

Attitudes Of High School Students Towards Establishing Micro-Projects

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Attitudes of High School Students Towards Establishing Micro-Projects

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Research summary:

The current research aims mainly to study the attitudes of high school girl's students towards establishing micro projects, of research tools have been prepared which represented in the general data form, a questionnaire about the attitudes of high school girl's students towards establishing micro projects, it was applied on (150) female students who were selected in a coincidental, purposive manner, with the conditions that they were from high school female students and from different social and economic levels from urban and rural schools in Assiut Governorate to apply the research tools, the research followed the descriptive analytical approach. One of the most important results was the presence of statistically significant differences between the average responses of the high school female students of the basic research sample on the questionnaire of the direction towards establishing micro-projects according to the variable of the family's place of residence at the 0.01 level of significance in favor of the rural population, in favor of working mothers, in favor of the parents' high educational level and for the benefit of high school female students who belong to families with a low average monthly income.

* Researchers recommend: The necessity of including lessons on micro-projects, how to establish and manage them, and the characteristics and skills that the owner of a micro-project must possess within the curriculum for that age group, and to prepare training programs for this category to develop their culture of self-employment.

Keywords: direction, micro-projects, high school female students

اتجاهات طالبات الثانوي العام نحو إقامة المشروعات متناهية الصغر

ملخص البحث:

يهدف البحث الحالي بصفة رئيسية إلى دراسة اتجاهات طالبات الثانوي العام نحو إقامة المشروعات متناهية الصغر، وتم إعداد أدوات البحث المتمثلة في استمارة البيانات العامة، أستبيان إتجاه طالبات الثانوي العام نحو إقامة المشروعات متناهية الصغر، وتم التطبيق علي (150) طالبة تم اختيارهم بطريقة صدفية غرضية بشروط ان يكن من طالبات مدارس الثانوى العام ومن مستويات اجتماعية واقتصادية مختلفة من مدارس حضر وريف محافظة أسيوط لتطبيق أدوات البحث، واتبع البحث المنهج الوصفي التحليلي. وكان من أهم النتائج وجود فروق ذات دلالة إحصائية بين متوسطات إستجابات طالبات الثانوي العام عينة البحث الأساسية على استبيان الاتجاه نحو إقامة المشروعات متناهية الصغر تبعاً لمتغير مكان سكن الأسرة عند مستوى دلالة 0,01 لصالح سكان الريف، ولصالح الأمهات العاملات، ولصالح المستوى التعليمي العالى للوالدين، ولصالح طالبات الثانوي العام اللآتى ينتمين لأسر ذات متوسط دخل شهرى منخفض،

***يوصي الباحثين:** بضرورة إدراج وحدات تعليمية عن المشروعات متناهية الصغر ، وكيفية إقامتها وإدارتها والسماح بالمهارات التى يجب أن يتحلى بها صاحب المشروع متناهى الصغر ضمن المنهج الدراسى لتلك الفئة العمرية، واعداد برامج تدريبيه لتلك الفئة تنمي لديهم ثقافة العمل الحر.

الكلمات الدالة: الاتجاه- المشروعات متناهية الصغر - طالبات الثانوي العام.

Research introduction and problem:

Egypt suffers from increasing the problem of unemployment that is bothering society, it has become a specter threatening the young people future due to the lack of productive investment in Egypt, which creates good job opportunities at a level sufficient to absorb the new entrants into the labor market and the accumulated unemployment balance, as the unemployment rate reached 7.2% in the last quarter of 2020 (Central Agency for Public Mobilization and Statistics, 2020).

The first step for a society that seeks economic and social development is to rely on projects in general, the micro-project is the basic building block for the establishment of large projects, but also the basic introduction to heavy industries, and with the global economy going through many turns, which are represented in recession, inflation, global depression and high unemployment rates in both developed and economically developed countries equally; the whole world has tended to pay attention to small and micro projects as a lifeline. In fact, different countries have dedicated specific strategies to them in terms of investments, employment and management necessary for their success, more than that, they set the legislative framework for them (Aqila Taha et al., 2010).

