

**Deanship of Graduate Studies**

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**The Determinants of Female Graduates Participation in  
the Palestinian Labor Market: The Case of Bethlehem  
Governorate**

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the Palestinian Labor Market: The Case of Bethlehem  
Governorate**

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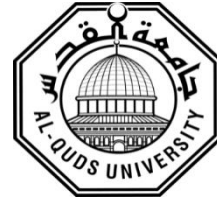
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Al-Quds University  
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## Thesis Approval

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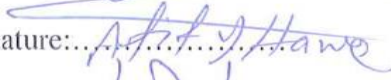
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Jerusalem-Palestine

1439/2017

**Dedication:**

This work is wholeheartedly dedicated to my beloved family. I am deeply thankful to my brilliant and awesome mother who constantly encouraged me ever since I was a young girl. I am also so thankful to my dear father for his countless favors he made to me throughout this entire journey . In addition, I dedicate this work to my dearest brothers, lovely sister and my aunt Sahar for their constant love and support.

I would also like to dedicate this research study to the Palestinian women, whose daily sacrifices and contributions to the well-being of their families and country are so often unrecognized.

**Declaration**

I certify that this thesis submitted for the degree of Master, is the result of my own research, except where otherwise acknowledged, and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signed:.....

Ruba Ahmad Mohamad Qurneh

Date: 12/12/2017

## **Acknowledgment:**

This thesis was submitted as a partial fulfillment of the requirements toward Master Degree of Business Administration at Al-Quds University. Due to the shortage of studies about female graduates unemployment phenomenon in Palestine; I was interested in filling the gap through the writing of my thesis. The completion of my thesis and MBA study has been a rewarding process yet a time consuming and challenging journey. The completion of this process could not have been possible without the participation and assistance of some special people.

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**Abstract:**

Despite the fact that females comprise over 50 percent of college students in Palestine, the unemployment rate among females has been much higher than that of their male counterparts. Through quantitative and qualitative methods, this thesis endeavors to explain why the rate of female labor force participation (FLFP) in Palestine is among the lowest rates in the world, taking Bethlehem governorate as a case study. However, education cannot increase wages or the prospects of finding employment for the entire labor force, unless there are changes in the aggregate demand. Several researchers have argued that government policies, social policies, labor legislations and urban infrastructure can be significant in explaining the FLFP and female access to paid work.

Female unemployment represents a waste of human resource that drags down the economy. Hence, more socio-science based approaches into economic analysis are introduced. The available data from World Bank, International Labor Organization (ILO), Palestinian Central Bureau of Statistics (PCBS) and others, are used. A conceptual framework for realizing the determinants and characteristics of female graduates (FGs) engagement in the labor market is provided. This study reflects the latent role of different transformative far-reaching technologies in affecting gender parity. Among the 504 FGs surveyed, the results show that skill gaps are a key constraint to hindering productivity and economic development. This fact makes FGs fall behind in this age of skill innovation.

The analysis of this study presents a comparison between two subsamples of employed female graduates (EFGs) and unemployed female graduates (UEFGs). The results could indicate complications in finding control of various effects in the household.

This study fundamentally concludes that the low level of FGs labor activity is mainly due to the poor economic situation rather than the socio-cultural inhibitions. In addition, the low labor force participation (LFP) rates for FGs in Bethlehem governorate demonstrate that FGs tend to enroll into overcrowded sectors and non-growth areas of the economy.

Recent research suggests that a salary paid job is the dominant form of employment and that caution must be exercised concerning age-cohort effects. Additionally, the rules of entering the labor market are projected to change.

The conclusion of this research indicates that young FGs unemployment remains a matter of concern as well as the quality of FGs occupations and work sectors which still constitute a challenge. Moreover, Palestine lacks sufficient information that prevents researchers from delving deeper into research to better understand this phenomenon. Hence, an integrated policy framework is necessary to support FGs entry to more and better quality careers.



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**Abbreviations:**

**FLFP:** Female Labor Force Participation

**LFP:** Labor Force Participation

**PCBS:** Palestinian Central Bureau of Statistics

**MENA:** Middle East and North Africa

**ILO:** International labor organization

**OPTs:** Occupied Palestinian Territories

**WB:** West Bank

**GS:** Gaza Strip

**WBGS:** West Bank Gaza Strip

**GDP:** Gross Domestic Product

**EFGs:** Employed Female Graduates

**UEFGs:** Unemployed Female Graduates

**FGs:** Female Graduates

**PNA:** Palestinian National Authority

**TVET:** Technical and Vocational Education and Training

# Chapter One

## Study Background

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### 1.1 Introduction:

There is a considerable gap between male and FLFP in Palestine<sup>1</sup> as well as between other Arab countries in the MENA (Middle East and North Africa) region<sup>2</sup>. The low FLFP rates allow us to study how the rigidities relate to LFP, where it is defined as "currently working and currently looking for a job". Various studies have highlighted how lower FLFP or weak entrepreneurial activity drags down economic growth, and the empowerment of women has significant economic benefits in addition to promotion of gender equality.

Palestine is one of the MENA countries. In order to better understand the situation in Palestine, we first take a look at the comprehensive picture of the whole region. The educated FGs are mainly employed in education and health sectors. Social and cultural norms dictate the dos and don'ts of an individual's every day conduct. In fact, women have relatively less diversified and fewer marketable skills than do men. These limitations restrict women's ability to adjust their skills to suit private sector employers. Many young adults felt they did not learn job related-relevant skills in school. With that said, education changes their aspirations as well (Porters 2006; World Bank 2013).

Many counties in the MENA region are undergoing a profound transformation. Popular movements have called for reforms to make governments more inclusive and more accountable, to extend social and economic freedom, and to increase employment opportunities. These reforms present an opportunity to enhance economic, social and political inclusion for all, including women, who make up half the population. Working towards the empowering women and bridging the gender gaps would benefit each nation in easing poverty. However, national governments in the region still have a narrow understanding of the existing gender gaps.

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<sup>1</sup>Palestinian Central Bureau of Statistics (PCBS), 2016 Census

<sup>2</sup>See figure (1.1) in appendix (1)

Although these governments have a real willingness to solve the problem, they address women concerns in isolation from the larger context of national policies and economic reforms. Women concerns and gender equality can yield tangible results only if addressed by all stakeholders in an integrated manner (Martini 2011; World Bank 2013).

There is a wide spread sentiment that countries in MENA region face significant challenges in creating a successful economic future. Researchers at World Bank suggest that "the region's economic future lies in making productive use of its human, financial and physical resources". Women in fact are the most untapped potential in the region. This is because gender inequality in the labor market restrains economic growth; this would result in having underexploited production resources. Hence, examining the factors that determine the FLFP rates would provide information and directions to policymakers to develop relevant strategies aiming to increase women economic opportunities (ILO 2012).

Furthermore, women have more options in urban settings, whereas in rural areas, patriarchal family arrangements limit their options. Economic reform must be complemented by social reforms. Reducing the costs of labor market participation for women in terms of identity violations requires social changes. Moreover, families must allow women free choice in this regard. By the same token, society at large has to be more tolerant of the different ways of life patterns as well as giving more weight to the wishes of individuals rather than clinging to centuries-old norms (Moghadam 2003; Hayo and Caris 2013).

Although MENA norms are relatively more traditional, they are changing with time, as education increases, opportunities arise, and so the demographic balance shifts. When discussing women economic activities in MENA in particular, researchers systematically argue that a large portion of "women work" in this region is: invisible, unaccounted for, overlooked, unnoticed, not considered, unmeasured, underreported, undercounted, underestimated, unacknowledged, unrecognized, ignored and disguised. The underestimation of women economic activities appears to be more severe in the case of MENA.

Cohorts are defined in terms of the same age groups. There are, however, two aspects that make the MENA region stand out as compared to other regions. First, women in the MENA region seem to exit into the labor force around the age of 25, which largely coincides with the average marriage age in the region. The second aspect is



that MENA region is the only region that is not able to expand the share of both services and manufacturing as opposed to other sectors that are less likely to employ women (Verme 2015).

Non-market work is economically important for the wellbeing of families. Moreover, when women work in the labor market, they continue to perform a disproportionate share of non-market work. Even when women participate in paid employment, they do not experience a similar decrease in their unpaid work load. Hence, women are not inclined to work in the labor market since it will drastically increase their working hours. Thus, it is well understood in MENA countries that certain economic rights are for men only, and the economic needs of women, children and the elderly are to be addressed by the males within the family and not by women nor by the state (Folbre 1994; Olmsted 2005) .

For the private sector, the challenge is to create more jobs for young women and men<sup>3</sup>. However, there opens an opportunity, too, because many of these young candidates are technology savvy and tuned into current trends. For policy makers, undoing the qualities that women face invites complex mix of bold policy shifts, legal change, and education to help women achieve the appropriate skills. However, it is important to recognize that soft skills encompass job-related technical skills, foreign language and communication, problem solving, and leadership, region-wide. Lack of basic employability, or soft skills, among young graduates severely inhibits their transition from school to work (World Bank 2011; World Bank 2013).

## **1.2 Female Employment Conditions with MENA Region**

Employers are often hesitant to hire female workers. Women may have limitations in working long hours or commuting because of their family responsibilities or cultural constraints. In addition, some women may interrupt their careers due to marriage or having children. For employers, hiring women, especially those newly graduated from college, is costly and inefficient, since they have to spend money on training inexperienced workers. They prefer to invest in training male employees who are

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<sup>3</sup>See figure (1.2) in appendix (1)

more likely to stay at the job (job retention). As a result, the employment rate of highly educated women has decreased. As many studies have shown, female unemployment rate tends to increase with education. Due to scarcity of jobs in public, women with higher education seek informal employment since the private sector has not increased the hiring of women (Mirzaie, 2015).

However, it is important to note that male and female labor is not a perfect substitute because individuals are endowed with similar brain abilities (mental labor), but different brawn abilities (physical labor) in favor of men. As long as brawn skills have a positive marginal return, men enjoy a favorable gender wage gap. However, when technological change is biased in favor of brain-intensive activity, women can specialize according to their comparative advantage. The related increases in female labor demand then push wages up and contribute to reducing the wage gap with men, as observed in the U.S data (Galor and Weil, 1996; Contesse, de Nicola, Li, 2013).

### **1.3 Female Employment and Social Conditions**

The Middle East has been undergoing many changes over recent years, including a higher rate of divorce and an increasing number of women who delay marriage. In addition, FLFP from low income families is not an option but rather a necessity. Many low income families rely on mothers and daughters as their breadwinners for a variety of reasons like death, inability of male breadwinners to work and divorce. The composition of female employment in different sectors has changed over the years. For example, female employment in the agricultural sector has dropped. Some women withdrew from the labor market while others moved to services sector (Mirzaie, 2015).

Moreover, female representation in decision making is rather low. Female low participation in the labor force has several impacts on the socioeconomic situation of the households; most evidently, it creates an increased dependency ratio. This is due to the double burden that women have to put up with, mainly equal responsibilities at home and at work. When assuming that women work is their responsibility rather their contribution, not only do we devalue women work, but also we make their contribution to the household welfare in particular and the economy in general invisible (Folbre 1994; Solati 2015).

## **1.4 Patriarchy and FLFP**

In this study, patriarchy is referred to as a systematic and institutionalized gender inequality in favor of men. Gender inequality is manifested in almost all aspects of life in patriarchal societies. Men are in the position of control, authority, leadership, and power, while women are generally oppressed, subordinated, considered inferior and marginalized. One of the main characteristics of the patriarchal society is that men in general have control over the means of production, while women are usually economically dependent upon men. The multidimensional nature of this issue demands a thorough investigation of different aspects of a region in order to better understand the factors that affect and, or influence the FLFP of the region (Haghighat-Sordellini,2010).

Over time, the intensity of FLFP in the region has changed. Society expectations of females regarding work also differ among urban and rural populations, as well as traditional and nontraditional households. Norms are a missing factor in the standard economic discourse and they introduce a central concept of Sociology into Economics, namely, Identity.

Identity is perceived as a reflection of the people's sense of self-place in a social context. Based on the social context, prescriptions about personal behavior can be derived to define individual identity. Deviation from said prescriptions, regarding their place in society, causes individuals to feel distressed. Women labor market participation decision will be influenced by the importance they attach to their identity (Akerlof and Kranton 2000; Mirzaie 2013).

One of the main features of patriarchy which significantly affects women and work in MENA region is spatial gender segregation. Contrary to most other regions of the world, there is a rigid separation between private and public spheres by the allocation of space/sphere to each sex. Public spheres which include economics, politics, the military, the legal system, and even ideology are the domain of men while the appropriate space for women is the private sphere. The public sphere refers mainly to production for exchange of the societal decision making while the private sphere refers to reproduction, consumption and passivity. The separation between spaces

goes hand in hand with male breadwinner and female homemaker models. Since it limits women to the private sphere, it reinforces the domesticity of women (Sadiqi and Ennaji 2011).

The patriarchal states in MENA discourage women from participating in the labor force. "From a political standpoint, it makes sense to ensure that men are not facing competition from women for jobs especially where there is a scarcity of work". This is strongly supported by religious leaders since it is in line with their beliefs that a woman's place is at home. Therefore, the combination of major sources of power – economic, political and religious- has created a systematic discrimination against women's participation in the labor force in MENA (Haghighat-Sordellini, 2010).

### **1.5 FLFP in Palestine**

The Occupied Palestinian Territories (OPTs) occupy a rather extreme position with respect to FLFP; it is the third lowest in the world. Women employment trends in the OPTs indicate systematic gender disparities in the labor market. Not only women suffer from a higher unemployment rate than that of men, but also on average they tend to be unemployed for a longer duration than men (16.4 months compared to 11.8 months). This is especially detrimental to unemployed youth because the longer the unemployment period, the more likely prospective employers are to harbor negative perceptions about the young jobseeker; these employers may start to see them as unemployable. The fact that the Palestinian women are highly concentrated in two sectors of the economy – agriculture and services- and virtually nonexistent in the important sectors of construction and transport, creates another chain of impediments. This concentration implies that women do not have equal access to all sectors compared to men. Although this is a worldwide phenomenon, the situation in OPTs is more extreme. As a result, Palestinian women experience a higher degree of marginalization in the labor market compared to women in other economies. In order to provide a strategic solution to the problem of women low participation and high unemployment, policies have to aim not only at expanding the size of the productive sectors (agriculture and manufacturing) but also at encouraging them to absorb women (Kleibo,ILO,2016).

The uncertainty with respect to commuting time that comes as a result of Israel's movement restrictions makes it more difficult for women to seek employment outside

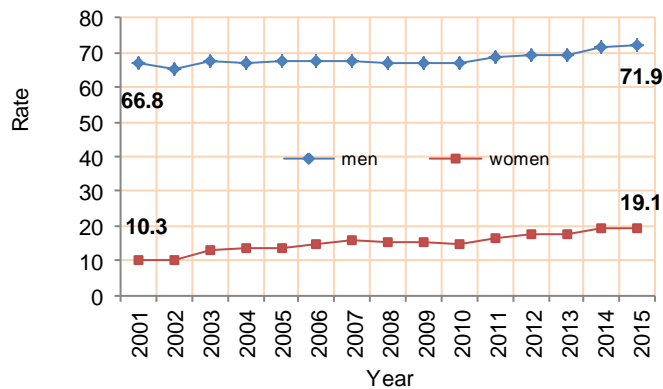
their local communities, thus reducing their work chances even more compared to men. Palestinian workers in Israel and in the settlements have always been predominantly male. Thus, the labor market in the OPTs has become even more competitive for women in recent years; this partially explains the extremely high unemployment rates for women in the post-secondary Intifada period. Added to all of the above is the existence of a significant gender-based wage gap and significant wage discrimination between the sexes in the OPTs. This pay gap persists despite the significant gains women have made in terms of education and work experience. It appears that the gender-pay gap in the OPTs is driven more by the lower pay for work of equal value than by women lower pay for the same work, so it underlines the importance of gender-neutral job evaluations. Occupations more frequently filled by women, such as clerks, administrative assistants, nurses and teachers, generally receive lower remuneration, but for the same occupation men and women receive the same wage in Palestine. This phenomenon is also prevalent in the public sector. The low wages for occupations that are usually filled by women negatively impact women's LFP, particularly if they have children in need of day-care, given the prevailing perception that children are the responsibility of women (Kleibo, ILO,2016).

Not surprisingly, the lowest female participation rates are in fragile or conflict inflicted countries where concerns about women safety and mobility are clearly more salient, including Palestinian territories. About half of the women in Palestine with 13 schooling years and above are unemployed. Although FLFP has been on the rise in Palestine since 2003, unemployment among women also has increased sharply. The government labor-sector strategy in Palestine for 2014-2016 acknowledges that the previous sector strategy for 2011-2013 failed to meet its goals in reducing unemployment and increasing women LFP. The majority of women in Palestine work in the services sector (health, education and public sector). Services and agriculture sectors comprise the main employer (job absorber) of women, accounting for 62.9 percent and 13.1 percent of the total number of employed women respectively (World Bank 2013; ILO, 2015; PCBS 2016).

In OPTs, the highest unemployment rate for 2016 was 43.2% among youth aged 20-24 years. For years of schooling, the highest unemployment rate among females with 13 years of schooling and more was 50.6%. The public sector employed 21.6% of

those in employment; 36.4 % in Gaze Strip (GS) and 15.4 % in the West Bank (WB). It should not be forgotten that the situation of the Palestinian society in the West Bank and Gaza Strip (WBGs) is radically different from that of any other Arab country. These territories have been subject to the longest occupation in contemporary history. This has affected all aspects of life as they came under the direct and in indirect control of an occupying power. As a result, Palestinian economy has been contained by Israel. Furthermore, the land resources (particularly water), borders, urban planning, people and commodities mobility is controlled and subject to Israeli regulations. Those consequences have created new social relations and social networks (Marrar, 2009). See figure (1.3).

