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### Identifying Entrepreneurial Barriers Facing Female Tourism Students: Focusing on Social Barriers Effects

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#### ARTICLE INFO

#### Abstract

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Female entrepreneurs in developing countries face critical barriers that can negatively impact their future careers in the tourism industry. the main purpose of this study is to identify the entrepreneurial barriers that hurdle female tourism students (both undergraduate and postgraduate), including, educational, internal, social, and psychological barriers. Additionally, the study measures to what extent social barriers affect psychological, internal , and educational barriers. For the study's purpose, a quantitative method was employed. The questionnaire was utilized to gather primary data from female tourism students ( undergraduate and post-graduate) who are enrolled in the faculties of tourism and hotel management at Helwan, Minia, and Sadat universities. There are 300 responses suitable for statistical analysis. The study revealed that the most critical entrepreneurial barrier facing the sample is the social barrier. The study also revealed that social barriers led to an increase in psychological, internal , and educational barriers. The study provides both theoretical implications for academicians and practical implications for policymakers.

#### Introduction

Entrepreneurship is an economic tool essential for youth (Ahmad, *et al.*,2019) to survive alleviation and enhance their future (El-Sisi, 2022). According to ( UNCCD,2024) most young people live in developing countries. The tourism sector supports women in increasing their well-being and their social contribution(Segovia-Pérez *et al.*, 2019). The Travel and Tourism Sector employs more women comparing other industries ( WTTC,2023) and tourism has the highest share of female entrepreneurs (Nordbø,2022). Despite women's role in business and society has been increased in developing countries (Gherardi, 2015), women face many barriers that hinder them from continuing their entrepreneurial ambitious (Tajeddini *et al.*,2017) .Regarding tourism entrepreneurship, females still suffer from many challenges (Nordbø,2022) including limited resources and lack of assistance ,and discrimination in developing countries (Ghaderi *et al.*,2023).

Tourism entrepreneurship is still masculine, which means that female entrepreneurial achievements are ignored in some societies (Khoo *et al.*,2024). Some communities don't accept the idea of females as entrepreneurs (Panta and Thapa, 2018). African women face myriad barriers that impede them from being successfully involved in tourism entrepreneurship, these challenges are summarized by the lack of entrepreneurial resources and many barriers posed by the community (Makandwa *et al.*, 2021). Concerning the MENA region, there is little attention to entrepreneurial courses in universities (10%) while only 17 universities have entrepreneurship centers (Mehtap *et al.*,2017).

According to Borham *et al.*(2023) due to unfavorable socio-economic conditions and cultural barriers ,the percentage of female entrepreneurs is 1.80% compared to male entrepreneurs is 10.30% in Egypt. Unfortunately, female unemployment is 65% (Aljuwaiber,2021). Furthermore, females in Arab Countries suffer from psychological barriers including fear of failure which highly affect their business careers (Omet *et al.*,2015). Community patriarchal dominates Arab countries including Egyptian community, which means that females depend on their male relatives to start their businesses (Aljuwaiber,2021) due to a lack of entrepreneurial resources and networks (Tahir and Baradie, 2019). Generally, there is increasing interest about obstacles facing female entrepreneurs including (Mehtap *et al.*,2017; Isaga,2019; Tahir and Baradie,2019). In the context of developing countries, the research on women's entrepreneurship is still insufficient (Abd El Basset *et al.*,2022). As there is only 3% of the total publications conducted on female entrepreneurship are regarding to developing countries ( Filimonau *et al.*,2024) .There is a need for more research that focuses on tourism entrepreneurship in the MENA region(Aljuwaiber,2021). There is a few research bout female entrepreneurship in tourism (Filimonau *et al.*,2024). Regarding Egypt, till now there is no research focused on studying the barriers facing female tourism students. As the available research conducted on entrepreneurial intentions (Soliman ,2011; Ahmed and Kayat,2019; Al-Azab and Zaki,2023). The second gap is most studies on female entrepreneurship in the context of tourism only focused on cultural norms, gender discrimination, and patriarchal perception, such as (Costa *et al.*,2016; Aljuwaiber,2021; Khoo *et al.*,2024). The third gap is the lack of investigations about the impact of social barriers on other entrepreneurial barriers " psychological, internal , educational barriers " which could lead to a ripple effect on female students. So, there is a need to provide more studies about the impacts of social barriers that hurdle female entrepreneurship(Bagheri *et al.*,2022) . From this point, the study objectives are :

- Determining the most critical entrepreneurial barriers facing female tourism students to start their business in Egypt.
- Examining the impact of social barriers on psychological, internal , educational barriers that face female tourism students.