Since the human resource is the most important component in the development equation, and it is the most influential in development rates, it is the maker of the third industrial revolution in the twentieth century, which is the revolution of information, knowledge, communication, and technology, and for this reason education is considered the most important fertilizer for sustainable human development, The process of preparing students for the labor market at all levels of education, especially secondary school, became a necessary requirement for students to acquire the work skills required by the world of production, so that the specter of high

unemployment rates among young people would be removed from Egyptian society (Amal Masoud, 2006).

The direction towards small projects is considered a national issue worthy of the attention of all sectors, given that small projects occupy an important position in the plan for the employment of manpower working in the labor market. Therefore, the new economic policies in the Egyptian society seek to provide self-employment opportunities for many graduates in all professional disciplines, and that job opportunities are increasing in the modern productive sectors in the Egyptian society, such as the self-employment sector and the small projects development sector (Sami Hatem, 2000).

According to these developments, education is no longer just a process aimed at obtaining knowledge for a specific period of time, but rather the ability to access knowledge and the continuity of benefiting from it within the framework of integrated human development and lifelong learning; the formation of a productive personality has also become a basic goal that education seeks to achieve, and a social requirement that societies work to achieve (Alaa Hassouna, 2003).

Education and training are the basis for preparing and developing human capabilities, and their connection to the needs of the labor market has become self-evident; The rational educational policy in developed countries, which provides good education, provides the individual with basic skills, mental preparation, and the ability to continue education, innovation and creativity, and complemented by the training policy by preparing good individuals and directing them, according to their abilities, skills and scientific competence, to mastering the professions and jobs appropriate to those abilities, and carrying out the burdens of production in development projects in its various fields, which achieves full employment and optimal use of human capabilities and achieving the targeted growth rates and

consequently high levels of income and living (Amal Masoud, 2006).

The process of preparing students for the labor market in the high school education stage is a necessary requirement for students to acquire the work skills required by the production world, so that the specter of high unemployment rates will be removed from Egyptian society, as well as enabling them to work in the summer as it is a preparatory stage for future professional life, with the experiences it offers and practical life experiences that refine them and enable them to manage micro-projects and then manage major projects that serve the country and that production replaces imports.

High school students have the ability to change society more than others, due to their ability to learn and innovate (Abdel Moeen Hendy, 2009), and they prepare the young generation that is able to work and face the challenges of society (Amina Rizk, 2010).

The studies of Siham Haroun (2004), Shadi Al-Abdullah, Saher Adous (2017) and Marwa Nabil (2020) emphasized the importance of micro-projects to reduce unemployment and create job opportunities as well as the exploitation of leisure time, which was confirmed by the study of Hills (2000).

Studies of Nevin Ibrahim (2000), Lana Sewar (2003), Charles (2003) and Mahmoud Bali (2009) emphasized the importance of micro-projects in the Egyptian economy, community development, poverty reduction, improving the quality of life and innovative capacity, as well as sustainable development.

Hence the idea of the current research arose in an attempt by the researcher to study the attitudes of high school female students towards establishing micro-projects, by answering the following questions:

- What is the level of direction among members of the basic research sample of general high school female students towards the establishment of micro-projects?
- What are the most types and fields of micro-projects that the high school female students in the research sample prefer to work in?
- Are there differences in the responses of the high school female students of the basic research sample to the direction questionnaire towards the establishment of micro-projects according to the variable of the family's place of residence?
- Are there differences in the responses of the high school female students of the basic research sample to the direction questionnaire towards the establishment of micro-projects according to the variable of the mother's work?
- Are there differences in the responses of the high school female students of the basic research sample to the direction questionnaire towards establishing micro-projects according to the educational level variable of the parents?
- Are there differences in the responses of the high school female students of the basic research sample to the direction questionnaire towards the establishment of micro-projects according to the variable of the average monthly income of the family?