**Figure (1.3): Men and women LFP rate aged 15 years and above during 2001-2015 in Palestine**



Source: PCBS labor surveys, 2015

It is common that unemployment occurs when the supply of manpower exceeds the needs of the labor market. The supply of highly educated females in the labor force is relatively high, when compared with other groups. This is one of the reasons behind the high rate of unemployment among graduate women in Palestine. It is clearly noticed in Palestine that the more years of schooling young women have, the higher are the unemployment rates, while the case is just the opposite among young males. This phenomenon has noticeably increased over time, particularly, when the number of graduates is high. The phenomenon seems contrary to what is common and familiar in relevant theories (Alkafri, 2011). Also, high unemployment rates among FGs do not imply that we have structural employment in any field or discipline acquired by FGs.

With regard to women in Palestine, they constitute half of the population "2,336,086 females and 2,413,400 males". However, Palestine has experienced important technological changes and transformations in the nature of jobs that are expected to facilitate women participation in the labor market. Historically, FLFP suffered from structural problems inherent within the Palestinian economy as a result of distortions created during Israeli occupation years. This situation has been compounded by the fact that patriarchal structures interconnected with economic considerations. Higher possible disposable incomes earned from Israel and Arab countries have improved the living conditions of Palestinians. On the other hand, they have allowed families to sustain and support themselves. Based on the breadwinner model which mostly excluded women wage labor in Israel, it is so pivotal in absorbing large parts of males in the labor force. In contrast, women with lower educational qualifications are provided with few opportunities for employment. (Hamami, R., 1997).

Generally, the data showed that the percentage of females in secondary schools is high compared to the males' %41.5, %37.5 respectively in 2015. The gross enrollment rate of males in secondary stage is less than that of the females<sup>5</sup>. As a result, this is one of the reasons why female enrollment in higher education is more than that of males. Over the past year, students at secondary stage still prefer to enroll in humanities and scientific specializations compared to other professional specializations. Female students enroll in humanities more than males. Females enrollment in Intermediate Diploma, Bachelor and Higher Education in traditional universities, open education and university colleges, is much higher than it is for males<sup>6</sup>.

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<sup>5</sup>See table (1.1), table (1.2) in appendix (1)

<sup>6</sup>See table (1.3), table (1.4) and table (1.5) in appendix (1)

Concerning entrepreneurship in Palestine, many findings indicate that the people closest to graduating students, their teachers and principals, are aware that by the end of 12 years of formal schooling, these graduates have not acquired any of the important entrepreneurial attitudes, knowledge and skills well. Palestinian students think that the curriculum is overcrowded and it emphasizes rote learning and theoretical knowledge. It does not emphasize real life applications. In addition, the results indicate that a number of other variables - familial, social, economic and political - contribute to the lack of attainment of entrepreneurial outcomes. Moreover, Palestinian school system reports that entrepreneurship education is an overlooked topic at the policy level as reflected in the publications of the Palestinian Ministry of Education and Higher Education. Entrepreneurship is not mentioned in the national strategies, and no learning outcomes have been specified to this effect. Entrepreneurship is not part of the curriculum, and no implementation guidelines or teaching materials exist (Hashweh, 2012).

Moreover, an increased rate of entrepreneurial activities among women, who constitute half of society, will create many new job opportunities, and translate into higher GDP. It will also serve to achieve other desired outcomes concerning the women and their families in particular and society in general. This will positively impact women social and political participation. Female entrepreneurship in the OPTs in 2012 was among the worst countries in the world and scored second worst country in established-business female owners. Furthermore, the Palestinians in the northern and southern parts of the West Bank are more active entrepreneurs than those in the center. Female early entrepreneurial activity was concentrated among young women (18-34 years of age), whereas female established-business owners were generally older (35-44 years of age). Regarding the educational level, the rate of entrepreneurial activity was highest among women with Diploma and Bachelor degrees. The primary motive behind female entrepreneurial activities in 2012 was a necessity, unlike male entrepreneurs who were mainly driven by opportunity. Also, more than half of female entrepreneurial activities encompassed consumer-oriented activities (retail, social services, education and health activities), followed by manufacturing activities. Despite the low rate of female entrepreneurship in the OPTs, the contribution of these activities to employment was impressive: female entrepreneurship employed 5.6% of the total Palestinian employees ( Abdullah et al., 2014).



However, the obstacles which Palestinian women face in starting their own businesses, include political instability resulting from the long-standing Israeli occupation, conservative perceptions and attitudes prevalent in Palestinian society regarding women work, access to finance, lack of knowledge and skills, and limited professions and businesses available for women. Finally, the most important reasons that drove women to shut down or to abandon their businesses were unprofitability and personal reasons ( societal prejudices, male dominance, work and commitments at home, childcare, to name few), ( Abdullah et al., 2014).

## 1.6 Shortage of Jobs

There is a general lack of jobs in Palestine, coupled with gender-bias in recruitment which places young, educated women at a disadvantage, see table (1.6) and table (1.7). Females work mostly as pharmacists, nurses and in the public civil sector. But the enterprises within the services activities cover only 27% of all enterprises for both males and females. Hence, opening up more industries to women will promote great gender equality and create more options for women seeking work. When women are able to fully participate in the labor market, companies will benefit from increased business opportunities and access new market segments.

**Table (1.6): FGs participation in the following jobs in Palestine (2015):**

Working as :	Male	Female
Judges	84.4	15.6
Lawyers	77.5	22.5
Journalists	74.8	25.2
Public civil sector	57.4	42.6
Police 2014	96.2	3.8
Ambassadors	94.2	5.8
Council of Ministers	88.0	12.0
Dentists	66	34
Pharmacists	41.9	58.1
Engineers	78.9	21.1
Nurses	50.9	49.1
Local bodies 2012	79	21

**Source: PCBS labor surveys**

**Table (1.7): Some indices and economic activity in Palestine (2015):**

	Male	Female
Agriculture, hunting, forestry and fishing	7.8	13.1
Mining, quarrying and manufacturing	13.4	11.0
Construction and building	18.6	0.6
Trade, restaurants and hotels	22.5	11.3
Services and other branches	30.9	62.9
Transportation, storage and communication	6.8	1.1
Average daily wage	108.0 NIS	81.9 NIS

**Source: PCBS labor force surveys**

According to table (1.7), Palestinian females wages compared to males are 75.8% and this might be one of the reasons to discourage women to exit from the labor force. Referring to the PCBS website and when we look at unemployed graduates for 2015, we notice that Mass Media and Information specializations scored the highest unemployment rate among females 76.9%, followed by social and behavioral sciences 58.2 %. In addition, Education, Science and Teaching skills specializations scored 54.1%.

For the supply of jobs to increase in line with the growth of the working-age population, private firms must be encouraged to hire and grow. Hence, policies to foster private sector growth and job creation are paramount and must be tailored to the country context. But in the OPTs, the employment challenge is compounded by other significant constraints to growth and private investments (World Bank 2013).

To sum up, the problem of unemployment among graduates is worse in specific areas and in disciplines that do not match the requirements of the labor market. For FGs with a Bachelor degree in the WB, all of the specializations increase the possibility of unemployment except for medicine and health sciences. The majors that most likely result in unemployment are education, teacher training, and human sciences, followed by specializations in legal, legislative and natural sciences. Palestinian decision makers face a serious challenge in providing employment opportunities for graduates and especially for women whose educational levels are rising rapidly. This of course increases their participation in the workforce. This is caused mainly by their enrollment in higher education. We note that there is a remarkable growth in women

participation due to high enrollment rates in higher education. Therefore, we can predict that the minimum participation of Palestinian women in the labor market will rise up to 44% in 2032. Consequently, this is a challenge for decision makers to provide a suitable environment for suitable employment to cope with the growing workforce. Also, some jobs that women look for are not available in all geographical areas, nor do jobs match women particular needs for certain types of work. In other words, the reason for high unemployment among FGs is due to an increase in their competition for jobs under scarcity. The acceleration in the demand for jobs in the Palestinians territories and the decline in investment and the creation of new job opportunities raise the level of challenges that await the Palestinian- decision makers. (Alkafri, 2011).

### **1.7 The Role of Higher Education and Professional Institutions**

It is essential to study the educational system role and regulations in Palestine.. Firstly, the educational sector is the main pillar of a society. Secondly, the development of human capital is especially important in the case of Palestine since Palestinians lack control over their natural resources, and face severe obstacles to the development of their economy (Mas, 2015).

Palestinian employees and employers alike suffer from skills mismatch. Palestinian education providers and training and employment institutions must prepare their graduates for successful employment in the labor market. This can be done by producing the right numbers of graduates with the right quality of skills to meet the needs of the labor market. Concerning education regulations, the Palestinian national Authority (PNA) oversees and works for the improvement of the educational process in all stages and institutes. All schools and educational institutes must abide by the curricula set and designed by the PNA. The PNA also oversees higher education institutions of all kinds (Mas, 2015).

On the other hand, technical and vocational education and training (TVET) in the OPTs suffer from considerable weakness and face numerous obstacles despite the numerous initiatives and projects that were undertaken to enhance their effectiveness. TVET centers suffer from high fragmentation, absence of unified leadership, outdated curricula and equipment, lack of qualified trainers, deficiency in financial and human resources, and a negative public image. Hence, student enrollment in TVET is still

very low. Furthermore, Palestinian TVET lack strong private sector involvement in drafting curricula, and in supplying training and learning through apprenticeships (Mas, 2015). Despite all these problems, the TVET system remains a key cog in solving the unemployment problem in the OPTs (Mas, 2015).

Vocational schools and technical colleges still operate on part time basis, so it does not cater for the needs of working students. Moreover, students far outnumber teachers, leaving little space for one on one interaction and mentorship. Even though, the TVET system is essential to meet the needs of the labor market. This is manifested by the high employability of graduates of the TVET system compared to those with a university education (Mas, 2015).

To ensure the employment of graduates from TVET, and matching of supply and demand in the labor market, TVET centers are advised to enhance training in specific fields, such as Graphic design, Telecommunications and Soft Skills, IT related professions, Marketing, Sales, and Public Relations. These skills are highly demanded specially in the tourism and trade sectors, which have a strong potential of economic growth. More specifically, a survey conducted by the Ministry of Higher Education has shown that there is a big demand on e-marketing and sales representatives by both private and public sectors. Moreover, graphic design and web-page development are also on high demand, especially in the services, tourism, and industrial sectors. The survey has also indicated that there is a big demand for women employees in IT-related professions (Mas, 2015).

In summary, the Palestinian labor market suffers from a great divergence between skills demanded and skilled supplied leading to a state of chronic mismatch (Mas, 2015).

## **1.8 Case Study: Bethlehem Governorate**

Bethlehem governorate is one of the 16 governorates of Palestine. It covers an area of the WB, south of Jerusalem. The governorate has a total area of around 660 km<sup>2</sup>. Because of the Israeli occupation, Palestinians can use only 13% of the area and much of that is fragmented as of May 2009. The governorate consists of 10 municipalities, 3 refugee camps and 58 rural areas. Localities in Bethlehem governorate 2016: Urban

areas= 155, 607, Rural areas = 49,965, Camps = 16,230.Total Bethlehem governorate= 221, 802 (PCBS).

### **1.8.1 Study Problem**

Unemployment is the first major issue facing the Palestinian economy (Mas, 2015). The basic problem of this study is trying to tackle and discuss the phenomenon of unemployment and its rising rate among graduate women in Bethlehem governorate. The increase in the education of women in recent decades has provided many women with human capital and skills that can benefit society if they are given the opportunity of employment. High unemployment rate among females not only consider economic costs as lost output but it also brings financial hardship and psychological stress to those unemployed. Studies show that unemployment gives a sense of exclusion and lack of seeing oneself as an active participant in working society. It implies that the level of tertiary education does not necessarily lead to higher formal sector employment for women (Clark and Oswald 1994; Katz-Gerro and Yaish, 2003).

However, Bethlehem is completely encircled by the Apartheid Wall. Despite this challenge, it is en route from north to south of Palestine and vice versa. Bethlehem has diversity in many aspects. It includes more than one religion; it has both Muslim and Christian citizens. It has different kinds of schools; both public and private. While Hebron for example does not have prominent qualitative private schools such as those which teach languages in Bethlehem. Bethlehem does not have a significant number of factories such as Hebron or Nablus; neither does it have many workers from other Palestinian governorates employed in Bethlehem area (This week in Palestine, 2010).

Concerning Bethlehem governorate, it has been chosen as a case study to test the presence of region-specific effects which may impede female graduates entry to the labor market. As the demographic trends in MENA have been influenced by, and in turn influence women education and employment decisions, it is anticipated by this thesis to present a useful diagnostic analysis, principally that Bethlehem macro variables trends are most likely similar to these in Palestine (World Bank 2013) .

For instance, according to the PCBS labor force survey for the fourth quarter of 2015 (for persons 15 years and above), the gap in the participation rate between males and females in Palestine was huge: it reached 72.5 % for males compared with 19.1 % for

females in the labor force, while for Bethlehem governorate the participation rate reached 71.2 % for males compared to 21 % for females. In addition the average age for the first marriage for females in Palestine= 20.3 whereas in Bethlehem = 20.9, it's about the same (PCBS).

Furthermore, the percentage of employed Palestinian women in the public sector for 2016 was 25.2 % of the total percentage of employed women, against 74.1 % for employed women in the private sector, while the percentage of employed women in Israel and settlements reached 0.7 % of the total percentage of employed women. Whereas the percentage of employed women in Bethlehem governorate for 2016 was 19.6 % in the public sector, against 80.4 % in the private sector and 0% in Israel and settlements. This is indeed a challenge since it is preferred by women to work in the public sector <sup>7</sup>. Moreover, poverty rate in Bethlehem governorate for 2011 was 17.3% compared to 17.8 % for WB. This might be one of the reasons why females unemployment rate in Bethlehem is higher than that in other areas in Palestine. Since women who come from high income households actually choose to be housewives unless they can work in high status occupations in the formal sector (Baharamitash and Kazemipour 2011).

More importantly, Bethlehem females unemployment rate for 2016 was 32.9 % more than that of females unemployment rate in Palestine %29.8. The worst news concerning females unemployment trend in Bethlehem is an increasing one <sup>8</sup>. In addition, Bethlehem governorate relatively consists of one of the highest numbers of settlers in all over Palestine <sup>9</sup>. See Figure (1.4)

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<sup>7</sup>See table (1.8) and table (1.9) in appendix (1)

<sup>8</sup>See table (1.10) in appendix (1)

<sup>9</sup>See figure (1.5) in appendix (1)

**Figure(1.4):Unemployment rate among men and women 15 years and above 2012-2016 in Bethlehem**

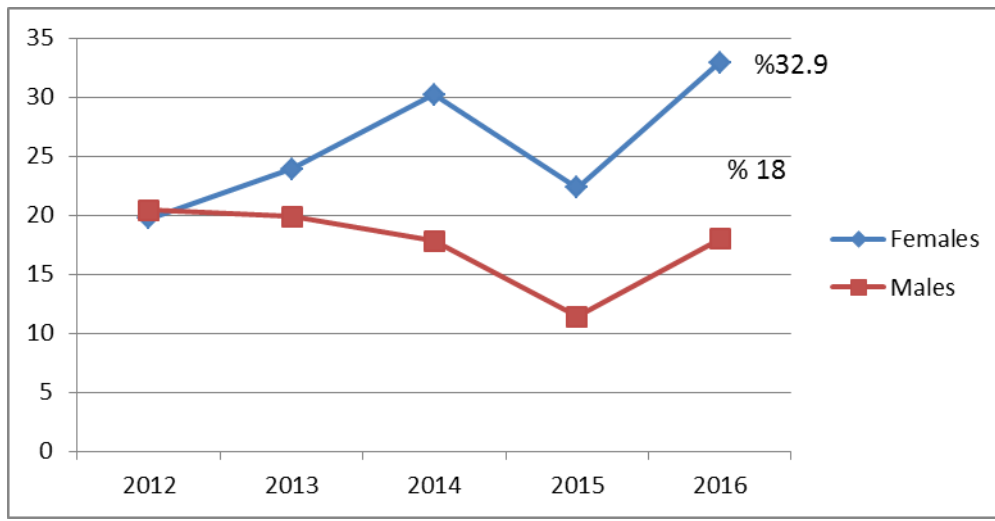


Figure designed by researcher / Data source: PCBS labor surveys, 2016

Low FLFP happens due to reasons such as job training, government policy, culture, domestic violence, proper jobs, past labor market experience, gender discrimination, mobility of women, individual preferences, labor market discrimination, availability of jobs and college major. In addition to personal traits, demographics and socioeconomic characteristics would lead to higher local unemployment rates. Consequently, it will increase the probability of unemployed women and the length of spells out of the labor market, low work commitment, turn over and absenteeism. As a result, it would lead to a waste of human resources and drag down the economic growth (World Bank 2013). However, in Bethlehem governorate the public sector employs only %19.6 of females. This is a dangerous indicator. It could be attributed to the fact that if the public sector work would not materialize, women move from being unemployed to discouraged workers who will be counted out of the labor force.

Since families invest in the education of their children rationally and if the employment opportunities for girls are much fewer than those for boys, parents will support boy's schooling more than girls' schooling (Klasen and Lamanna, 2009; PCBS 2016).