## Literature Review

### Female Entrepreneurship

Recently, women's participation in the labor market has increased, leading to a change in their roles (Dos Santos *et al.*,2019). Entrepreneurship is not only for men; women are increasingly starting their own “pink” businesses(Ferri *et al.*,2018). Despite being in the

minority, the number of women entrepreneurs varies significantly from one country to another (Estrin and Mickiewicz, 2011; Ughetto et al.,2020). According to GEM report on women entrepreneurship, most of women in low-income countries desire to be entrepreneurs, in addition, Globally, there are 1.47 times more women Solo-preneurs than men (GEM, 2023). Female entrepreneurs enhances socio-economic development, such as supporting job creation and increasing Gross Domestic Product( Cardella et al.,2020). In 2019, around 231 Million females started and run their businesses (Corrêa et al.,2024). Concerning tourism entrepreneurship, females are a key business driver (Bagheri et al.,2022). Female involvement in tourism entrepreneurship enhances communities' social and economic levels (Meyer,2018). Regarding developing countries, there are no adequate studies about female entrepreneurship in the tourism sector (Tajeddini et al.,2017; Ghaderi et al.,2023), but Abou-shouk et al. (2021), mentioned that 54% of the tourism workforce and 23% of tourism ministers globally are female. Although females wish to be entrepreneurs, economic and cultural conditions are the reasons beyond the prominence of male entrepreneurs (Franzke et al. ,2022). In addition, most female entrepreneurs face weak educational support and a lack of entrepreneurial motivation ( Sobhan and Hassan , 2024). Regarding Egypt, Egyptian society is mainly male-dominated where women are child caregivers, while men are the main breadwinner of the household ( Borham et al.,2023).

