there was an easier way to do things after I finish a task	
46. Ask myself if I have considered all the options after I solve a problem	
47. Re-evaluate my assumptions when I get confused	
48. Ask myself if I have learned as much as I could have when I finished the task	
49. Periodically review to help me understand important relationship	
50. Stop and go back over information that is not clear	
51. Aware of what strategies I use when engaged in a given task	
52. Find myself analyzing the usefulness of a given strategy while engaged in a given task	
53. Find myself pausing regularly to check my comprehension of the problem or situation at hand	
54. Ask myself questions about how well I am doing while I am performing a novel task	
55. Stop and reread when I get confused	

APPENDIX B: Demographic (General Information)

Please tick the appropriate option that is Applicable to you for statistical purpose:

56. Gender

- Male
- Female

57. Age group

- 18 – 24
- 25 – 35
- 36 – 44
- 45 – 54
- 55 and over

58. What level of education did you reach?

- Less than high school
- High school graduate
- Post high school certificate
- Diploma
- Bachelor degree
- Graduate Diploma
- Postgraduate degree

59. Have you ever been in an incubation program?

- Yes
- No

60. Did you complete the program successfully?

- Yes
- No

APPENDIX C: Ethical Approval Form

Evrak Tarih ve Sayısı: 05.01.2021-308



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

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Sayın Waed BASEL HAMZA ALSHRAIDEH

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 22.12.2020 tarihli ve 2020/11 sayılı kararıyla uygun bulunmuştur. Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Alper FİDAN
Müdür Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

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