Nevertheless, the expansion of Israeli settlements in the WB is one of the factors that negatively impact the engagement of women in the labor force: the geographic, physical and social ruptures created by Israeli checkpoints and permanent closures of entrances and exits of residences in many areas seriously impact the mobility of Palestinians. Bethlehem governorate is surrounded by Israeli settlements from all directions. It has the largest number of settlers compared to the rest of Palestine. This increases the risk of women employment in the labor market in other governorates such as Ramallah and Hebron. It also might increase the probability of males dropout of schools in their secondary stage to work in the settlements as shown previously in the problem. This leads eventually to more female graduates and females work supply than males (ILO 2015; PCBS, 2016).

Besides, it has been indicated that in Bethlehem governorate female students at second secondary stage in Human Sciences and scientific specializations constitute 70.6% and 26.7% respectively. On the other hand, FGs at second secondary stage in Bethlehem scores zero % in industrial, hospitality, home economics and agricultural specializations. This suggests that there is a need to rethink how our students are educated in order to tackle jobs in the future.

It is worth mentioning that Bethlehem is one of the historical and religious places that are supposed to be relatively active in the tourism sector. This justifies the higher employment rate of females in the private sector in Bethlehem governorate, which was 80.4 % against 74.1% for employed females in the private sector in Palestine. But Palestine is still facing numerous challenges and threats that continue to hinder efforts to develop a sustainable tourism industry <sup>10</sup>.

Gender equalities are smart economies. On a broad comparative scale, the determinants of women labor market participation in this region are understudied, especially with regard to the interplay between them.

Unless major reforms are undertaken to boost job creation, this pool of educated, unemployed youth will expand, and increase frustrations resulting from the sheer lack of economic opportunities. This lack in jobs and pent-up frustrations will be especially true for the young women of the region. That's why such research and similar ones are highly needed (WDR 2012; World Bank 2013).



Finally, this study addresses the subject of FGs enrollment in the labor market through independent study factors that affect FGs employment in Bethlehem governorate. It seeks to highlight the impact of FGs employment and unemployment on several different aspects through answering the following questions:

- 1- How can the educational system better contribute to the growth of FGs entrepreneurs?
- 2- Where do "modern economy skills" of FGs rank in the labor market nowadays ?
- 3- Which types of socio-cultural factors have more prominent outcomes?
- 4- What are the barriers and obstacles that deter FGs participation in the labor market?
- 5- What are the outcomes of FGs employment and unemployment?

What recommendations can be given to enhance the employment opportunities of FGs?

### **1.8.2 Purpose of the Study:**

The main objective of this study is to contribute to the understanding of the low FLFP puzzle in Bethlehem governorate.

Specific objectives:

- 1- To analyze the determinants of FGs low LFP in Bethlehem governorate:
  - To identify the characteristics of employed and unemployed FGs.
  - To identify the determinants of FGs decision to take up paid work.
- 2- To look into the ways to increase the probability of employment for FGs.

In this study, none of the religious values or beliefs are examined or highlighted. Bethlehem governorate includes both Muslim and Christian citizens. Therefore, the study is purely positive one. It is objective and fact based and it is never intended to be subjective or value based. More clearly, positive analysis statements do not have to be correct, but they must be able to be tested and proved or disapproved.

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<sup>10</sup>This Week in Palestine

## **1.9 Stakeholders:**

Policy makers at all levels should benefit from the results of this study including government, entrepreneurs, donors, advocates, media, public and private sectors institutions, individuals, Ministry of Education, Ministry of Labor, Ministry of Social Affairs, employers, women foundations, universities, colleges, families, Bethlehem governorate office and municipality.

## **Chapter Two**

### **Literature Review and Theoretical Framework**

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The present study has been undertaken in order to redress the dominant view of Bethlehem FGs limited participation in the labor market. An alternative to a purely cultural explanation of female patterns of work will be provided. Also, an alternative conceptual framework will be developed to understand, in particular ways, how women are engaged in economic life.

This chapter is divided into two sections. The first section attempts to introduce an overview of the literature review concerning FLFP conditions. Then FGs characteristics that have been affecting their employment are discussed. The second section presents the theoretical framework in details.

#### **2.1 Literature Review**

The studies of many scholars such as (Spierings and Smits, 2007) state that women participation in the economy, as integral part of their empowerment, is a major challenge facing the MENA-region. In fact, women labor market participation is among the lowest ranks throughout the world in these countries. Nonetheless, on a broad comparative scale, the determinants of women labor market participation in this region are understudied, especially the interplay between them. Their studies targeted FLFP in Egypt, Jordan, Morocco, Syria and Tunisia. They used representative data covering over 50,000 women and over 65 districts within five MENA-countries using data from the Pan Arab project for family health surveys, applying a three level analysis. At the micro level, they found out that needs, opportunities, attitudes and conditions are important in determining women chances, without a clear dominance of one of these conditions. Notwithstanding, tertiary education seems unequivocally the most important factor for increasing women labor market participation. According to the study, if women have children and the number of children rises, the participation of women steadily declines. Furthermore, the chance in participating is lower for women with younger children. Across the countries, the differences

between having no children and having one child, shows no clear pattern. This could indicate that in some circumstances economic needs prevail; (extra income is needed to provide for the child) and in others, care duties (the child has to be nurtured). The significance of economic needs is indicated by the effect of having a partner: women without one have a far greater chance to be active. Interestingly, women with an unemployed partner seem to have a larger chance to participate in the labor market. Women living in households with relatively more eligible women have a higher chance to be active. The older a woman is when she gives birth to her first child, the higher her chance in participating in the formal labor market. This chance also rises when her husband has secondary or tertiary education. Traditionalism has the expected negative effect, while modernization is positively related to women labor market participation. A second pattern that seems to occur is that the influence of education on women labor market participation is larger for women living in districts with worse conditions.

Their results in terms of children and marriage are in line with (Tabaa, 2010) in her study of FLFP in Jordan. She added that women entering the labor force in Jordan face a host of obstacles related to lack of opportunity, discriminatory practices as well as prohibitive social norms. She showed in her policy paper that women working in the private sector experience greater wage discrimination than their counterparts in the public sector. While the public sector may not out rightly discriminate in wages according to gender, there is a pronounced vertical discrimination (commonly known as the glass-ceiling) whereby women in top ministerial and government positions form a visible minority. She also found occupational segregation where social norms on what is an appropriate work for women means that women in Jordan have fewer industries to enter, and so they enter into overcrowded and female dominated sectors. Almost three quarters of employed women work in education, health/social work sectors or manufacturing. Due to higher wages along with social benefits such as extended maternity leave, shorter working hours and secure tenure, public sector employment has become much more appealing for women and has addressed their reservation wage. Health and safety risks as well as social barriers that prevent many women from assuming night jobs, long working hours and mixed work environment continue to limit women options in the private sector. Furthermore, the provisions of

protective labor laws related to women working in the private sector have created disincentives to hiring young women by private firm owners.

Concerning urbanization, (Dayioglu and Kirdar, 2010) provide further evidence regarding this issue. Their study concerns the determinants and trends of FLFP in Turkey; they indicated that the significant reason behind the fall in FLFP is urbanization. The decline has been larger for younger rural women. In their descriptive study using the household labor force surveys from 1988, they found out that the increase in the participation rates for certain age groups in urban areas has been remarkable. The importance of wage work among working women has been on the rise in both rural and urban areas. In urban areas, they found out that the peak of LFP rates is between the ages of 20 and 39, instead of 20 and 29. The participation rate in rural areas goes down by age. In urban areas later cohorts of women are much likely to participate in the labor market. Regions were found to be strongly associated with participation since the demand side factors are also important in determining women labor market participation.

Munoz study in 2007, about the determinants of FLFP in Venezuela, uses cross sectional data and applies multinomial logit model; it matched with "Spierings and Smit" and "Dayioglu and Kirdar" results. He found out that the most important factors determining Venezuelan women propensity to participate in the labor force are the individual characteristics of age, education, marital status and place of residence. He concludes that the relative importance of motivating factors depends strongly on the specific subsample to which a woman belongs. He found out that women 31-40 years old are most likely to participate than younger women. Contrary to what was expected, married and divorced women are more likely to participate in the labor market than single women. The non-labor income shows a negative marginal effect on the LFP in the formal sector.

Whereas (Robinson, 2005), in her study about FLFP in MENA, used panel data from (1960-2000). She attributed lower FLFP rates in Egypt to patriarchal gender contract. She argues that post oil-boom decline in wages caused men to take on second and third jobs in the private sector and informal economy, crowding women out of the labor force. In addition, there is a lack of extensive training programs for women. She also found a change in socio-cultural environment that is changing in MENA and

leading to increased FLFP rates even though FLFP in MENA is still lower than that of any other region in the world. Robinson suggests, unless demand for workers increases, it will be hard for woman to gain a strong foothold in the labor force. Her results are in line with Tabaa study of Jordan case.

Likewise, many of (Dildar, 2015) results are similar to the findings of "Spiering and Smits", Tabaa, Robinson, Munoz and "Dayioglu and Kirdar". Dildar analyzed the underlying causes of low FLFP in Turkey. She used qualitative data from in-depth interviews. She added that women are not given equal opportunity to make their life choices from an early age. Many women expressed a preference for work outside the home but faced constraints including the burden of care work and husband's disapproval. She revealed that the gender division of labor in the household is not changed substantially by the employment status of women. She found that the employment package increased the female share of employment in the provinces where positive discrimination was effective. Moreover, she found out that a demand-side policy can increase women employment despite cultural constraints that are normally thought to prohibit female labor supply. She found out that internalization of patriarchal norms has a negative impact on FLFP. The unequal distribution of unpaid work reasonably explains why married women are less active in the labor market.

Furthermore, mothers, mothers-in-law, and older daughters are usually the caregivers in low-income dual-earner households. However, Turkey has one of the lowest GDP per capita among OECD (Organization for Economic Cooperation and Development) countries as well. She addressed the potential problem of endogeneity with an instrumental variable estimation strategy in analyzing the effects of patriarchy on FLFP and constructed a patriarchy scale using new information about gender-role attitudes in the 2008. Patriarchal norms have a negative impact on LFP. The patriarchal norms define women primary role as a caregiver. They also contribute to the formation of these preferences. When there is not a satisfactory material reward from paid work, women might prefer the comfort of being "the mistress of their own house" and the emotional relief of taking care of their own children over the potential benefits of having a job and a social life. She found out that income pooling among married couples is very common, although the majority of employed women still have full control over their income. Even if women have the freedom to control their

income, their ability to spend it on their own welfare is determined by various factors, including their class position, preferences, and allocative priorities. However, they attach significant meaning to their income even if they do not spend it on themselves. Employed women have more decision-making power in the house than full-time homemakers. This difference becomes evident especially in financial decisions. Having a job and a social life outside the house make employed women mentally healthier and relatively freer from insomnia; it lessens their worries and makes them more hopeful about the future. This is also due to the fact that dual-earner families have generally higher income. Another clear difference between employed women and homemakers is about feeling respected enough and not losing self-confidence. Regardless of employment status, women have a very positive attitude toward paid work as a source of self-sufficiency. This is a long-run problem that requires changes in social attitudes and norms, increase in education for both men and women, and also increase in women participation in social life, including working life. However, there are matters that have to be done in the short-run such as improving the working conditions of women and enforcing the requirement of day care centers for workplaces (Dildar, 2015).

(Martini, 2011) found similar results to those concluded by Dildar. His study focused on empowering women in the rural labor force with a focus on agricultural employment in MENA, using qualitative and quantitative methods. He suggested that the strategy for women empowerment into the agricultural labor force, and equity in participation, choices, opportunities, knowledge information and acquisition is to strengthen awareness and to work through changing attitudes towards women work and empowerment. This could be achieved both through legislation, and strengthening of capacities to change attitudes in MENA. This could be achieved through working with policy-makers towards building their capacities to change their views about women from being the victims and most vulnerable groups in societies to a real work force that can make a difference in the socio-economic growth of the nations if women issues are better recognized and addressed. There should also be an encouragement to include measurement of women empowerment and equality in all research projects and development initiatives. Furthermore, issues of access to and control over land and other resources will be facilitated by women education and awareness (to be sustainable, it should come from the inside). Qualitative information

is as important as the quantitative ones in conservative societies because it allows the unveiling of aspects such as safety and equity, which are usually not adequately mentioned. Evaluation of women labor constraints and opportunities as well as the importance of understanding women empowerment as a catalyst for national economic and social growth by all stakeholders and decision-makers would only be possible based on tangible research and development results. This will build capacity at different levels. Many women have learned some income generating activities from development projects, but they still lacked access to market.

(Hayo and Caris, 2013) results are in line with the studies of Dildar, Robinson and others. Using discrete choice approach, they observed FLFP in the MENA region in terms of identity and find out a significant evidence that identity affects FLFP. Their estimates suggest that in the MENA region, Muslim women participate in the labor market the same as non-Muslim women, whereas those with strong traditional identities have a 5 percentage point lower probability of entering the labor market. They found out evidence that traditional cultural identity reduces FLFP more than does adherence to Islam. They recommend, in general, introducing more social-science-based approaches into economic analysis. Labor market reforms, aimed at increasing FLFP rates, should take into account two dimensions of female decision making on this issue: the benefits of working and the costs of violating a traditional identity. However, as the experience of even highly-developed countries demonstrates, in reality, such policies take a long time to become a status quo. Improving job-market-oriented education for women could be another channel of reform, as it would improve female employability and productivity. Reducing the costs of FLFP in terms of identity violations requires social change.

Accordingly, (Tsani et al., 2012) in a study about FLFP and economic development in southern Mediterranean countries, used econometric approach and a general equilibrium model. They concluded similar results to those reached by Dildar concerning the GDP. The estimation results suggested that FLFP may decrease if economic growth in the region is modest and may increase if it is sufficiently high. They suggested that lower FLFP rates may have marginal effects on the macroeconomic outcomes in the region. If barriers to women joining the labor force are removed and their participation increases, the economic benefit may be



significant. The focus should be on policies and cooperation strategies which would promote the modernization of cultural norms and legal codes. These could include, for example, legislative reform, changes to the educational curriculum, encouragement of more female attendance at school, cultural exchange and cooperation programs with developed countries.

With respect to FLFP in MENA's manufacturing sector, (Fakih and Ghazalian, 2013) reached similar results to "Tabaa" and others. Using empirical investigation via data derived from the World Bank's enterprise surveys, they stated that national factors, such as economic development and gender equality, are also found to promote FLFP rates. The main results indicate that private foreign ownership and export activities promote overall FLFP rates. However; they concluded that the relative labor composition of firms in terms of non-production workers is found to have a negative effect on overall FLFP rates. The results underscore positive implications of national economic development and business freedom for overall FLFP rates. The results reveal a positive effect of private foreign ownership on FLFP non-production rates.

In the same sense, the (World Bank, 2013), using qualitative and quantitative data, clarified that unemployment reflects the gap between employment preferences and employment possibilities. The changes in use of women labor in industry in MENA- as in other regions- have been driven by the size of the manufacturing sector. In other words, businesswomen prospects are more negatively affected than men's by a poor business climate. The MENA region ranks low on both the overall business climate and the small numbers of women-owned businesses.

In a study for FLFP in Iran, Egypt and Turkey using the available official time series data from the World Bank and other governmental sources through quantitative analysis, (Mirzaie, 2013) shows that growth rate per capita income reduces FLFP in Iran and Turkey while it has an opposite effect in Egypt. Since cultural factors discourage FLFP, an increase in age dependency ratio decreases Iranian FLFP but inversely affects FLFP in Turkey. In Iran's case, the increase in government spending on development projects has led to an increase in the unemployment rate for women. This indicates that when women have fewer caregiving responsibilities, they are more likely to work outside the home. Because of segregated labor market, different economic policies dealing with booms and busts in the economy are not gender

neutral. The financial market is very immature and inefficient in the Middle East, and access to the financial market and borrowing is mostly limited to those already established in the economy. Increased availability of funding to female entrepreneurs to start their own businesses could help increase women engagement in the formal labor market. According to this study and the study of Dildar and Munoz, it is clear that the effect of GDP and income on FLFP is endogenous.

It is argued by (Contessi et al.,2013) in their study concerning international trade, female labor and entrepreneurship in MENA countries where they used quantitative and qualitative methods, that there is a connection between international trade and FLFP. This is similar to “Fakih and Ghazalian” results. However; they concluded that the evidence supports the view that exposure to trade disproportionately affects firms in country/industry pairs with a comparative advantage in female labor—both in terms of female employment and female entrepreneurship and ownership.

By the same token, (OECD,2013) explained gender inequality and entrepreneurship in MENA, using two step methodology involving econometric estimations and the use of a general equilibrium model based on international statistics sources. They found out that women in MENA economies are increasingly well prepared for work in the productive economy. An increasing number, although still a minority, want to participate in the labor force. The labor demand side of the economy does not adequately offer women the opportunity to work. In addition, young women, who are much better educated than earlier generations, seek work twice as keenly as the average but face unemployment rates of 40-50 per cent in many countries. The private sector employs fewer women than the public sector,; this is similar to Robinson and Tabaa findings. MENA countries with the strongest entrepreneurial culture and the most dynamic, private sector-led economies demonstrate lesser levels of gender inequality. Support for female entrepreneurship would also make an immediate contribution to help MENA countries to increase the number of the established businesses on which future economic growth in the region depends. The latest matches Dildar's findings.