## Theories

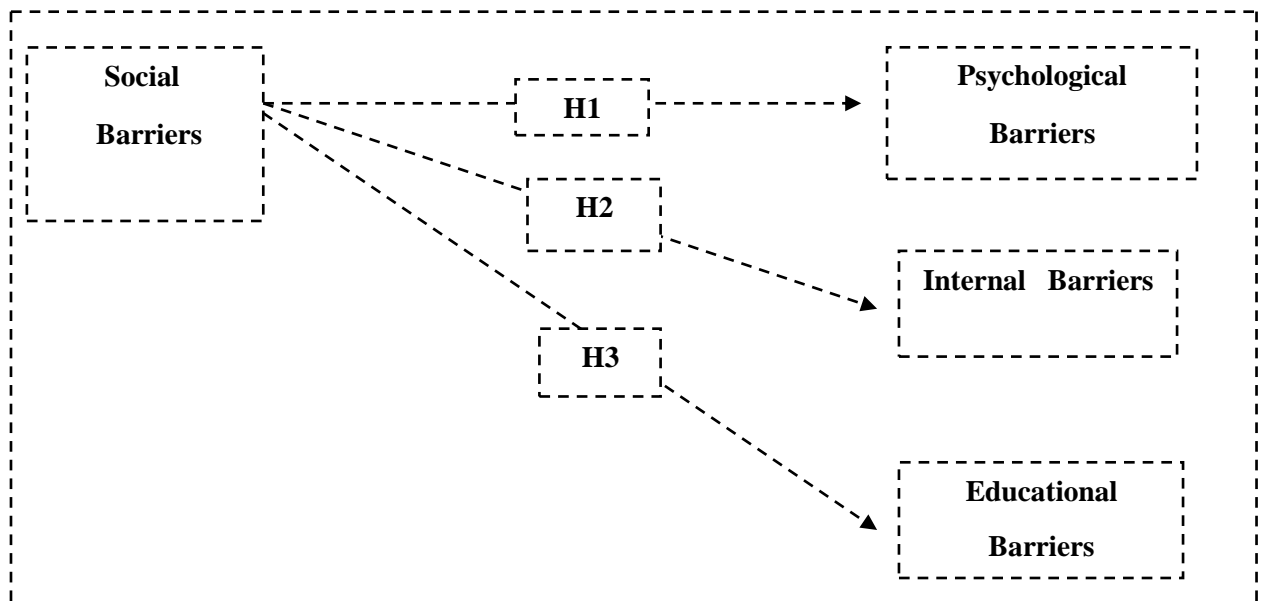
### Institutional Theory

Institutional theory is one of the main theories used in entrepreneurship (SU *et al.*,2017). This theory determines the successful factors of entrepreneurial ventures besides, it comprises governmental efforts and social norms towards entrepreneurship (Bruton *et al.*,2010). The institutional environment influences entrepreneurs starting from the family and community to cultural , economic , and political conditions of countries ( Zhai and Su,2019). Institutional theory is considered the most widely used to explain the external factors affecting female entrepreneurship (Cullen, 2020). According to Aparicio et al.(2016), institutions are divided into formal institutions, including (education, government , and regulations) and informal ones including ( family contexts , cultural norms ). This explains that institutions are the rules of the games in societies (Sobhan and Hassan, 2024). Formal institutions grant entrepreneurial opportunities while informal institutions constitute the viewpoint and thoughts of the likely entrepreneurs(Welter and Smallbone,2011). In this context, the current study adopted an "institutional study " to explore the barriers related to education and society which may affect the potential female entrepreneurs in the tourism industry.

### Psychological Theory

This theory focuses on the factors which may affect the entrepreneurial environment such as pressures and uncertainty (Gorgievski and Stephan, 2016). Psychological theory measures to what extent individuals can achieve their goals and whether they have confidence in their abilities to accomplish their aims (Li et al.,2020). In addition, the theory concentrates on measuring the dimension of risk-taking as an important part of entrepreneurial success (Espiritu-Olmos and Sastre-Castillo,2015; Nakamura, 2019). Psychological factors are key

factors that explain how entrepreneurs successfully manage scarce resources, which make entrepreneurship a widespread phenomenon among individuals (Da Silva Veiga et al.,2017). Psychological hindrances such as fear of failure prevent females from participating in entrepreneurial activities (Huang et al.,2022) and postponing their decisions (Cacciotti et al.,2016). So, the current study employed psychological theory to determine the psychological barriers encounter female students. So, the conceptual framework is depicted in figure1.



**Figure 1.** The conceptual framework

**Source :** The Author

### **Social barriers and psychological barriers**

External environment including family background and cultural conditions are the main determinants that embody the decision of entrepreneurs to begin their business (Naguib,2024). When females prefer to start their business, they face barriers such as male domination, household responsibilities, and lack of family and social support (Cullen, 2020). In both developed and developing countries, women as , family caregivers, limit their chance to polarize new social networks, which consequently reduces their entrepreneurial chances (Ilie et al., 2021). Regarding Arab Countries, families rarely support their members to be entrepreneurs as they are persuaded that females are suitable for the household and children caring (Abd El Basset et al.,2022). Rehman and Basit (2023) mentioned that psychological empowerment is a key driver beyond entrepreneurial success. Psychological factors/ capital enable entrepreneurs to catch entrepreneurial opportunities (Baluku et al.,2019). Aversion to risk is considered the main psychological barrier hurdles to entrepreneurial success, especially among undergraduate students (Singh Sandhu et al.,2011). Some individuals suffer from fear of failure due to social norms which consider failing as a shame (Cacciotti et al.,2016). Fear of failure leads to detrimental consequences on entrepreneurial behavior (Cacciotti et al.,2016; Stroe et al.,2020). In essence, aversion to take risk hurdles entrepreneurs to exploit the available business opportunity (Wennberg et

al.,2013). Sometimes females are afraid of dealing with external stakeholders beyond their close social environment which reduces their entrepreneurial potential (Panda,2018). Finally, females hesitate to start their own businesses due to a lack of family and social support (Cullen,2020). The study assumed the following hypothesis:

*H1. Social barriers cause psychological barriers faced by female tourism students.*