Research objectives:

This research mainly aims to study the attitudes of high school female students towards establishing micro-projects, through:

1. Determining the level of direction of high school female students, members of the basic research sample, towards establishing micro-projects.
2. Determining the most types and fields of micro-projects that the high school female students in the research sample prefer to work in.
3. Determining the differences in the responses of the high school female students of the basic research sample, to the direction questionnaire towards the establishment of micro-projects according to the variable of the family's place of residence.
4. Determining the differences in the responses of the high school female students of the basic research sample, to the direction questionnaire towards the establishment of micro-projects according to the variable of the mother's work.
5. Determining the differences in the responses of the high school female students of the basic research sample, to the direction questionnaire towards the establishment of micro-projects according to the educational level variable of the parents.
6. Determining the differences in the responses of the high school female students of the basic research sample, to the direction questionnaire towards the establishment of micro-projects according to the family's average monthly income variable.

Research importance:

This research gains its importance through:

1. Contributing to create a positive direction towards establishing micro-projects for high school female students to support a culture of self-employment and not waiting for government jobs and stick to them.
2. Benefiting from the results of this research in focusing on the importance of micro-projects as one of the main axes in facing the economic problem and pushing

forward the comprehensive development process that Egypt seeks within the sustainable development plan 2020/2030.

3. Providing scientific research with a new addition that contributes to changing the attitudes of high school female students towards establishing micro-projects.
4. Providing recommendations that contribute to providing curricula that help female students take care of micro-projects.
5. The results of this research may contribute to facing the problem of unemployment.

Research hypotheses:

The current research assumes the following:

1. There are statistically significant differences between the averages of the high school female students' responses the basic research sample to the direction questionnaire towards the establishment of micro-projects according to the variable of the family's place of residence.
2. There are statistically significant differences between the averages of the high school female students' responses the basic research sample to the direction questionnaire towards the establishment of micro-projects according to the mother's work variable.
3. There are statistically significant differences between the averages of the high school female students' responses the basic research sample to the direction questionnaire towards the establishment of micro-projects according to the educational level variable of the parents.
4. There are statistically significant differences between the averages of the high school female students' responses the basic research sample to the direction

questionnaire towards the establishment of micro-projects according to the family's average monthly income variable.

Research method:

First: Research Methodology:

This research follows the descriptive-analytical approach, and it means the approach that depends on the study of the phenomenon as it exists in reality, and is concerned with describing it accurately and expressing it qualitatively or quantitatively, analyzing and interpreting it to reach generalizations about it and to extract the indications that show the connection of one variable with another variable (Thukan Obeidat et al., 2012).

Second: Scientific terms and procedural concepts:

Direction: It consists of beliefs and feelings that cannot be directly observed (Nolan, et, al, 2012).

The researcher defines the direction procedurally as what the student tends towards something as a result of a set of desires, feelings and beliefs that she acquires from learning and surrounding environment.

Micro-projects: It is a project owned by a young man who begins his first steps in working life, therefore his investments are limited, and the capital in his fixed assets is low (land, buildings, equipment) (Magdy Saeed, 2007).

The researcher defines micro projects procedurally as those projects that are carried out by an individual or the fewest possible number of individuals with the least possible capital and it may be raw materials owned by the individual that enable him to make a product that he sells to generate a suitable income for him through which he can prove himself and save capital that will help him in expanding the project and bringing it to the ranks of major projects.

High school female students:

They are students enrolled in high school education and their ages are between fifteen and eighteen, this stage represents the middle adolescence stage, where students are at the top of their activity and more mature and have a vision of life in general (Abdul Rahman Al-Ghamdi, 2010).

The researcher defines high school female students procedurally as female students enrolled in public high schools.