In the same sense in 2015, Hendy examined the reasons for the persistently low participation of women in the Egyptian labor market over time and across the different economic sectors, using the Egypt Labor Market Panel Survey (ELMPS)

2012. The findings indicate that the January 25 revolution has had a negative effect on women status in the labor market. LFP has decreased, while unemployment has increased. The structure of female employment shows that women still find public sector jobs more attractive. However, with the decline in public sector hiring, women tend to prefer inactivity rather than private sector jobs, especially for educated women, where this finding matches those of Robinson and Tabaa.

Finally, one of the most recent studies that analyzed FLFP in MENA is for Majbouri in 2016. This study estimated the correlation between the number of children and the number of participations of mothers in the five countries in the MENA region: Egypt, Jordan, Morocco, Tunisia, and Turkey using demographic and health Surveys. His results matched "Spierings and Smits" study in 2007, where he found that fertility and labor supply are choice variables and endogenous. Therefore, it is not possible to infer any causes from these associations in the data. The provided evidence showed that FLFP in Egypt, Jordan, Morocco, and Tunisia is not affected by an exogenous shock of the number of children. In other words, women who participate in the labor force will participate in it regardless of this exogenous shock of their number of children. This implies that there are other more important and robust factors (such as cultural norms) that directly affect female participation and potentially overrule the effect of any other factor.

### **2.1.1 FLFP and Technology**

In the case study of Latin America (Castillo et al., 2014) aimed to explain gender inequalities in recruitment, retention and promotion in Science, Technology, Engineering, and Mathematics (STEM) disciplines. They suggested through their inductive approach that skill gaps are a key constraint to innovation, hindering productivity growth and economic development. In particular, shortages in the supply of trained professionals in disciplines related to (STEM) may weaken the innovation potential of a society. Whereas (Kripa et al., 2008) in their survey of social impact and women empowerment through Mussel farming in India, they showed how training alone was not sufficient to motivate villagers to adopt a new technology, instead visual observations of the success of the technology are essential for removing the risk aversion attitude.

In line with (Castillo et al.), Daher in 2012 stated that the ratio of women users who are knowledgeable of the use of social media tools in depth and effectively active in the blogosphere and micro-blogosphere like twitter, Facebook, is much less than that of men in Lebanon. That appeared in her case study of women empowerment through technology and social media using surveys. This fact makes them fall behind in the era of prevailing social media in their role of being online active citizens, and widens the technological gender gap between them and men. Social media tools are a space for women to advocate for their causes, speak up to the public, have a saying in public policies, and empower themselves to be active citizens. Women in the MENA region have set an example of how the use of social media tools has changed the context of traditional women roles in society, made a penetration in a patriarchal online space which has been always occupied by men, and brought young women leaders up to the front of the countries' lists of decision makers.

Likewise, the (World Bank, 2015), in their study on the effects of technology on employment and implications for public employment services using cross sectional data show polarization of job quality where various studies have shown that technological change is typically skill-biased, in that its adoption by employers would benefit workers with higher skills rather than those who might be unskilled. They raise demand for workers that have the skills that are either needed to manipulate technology or are creative—hence, cannot be substituted easily by technology—or that are non-routine and are currently better performed by humans but cannot be substituted easily. In addition, the nature of employment itself is changing by shifting more risks to individuals.

The links between workers and employers are shifting. Workers can perform tasks for many people that they have never met. Workers have flexibility in the hours they work. These digital tools are creating a new informal economy, where workers can combine a number of disconnected tasks to earn their incomes. Disconnected workers are unable to access the various e-payment systems, online work platforms, or even e-commerce services that workers (and businesses) in connected areas might take for granted. This creates a risk that the effects of earlier divides might be exacerbated. Hence, policies and programs to leverage the potential of technology are needed. Governments need to consider specific actions to expand the opportunities that

technologies bring. Four strategic sets of policies and programs that a government could consider to maximize the positive effects of technology on employment, while mitigating the negative effects: enable the creation of more digital jobs, increase access to digital tools, empower the workforce in a digital age, assist workers during the transition. The various digital tools that now exist create an opportunity for workers to link with markets and resources. In addition, there should be access to electronic payment systems. Such systems are essential for workers to be able to pay for resources and to be paid for their work, so that technology becomes a complement to them, as opposed to a substitute for them. Hence, governments should raise awareness about digital opportunities (World Bank, 2015).

Similarly, the ILO research in 2016 explains the link between technological change, innovation and jobs, and the dynamics of job destruction and job creation. In their empirical analysis using qualitative methods, they found out that country-specific social capabilities determine and limit the range of products a country can feasibly develop, and the jobs it can create. Such fundamental changes cannot be achieved by markets. They require new social and political choices and new social capabilities, which can only be developed in a process of societal learning and social transformation. Institutions that support social dialogue and societal learning will therefore play a central role in generating transformative product innovations and new jobs.

On the other hand (Jacobsen, 2011) studied the potential role of various transformative general-purpose technologies in affecting gender equity. Available evidence on the effects of transformative technologies, both historically and in recent developing country contexts, is surveyed. The results indicate some optimism regarding continued expansion of electrification and the use of mobile phones in particular for improving women empowerment.

In a study for the (World Economic Forum, 2016) about the future jobs, employment, skills and workforce strategy for the fourth industrial revolution, they used survey method and pool data. They found out that a number of developing countries expect a large impact by the mobile internet given that the technology has the potential to bring millions of formerly unconnected workers and consumers into the formal economy

for the first time. Hence, there is cause for optimism about growth in these roles as demand for such services grows due to demographic and social factors.

Finally; in a Study on the perceptions and interests of female students about technology education course content and activities at Poynette High School, (Kalka, 2010) using a questionnaire through his descriptive study, indicated that female students had little knowledge of what was being taught within technology education. It was also discovered that female students have an interest in communication technology areas and take more interests in activities that incorporate design, digital broadcasting and computers. Furthermore, when the design activities were also related to benefiting society, female students interest was even greater.

### **2.1.2 FLFP in Palestine:**

In the study conducted by (Namoura, 2008) about the determinants and requirements of Palestinian woman participation in the labor market, she used questionnaires targeting FG and employers in the WB. She found out that personal, family factors, economic relations and relations with others affect women participation in the labor market. In particular, the psychological nature of women was considered as one of the causes that negatively affect the employment of women.

Moreover, (Marrar, 2009) conducted a study about labor and economy in the Palestinian economy from a gender perspective. She found through her surveys, that wage rates in Israel, are so pivotal in absorbing high percentage of Palestinian male workers. In contrast, very few opportunities are offered for women. In addition, women suffer from wage discrimination throughout labor markets. The notion of "family income" in which it is assumed that female wages only supplement that of a male breadwinner appears to be a common assumption that deflates women wages throughout the economy. Women involvement in labor unions is low with an estimate of only 8 % of total members. She found out that employment policies are unsupportive of motherhood. Women in many sectors of the economy work under extremely poor and unfair conditions.

In line with Marrar, the same results were found by (Alkafri, 2011) in his study of unemployment among graduates from the gender perspective in the Palestinian territory. Through this descriptive study, he used quarterly data from the Palestinian

workforce for the period 2007-2008. He added that the general trend toward the future puts before the Palestinian decision-makers challenges to provide opportunities for jobs that take into account the geographical distribution and the programming of scientific disciplines offered by universities. If this situation persists, it may have a negative impact on the tendency of parents to educate their daughters. The average period of unemployment which forces women to get out of the labor market is 29 months. Public schools employ a limited number of graduates each year and this does not meet the number of graduates. Whenever the level of education among females is higher, the market demand for them is lower. This trend reflects the culture of the community regarding professions and gender; where the general idea is that women are more suitable and perform better in professions that only require a diploma degree, such as secretaries, administrative assistants, kindergarten teachers, nurses; whereas occupations that require a higher level of education are more suitable for men (Alkafri, 2011).

One of the reasons for the low participation of women, which is the difficulty to obtain a job that is suitable for them, has increased the duration of the search for work and thereafter this lead them to stop searching for work in the labor market. The better educated a woman is, the greater is the probability of their job retention. This is due to the family belief that their investment in education must be rewarded by economic benefits, or that work is a right for women and thus education is a way to enable and empower them. On the other hand, the higher the educational qualifications are, the higher the possibility of a return to the labor market by women. This explains the feasibility and justification of their return, especially under the difficult circumstances in the Palestinian territories and the scarcity of jobs. However, graduates are often willing to work in paid jobs instead of creating their own jobs and projects. This phenomenon is a negative one, because the absorptive capacity of the public sector, which is the first preference for most of the fresh graduates to work in, is too limited. The possibility of creating self-employment jobs among women decreases as their level of education decreases (Alkafri, 2011).

Hashweh (2012) conducted a descriptive study about entrepreneurship in the Occupied Palestinian Territories, to investigate the actual and potential contribution of the formal school educational system in the OPTs to the development of entrepreneurship. The need for the study arose from various reports about the low

quality and irrelevance of education in the OPTs on the one hand, and the fact that entrepreneurial activity in the OPTs by new entrepreneurs was found to be among the least in the world on the other hand. He found out that including entrepreneurship education as part of a modified general education strategy in Palestine is a necessary first step. The strategy should be clearly related to the Palestinian national economic and social development plans. The strategy should cover all stages ( elementary, secondary, tertiary and life-long) and types of education ( academic, vocational, formal and informal). It should be developed with the involvement of all stakeholders including, in addition to education, other concerned ministries (labor, economic development, social affairs, agriculture, etc..), the private sector, business and relevant NGO's. At the policy level, it is important to include entrepreneurship education by using an across-the-curriculum approach in addition to integrating it into some existing school subjects rather than offering it as standalone courses.

He added that entrepreneurship should be an integral part of the curriculum in addition to being part of extra-curricular activities, through providing a list of intended learning outcomes such as: confidence, self-efficacy and self-awareness as well as motivation, initiative, perseverance, autonomy and leadership. Also, it aims at recognizing opportunities, team work, creativity and innovation. Furthermore, he emphasized the importance of teachers knowledge about the subjectmatter of entrepreneurship and the associated attitudes, knowledge and skills which should be developed and the methodologies of teaching as well (Hashweh, 2012).

In a study by (Fallah, 2016) titled Evaluation of the efficiency to the Palestinian labor market, he aimed at assessing the Palestinian labor market efficiency. He identified the efficiency criteria by: employment rigidity, redundancy cost, flexibility of wage determination, pay and productivity, taxes and incentives to work, and FLFP. These criteria generally reflect the extent of government intervention in the labor market. He found out that compliance with the minimum wage is very weak. Regarding taxes on incentives to work, they have only a weak impact, at best. In addition, the labor force data show that female connection to the labor market is weak. Interestingly, the unemployment rate for females rises with the level of education. In brief, the study provides evidence that, according to the World Economic Forum's standard, the weak role of government intervention and labor unions has enhanced labor market



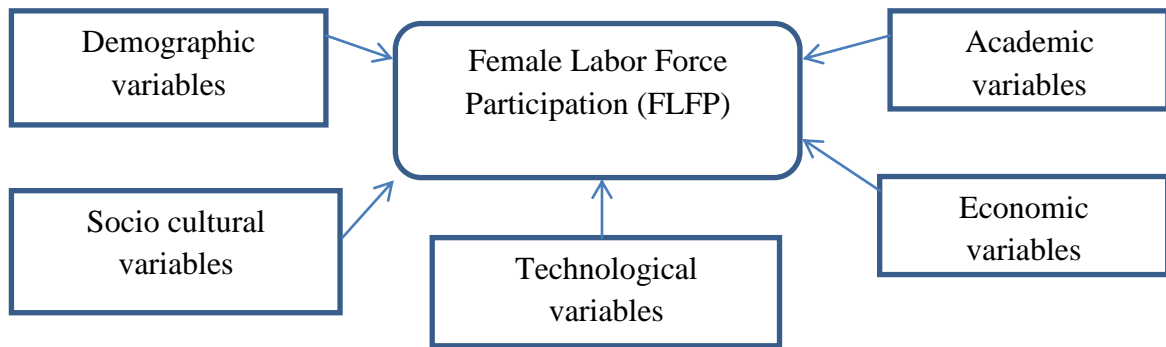
efficiency and flexibility. However, this has not improved the performance of the Palestinian labor market.

Finally, Kliebo from the Palestinian side of the ILO in 2016, stated that young women aged (25- 29) were the most vulnerable age group, with 29 percent reported having experienced some form of violence at work. Gender-based violence can affect the organization of work, productivity, and working environment. On the community level, the cost of violence at work has a negative impact as it requires rehabilitation or reintegration of the victims, retraining costs for those who lost their jobs, disability for victims who lost their capacities, and legal consultation expenses. To sum up, improving women's access to decent work in the WBGS needs to take into account the ramifications resulting from continued Israeli occupation. In fact, the limited employment opportunities generated by the Palestinian economy are influenced by the inadequate provision of social protection, in addition to the social norms that prevail in the Palestinian society. For working women and men and their families, it is of utmost importance that this process encompasses institutions and policies for job creation, social dialogue, gender equality, social security and fair incomes.

## **2.2 Theoretical Framework**

This study examines the determinants of FLFP in Bethlehem governorate. It attempts to cover this issue from the supply side of FGs to the labor market only. It does not examine the demand side for FGs (employers) and the conditions of the labor market in depth. However, the target unit for this study is identified as FGs aged 19-39 years with at least 13+ years of schooling; they were economically active or inactive and had finished their education, either as a graduate or quit formal education. The sample is used to investigate the importance of individuals demographic, socioeconomic and geographical characteristics in the LFP decision. The PCBS provides data collected annually or semiannually about some of the demographic, socio-economic and geographical characteristics of individuals living in Bethlehem governorate. Based on previous studies especially Dildar (2015), Robinson's study (2005) and others we built the theoretical framework. Hence, we concluded a number of results that contribute to the economic and human resource management literature devoted to analyzing LFP in Bethlehem governorate. It also provides an analysis that could serve as the basis for the formulation of emerging public policies oriented towards women advancement.

The dependent variable FLFP is influenced by five sets of independent variables: demographic, socio-cultural, economic, technological and academic variables.



**Figure: (2.1): Theoretical framework / Source: (Designed by researcher)**

**FLFP:** Stands for females currently working and currently looking for a job. (ILO)

**Demographic information:** Description of age, number of children, number of children under the age of 6 years old, marital status, household control, age of marriage, work sector and region.

**Economic variables:** Disposable personal income, GDP per capita, inflation and wages.

**Academic variables:** Female education (highest tertiary level), females’ skills level and head of household schooling.

**Technological variables:** Such as what technological activities they take more interest in. In addition, how often they access media and do media activities. Likewise, it also relates to the use of internet activities and mobile phones whether they are useful in discovering information, and increasing the ability of FGs to coordinate their family and work lives. In brief, it is how and to what extent FGs have benefited from social capital build-up (the ability of female graduates to develop and use various kinds of social networks and the resources thereby become available in technology uptake).

**Socio-cultural variables:** It is represented by paid work and employment, schooling decision, LFP decision, freedom to choose, fertility decisions, use of one’s income, sexual division of labor, decision making in the household, mental health and self-confidence, gender role attitudes, mobility in public domain, government policies role

and sex discrimination hiring regulations . Accordingly, the following items will be tackled:

Current economic activity: such as being involved in any economic activity, their main economic activity, the length of their involvement in this activity, if the income goes to their family and their earnings per month (Dildar, 2015).

Reason for taking up paid work: It is whether to have social security or for psychological reasons (ex. after divorce). Furthermore, they might need it to satisfy their personal needs or to support their family. On the other hand, they might want to work because they believe women should work. In addition, they might need it for survival (after loss of husband's income as a result of death, joblessness, divorce). Or they are bored after school and want to have an occupation. The reason can be a combination of any of them. (Dildar, 2015)

Working decision experience: It can be influenced by many factors such as : any objection or support to their decision to work, the location of their current work, kind of job training they took, working hours, and the kind of abuse or harassment at work, if there are any. It also addresses whether they are happy and satisfied with their work and if they have children under the age of 6 and who takes care of them. (Dildar, 2015)

Past economic activity for currently not working FGs and Working decision for FGs who have never worked outside home: This issue can be investigated by knowing their thoughts about getting engaged in paid work. Also, if they have any reason why they did not take one and what obstacles they faced. Finally, how they perceive working women in general and their opinion about women working outside. (Dildar, 2015)

Views on government policies to increase women employment: It is whether FGs believe that those policies encourage their employment outside their homes or not.

Indicators of mental distress: This can be tested by finding if they think they are suffering from insomnia because of worry or stress, feeling that people around them are not giving them enough importance, thinking they do not have the strength to deal with their own problems and whether they think they are losing self-confidence (Dildar, 2015).