### **Social barriers and internal barriers**

According to Castellaneta et al.(2020), entrepreneurial business depends on individuals' abilities to identify and choose necessary resources to release the new business. In this vein, internal barriers are classified into formal and informal (Butkouskaya et al.,2020). Formal barriers refer to students' perceptions resulting from education and their own experience (Arranz, et al.,2017), while informal barriers include students' beliefs about their abilities and entrepreneurial power to start their ventures (Trivedi,2017). Aparicio et al. (2016) mentioned that informal ( intrinsic ) factors have a stronger effect on individuals' ambitious to be entrepreneur than formal factors. About females, their lack of self-efficacy in entrepreneurial ventures is due to lower experience in entrepreneurship which decreases their participation in the entrepreneurial business (Molina-López, et al.,2021). Social support, including social networking, helps entrepreneurs to develop their businesses (Nielsen and Klyver,2020). Lack of Family support is the fundamental factor influencing female entrepreneurship (Isaga, 2019). In this respect, a lack of family support impedes females' ambitious towards entrepreneurship (Ghouse et al.,2017).In addition, females suffer from unsupportive financial policies including higher interest rates and harsher credit approval, which negatively affect their interest in entrepreneurship (Simba et al.,2023). Some communities are distinguished by inequality between male and female entrepreneurs (Etim and Iwu, 2019).As such, cultural norms and gender discrimination surrender the persistence of female to be involved in entrepreneurship (Isaga, 2019). The previous literature proved that weak social support has unfavorable effect on females' experience and interest in entrepreneurship. So, the following hypothesis was supposed :

*H2. Social barriers result in internal barriers faced by female tourism students.*

### **Social barriers and Entrepreneurship education**

Society, family, and university has a profound effect on stimulating students towards entrepreneurship (Solesvik et al.,2014). The surrounding environment is responsible for encouraging / frustrating entrepreneurs (Ayeh et al.,2023). Informal institutions include norms and community, such as values and thoughts which play a key role in shaping the road of nascent female entrepreneurs (Cullen, 2020). Entrepreneurship education contributes to promoting entrepreneurial culture, besides enhancing the power of entrepreneurs in society (Molina-López et al.,2021). According to Aparicio et al.(2022), informal institutions ( culture , values, and social norms) restrict the work of formal institutions ( regulations and education) and vice versa. In this context, insufficient education resulted in a lack of promotion female entrepreneurship in certain African and east Asian countries (Terjesen and Lloyd, 2015). In this line, unfortunately, females in many countries suffer from masculinities in entrepreneurship training programs and education which increases gender disparity between

male and female entrepreneurs (Pimpa , 2021). Egyptian society is no exception, some males are still unconvinced about female entrepreneurship, especially those with lower education and less knowledge about female entrepreneurship, which creates a negative perception of female entrepreneurship (Barsoum et al.,2022). Thus, entrepreneurship education affects social support including family and friends (Ahmed and kayat ,2019). Entrepreneurs need social networks, such as stakeholders to achieve their goals, seize opportunities, and access financial resources (Wasim et al.,2024). Regarding students, most students are more likely to suffer from a lack of social networks which affect their access to human and financial capital in the future (Longva, 2021). In essence, to enhance the entrepreneurship ecosystem of students, the educational system should make connections with accelerators to provide training programs and the proper practical tutorship(Maritz et al.,2023). The study assumed the following hypothesis:

**H3.** *Social barriers lead to educational barriers faced by female tourism students.*

## **Methodology**

### ***Sample***

The study sample represents female tourism students( undergraduate and post-graduate). The author depended on Google Forms to design the questionnaire. Social media apps including Facebook and Whats app groups were used to collect the students' responses(Zhang *et al.*,2018). The researcher targeted female students who enrolled in Helwan, Minia, and Sadat Universities, as the concept of entrepreneurship is realized among females as there are centers and units responsible for supporting entrepreneurship among students, such as the National Center for Innovation and Entrepreneurship at Minia University. In addition, the three universities include a large number of tourism students. Regarding ethical considerations, all the collected responses are confidential and utilized for scientific purposes only(Kaewkungwal and Adams,2019). The valid questionnaires were suitable for statistical analysis 300.

### ***Measures***

The primary data of the research was collected by using the questionnaire. The questionnaire is divided into five parts. The first part is related to demographic information including the name of the university, age , employment status, and educational level. The second part is related to educational barrier including eight elements adapted from (Butkouskaya et al.,2020). For example, Teaching objectives are not entrepreneurial oriented. The third part consists of four items, adapted from (Butkouskaya et al.,2020) to measure internal barriers such as "Lack of entrepreneurial spirit". The fourth part regarding psychological barriers adapted from (Singh Sandhu et al.,2011), including eight items for example" Avoid risky venture". The fifth part measures social barriers with eight elements including " There are some societal restrictions that prevent women from easily communicating with the people involved entrepreneurship". The fifth part was adapted from " (Singh Sandhu et al.,2011; Abd El Basset et al., 2022; Baldo et al.,2023).