Third: Research boundaries:

Geographical boundaries of the research:

The geographical scope of the research is determined within the rural and urban areas of Assiut Governorate and among high school students, at the urban level in the city of Assiut (Al-Walidiya Secondary School for Girls, Khadija Youssef Secondary School for Girls, Al-Shahid Ahmed Fayez Ismail Secondary School for Girls) and at the rural level in the Abnoub Center (Maher Sayed Hamdan Secondary School Joint School, Engineer Eid Secondary School for Girls, Sheikh Salem Secondary School for Girls, and Naga Sabaa Secondary School for Girls).

Human boundaries of the research:

- The exploratory research sample: It consisted of (35) female students from high school students from urban and rural in Assiut governorate, who were chosen in a purposeful coincidental manner in order to legalize the study tools.
- The main research sample: It consisted of (150) female students from high schools, who were chosen in a purposive coincidental way, with the conditions that they were from different social and economic levels

from urban and rural schools in Assiut governorate to apply the study tools.

Research time boundaries: The field application of the research tools was carried out from mid-October to mid-November, 2020 as the application period took a month.

Fourth: research tools: (prepared by researchers)

1. General data form:

Prepared for the purpose of obtaining the general data of the female students in the research sample and this form included the following:

1.1. Demographic data: data about the student and her family in terms of (school name - family place of residence - parents' educational level - family average monthly income).

1.2. Descriptive data: the types and fields of micro-projects that the student prefers to work in.

2. A questionnaire about the direction of high school female students towards establishing micro-projects:

This questionnaire was prepared in the light of previous readings and studies and the procedural concept of the high school female students' direction towards establishing micro-projects in order to identify the attitudes of high school female students towards establishing micro-projects and the questionnaire in its final form contained(40)statements as the questionnaire's correction key has been set and the statements for this questionnaire are determined according to three responses(Yes- Sometimes- No) and on a continuous graduated scale (1, 2, 3) in order to respond to the positive statements, and grades are given (3, 2, 1) in order for the response on the negative expressions, the highest viewing score is (120) and the lowest viewing score is (40).

First: The questionnaire's validity: the researchers relied on each of the following:

- **Content validity:** by presenting the questionnaire to a group of arbitrator professors specialized in home management at the Faculty of Home Economics, Helwan University, and the Home Economics Department at the Faculty of Specific Education, Minya University, in order to express an opinion on the suitability of the questionnaire's questions and responses to the statements and their formulation for the purpose of collecting information and data, adding and suggesting phrases that they see important, and their number reached (11) arbitrators and the percentage of agreement between the arbitrators on each phrase of the questionnaire was calculated, and the percentage of repeating the arbitrators' agreement on the phrases ranged by (100%).
- **Formation validity:** The validity of the composition was calculated by means of the internal consistency validity by finding the correlation coefficient using the "Pearson" coefficient between the degree of each phrase and the total score of the questionnaire of high school students towards establishing micro-projects, and Table (1) illustrates this:

Table (1) values of the correlation coefficients between the degree of each phrase and the total score of the scale of the high school female students' attitudes towards establishing micro-projects

No.	correlation	significance	No.	correlation	significance
1-	0.792	0.01	21-	0.844	0.01
2-	0.914	0.01	22-	0.727	0.01
3-	0.605	0.05	23-	0.908	0.01
4-	0.889	0.01	24-	0.815	0.01
5-	0.736	0.01	25-	0.936	0.01
6-	0.824	0.01	26-	0.757	0.01
7-	0.639	0.05	27-	0.872	0.01
8-	0.941	0.01	28-	0.627	0.05
9-	0.709	0.01	29-	0.761	0.01
10-	0.834	0.01	30-	0.858	0.01
11-	0.777	0.01	31-	0.913	0.01
12-	0.805	0.01	32-	0.827	0.01
13-	0.927	0.01	33-	0.614	0.05
14-	0.718	0.01	34-	0.734	0.01
15-	0.617	0.05	35-	0.798	0.01
16-	0.642	0.05	36-	0.882	0.01
17-	0.869	0.01	37-	0.949	0.01
18-	0.742	0.01	38-	0.705	0.01
19-	0.953	0.01	39-	0.603	0.05
20-	0.781	0.01	40-	0.832	0.01

It is clear from Table (1) that the correlation coefficients are all significant at the level (0.01, 0.05), which indicates the validity and homogeneity of the questionnaire statements of high school students' attitudes towards establishing micro-projects.