Indicators of mental well-being: This can be tested by finding if they are satisfied with their life, if people around them show them enough respect, if they consider themselves successful in life and if they think they can face and handle undesirable circumstances. (Dildar, 2015)

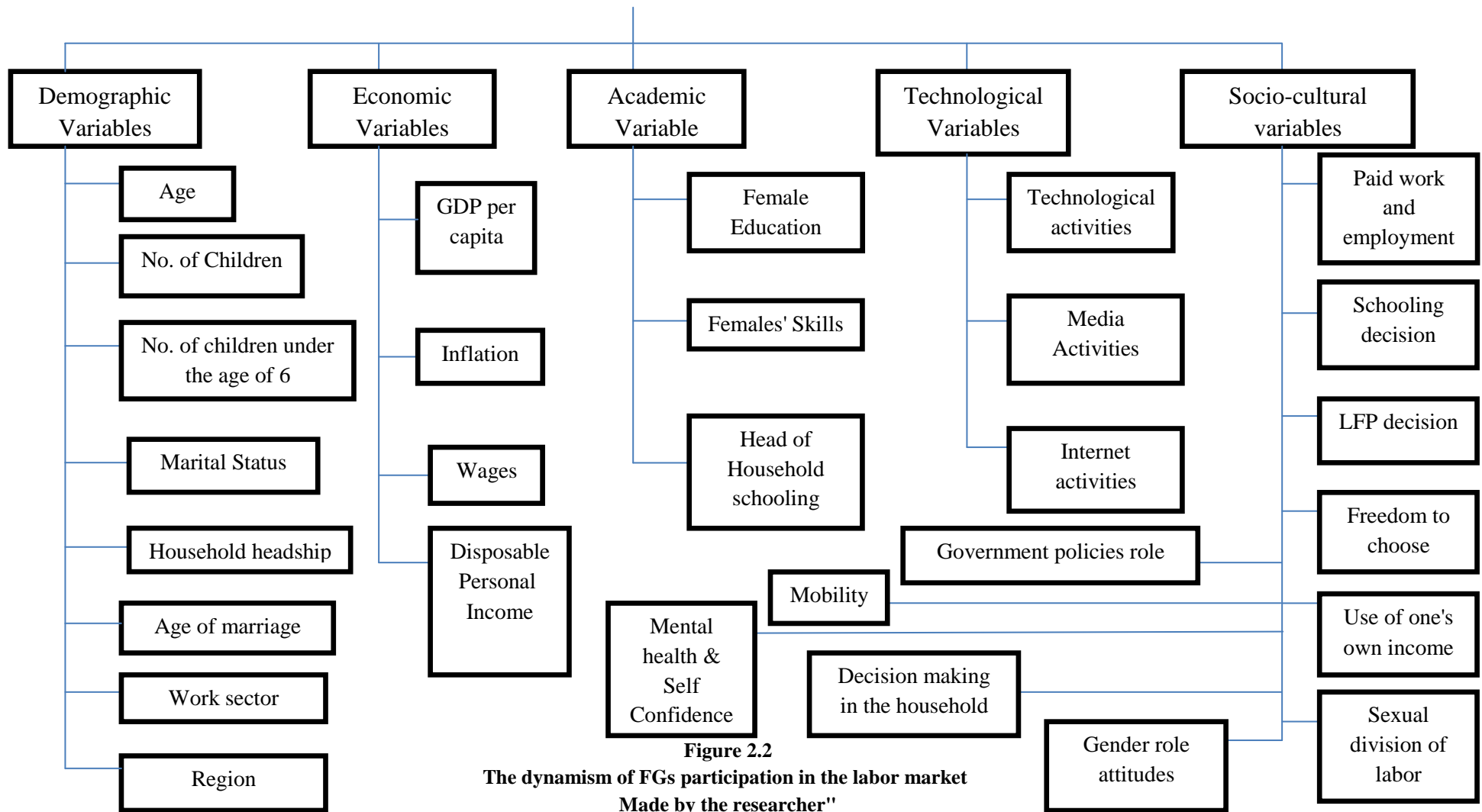
Paid work and women's empowerment: Use of one's own income: The decision of how their own income is spent. Can portion of their income be used by their own will. If they give any money to their natal family or make household decisions such as their own working decision and large important purchases (Dildar, 2015)

Housework: Such as who takes the main responsibility, helps with and which of these activities would they rather someone else do like : cooking, cleaning and childcare. (Dildar, 2015)

Attitudes: How FGs think toward their contribution (economic/physical) to the household. How their family members value their contribution. Has paid work made a difference to how others in the community, society, and their families see them? Whether they feel that they have great deal of control over their own lives or they just have very little effect on what happens to them. Their opinion about whether it is important for women to have their own source of income for self-dependency.

Desirability of specific jobs: This can be tested by finding whether it should be suitable for their qualifications, suitable for women, only teaching, only in public sector, any work, proximity to residence, high salary, shorter hours, flexible hours, fund for independent project, work abroad, or if she is unpaid family worker and any other. (PCBS, 2006)

**FG with 13+ years of schooling participation in the labor market**



## **Chapter Three**

### **Methodology and Statistical Analysis**

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This study uses the main determinants found in the previous literature to examine their effects on FLFP in Bethlehem governorate. This study is considered a descriptive one because it is designed to collect data to describe a region specific characteristics and determinants of FGs employment for Bethlehem governorate. Concerning the time horizon of the study, it is a cross-sectional one because it was undertaken only once over a period of months in the year 2017. Both quantitative and qualitative approaches were followed in this study. Quantitative variables used in the study to determine the features and factors of EFGs and UEFGs and their decision to take up paid work. On the other hand, qualitative data such as assessment of approaches, views, thoughts and attitudes were collected to have a better understanding of the dynamics concerning FGs participation in the labor market.

#### **3.1 Data Sources and Sampling**

Primary data were gathered on EFGs and UEFGs who are aged from 19-39 years in Bethlehem governorate. In addition, data gathering was limited only to FGs who have 13 years of schooling and above.

Two questionnaires were designed to collect data related to the determinants behind employability and unemployability of FGs; one for EFGs and the other for UEFGs. More data were gathered on the economic, technological, socio-cultural and academic variables behind recruiting FGs in public and private sectors and NGOs as indicated in the literature review.

The field work for the study was undertaken in the period between July 2017 to September 2017. The researcher of this thesis, gathered data from employed and unemployed FGs, by handing questionnaires to them directly.

The survey was conducted among EFGs and UEFGs in Bethlehem governorate cities, towns, villages and camps. To meet the objectives of this study, the data for study were collected via, a face –to- face questionnaire, through stratified random sampling.

Based on the data published by PCBS, the process of questionnaires distribution for each location was based on the percentage of citizens in each location, such as city, or villages against the total number of citizens in Bethlehem governorates as follows:

The number of questionnaires distributed in Bethlehem city as follows:

1- For EFGs 250 (the number of citizens) in Bethlehem compared to the (Total number of citizens) in Bethlehem governorate

2- For UEFGs 250 (the number of citizens in Bethlehem) compared to the

(Total number of citizens) in Bethlehem governorate.

The sample distribution of 500 questionnaires was divided evenly between EFGs and UEFGs. Distribution process of questionnaires was conducted in two steps:

- 1) Questionnaires were distributed to EFGs at their work location. Several visits were paid to banks, ministries, institutions, shops, hotels .. etc.
- 2) Concerning UEFGs ; information was obtained from EFGs to reach them. Each EFGs was asked to guide us to other UEFGs.

The questionnaire distributed for EFGs consists of five parts. Data gathered on personal and socio – economics data were in the first part. That is in accordance with the studies of (Munoz, 2007; Hayo and Cairns, 2013; Mirzai, 2013 and others.).

The second part, focused on reasons behind using information technology (IT) as clarified by (World Bank, 2015; Daher, 2012; ILO, 2016 and others.) .

The third part concerned the condition and factors behind getting employed relying on the studies of (Tabaa, 2010; Tsani, 2013 and others.).

Qualification was necessary for FGs to be employed, as explained by (Robinson, 2005; Tabaa, 2010 et al.). In the same manner, factors behind participation of FGs were discussed in the fourth and fifth sections, respectively.

On the other hand, questionnaire distributed to UEFGs is composed of four parts:

1. Personal and socioeconomic data.
2. Make use of technology.

3. Reasons behind quitting from previous job if you were employed.
4. Reasons behind never getting a job till now. (Dildar, 2015 and others.)

Each item in closed questions was given 5 levels according to Likert scale. Where strongly agree =5, agree = 4, Neither agree nor disagree =3, disagree =2 and strongly disagree =1.

Additionally, each questionnaire ended by a number of open questions. They aimed to find out how FGs respond to other issues that were not included in each questionnaire concerning employment and unemployment.

### **3.2 Study Limitations:**

Secondary data on the employment status of FGs employment are limited: there is no information, for example, on the share of part-time employment or the duration (permanent, temporary, or seasonal) of paid employment contracts for FGs compared to men. Data about WB and Bethlehem in particular regarding FGs participation in the labor market are still insufficient. Data on many variables for the years 2016-2017 are not available. As the case in most studies on women in developing countries, this study faces the challenge of finding generated data by going back far enough to allow for a meaningful comparison over time. It has been a challenge for scholars to study women engagement in labor markets in countries located in this region. This is partly due to the lack of reliable data on this issue (Martini, et al. 2011).

### **3.3 Data Analysis and Results**

The analysis of the questionnaires data was processed using IBM SPSS V.20 . The statistical analysis included descriptive statistics, split sample descriptive, one-way analysis of variance ANOVA, Post hoc tests "Multiple comparisons LSD", t-test "group statistics and independent samples test" and Pearson correlation. The first test was used to give general descriptive results about EFGs and UEFGs characteristics. The same descriptive statistical analysis was performed to explore the impact of the included demographic, technological, socio-cultural and economic factors on FLFP for both EFGs and UEFGs. Comparisons between EFGs and UEFGs in terms of those factors were applied. The one way ANOVA and t-test were used to determine if there were significant differences in terms of those factors.



### 3.4 Reliability and Validity

In order to ensure that the questionnaires measure the right data, a pilot study had been conducted two weeks prior to data collection phase. This study was conducted on both EFGs and UEFGs from Ramallah and Hebron governorates to reveal any weakness or difficulty in the questions and to ensure that questions will gather related information. Earlier, the questionnaires were reviewed by external specialists to avoid any bias in the measurement. Then, question formulation and wording were enhanced through amending unclear and difficult questions; therefore, they were reworked to make them more understandable and easier. This was done to ensure that obtained data from the questionnaires are correct, and there are no random answers.

Questionnaires reliability was measured by using Cronbach Alpha that estimates the internal consistency and liability of the questionnaires set of items when they are administered on a particular group under particular conditions for a specific purpose. Furthermore, it is used to estimate the proportion of variance whether it is systematic or consistent in a set of test scores. The alpha coefficient for the 62 items of EFGs questionnaire is 0.71 . It was found out that alpha coefficient for the 73 items of UEFGs questionnaire is 0.842. These indicators imply that items for both EFGs and UEFGs are internally consistent. But UEFGs questionnaire is more reliable than EFGs questionnaire, as shown in the tables below:

**Table (3.1): Reliability statistics for EFGs**

Cronbach Alpha	No. of Items
<b>0.708</b>	<b>62</b>

**Table (3.2): Reliability statistics for UEFGs**

Cronbach Alpha	No. of Items
<b>0.824</b>	<b>73</b>

### 3.5 Sample Characteristics:

1. While 57.5% of EFGs are aged between 19-29, years, 77.6% of UEFGs fall in this range.
2. As long as age increases, the proportion of EFGs is twice greater than the proportion of UEFGs. That could be attributed to the fact that Palestinian economy has been suffering from unemployment among graduates. Modest investments by private sector and limited absorptive capacity of public sector could be the main reasons behind the weaknesses of the performance of the economy.
3. The distribution of EFGs and UEFGs in terms of the number of children and marital status was relatively even; these indicators show that EFGs and UEFGs have similar characteristics , indicating no difference between them.
4. Indicators of head of household, educational level, field of specialization, work sector, region, and economic sector (Work field) have similar proportions and distributions concerning EFGs and UEFGs.
5. The proportion of EFGs whose households heads hold highest educational level Diploma and above is 62.2% . These results indicate that as the level of education for the household heads increases, it is more likely for female graduates to be employed.
6. Training courses have a positive impact on increasing the shares of EFGs compared to UEFGs.
7. The proportion of the age of marriage 15-23 years for the EFGs is 58.9%, which is less than UEFGs that reached 74.4%. Whereas the proportion of the age of marriage 24-30 years for the EFGs is 39.5% which is more than the age of marriage of UEFGs that reached 24.7%. This could be referred to considering women position in the labor market as secondary to their main role of being wives and mothers. Employment also increases the employed graduates' chances of getting married at older age.
8. The proportion of EFGs whose salary is 500-1000 NIS is 15%, 1001- 4000 is 72.8% , more than 4000 is 12.2% . Whereas for UEFGs who worked before, it is

48.8%, 48.8% and 3.2% respectively. It is clear that about half of the currently UEFGs used to take from 500 -1000 NIS in their previous work.

9. There is a general lack in using the internet for implementing the banking procedures. But still, it slightly has a positive impact on increasing the share rates of EFGs compared to the UEFGs.

10. Around half of EFGs worked immediately after their graduation. More precisely, it took EFGs (82.1%) 0 to 3 years to get a job. These findings are close to what Alkafri found in 2011.

Table (3.3) shows the main indicators of the samples of EFGs and UEFGs. They are outlined below:

**Table (3.3) : Personal information**

No.	Item	Description	EFGs %	UEFGs %
1.	Age	19-29	57.5	77.6
		30 and Above	42.5	22.4
2.	Region	City	39.8	38.8
		Village	51.2	52.4
		Camp	9.1	8.8
3.	Marital Status	Single	45.3	49.6
		Married	48	47.2
		Divorced / Separated	6.7	3.2
		Widow		
4.	No. of children	1 child to 5 children	95.7	95.5
		5 to 8 children	4.3	4.5
5.	No. of children below 6 years of age	1 to 3 children	95.4	96
		4 to 8 children	4.4	4
6.	Marrying age	15- 23	58.9	74.4
		24 – 30	39.5	24.7
		Above 30	1.6	0.9
7.	Head of household	Father	82.3	85.6
		Mother	17.7	14.4
8.	Educational level	Diploma	17.7	16
		B.A	69.3	76
		Master or above	13	7.2
9.	Major	Literature/ Science Education science Health care/ Commerce	77.2	79.6
		Law / IT/ Craft Engineering	22.8	20.4
10.	Work Sector	Public Sector	32.7	20.2

		Private Sector	59.8	67.7
		NGO	7.5	12.1
11.	Work Region	Inside Bethlehem	74.9	76.8
		Outside Bethlehem	25.1	23.2
12.	Economic Sector	Commerce/ Health Education / Services	87.1	88.6
		Industry/ Agriculture Construction/ Culture	12.9	% 11.4
13.	Salary	500- 1000	15	48
		1001- 4000	72.8	48.8
		More than 4000	12.2	3.2
14.	Work in your Academic field	Yes	70.5	68.5
		No	29.5	31.5
15.	Head of households' Highest educational Level	Tawjihi and below	37.8	51.2
		Diploma, B.A and above	62.2	48.8
16.	Training courses In their academic field	Yes	72.5	54.3
		No	27.5	45.7
17.	Using internet for banking procedures	Yes	26	15.2
		No	74	84.8
18.	Work immediately After graduation	Yes	128	
		No	126	
19.	The duration between Graduation and Being employed	From 0 to 3 years	82.1	
		From 4 to 10 years	17.9	

In the following section, each table of closed questions will be discussed.

### **3.6 The Expected Impact of Make Use of Technology on Job Seeking**

Contacting family and friends and following different kinds of advertisements are the main factors behind making use of technology by EFGs and UEFGs. However, using information Technology (IT) has been less used in seeking jobs.

It seems that it was seldom (rarely) to use IT in building networking, finding job opportunities, and self – employed job opportunities. According to Likes scale used in evaluating the impact of using technology in seeking job, scale average is less than 2.5, where the higher scale, usually = 4 and the lower scale = 1,

Results, presented in table (3.4) came as expected. Using IT by EFGs and UEFGs is still very limited in seeking jobs. IT has been used for enjoyment and entrainment, instead of creating entrepreneurial projects. This in turn weakens the innovation

potential of society. These results are consistent with those reached by AKafri (2011). FGs preference toward paid jobs is more likely toward self-employed jobs.

**Table (3.4): Field of using technology for both EFGs and UEFGs**

	Item	EFGs			UEFGs		
		N	Mean	Standard Deviation	N	Mean	Standard Deviation
1	Contacting family and friends	254	3.67	0.564	250	3.66	0.580
2	Personal advocacy	254	2.70	0.878	250	2.50	0.987
3	Networking	254	2.47	0.989	250	2.26	0.956
4	Finding job opportunities	254	2.72	1.032	250	2.89	0.988
5	Following different kinds of advertisements	254	3.12	0.835	250	3.08	0.885
6	To spread specific attitude such as religious or political or any other	254	2.07	1.032	250	1.96	0.983
7	Feeling lonely	254	2.16	0.957	250	2.42	1.051
8	Buying products	254	2.26	0.987	250	2.15	0.982
9	Using technology to create self- job opportunity	254	2.43	1.041	250	2.29	1.005
10	To create entrepreneurial project	254	2.17	0.997	250	2.02	0.998
	Technology	254	2.58	0.497	250	2.52	0.504

### 3.7 Vital Qualifications for Joining the Labor Market

Table (3.5) illustrates the qualifications required for EFGs to join the labor market.

Mainly, they are outlined below:

1. Analyzing problems related to work environment.
2. Balancing work requirements and family needs.

3. Bulling profession and social relationship with colleagues at work.
4. Acquiring English language skills.
5. Making use of technology in communication at work.
6. Grade point average is excellent or very good
7. Having experiences and training courses related to work.

These results clearly point to the strong positive effect of the academic variables on the FLFP. As it is well established in the literature, education improves individuals "well-being", economic and social development.

On the other hand, having a YouTube, blog and ideas about promoting work via social media received low and less than average scores. Remarkably, these results discourage entrepreneurial activity through technology.