**Data analysis**

The study utilized "SPSS version 22" to measure the means and standard deviations of the responses. Moreover, regression analysis was conducted to test the research hypotheses (Kamaliah et al., 2024).

**Results****Measurement Model****Table 1 . Internal Consistency and Reliability of the Constructs**

<b>Variables</b>	<b>Cronbach's alpha</b>
Educational barriers	0.805
Internal barriers	0.787
Psychological barriers	0.701
Social barriers	0.780

To measure the fit of the scale items, the study applied Cronbach's alpha which is the most common measure for internal consistency of the questionnaires. Cronbach's alpha is suitable to assess the extent to which the responses are able to answer the research questions (Vaske et al., 2017). Table 1 confirmed the reliability of scale items as Taber (2018) mentioned that the value starting from 0.70 is considered sufficient, reliable, and reasonable. So, the Cronbach's alpha of the questionnaire ranges between 0.701 and .0805, this proves an adequate results for filed study.

**Demographic characteristics of respondents****Table 2. Demographic Characteristics**

<b>Variables</b>	<b>Frequency</b>	<b>%</b>
<b>Name of the university</b>		
Helwan University	180	60
Sadat University	66	22
Minia University	54	18
<b>Age</b>		
18- 21	179	59.7
22-25	81	27.5
26-35	37	12.3
More 35	3	0.7
<b>Educational Level</b>		
Undergraduate	251	83.7
Master Student	14	4.7
PHD Student	26	8.7
Diploma student	9	3.0
<b>Employment Status</b>		
Yes	109	36.3
No	191	63.7

It is concluded from table 2. that most students are enrolled in Helwan University, and 83.7% of the respondents are undergraduate students. Finally, Most majority of female students don't have jobs.

### *Descriptive Analysis*

**Table 3** illustrates the means and standard deviations of the full items for four constructs (educational barriers, internal barriers, psychological barriers, and social barriers) encountered by female tourism students.

**Table 3.** Means and Standard Deviation of the Constructs

<b>Construct</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Educational Barriers</b>		
1.University's objectives are not entrepreneurially oriented	3.01	1.077
2. University's organizational structure and management are not flexible.	3.16	1.260
3. Teaching objectives are not entrepreneurial oriented	2.89	1.191
4.Inadequate teaching methods (too traditional or obsolete	3.21	1.364
5.Inadequate relationships with the business world	3.22	1.311
6.Lack of infrastructure (i.e., business incubators)to create new companies	3.25	1.217
7. Lack of economic aid to create new companies	3.84	1.107
8. Lack of non -financial incentives in creating a company (Collaboration with business world	3.58	1.117
<b>Total of means and standard deviation</b>	3.31	11. .7973
<b>Internal barriers</b>		
<b>Construct</b>	<b>Means</b>	<b>Standard Deviation</b>
1. Lack of experience to create a company	3.31	1.248
2. Lack of training to conduct a business	3.65	1.157
3. Lack of entrepreneurial spirit	3.59	1.134
4. Lack of interest to create a company	3.55	1.246
<b>Total of means and standard deviation</b>	3.52	9388
<b>Psychological barriers</b>		
<b>Construct</b>	<b>Means</b>	<b>Standard Deviation</b>
1.Low performance under stress	2.86	1.33
2.Difficulties in managing hard work	2.60	1.22
3.Hard work negatively affects life	3.63	1.194
4.Avoid risky venture	2.95	1.196
5.Prefer job security than risky business	3.33	1.230
6.Business ventures are uncertain and risky	3.49	1.230
7.Embarrassment from failing in business ventures	3.13	1.276
8.Fear of failure is a barrier	3.17	1.418
<b>Total of means and standard deviation</b>	3.15	.7271