Second: Questionnaire stability: The stability of the questionnaire of high school female students' attitudes towards establishing micro-projects was calculated using the Alpha Cronbach method, and using the split-half method and the correction was done from the effect of the split-half using the Spearman-Brown and Guttman coefficient, and the correlation values were significant at the level (0.01) as they

approached the correct one, which indicates the stability of the questionnaire and its validity for application, as shown in the following table No. (2), which indicates the stability of the questionnaire and its validity for application.

Table (2) The values of the stability coefficient for a questionnaire about the attitudes of high school female students towards establishing micro-projects

	Alpha coefficient	Split-half	Spearman brown	guttman
The stability of a questionnaire about the attitudes of high school female students towards establishing micro-projects as a whole	0.852	0.816	0.893	0.841

Statistical treatments:

Statistical treatments were performed using Spss.x program to determine numbers, percentages, relative weights, arithmetic mean, standard deviation, Pearson correlation coefficient, differences between means using T. Test, one-way analysis of variance using F. Test, and LSD test for multiple Comparisons and calculating the regression coefficient.

The results analyzed and interpreted:

First: the descriptive results:

- 1- Description of the basic research sample: The following is a description of the characteristics of the research sample shown in Table (3):

Table (3) Relative distribution of the sample members according to the characteristics of the research sample (n = 150)

Statement	category	number	percentage
Place of residence	rural	62	41.3%
	urban	88	58.7%
Mother's work	work	91	60.7%
	Doesn't work	59	39.3%
Father's educational level	low	26	17.3%
	moderate	64	42.7%
	high	60	40%
Mother's educational level	low	33	22%
	moderate	61	40.7%
	high	56	37.3%
Family size	Less than 4 individuals	51	34%
	From 4 to less than 6 individuals	67	44.7%
	6 individuals and more	32	21.3%
Family's average monthly income	Less than 2000 pounds	13	8.7%
	From 2000 to less than 4000 pounds	19	12.7%
	From 4000 to less than 6000 pounds	58	38.7%
	From 6000 to less than 8000 pounds	21	14%
	8000 pounds and more	39	26%

It is evident from Table (3) that 58.7% of the research sample were urban residents, 41.3% were rural residents, and the highest percentage of mothers of female students in the research sample was female workers at 60.7%, and the highest percentage of the student's rank among her siblings was for the middle arrangement at 37.3%, and the highest The percentage of the father's educational level was to the average level at 42.7%, the highest percentage of the mother's educational level was to the intermediate level by 40.7%, the highest percentage of the father's job

was to the government job at 52.7%, and the highest percentage of family size was to the family from 4 members to less than 6 members at 44.7% and that the highest percentage of the average monthly income for a family is from 4000 EGP to less than 6000 EGP, at a rate of 38.7%.

2- The level of direction of high school female students, members of the basic research sample, towards establishing micro-projects:

Table (4) shows the measurement of the level of the high school students' direction towards establishing micro-projects

	More than 70%		Between 50% and 70%		Less than 50%		total	
	No.	percentage	No.	percentage	No.	percentage	No.	percentage
Attitudes of high school female students towards establishing micro-projects	20	13.3%	47	31.3%	83	55.3%	150	100%

It is clear from Table (4) that the largest percentage 55.3% of the female high school students in the basic research sample have low attitudes towards establishing micro-projects, followed by 31.3% of the basic sample students their attitudes towards establishing micro-projects is average, and finally 13.3% of the basic sample students have their attitudes towards the establishment of micro-projects is high.