**Table (3.5): The qualification that helped EFGs enter the labor market:**

	Item	EFGs		
		N	Mean	Standard Deviation
1	The ability to analyze job-related problems	254	4.13	0.653
2	Your English language or other languages	254	3.78	0.923
3	Your ability to express yourself via technology tools	254	3.91	0.812
4	You have a YouTube channel for you or for your work	254	2.43	1.089
5	You have a blog for you or for your work	254	2.42	1.066
6	You have an idea, how you can pay Facebook or Twitter for example in order to promote your work	254	2.63	1.228
7	Your ability to make reconciliation and a balance between your work and your family	254	4.00	0.827
8	You are keen to form professional connections	254	4.03	0.805
9	Your ability to form social relationships	254	3.94	0.909
10	Grade point average is excellent or very good	254	3.78	1.032
11	Training courses that are related to your work	254	3.80	1.015

	Item	EFGs		
		N	Mean	Standard Deviation
12	Having experiences related to your work	254	4.01	0.855
Qualifications		254	3.57	0.511

### 3.8 Socio-Cultural Factors Behind Engagement in the Labor Market

According to table (3.6), the following conditions encouraged EFGs to enter the labor market:

1. Family and husband encouragement to work.
2. Small number of family members and the help of husband in raising their children.
3. Availability of nursing (incubation) houses for children.
4. Help of family in the housework and raising their children as well.
5. Ease of using technology tools and marketing their work via internet.
6. Ability to communicate with the opposite sex easily and freely.

Whereas, the help of husband in the housework took a low mean. This is in line with Dildar's study (2015); she found out that gender division of labor in the household is not substantially changed by the employment status of women, and it lead to double burden on women.

On the whole, this section is in line with Robinson's study (2005), where she found a change in socio-cultural environment in MENA that lead to increased FLFP rates, even though it is still lower than that of any other region in the world. According to Alkafri (2011), this is due to the family belief that their investment in education must be rewarded by economic benefits, or that work is a right for women and thus education is a way to enable and empower them. In contrast to the results reached by Dildar (2015), it was found out that women do not work outside their homes because of husbands' disapprovals.

**Table (3.6) : Conditions that help EFGs enter the labor market :**

	Item	EFGs		
		N	Mean	Standard Deviation
1	Family encouragement to work	251	4.35	0.735
2	Husband encouragement to work	254	3.62	1.179
3	Small number of family members	254	3.17	1.146
4	Availability of nursing (incubation) houses for children	254	3.14	1.100
5	Your husband helps in raising the children	254	3.28	1.150
6	Your husband helps in housework	254	2.70	0.940
7	Your family help in raising children	254	3.39	1.064
8	Your family help in the housework	254	3.07	0.990
9	Your ability to communicate with the opposite sex easily and freely	254	3.41	1.131
10	The ease of use of technology tools	254	3.87	0.936
11	Marketing your work via internet	254	3.04	1.236
Condition		254	3.37	0.642

### **3.9 Economic and Personal Factors Behind Engagement in the Labor Market**

As shown below in table (3.7), EFGs work outside their home due to the following factors:



- 1- To improve financial condition and self-reliance.
- 2- Access to social security, where they believe that it is necessity to work outside home for a wage.
- 3- To have discretion with their money and to not rely on others financially.
- 4- Their high self-confidence.
- 5- To fill their free time.
- 6- Given the option of choosing their academic field of study.
- 7- Being satisfied with their work.
- 8- The prevailing regulations that encourage women to work outside home.

Concerning the above findings, they are related to Dildar's (2015) results and others. Dildar found out that women attach significant meaning to their income even if they do not spend it on themselves. She also found out that the majority of employed women have control over their income and have more decision making power in the house than full time homemakers. In addition, she showed that having a job and social life outside the house makes employed women mentally healthier and relatively freer from insomnia.

**Table (3.7): Factors that spur participation of EFGs in the labor market**

	Item	EFGs		
		N	Mean	Standard Deviation
1	To improve your financial condition	251	4.48	0.687
2	Your belief in the necessity of woman's work outside their home for a wage	254	4.22	0.811
3	Access to social security	254	4.19	0.827
4	Self- reliance	254	4.53	0.639
5	To have discretion with your money	254	4.47	0.657
6	High self confidence	254	4.46	0.663
7	You chose your academic major by your own will	254	4.31	0.776
8	You are satisfied with your work	254	4.16	0.880
9	To not rely on others financially	254	4.46	0.715

	Item	EFGs		
		N	Mean	Standard Deviation
10	Fill the free time	254	4.30	0.822
11	The prevailing regulations that encourage woman's work outside their home	254	3.73	0.990
Factors		254	4.30	0.462

### 3.10 Work Difficulties

The main reasons that led UEFGs to leave their previous work according to table (3.8) are:

1. Work nature needs long working hours.
2. Inadequacy of wages for the efforts spent at work, low wages in proportion to the requirement of the economic life and too low wages.
3. The distance between work location and home location.
4. Expiry of the period set for the job.
5. Their wages were given to their families.

The problem of low wages matches the findings of Marrar (2009) and others. Marrar found out that women suffer from wage discrimination throughout labor markets in the WB. Also, as Dayioglu and Kirdar (2010) pointed out, the importance of wage work among working women has been on the rise in both rural and urban areas.

However, it is true that their wages were given to their family, and this is one of the reasons. But they still have the right to dispose of their financial dues as shown in point 13 in table (3.8).

Hence, we can conclude that they do that by their own will. This argument is supported by Dildar (2015); she found out that income pooling among married women is very common.

**Table (3.8) : Reasons that pushed UEFG to leave their previous work**

	Item	UEFGs		
		N	Mean	Standard Deviation
1	Discrimination in favor of men in promotion	124	2.97	1.216
2	Work nature needs long working hours	122	3.75	1.078
3	Inadequacy of wages for the efforts spent at work	125	3.90	0.982
4	Low wages in proportion with the requirements of economic life	124	4.02	0.937
5	The distance between work location and home location	124	3.46	1.245
6	Organization economic recession has led to your dismissal	124	2.65	1.256
7	Expiry of the period set for the job	124	3.16	1.303
8	Inability to bear work responsibility	124	2.06	1.095
9	Fear from facing the wrongdoers at work	125	2.52	1.242
10	You left your previous work because you were exposed to any kind of violence ( such as verbal violence)	125	2.45	1.323
11	You left your previous work because the wage was too low	125	3.41	1.251
12	Your wage was given to your family	124	3.08	1.253
13	You did not have the right to dispose of your	125	2.55	1.174

	Item	UEFGs		
		N	Mean	Standard Deviation
	financial dues			
14	In your previous work, you used to express your opinion clearly regarding work-related issues	125	3.31	1.260
15	Poor ability to analyze work-related problems	125	2.71	1.250
16	Your inability to reconcile between work and family requirements	125	2.74	1.121
Reasons		115	3.05	0.627

### 3.11 Disengagement from Labor Market

The reasons that discourage FGs from joining the labor market according to table (3.9), are:

1. The husband does not help in the housework.
2. They do not have a YouTube channel or a blog for them or for their work. In addition, they do not know how to pay for social media panels such as Facebook to market their work. Furthermore, they do not know how to market their work via internet in general.
3. They suffer from psychological problems such as feeling stressed.
4. They do not have the right to participate, agree, or disagree in the decisions that are related to the daily life at home.
5. They do not have enough tolerance for being criticized by others.
6. They prefer to spend their free time with the technology tools than to deal with people.

The last point should be encourage them to utilize the use of technology in their free time. However, this is in line with Kalka (2010) finding that female students had little knowledge of what was being taught within technology.

But this does not help in finding a better reality. According to ILO (2016), improving women access to decent work needs to take into account the ramifications ensuing from the limited employment opportunities which could be generated by the local economy. In addition to the inadequate provision of social protection as well as the prevalence of social norms in the Palestinian economy, it is of utmost importance that this process encompasses institutions and policies for job creation, social dialogue, gender equality, social security and fair incomes. The above results are considered unhealthy regarding these issues since they prevent them from benefiting from the tools of modern economy. According to the World Economic Forum (2016), technology has the potential to bring millions of formerly unconnected workers and consumers into the formal economy. World Bank (2015) stressed that existing various digital tools that create an opportunity for workers to link with markets and resources.

Moreover, while many women according to Martini (2011) have learned how to generate income, they lacked access to market; as a result, they were exploited by traders against low payment for their products. Also, Fakh and Ghazalian (2013) indicated that private foreign ownership and export activities promote overall FLFP. In addition, Contessi et al. (2013), found out that international trade and FLFP are highly associated. Hence, such skills are highly important.

As shown above UEFGs suffer relatively from psychological problems, which are highly close to the finding of Dildar (2015). It has been concluded that having a social life outside the house makes employed women mentally healthier and relatively freer from insomnia. That is due to the fact that dual-earner families have generally higher income and more comfort. This is also in line with (Namoura, 2008), which considered the psychological nature of women as one of the causes that negatively affect the employment of women in the WB.

Particularly interesting, it was found out from the results, that husbands who do not help in the housework discourage women from working. This is also in line with the literature; married women have a double burden of total work more than their husbands. Employed married women have much longer total hours of work than full

time home wives; this explains why married women are less active in the labor market.

Finally, many of the findings are contrary to the results of Dildar (2015) and Hayo and Caris (2013). They found out that women are not given equal opportunity to make their life choices. Also, contrary to what Solati (2015) found, that the most likely factor negatively affecting the rate of FLFP in MENA is the institution of patriarchy.

In brief, the main reason is that the economies in this region are not producing enough employment and labor opportunities to support the current labor force. Until demand for workers increases, it will be hard for women to gain a strong foothold in the labor force Robinson (2005), Tabaa (2010), Dildar (2015), and OECD (2013).

**Table (3.9): Expected factors behind unemployment of UEFGs**

	Item	UEFGs		
		N	Mean	Standard Deviation
1	The family does not encourage to work	250	2.47	1.262
2	The husband does not encourage to work	250	2.74	1.158
3	Your English language is weak	250	2.97	1.257
4	The large number of family members	250	2.71	1.147
5	The lack of nursing (incubation) houses for the children	250	2.86	1.134
6	The husband does not help in raising the children	250	2.65	1.058
7	The family does not help in raising the children	250	2.62	1.063
8	The husband does not help in the housework	250	3.10	1.282
9	The family does not help in the housework	250	2.59	1.046
10	Your inability to deliver your ideas or express them through technology tools	250	2.60	1.172
11	You have a YouTube channel for you or for your work	250	1.99	.967

	Item	UEFGs		
		N	Mean	Standard Deviation
12	You have a blog for you or for your work	250	1.85	.919
13	You have an idea, how you can pay to Facebook or Twitter for example in order to promote your work	250	1.90	1.009
14	You are not keen to form professional relationships and connections	250	2.50	1.124
15	You are not keen to form social relationships	250	2.51	1.183
16	You do not have the ability to benefit from the technological tools to communicate with the opposite sex freely and more easily	250	2.52	1.148
17	You do not have the ability to market your work via the internet	250	3.03	1.273
18	You do not have the right to decide to procreate at time that is suitable for you	250	2.40	1.029
19	You do not have the desire to work for psychological reasons ( such as feeling stressed continuously for example)	250	3.33	1.227
20	You do not have enough ability to solve your problems	250	2.41	1.134
21	You did not choose your university major by your own will	250	2.39	1.178
22	Your family or husband does not want you to work in organizations where the opposite sex is present	250	2.59	1.357
23	You do not have the right to participate, agree, or disagree in the decisions that are related to the daily life at home	250	3.03	1.160
24	You feel that your role in society is limited and does not make any difference	250	2.48	1.102
25	You become angry quickly if anyone annoys you from outside your family zone	250	2.98	1.258
26	You prefer to spend your free time with the technology tools than to deal with people	250	3.01	1.251
27	You accept the criticism of others without	250	2.70	1.080

	Item	UEFGs		
		N	Mean	Standard Deviation
	discussion			
28	The people around you do not give you full attention	250	2.47	1.109
29	Your weak practical and professional abilities in your study field	250	2.42	1.174
30	You did not receive any applied courses in line with your academic field	250	2.77	1.203
Experience		250	2.62	0.647

### **3.12 The Differences of EFGs and UEFGs Attitudes toward Engaging in the Labor Market with Respect to Personal Factors**

In this section, F-test and t-test are used to test the significant differences between the variables that affect FLFP where ( $\alpha < 0.05$ ). See Appendix (2). The discussions of the prominent results are illustrated below:

- **Age**

EFGs age group of (25-29) year old rely on technology to find job opportunities more than other age groups. They also seem to be ill informed in using technology to express themselves. EFGs aged between (35-39) year old get the biggest support from their husbands to have a job unlike the young group. This could be due to other responsibilities such as having small children or lack of experience in early age to have a decent job later on. In addition, the older EFGs are, the better are their chances in retaining and having a job due to cumulative experiences related to their work. Also, the older EFGs are, the keener they are to have social security. On the other hand, UEFGs of (35-39) year old tend to use technology to buy products more than the younger age groups. This could be due to their awareness of how they can shop online. See Tables (3.10), (3.11), (3.12) and (3.13).



- **Marital status:**

Single EFGs tend to face more burden of large number of family members than married EFGs while married EFGs tend to manage their family and work responsibilities better than single EFGs. This could be due to their power of making decisions. See tables (3.14) and (3.15).

- **Head of household**

Father figures of EFGs prove to raise their daughters in a way to rely on themselves and in a way that encourages them to work. Unlike the findings of Dildar (2015), it is concluded that females are more likely to have a job if the family is headed by a woman not a man. See Table (3.16)

- **Educational level ( Diploma, B.A, Master or Above)**

It seems that EFGs who hold master degrees are more informed of the benefits of using technology to spread their attitudes than B.A graduates. This could be due to their advanced knowledge, in general. Furthermore, the lower the educational levels of EFGs, the more their husbands encourage them to work. This could be due to their financial needs. Moreover, EFGs with master degree and higher are more self-motivated, or they were employed before they got married.

Diploma EFGs are more satisfied with the regulations that encourage woman work than EFGs who hold B.A degree. This could be due to the return they receive, which probably in their opinion does not match the cost of their investment in education. See Tables (3.17) and (3.18)

On the other hand, many UEFGs who hold Diploma and Bachelor degrees left their previous jobs because of the long working hours while those who hold a master and higher do not seem to suffer from this issue. Maybe this is due to their higher position, or to the low, restricted and rigid demand for diploma UEFGs. In addition, diploma UEFGs might need special attention and training courses more than B.A and master graduates concerning delivering or expressing their ideas via technology tools. See Tables (3.19) and (3.20)

- **Major**

It is clear that EFGs with a science major are the least capable to communicate with the opposite sex more easily and freely. This could be referred to the restricted topics and methods they received in their educational process. Furthermore, IT and Commerce major EFGs are more proficient in English language than Education Science EFGs. This could be related to language of instruction at university since IT and Commerce major FGs studied their majors in English. This also might allow us to conclude that special English language courses should be mandatory for the "Education Science" educational major. See Tables (3.21) and (3.22)

- **Work sector ( public, private, NGO)**

EFGs working for NGOs use technology to find job opportunities more than public and private sector. In addition, EFGs working for the private sector use technology to find job opportunities more than EFGs working for the public sector. This could indicate that NGO organizations are more selective and rely on the internet in their job vacancies. Especially that most NGOs in OPTs are internationally related.

Additionally, EFGs working for private and NGOs sectors use technology to find self-employed jobs more than those working for the public sector. Since technology leads to innovation and general development, it should be used in the public sector as well. Also, EFGs working for NGOs use the internet to market their work more than those in public and private sectors.

Moreover, EFGs working for NGOs are more proficient in English language than those working in public and private sectors. This means that an improvement of FGs English language enhances their employment opportunities at NGOs. In addition, EFGs working for NGOs are more skilled in using technology to make expressions. This could also indicate that since NGOs are generally related to more developed international organizations, they focus on new tools of modern economy more than national organizations. Finally, the results show that public sector focuses on accumulative average in hiring EFGs more than private sector and NGOs. See Tables (3.23) and (3.24)

- **Salary**

EFGs who receive an income ranging from 500-1000 shekels are mainly in the private sector. They lack English language skills. However, they have more self-confidence than those who take 2501 to 4000 shekels. This could justify their work despite the very low salary. They cultivate and work hard in the short run to gain better jobs in the future. See Tables (3.25) and (3.26)

- **Work field match major**

EFGs who do not work in their field of study tend to use technology due to feeling lonely more than those who work in their field of study. This implies that they do not utilize their work time effectively and efficiently; whereas, EFGs who work in their field might have more passion for their work and do not waste their time using technology due to feeling lonely or other unrelated factors. See Tables (3.27) and (3.28)

- **Work immediately after graduation**

EFGs who did not work immediately after graduation used technology due to feeling lonely. In fact, EFGs who worked immediately after graduation, enjoyed proficient English language. On the other hand, UEFGs who used technology to find job opportunities "previous job", got the chance to work immediately after their graduation. See Tables (3.29), (3.30), (3.31) and (3.32)

- **Training courses in the field of academic study**

Results indicate that those UEFGs who took training courses in the field of their academic field are more able to advocate for themselves than those who did not take academic related training courses. See tables (3.33) and (3.34).

## Chapter Four

### Economic and Human Resource Management for FGs in Bethlehem Governorate

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In this chapter, FGs empowerment in the labor market is analyzed based on the statistical results discussed in the previous chapter. Several indicators are discussed in terms of the impact of education on improving performance of human capital as well as enhancing economic growth. In fact, low rate of FGs participation implies several indicators that are not confirmed with the situation in Bethlehem governorate. While EFGs and UEFGs have a list of similarities, they have a number of differences.