<b>Continued Table (3)</b>		
<b>Social barriers</b>		
<b>Construct</b>	<b>Means</b>	<b>Standard Deviation</b>
1.Lack of social networking makes it difficult to start new business	<b>4.01</b>	<b>1.031</b>
2. Lack of financial support	<b>4.05</b>	<b>1.046</b>
3. Females have fewer connections with experts in certain fields, which limits their involvement in business	<b>3.31</b>	<b>1.277</b>
4. Female's obligations and responsibilities in the family hinder them from starting and developing businesses.	<b>3.17</b>	<b>1.274</b>
5.There are some societal restrictions that prevent women from easily communicating with the people involved	<b>3.57</b>	<b>1.156</b>
6.Most society institutions, in general, prefer to deal or work with men rather than women.	<b>3.77</b>	<b>1.117</b>
7.Our society looks down on entrepreneurs	<b>3.33</b>	<b>1.225</b>
8. My family would discourage me / Lack of family	<b>3.18</b>	<b>1.251</b>
<b>Total of means and standard deviation</b>	<b>3.53</b>	<b>.7451</b>

As illustrated in Table 3, that the study measured the mean to determine the most significant barriers facing female tourism students. Statistical analysis revealed that the most critical entrepreneurial barrier facing the sample is "social barriers" (M= 3.53), followed by "internal barriers" (M= 3.52). Educational barriers hinder the sample to involve in entrepreneurship (M=3.31), followed by psychological barriers(M=3.15).

### **Regression analysis**

Regression analysis is widely used to interpret the relationship between " independent variable (s) and dependent variable (s) in quantitative researches( Twomey and Kroll,2008). regression analysis mainly predict the relationship between " independent variable and dependent variable", which means " cause- effect relationship ( Uyanik and Guler,2013).

<b>Table 4. Testing hypotheses</b>				
<b>Hypotheses</b>	<b>P- value</b>	<b>R-value</b>	<b>F- value</b>	<b>Result</b>
<b>H1.</b> Social barriers cause psychological barriers faced by female tourism students.	.000	0.321**	27.493	Supported
<b>H2.</b> Social barriers result in internal barriers faced by female tourism students.	.000	0.333**	33.160	Supported
<b>H3.</b> Social barriers lead to educational barriers faced by female tourism students.	.000	0.285**	23.98	Supported

The study used regression analysis to test the research hypotheses as explained in **Table 4**. Therefore, there is a relationship between social barriers and psychological barriers (P-.000,F-27.493), which means that social barriers cause psychological barriers among female students toward entrepreneurship. There is also relationship between social barriers and

internal barriers (  $P < .000$ ,  $F = 33.160$ ). This means that internal barriers facing female tourism students are explained by social barriers. Finally, social barriers lead to educational barriers (  $P < .000$ ,  $F = 23.098$ ), as social barriers result in educational barriers.

### ***Discussion***

The research aim is to determine entrepreneurial barriers facing undergraduate female tourism students. The research also examines how social barriers can cause and increase psychological, internal, and educational barriers facing female tourism students. In this vein, the results revealed that the most critical barrier facing female students is the social barrier. As the social can restrict females from being potential entrepreneurs. Additionally social has a ripple effect on psychological, internal, and educational aspects. Social barriers lead to psychological barriers, this is in line with (Cullen, 2020) who mentioned that the community's perception can make females back down from being entrepreneurs. The results illustrated that social barriers explain internal barriers, which is compatible with (Isaga, 2019), who confirmed that the lack of social support increases the size of females who are uninterested in entrepreneurship. Furthermore, the negative effects of social barriers extend to educational system, which means that lack of social support increases the weakness of educational support toward female entrepreneurship among students ( Molina-López *et al.*, 2021 ; Aparicio *et al.* 2022),

### ***Theoretical implications***

The current study contributes to tourism entrepreneurship research from different perspectives. The first contribution is, that the current study is considered the first academic attempt to discover the focus role of social barriers on psychological, internal, and educational barriers facing female tourism students in Egypt. While most of the current studies only focus on the factors affecting entrepreneurial intention. Furthermore, the study employed institutional theory and psychological theory to clearly understand the entrepreneurial barriers, which are not used widely among academicians. Secondly, this study deeply searches the entrepreneurial barriers facing female tourism students. Especially, there is a scarcity of studies interested in measuring the barriers facing female students in tourism industry. So, the study provides a new perspective in tourism entrepreneurship literature.

### ***Practical implications***

A lack of sufficient entrepreneurial education is considered critical barrier facing female tourism students. Education is an antecedent of the weakness of social support. In this vein, the Ministry of Higher Education should cooperate with the Supreme Council of Universities, and the Ministry of Tourism to establish an entrepreneurial unit specialized in the tourism industry. In addition, the syllabus should be updated to reflect global developments in entrepreneurship and make graduation projects within the context of tourism entrepreneurship. Tourism colleges should host successful female entrepreneurs to teach female students the principles and requirements of entrepreneurial business, especially in developing cultures.