3- The most types and fields of micro-projects that the female high school students in the research sample prefer to work in:

Table (5) the relative weight of the types and fields of micro-projects that the high school students in the research sample prefer to work in

Types and fields of micro-projects	Relative weight	percentage	rank
Service projects	1251	26.9%	First
Household Environmental Productive Projects	1152	24.8%	second
Craft project	1121	24.13%	third
Rural environmental productive projects	1120	24.1%	fourth
total	4644	100%	

It is clear from table (5) that the largest percentage of the basic research sample (26.9%) prefer to work in service projects, followed by the second place in the household environmental productive projects with a percentage of (24.8%), and in the third place comes the craft projects with a percentage of (24.1%) and finally, the rural environmental productive projects with a rate of (24.1 %) ranked fourth.

Second: The results according to the research hypotheses:

The results in the light of the first hypothesis: which states that “there are statistically significant differences between the average responses of the female high school students in the basic research sample to the direction questionnaire towards the establishment of micro-projects according to the variable of the family’s place of residence.”

In order to verify the validity of this hypothesis, a T-test was conducted to determine the significance of the differences between the average scores of the responses of the female high school students of the basic research sample to the questionnaire about the direction towards establishing micro-projects, and Table (6) illustrates this.

Table (6) The differences between the averages of the responses of the research sample to the questionnaire of the direction

**towards establishing micro-projects according to the family's
place of residence.**

Place of residence	Average score	Standard deviation	sample	degrees of freedom	value of T	significance
rural	115.422	7.618	62	148	24.233	Significant at 0.01 in favor of rural areas
urban	84.110	5.234	88			

It is clear from Table (6) that there are statistically significant differences between the members of the basic study sample on the questionnaire towards establishing micro-projects, depending on the difference in the family's place of residence. The value of "T" is 24.233, which is a statistically significant value at the 0.01 level of significance in favor of the rural population.

According to the foregoing, the first hypothesis has been fully realized.

The results in the light of the second hypothesis: which states that "there are statistically significant differences between the average responses of the high school students in the basic research sample to the direction questionnaire towards the establishment of micro-projects according to the variable of the mother's work."

To verify the validity of this hypothesis, a T-test was conducted to determine the significance of the differences between the average scores of the high school female student's responses, the basic research sample, to the questionnaire about the direction towards establishing micro-projects, and Table (7) illustrates this.

Table (7) the differences between the average responses of the research sample to the questionnaire of the direction towards establishing micro-projects according to the work of the mother

significance	Value of T	Degrees of freedom	sample	Standard deviation	Average score	work
Significant at 0.01 in favor of female workers	30.442	148	91	7.842	113.891	works
			59	5.715	80.337	Doesn't work

It is evident from Table (7) that there are statistically significant differences between the members of the basic study sample on the direction questionnaire towards establishing micro-projects, depending on the difference in the mother's work variable. The value of "T" is a statistically significant value at the 0.01 level of significance in favor of working mothers.

The researchers attributed this to the fact that the mother's high educational level enriches her knowledge and culture, and this is reflected on her daughters, thus increasing their awareness of projects and micro-projects importance and forming a positive direction for them to establish these projects. This study agrees with the study (Fatma Abdel-Aty, 2008) and the study (Heba Shuaib, 2013), and this study differs with the study (Gilan Al-Qabbani and Naglaa Hussein, 2007), which showed that there are differences in the direction towards establishing small projects in favor of the average educational level of the mother.

According to the foregoing, the second hypothesis has been fully realized.

The results in the light of the third hypothesis: which states that "there are statistically significant differences between the average responses of the female high school students in the basic research sample to the direction questionnaire towards

the establishment of micro-projects according to the variable of the educational level of the parents."