#### 4.1 Similarities among EFGs and UEFGs

The data in the previous chapters support the argument that "an increase in years of education could lead to accumulation of human capital and skills of FGs that are necessary for employment". However, private investments in higher education, do not match the needs of businesses nowadays. We contribute to this debate by providing further evidence to this effect. Due to high rate of unemployment and low capital government level of private investments, a number of similarities between EFGs and UEFGs are found, as outlined below:

- Indicators of head of household, educational level, field of specialization, work sector, region, and economic sector (work field) are similar concerning EFGs and UEFGs.
- The distribution of EFGs and UEFGs in terms of the number of children and marital status was relatively even.
- There is a general lack in using the internet for:
  - Implementing the banking procedures for both EFGs and UEFGs.
  - Seeking jobs and building networking.
  - Self-employed jobs and entrepreneurial projects.
  - Having a YouTube channel, blog and for promoting work via social media.

- FGs preference toward paid jobs is more likely toward than self-employed jobs.
- Both EFGs and UEFGs are capable of analyzing problems related to work environment.
- They have no real problem of making reconciliation between work requirements and family needs.
- Most of them do not suffer from family or husband discouragement to work and from big number of family members.
- Both enjoy helping the family and husband in raising their children as well as helping the family in the housework.
- Often times, they perform the housework alone without their husbands help, and this constitutes a double burden on them.
- EFGs and UEFGs consider the available nursing or (incubation) houses for small children as enough. There is no shortage in these houses to be considered as an impediment for their employment.
- Both try to form profession and social relationships and are more able to communicate with the opposite sex easily and freely.
- They want a job to improve their financial condition to depend on themselves.
- The majority are given the option of choosing their academic field of study.

In brief, those variables are not constraints as it was thought earlier. These similarities between EFGs and UEFGs help us to better understand the mechanisms behind this low FLFP. Data reveal that there has been an evolution in old-fashioned values. For example, it is clear that families value work and they do many things to help afford their daughters a job or well education. Drawing on these statistical results, the problem is mainly in the limited availability of job opportunities. Once we account for these variables, we cannot consider them as distinguishable indicators of FGs for having a job in Bethlehem governorate. On the contrary, this indicates that FGs employment conditions in this region are homogeneous.

#### **4.2 Differences between EFGs and UEFGs**

- The statistical analysis shows that EFGs consider technology as easy tools to use more than UEFGs.
- EFG are more able to market their work via internet than UEFGs .

- As long as age increases, the percentage of EFGs is twice greater than the percentage of UEFGs.
- UEFGs who fall in the range of 19-29 years old are more than EFGs by 20 %.
- As expected, training courses have a positive impact increasing the share rates of EFGs compared to UEFGs.
- EFGs make use of technology in communication at work more than UEFGs.
- By comparison, the percentage of the age of marriage 15-23 years old for EFGs is less than that of UEFGs by more than 15%.
- EFGs enjoy better English language skills than UEFGs.

For the aforementioned reasons, still there are variations in the features of EFGs versus UEFGs.

### **4.3 EFGs Special Characteristics**

Generally speaking, several factors drive FLFP according to statistical discussion in the previous chapter. They could be translated from EFGs features as follows:

- EFGs are satisfied with their work.
- They have high self-confidence.
- They are working mainly to have discretion with their money, to not rely on others financially, to have access to social security, to fill their free time and their belief in the necessity of work outside home for a wage.
- Around half of EFGs worked immediately after their graduation.
- The age group of 25-29 year old relies on technology to find job opportunities and they seem to be well informed in using technology to express themselves more than other age groups.
- EFGs age group of 35-39 gets the biggest support from their husbands to have a job unlike the younger groups.
- The older EFGs are, the better are their chances in retaining and having a job. In addition, they have become keener to have social security.
- Single EFGs tend to experience the burden of large number of family members more than married EFGs, who tend to manage their family and work responsibilities better than single EFGs.

- EFGs raised and taught by their fathers and family to rely on themselves and in a way that encourages them to work.
- EFGs headed by their mothers enjoy abilities in analyzing job-related problems better than those headed by their fathers.
- EFGs who hold a master degree are more informed of the benefits of using technology to spread their attitudes than those who hold B.A.
- The lower the educational level of EFGs, the more they are encouraged to work by their husbands.
- EFGs who hold an intermediate diploma are more satisfied with the regulations that encourage woman work than B.A EFGs.
- In comparison, science EFGs are the least capable to communicate with the opposite sex more easily and freely.
- Notably, IT and Commerce EFGs are more proficient in English language than Education science EFGs.
- EFGs working for NGO use technology to find job opportunities more than those working in public and private sectors.
- EFGs working for the private sector use technology to find job opportunities more than EFGs working for the public sector.
- By shedding more light on work sectors, EFGs working for private and NGO sectors use technology to find self-employed jobs more than those working in the public sector.
- EFGs who work for NGOs use the internet to market work more than those in the public and private sectors. In addition, they are more proficient in English language than those working in public and private sectors. Also, they are more skilled in using technology to make expressions.
- In general, the public sector cares about accumulative average in hiring EFGs more than the private sector and NGOs.
- EFGs who receive 500-1000 shekels are weak in English language.
- EFGs who receive 500-1000 shekels have more self-confidence than those who receive 2501 to 4000 shekels.
- EFGs who do not work in their field of study tend to use technology due to feeling lonelier than those who work in their field of study.

- EFGs who did not immediately work after graduation use technology due to feeling lonely.
- EFGs who work immediately after graduation, enjoy a proficient level of English language.

#### **4.4 UEFGs Special Characteristics**

- To our knowledge, female education has not helped to lower unemployment rate.
- Inadequacy of wages for the efforts spent at work, low wages in proportion to the requirement of the economic life, too low wages in general, the distance between work and home locations, long working hours, expiry of the period set for job as well as wages given to their families rather than to UEFGs account for the main hindering reasons that have pushed these UEFGs to leave their previous work.
- Many of UEFGs suffer from psychological problems such as feeling stressed and not showing enough tolerance to be criticized by others.
- They prefer to spend their free time on technology tools than to interact with people.
- They do not have the right to participate, agree, or disagree in the decisions that are related to the daily running of life at home.
- About half of the currently UEFGs used to take from 500 -1000 NIS from their previous work.
- UEFGs age group of 35-39 years old tends to use technology more than the younger age groups to buy products.
- UEFGs with a Diploma and Bachelor degrees suffered from working long working hours while those with a master and above did not suffer from this issue.
- UEFGs who hold a Diploma might need special attention and training courses to deliver or express their ideas via technology tools more than Bachelor and master graduates.



- UEFGs who took training courses in the field of their academic field are more able to advocate for themselves than those who did not take academic related training courses.

#### **4.5 Crucial Factors that Play Role in Employment**

Using multiple proxies for the factors that play a role in employment, a number of findings were concluded:

- Using technology tools for communication at work and FGs ability to market themselves through using these tools are essential requirements for employment compared with other dimensions.
- It should be noted that having training courses especially in the field of study is of vital importance. This helps FGs to better advocate for themselves through using technology.
- Motivation and personal incentives for the benefits of having social and financial security as well as independence are encouraging benefits for having a job. In other words, a specific focus on FGs especially UEFGs which aims at putting more efforts into these elements is helpful for making employment more attractive for them.
- The higher the marrying age, the better their chances will be to find work. This suggests that age of marriage plays a role in weighing the costs and benefits of having a job .
- It is preferred to give single EFGs more decision power and privacy away from the zone of their big families.
- In terms of key concerns, the low wages, long working hours and psychological problems are the main ones.
- Lastly, good English language and high self-confidence prove to be helpful for finding and having a job.

As a result, methodologies to awaken up and solve these issues are essential.

## 4.6 Upshot

- From an economic development stand point, there is a sizable literature on FLFP.
- The private sector in Bethlehem governorate employs more than 80% of EFGs whereas the public sector employs less than 20%.
- Interestingly and contrary to common perceptions, social justification and support of female graduate employment prove to be fair enough in Bethlehem governorate.
- This low FLFP is due to poor job opportunities rather than to cultural or social deterrents.
- A way to impart entrepreneurship – related ICT to FGs should be the response to OPTs crisis, conditions and contractions in the overall employment.
- There is a need to invest in human development in non-traditional ways.
- By far, a sizable number of FGs do not choose fields of study that are appropriate to the needs of the labor market.
- In terms of policy implications, there is a general failure in acknowledging and addressing the required skills and tools needed by the modern economy. Likewise, the implementation of labor laws remains weak, such as :
  - The problem of low salaries which are lower than the minimum legal wage.
  - The issues of corruption and special connections/ nepotism (Wasta).
  - Work places low on infra structure (poor water and electricity supply) ( Bad environment ).
- A sizeable number of FGs both EFGs and UEFGs asked for early retirement for the current employees.
- It is obvious that English language, social media and ICDL courses are the main qualifying courses for jobs nowadays in Bethlehem governorate as the data suggest from the open end questions.
- The problem of glass ceiling is still prominent "EFGs in top positions still low (from job title)".

Yet, it is possible to accommodate economic needs within traditional societies. For further information about unemployment rate, GDP and inflation for the period 2012-

2015 in Palestine please see table (4.1). It shows how bad the Palestinian economic situation is compared to other developing and developed countries.

#### **4.7 Suggestions for Resolution**

This part reviews some of the central findings based on the two questionnaires, with regard to major labor indicators of FLFP in Bethlehem governorate. This can be interpreted in different ways:

- Once fragile economic performance fails to create enough choices of employment to engage new candidates into the labor market. A closer look at the mixture of FGs should be taken. Hence, according to the previous results there is a need to train FGs to make employment more appealing for job seekers.
- In order to overcome these challenges, more efforts should be exerted to adjust the unyielding labor regulation, which bounds the economy capacity for adjustments.
- There is a necessity for vibrant rules concerning electronic commerce, being paid through bank transaction and initiatives to work from home. In addition to online meetings and new management laws.
- Creation of new job openings in different economic sectors from services and sales ..etc.
- Following the demand economy that is currently spreading worldwide. There should be structural modification in the social-economic behavior. Discontinue education for prestigious standards and encourage education that leads to employment. As those are lost opportunities for solving the crisis of unemployment.
- There is a need for emergence strategy in order to promote further development. Making foreign markets and resources easier for FGs to reach from their homes or otherwise via specific training courses and tools.
- Appropriate training can support skill improvement combined with policies to connect. In order to help adopt extraordinary innovative strategies, to increase market share and overall growth - a way to escape from the economic hardship.

- FGs should use these networks and connections to help overcome their struggle with unemployment. This way, they can use their seclusion to their benefit.
- Technology education should be made more appealing to all female students and increasing the internet access power is a plus.
- A number of new advanced programs elsewhere in the world provide examples of how media can be harnessed to shape social norms.
- Informational seminars and gatherings could be held for parents, scholars, community fellows and school workers to explain and promote the programs and their benefits for all.
- Educators need to be flexible and up to date in their fields and approaches.
- FGs should be given the chance to become the change agents in the future.
- FGs should learn how to put forward their opinions regarding social, political, religious, cultural, women and other issues through social media platforms.
- Based on previous sections, it is obvious that FLFP is a challenging subject to be solved. It requires careful organization by many stakeholders to entirely address all of these challenges.
- With more and better data, future research can enhance our appreciation of how and in which ways we can improve FLFP.
- Developing strategies such as enhancing higher education is not always a strategic factor in changing the rate of FLFP. The country lacks focused research capacity in these areas. Consequently, this causes lack of transparency that limits the extent to which data can be used for research.
- Further research might consider in more details the rest of the Palestinian governorates, which share similar principles while having different supplies of FLFP.
- Agitate for change is a must.
- It is crucial for the government authority to exercise cautious coordination with different agencies in order to establish active directions to encourage FLFP.
- Policies to support FGs professions and increase their productivity are needed.
- There is an undermining of private sector growth, job creation and provision of part time jobs or job-sharing schemes.

- Laws and regulations in terms of pay equity are highly important.
- Women and employment packages must address the requirements, conditions and concerns of FGs in their various settings. There should be work with the community on planning and building related projects to ensure the provision of a set of related services
- According to the statistical results, encouragement of the delay in the age of marriage could contribute to promoting FLFP.

## **4.8 Future Insights**

In this field research, the main features of FLFP are described. Also, the factors standing behind FGs participation in the labor market are analyzed. The aim was to stimulate deeper thinking about how government and businesses could manage this issue. The findings are important in light of undergoing social transformations lately. Though FGs tend to have a more positive view of paid work and culture is changing gradually, FGs remain untapped resources. Hence, this problem will get worse without favorable demand conditions, improvements in the educational system and family-work reconciliation policies. The quality of jobs available for FGs also matters. In general, married and single FGs follow the same pattern. In fact, FGs mostly work not for economic reasons only but also for personal and social reasons.

The expected challenges for decision-makers fall on how to develop an appropriate environment for job creation to cope with the growing number of FGs. The growth in the demand for jobs and the decline in the investment and creation of new job opportunities raises the level of challenges awaiting decision makers. There should be an examination of arrangements of FGs empowerment through international markets. Furthermore, insight into Bethlehem FLFP will grow by performing time-series analysis. The numerous probable results of general purpose transformational technologies make it difficult to isolate their outcomes. The risk is managing the larger transformational effects by over focusing on the smaller, more easily measurable changes.

Moreover, Bethlehem FGs tend to exit the labor market after three years from their graduation. There is an economic need for early employment of FGs. Although socio-cultural factors may push FGs to work in specific fields, this is changing gradually as well. Surprisingly, there are B.A FGs that work as waitresses in Bethlehem

restaurants and hotels which is considered a new phenomenon (from job title). Even though, FGs still prefer being the mistress of themselves and their homes over the potential high opportunity cost of having a job. This is a considerable finding with significant policy implications. UEFGs are particularly discouraged, regardless of their current situation.

## **Chapter Five**

### **Conclusions and Recommendations:**

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#### **5.1 Conclusions**

This chapter summarizes the main indicators of FGs participation in the labor market in Bethlehem governorate. It provides an overview of the determinants and characteristics of both EFGs and UEFGs. In addition, it provides ways that might help solve the problem of FGs unemployment and move towards more egalitarian society since low FLFP represents a large opportunity cost for the country.

The goal of this study was to test different presumptions offered in various social science disciplines regarding the low rate of FLFP and to explain why Bethlehem has too low FLFP. This in turn, reflects why Palestinian FGs are not participating in the labor force in numbers comparable with other developing regions. In this study, the researcher employed research that is focused on MENA as a whole, as well as a research that is country specific such as Turkey, Egypt, Venezuela and Palestine. Generally, this helped to provide an in-depth view at female economic situation in the region since being part of MENA in general and Palestine in particular is characterized by lower than average FLFP.

Although unemployment among FGs is very high in Palestine and outside Palestine, female involvement in higher education and institutions remains very important to accumulate human capital. In other words, spending on higher education is an investment rather than consumption.

The main contribution of this thesis is to show the factors behind low FGs participation in the labor market in Bethlehem governorate. Although much has been written on unemployment, there has not yet been to the best of the researcher knowledge any in depth study that measures the determinants and characteristics of FGs participation in the labor market in Bethlehem area, over recent years. Hence, this thesis is the first attempt to investigate FGs employment in Bethlehem governorate for this decade. It is a serious issue and there should be a method to track

the root causes of FGs unemployment. This study makes contribution to the literature by trying to overcome FGs underrepresentation in the labor market. Loosing track may not enable officials to catch up with FGs needs later on. Accordingly, officials may not be responsive to their real needs in the future.

Starting from scratch, the study problem in our minds is no longer the same. The social outcomes are encouraging employment of FGs and they are not anymore considered the main impediments for FGs participation in the labor market. Obviously, socio-cultural values are changing toward more egalitarian society. The problem is more likely associated with the lack of job opportunities rather than socio-cultural reasons. The problem remains in the economic situation that offers few job opportunities. This implies a competitive environment concerning employment. In addition, transition from higher education to the labor market is very critical since delays in finding work regularly lead FGs out of the labor market. This note aims to contribute to the educational approach and policy consideration in Palestine by revising the main aspects put forward in the literature to explain gender disparity in recruitment and retention, and by providing the results of policies directed to obtain a better gender balance in the economy.

As the world undergoes deep changes and witnesses an increase in different market shares, segments, resources and overall growth, adopted extraordinary innovative strategies and methodologies should take place. However, the results show that YouTube and blog were scarcely used at all by FGs. From a skill perspective, technology added digital tools and digital jobs that changed the nature of the labor market. Therefore, FGs will need to learn more quickly how to anticipate the new technological tools and new consumer values to translate them into product offerings. This will allow them to become more knowledgeable than ever before about the processes involved in meeting these demands and working practices. More desirable types of employment using brain-intensive technology with focus on FGs entrepreneurship should be highlighted, FGs can exploit their comparative advantage in these occupations since they have a comparative disadvantage in brawn-intensive activity. Incorporating FGs into these platforms and developing their abilities specific to their needs is essential in affording the provisions required for developing and broadening their activities.



Furthermore, based on PCBS reports, there is a lack of comparable statistical data about FGs in Bethlehem governorate. Moreover, FGs did not report improvements in choosing fields of study appropriate to the needs of the labor market nowadays. There is no kind of discrepancy related to academic topics for EFGs and UEFGs. FGs are still highly represented in relatively low-growth occupations such as teachers. ( from job title ).

Although the majority of FGs are engaged in the labor market in traditional fields, there is a qualitative slow change taking place regarding the nature of characteristics of FG participation in the labor market in Bethlehem area. What distinguishes EFGs from UEFGs is not the permission to work. On the contrary, FGs have good access to the public sphere and resources. Maybe this agreement and encouragement is due to economic needs, since the economic support of males is not enough, due to the dependent nature of the Palestinian economy. However, EFGs still experience unequal burden on their shoulders and UEFGs experience psychological problems in their turn.