Universities have to provide summer workshops about tourism entrepreneurship. Universities are responsible for providing suitable training for female students. In this

essence, student units in tourism colleges should measure the extent to which females need entrepreneurial skills and knowledge to provide a suitable training. Universities should cooperate with tourism incubators to establish educational programs to solve cultural barriers hindering female entrepreneurs. Incubators are essential for expanding tourism networks, accessing suitable financial support, and making marketing plans.

One of the most critical barriers that females in developing countries face is psychological barriers, which are a result of community perception. A family is the basis of any community and their thoughts can constitute a barrier to females. In this context, families should change their beliefs to support their daughters' struggle in work-life and cultivate self-confidence. Another part of the community is governments, and governmental and non-governmental organizations, which should focus on boosting female students with limited experience and low skills. Government representatives in the Ministry of Tourism, the Ministry of Youth, and the Ministry of Planning should cooperate with banks and successful tourism entrepreneurs to launch initiatives for embracing/ adapting female students' entrepreneurial ideas.

### ***Limitations and future research***

The current research has some limitations like any academic research. The current study revealed the entrepreneurial barriers facing female tourism students. Besides, the attempt to measure the effect of social barriers on psychological, internal, educational barriers faced by female tourism students in some of the tourism faculties in Egypt. So, future research could be conducted on the effect of entrepreneurial obstacles on students' mindsets. In the context of mediating, future research can measure the mediator role of social support in the relationship between attitude and behavioral intention. In addition, the mediator role of entrepreneurial barriers between the mindset and intention. Concerning the research sample, the future research can be conducted on graduation females who may have a work experience.

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## تحديد العوائق الريادية التي تواجه طالبات كليات السياحة: التركيز على تأثير العوائق المجتمعية

شيماء السيسي

قسم الدراسات السياحية- كلية السياحة والفنادق – جامعة حلوان

المعلومات المقالة	الملخص
<p><b>الكلمات المفتاحية</b></p> <p>ريادة الأعمال النسائية؛ العوائق الاجتماعية؛ العوائق النفسية؛ العوائق التعليمية؛ العوائق الداخلية.</p>	<p>تواجه رائدات الأعمال في البلدان النامية عوائق يمكن أن تؤثر سلبيًا على حياتهن المهنية المستقبلية في صناعة السياحة. لذلك يتمثل الغرض الرئيسي من هذه الدراسة في تحديد العوائق الريادية التي تعيق طالبات السياحة (كل من المرحلة الجامعية والدراسات العليا)، بما في ذلك الحواجز التعليمية والداخلية والمجتمعية والنفسية. بالإضافة إلى ذلك، تقيس الدراسة إلى أي مدى تؤثر العوائق المجتمعية على الحواجز النفسية والداخلية والتعليمية لدى العينة. ولتحقيق لغرض الدراسة، تم استخدام الأسلوب الكمي، كما تم استخدام الإستبيان كأداة كمية لجمع البيانات الأولية من طالبات السياحة (الجامعيات والملتحات بالدراسات العليا) في كليات السياحة وإدارة الفنادق بجامعات حلوان والمنيا والسادات. هناك ٣٠٠ استبيان مناسب للتحليل الإحصائي وقياس الفروض. حيث اعتمدت الدراسة على استخدام برنامج "الحزمة الإحصائية للعلوم الاجتماعية"، وذلك لتحديد العوائق التي تمنع العينة من الانضمام لريادة الأعمال. كما اعتمدت الدراسة على استخدام تحليل الانحدار لقياس فروض الدراسة. كما كشفت الدراسة أن العائق المجتمعي هو أكثر العوائق التي تواجه العينة. وكشفت الدراسة أيضًا أن العائق المجتمعي أدى إلى زيادة العوائق النفسية والداخلية والتعليمية بين طالبات السياحة. وفي النهاية، تقدم الدراسة تداعيات نظرية للأكاديميين وتداعيات عملية لصانعي القرار.</p>
<p><b>(JAAUTH)</b> المجلد ٢٧، العدد ١، (٢٠٢٤)، ص ١٩٤-٢١١.</p>	