To verify the validity of this hypothesis, an analysis of variance was conducted to find the value of (F) F. Test to find out the differences between the average degrees of the responses of the female high school students of the basic research sample to the questionnaire of the direction towards establishing micro-projects, the (L.S.D) test to find out the significance of the differences in the mean scores of the responses of the high school students of the basic research sample, to the questionnaire about the direction towards establishing micro-projects and the tables (8, 9, 10, 11) illustrate this.

Table (8) Analysis of variance of the research sample member's responses of to the questionnaire of the direction towards establishing micro-projects according to the variable of the father educational level.

Father's educational level	Sum of squares	Average of squares	Degrees of freedom	Value of F	significance
Between groups	8517.711	4258.855	2	52.895	significant at 0.01
Inside groups	11835.752	80.515	147		
total	20353.463		149		

It is clear from Table (8) that there are statistical differences between the members of the basic study sample on the questionnaire towards establishing micro-projects according to the variable of the father's educational level, as the value of (F) is statistically significant at the level of significance (0.01). To indicate the direction of significance, a test (L.S.D) was conducted for multiple comparidaughters, the results of which are shown in Table (9).

Table (9) LSD test for multiple comparidaughters to clarify the significance of the differences in the direction towards establishing micro-projects according to the educational level variable of the father

Father's educational level	low mean=78.87 2	moderate mean=94.10 5	High mean=107.769
low	-		
moderate	15.233**	-	
high	28.897**	13.664**	-

It is clear from Table (9) that there are statistically significant differences at the level of 0.01 in the direction towards establishing micro-projects in the direction of female students, daughters of fathers at the higher educational level, where the mean reached (107,769), followed by the daughters of fathers at the intermediate educational level with mean (94,105), Finally, the daughters of fathers at the low educational level with mean (78,872), meaning that the female high school students in the basic research sample, the daughters of fathers with a high educational level, were more inclined towards establishing micro-projects. This study agrees with the study of (Gilan Al-Qabbani and Naglaa Hussein, 2007), the study of (Hanan Abu Siri and Awatef Issa, 2005), and the study (Heba Shuaib, 2013).

Table (10) Analysis of variance of the responses of the research sample members to the questionnaire of the trend towards establishing micro-projects according to the variable of the educational level of the mother

Mother's educational level	Sum of squares	Average of squares	Degrees of freedom	Value of F	significance
Between groups	8422.455	4211.227	2	66.027	Significant at 0.01
inside groups	9375.785	63.781	147		
total	17798.240		149		

It is evident from Table (10) that there are statistical differences between the members of the basic study sample on the questionnaire towards establishing micro-projects according to the variable of the mother educational level, as the value of (F) is statistically significant at the level of significance (0.01). To indicate the direction of significance, a test (L.S.D) was conducted for multiple comparisons, the results of which are shown in Table (11)

Table (11) L.S.D test for multiple comparidaughters to clarify the significance of the differences in the trend towards establishing micro-projects according to the variable of the mother educational level.

Mother's educational level	low mean=66.72 1	moderate mean=89.367	high mean=114.761
low	-		
moderate	22.646**	-	
high	48.040**	25.394**	-

It is clear from Table (11) that there are statistically significant differences at the level of 0.01 in the trend towards establishing micro-projects in the direction of high school students, the daughters of mothers at the higher educational level, where the average reached (114,761), followed by the daughters of mothers at the intermediate educational level with an average of (89,367).), and finally the daughters of mothers at the low educational level with an average of (66.721), so the high school students in the basic research sample, the daughters of mothers with a high educational level, were more inclined towards establishing micro-projects; this is due to the fact that the mother's high educational level enriches her knowledge and culture, and this is reflected on her daughters, which increases their awareness of the importance of projects and micro-projects, which increases their positive direction towards those projects.

This study agrees with the study (Fatma Abdel-Aty, 2008) and the study (Heba Shuaib, 2013), and this study differs with

the study (Gilan Al-Qabbani and Naglaa Hussein, 2007), which showed that there are differences in the direction towards establishing small projects in favor of the average educational level of the mother.

According to the foregoing, the third hypothesis has been fully realized.

The results in light of the fourth hypothesis: which states that "there are statistically significant differences between the average responses of the high school students in the basic research sample to the questionnaire towards the establishment of micro-projects according to the variable of the average monthly income of the family."

To verify the validity of this hypothesis, an analysis of variance was conducted to find the value of (F) F.Test to find out the differences between the average degrees of the female high school students responses, the basic study sample, to the questionnaire about the trend towards establishing micro-projects according to the variable of the average monthly income of the family, the(L.S.D) test to stand On the significance of the differences in the average degrees of the secondary school female students responses, the basic study sample, to the questionnaire towards the establishment of micro-projects according to the variable of the average monthly income of the family, and tables (12, 13) illustrate this.

Table (12) analysis of variance of the research sample member's responses to the questionnaire of the direction towards establishing micro-projects according to the average monthly income variable

Family's monthly income	Sum of squares	Average of squares	Degrees of freedom	Value of F	significance
Between groups	8176.524	4088.262	2	35.540	Significant at 0.01
Inside groups	16909.652	115.032	147		
total	25086.176		149		

It is clear from Table (12) that there are statistical differences between the members of the basic study sample

on the questionnaire towards the establishment of micro-projects according to the variable of the average monthly income of the family, as the value of (F) is statistically significant at the significance level (0.01). In order to show the significance direction, a test (L.S.D) was conducted for multiple comparisons, the results of which are shown in Table (13).

Table (13) L.S.D test for multiple comparisons to clarify the significance of the differences in the direction towards establishing micro-projects according to the variable average monthly income of the family

Family's monthly income	low no.=110.427	moderate no.=87.783	high no.=85.024
Low	-		
Moderate	22.644**	-	
high	25.403**	2.759*	-

It is clear from Table (13) that there are statistically significant differences at the significance level(0.01) in the direction towards establishing micro-projects in the direction of female students who belong to families with low average monthly income, where the average reached (87.783), followed by female students who belong to families with moderate average monthly income with an average of (108,721), and finally the female students who belong to families with a high average monthly income with an average of (85,024), meaning that the high school students, members of the basic research sample who belong to families with a low average monthly income, were more inclined towards establishing micro-projects. This is due to the fact that female students from families with low incomes tend to establish micro-projects because they realize their importance to increase their economic level and achieve their requirements. This study differs with the study of (Gilan Qabbani, Naglaa Hussein, 2007), which showed that the differences are in favor of the low level of monthly income. This study differs from the study of (Nagla Mossad, 2004) and the study of

(Hanan Abu Siri, Awatef Issa, 2005), which showed that the higher the family's income, the more sons tend to establish micro-projects, as is agreed with the study (Asmaa Abdel-Latif, 2013), which showed that the differences are in favor of the moderate monthly income level.

According to the foregoing, the fourth hypothesis has been fully realized.

Research recommendations:

According to the results of the current research, the researchers recommend the following recommendations:

First: recommendations for project financiers:

- 1) Interest in financing micro-projects in the age group (15-18) years.
- 2) Interest in training this age group to establish micro-projects.

Second: Recommendations for the Ministry of Education:

- 1) Conducting educational seminars for students to make them aware of establishing micro-projects importance, highlighting examples of successful ones to motivate them.
- 2) Inclusion of lessons on micro-projects, how to establish and manage them, and the characteristics and skills that the owner of a micro-project must possess within the curriculum for the age group from (15-18) years.

Third: Recommendations to the Ministry of Information through its various means:

- 1) Preparing programs for the family to make all its members aware of different ages of establishing micro-projects importance for all family members in the future.

- 2) Making advertisements to raise awareness of establishing micro-projects importance and encouraging a culture of self-employment.

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