## **5.2 Recommendations:**

This thesis aims to serve as a call to action. To help contribute in solving FGs unemployment problem in Bethlehem governorate, accordingly:

### **5.2.1 Recommendations for the Palestinian Authority**

- Since laws can enhance FGs opportunities, bold changes in economic, technological and labor rules need to be made. There should be a planned reform to foster job creation. In addition, there should be a change to non-traditional response to employing graduates rather than creating jobs in the public sector (which is not possible) to help them be employers by all means possible.
- There should be an increasing availability of long time series of data and statistical data about FGs employment issues on the level of governorates and cities and not only rely on the level of the whole OPTs.
- Afford opportunities for jobs that take into consideration the design of academic disciplines offered by colleges and universities to protect FGs from

the larger risk of being left behind. This helps in lessening unemployment, empowering FGs and expanding the economy.

### **5.2.2 Recommendations for the Ministry of Higher Education and Universities**

- There should be empowerment for FGs through technology and social media tools such as how to film a video on their mobile and upload it to YouTube in support of a cause. Integrating FGs into these platforms to profoundly help them engage in online work, new markets and resources. This would lead to entrepreneurship based on internet thanks to the fact that internet makes it possible to accommodate economic needs within traditional societies and reduce gender gaps in entrepreneurship.
- Establish organizations specialized in transforming FGs and motivating them to get employed.
- There should be concentration on providing graduates with business and technical skills rather than certificate holders since choices we make today preordain future outcomes.
- Provide FGs with new methods of technology in education and curricula reform. Technology courses should not be electives or optional. Teach girls to utilize modern technology tools in creating a job at a very young age. Starting from schools, help them be technologically innovative early enough. Hence, this helps them in recruitment later on.
- New disciplines should be designed for females only, in order to decrease the area of competition in the labor market.
- FGs should focus more on taking English language, social media , ICDL courses rather than taking very specialized courses.

### **5.2.3 Recommendations for Women Organizations and Agencies**

- Offer training in non-stereotypical fields, which promote female entrepreneurship.
- There should be a research on finding the link between FLFP and legal, social and women institutions especially with regard to the legal impediments to

undertaking economic activities. In addition, they should conduct more in depth investigation in order to pinpoint the factors in female education that has not helped to lower the female graduate unemployment rate.

- Amplify FGs voices. Gather those with similar attitudes, ideas and talents together. This helps to make solidarity among FGs and to develop their abilities specific to their needs in providing support necessary for developing and widening their activities.
- Advertise how technology tools are females friendly by making exhibitions and distributing awards for them.
- As the world undergoes deep changes in dealing with economy and since technology does not affect all groups equally , this could increase or decrease inequality; thus, let us organize a national panel and awareness campaigns on the effects of ICT on the lives of FGs and through looking for payback on technology transformation.
- There should be social awareness campaigns on the importance of FGs work for a salary. This should be a long term processes of launching initiatives and programs to combat stereotypes.
- There should be a role model or mentors for FGs, to make things more appealing for them.

#### **5.2.4 Recommendations for the Ministry of Labor:**

- The implementation of labor laws remains weak. The problem of low salaries that are below the minimum legal wage and the issues of corruption and special connections (Wasta) need to be tackled at higher levels.
- There should be facilities in the procedures required to formalize FGs business. There should be both legal and economic incentives.
- There should be a biased strategy in favor of female graduates. for example, a quota should be put on work places to hire female graduates. They can say that factories need to hire 55 % female graduates and 45 % males or tax incentives for those who employ FGs. This can be enforced for both public and private companies.
- Ministry of Labor should look after the work environments to check if they are decent or not. It should not permit rough work places with low infrastructure

to continue unless they raise their level to meet the standards of good work places.

- Sizeable number of FGs both EFGs and UEFGs asked for early retirement from the current employment and a set of a younger mandatory age for retirement.

### **5.2.5 Recommendations for Further Studies**

- Another research on the demand for FGs ( employers ) and the labor market conditions should be carried out. One that investigates the employers and the labor market actual difficulties, potentials, preferences and status quo. This study is very timely to investigate the criteria that are applied by employers to choose their employees.
- Statistical studies should not be the only proof. A research that is integrative to this one should be made, using in-depth interviews. It should observe and investigate the FGs actual behavior and aspirations to collect more qualitative data.
- It is a potentially fruitful ground for further research to analyze changes in FGs market behavior as a response to negative demand shocks, while accounting for their value systems.
- We leave to future researchers the broader extension of our results to a model of international trade with a specific role for FGs labor .
- Another area that needs further investigation is technology and mobile which reduce the physical labor of travel, reduce the money and transfer and increase the ability of female entrepreneurs to coordinate their family and work lives. Significantly more research needs to be carried out.
- More effort should be made to measure FLFP. One important part for future research is to check if UEFGs are still searching for work or not and their reasons behind it to better understand the rationale behind FGs responses.

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## Appendix (1): Tables and Figures Related to the Study Problem

Figure (1.1)

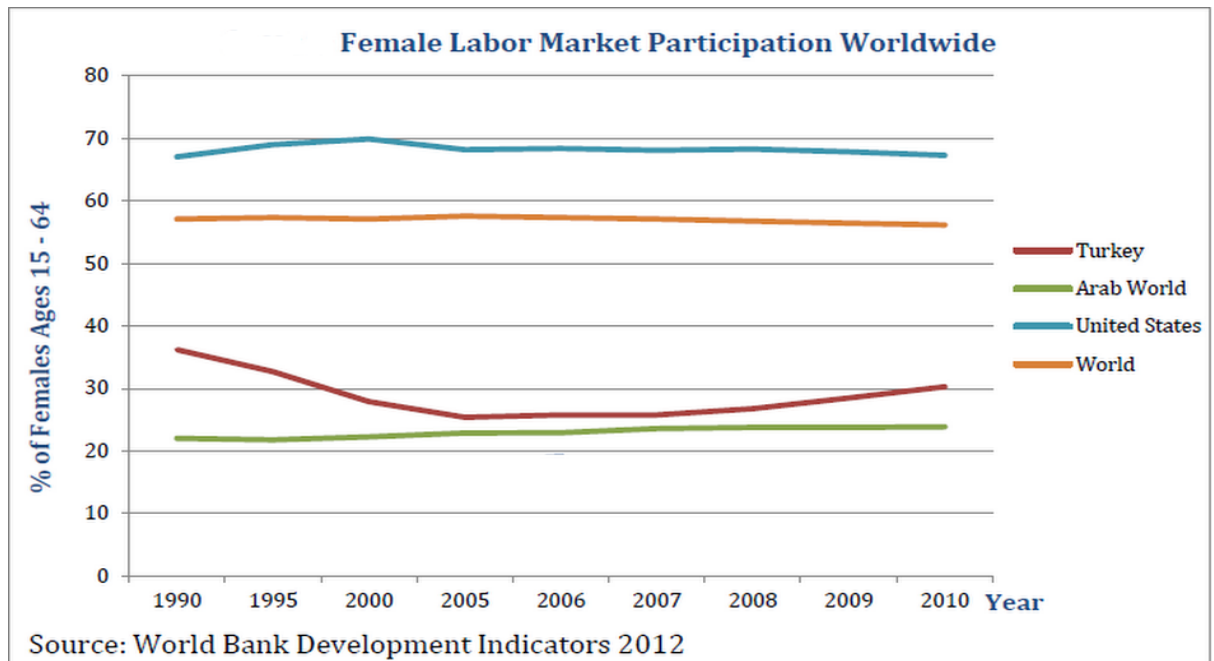
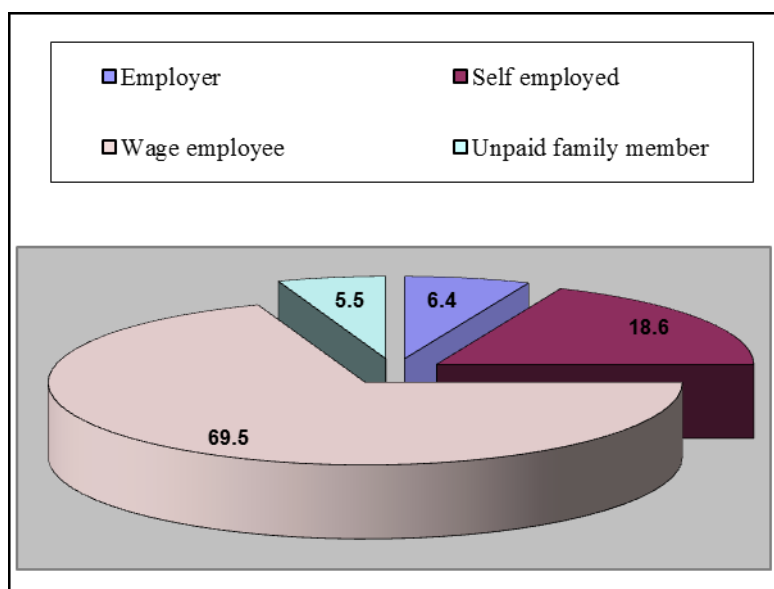


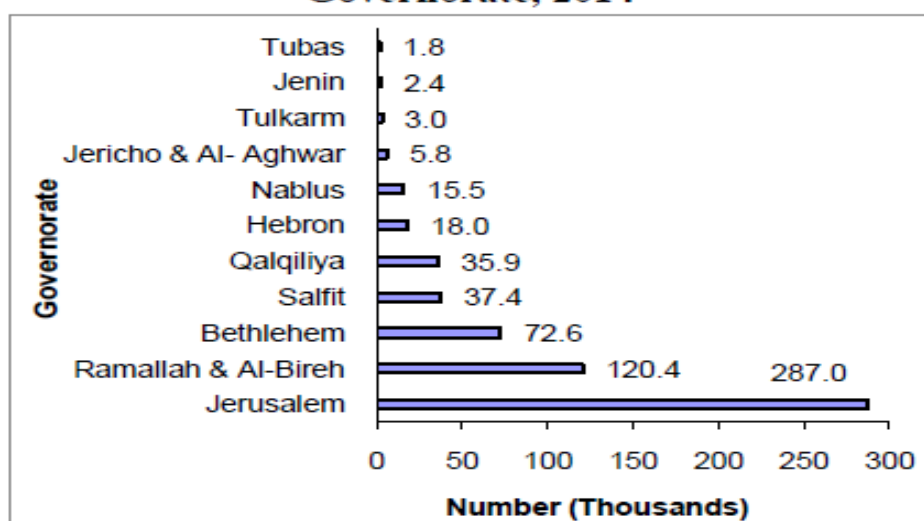
Figure (1.2): Percentage distribution of employed individuals by employment status, 2016 in Palestine



Source: PCBS

Figure (1.5)

**Number of Israeli Settlers in the West Bank by Governorate, 2014**



Source : PCBS

**Table (1.1): Persons (15 Years and above) in Palestine by educational attainment and sex, 2015**

Educational Attainment and Year	Sexes		
	Females	Males	Both
Illiterate	5.1	1.5	3.3
Can Read and Write	5.8	5.9	5.9
Elementary	11.9	15.1	13.5
Preparatory	35.7	40.0	37.9
Secondary	23.1	19.4	21.2
Associate Diploma	5.1	5.4	5.2
Bachelor and above	13.3	12.7	13.0
Total	100	100	100

Source: PCBS

**Table (1.2): Students at second secondary stage in Palestine by specialization, 2015/2016**

Specialization	Females	Males	Both Sexes
Human Sciences	25,910	18,083	43,993
Scientific	8,476	7,339	15,815
Commercial	1,521	1,546	3,067
Shar'ia	1,294	903	2,197
Industrial	99	1,057	1,156
Hoteling	11	26	37
Home Economics	89	0	89
Agricultural	7	92	99
Total	78,261	61,034	139,295

Source: PCBS

**Table (1.3) : Unemployment for graduates who hold associate diploma certificate and above participated in the labor force in Palestine by specialization and sex, 2015 (Average)**

Specialization	Sex		
	Females	Males	Both Sexes
Education Science and Teaching skills Rehabilitation	54.1	21.3	45.2
Humanities	46.8	18.0	35.0
Social and Behavioral Science	58.2	16.5	36.4
Mass media and Information	76.9	29.8	39.4
Business and Administration	51.8	20.1	30.5
Law	34.6	15.7	18.2
Natural Sciences	40.3	17.5	30.9
Mathematics and Statistics	47.6	15.3	34.0
Computer	40.5	20.8	27.9
Engineering Occupations	49.5	19.7	25.0
Architectural and Construction science	52.7	19.0	23.7
Health	32.3	16.2	22.4
Personal Services	26.2	15.4	19.0
Other Specializations	47.7	13.5	27.9
Total	49.1	18.8	32.0

Source: PCBS

**Table (1.4): Students at higher education in Palestine for the scholastic year 2015/2016 (in thousands)**

Scholastic year	Community Colleges				Universities			
	GPI	Females	Males	Both	GPI	Females	Males	Both
2015/2016	1.09	5.9	5.4	11.3	1.57	124.9	79.8	204.7

Source: PCBS

**Table (1.5): Students at second Secondary Stage in Bethlehem governorate by Specialization, 2015/2016**

Specialization	Females	Males	Both Sexes
Human Sciences	1,308	914	2,222
Scientific	494	386	880
Commercial	51	31	82
Shar'ia	0	0	0
Industrial	0	53	53
Hoteling	0	0	0
Home Economics	0	0	0
Agricultural	0	0	0
Total	1,853	1,384	3,237

Source: PCBS

**Table (1.8): Men & women LFP rate (aged 15 years and above) in Bethlehem governorate 2012-2016**

Sector &	2016		2015		2014		2013		2012	
	%	No.	%	No.	%	No.	%	No.	%	No.
Both										
Public	13.5	7,600	14.0	8,000	11.7	6,500	14.2	7,300	14.0	7,100
Private	74.2	41,700	73.1	42,100	77.4	43,200	73.9	38,100	74.8	37,600
Israel	12.3	6,900	12.9	7,400	10.9	6,100	11.9	6,200	11.2	5,600
Total	100	56,200	100	57,500	100	55,800	100	51,600	100	50,300
Males										
Public	12.0	5,500	12.7	5,800	11.1	5,000	12.7	5,200	12.4	4,600

Private	72.8	33,100	71.7	33,200	76.3	34,400	72.4	29,600	72.7	26,900
Israel	15.2	6,900	15.6	7,200	12.6	5,700	14.9	6,100	14.9	5,500
Total	100	45,500	100	46,200	100	45,100	100	40,900	100	37,000
Females										
Public	19.6	2,100	19.6	2,200	14.2	1,500	19.8	2,100	18.5	2,500
Private	80.4	8,600	78.6	8,900	82.0	8,800	79.4	8,500	80.7	10,700
Israel	0.0	-	1.8	-	3.8	-	0.8	-	0.8	-
Total	100	10,700	100	11,300	100	10,700	100	10,700	100	13,300

Source: PCBS

**Table (1.9): Men & women LFP rate (aged 15 years and above) in the WB**

**2012-2016**

Sector &	2016		2015		2014		2013		2012	
	%	No.	%	No.	%	No.	%	No.	%	No.
Both	15.4	105,900	16.0	109,200	16.0	106,100	16.6	102,500	15.8	95,100
Public	67.6	466,000	67.5	460,300	67.9	451,400	67.3	414,600	70.4	423,300
Private	17.0	116,800	16.5	112,300	16.1	107,300	16.1	99,200	13.8	82,800
Israel	100	688,700	100	681,800	100	664,800	100	616,300	100	601,200
Total										
Males										
Public	13.4	77,400	14.2	79,400	14.2	77,400	14.3	72,500	13.5	66,000
Private	66.4	382,100	66.0	370,000	66.4	362,500	66.3	334,500	69.8	339,900
Israel	20.2	116,100	19.8	111,200	19.4	105,900	19.4	98,200	16.7	81,500
Total	100	575,600	100	560,600	100	545,800	100	505,200	100	487,400
Females										
Public	25.2	28,500	24.6	29,800	24.1	28,700	27.0	30,000	25.6	29,100
Private	74.1	83,900	74.5	90,300	74.8	88,900	72.1	80,100	73.3	83,400
Israel	0.7	800	0.9	1,100	1.1	1,400	0.9	1,000	1.1	1,300
Total	100	113,200	100	121,200	100	119,000	100	111,100	100	113,800

Source: PCBS



**Table (1.10): Unemployment rate among men and women (15 years and above)  
2012-2016**

Governorate & region	2016	2015	2014	2013	2012
<u>Both sexes</u>					
Bethlehem	21.3	13.7	20.6	20.8	20.2
West Bank	18.2	17.3	17.7	18.6	19.0
<u>Males</u>					
Bethlehem	18.0	11.4	17.8	19.9	20.4
West Bank	15.5	15.0	15.2	16.8	17.3
<u>Females</u>					
Bethlehem	32.9	22.3	30.2	23.9	19.7
West Bank	29.8	26.7	27.4	25.9	25.3

Source: PCBS

## Appendix (2) : Tables of Statistical Results

**Table (3.10): Age – EFGs Post Hoc Tests, Multiple Comparisons - LSD**

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
To find job opportunities	19-24	25-29	-.477*	.169	.005	-.81	-.14	
		30-34	-.029	.179	.873	-.38	.32	
		35-39	.106	.200	.595	-.29	.50	
	25-29	19-24	.477*	.169	.005	.14	.81	
		30-34	.448*	.167	.008	.12	.78	
		35-39	.583*	.190	.002	.21	.96	
	30-34	19-24	.029	.179	.873	-.32	.38	
		25-29	-.448*	.167	.008	-.78	-.12	
		35-39	.135	.199	.498	-.26	.53	
	35-39	19-24	-.106	.200	.595	-.50	.29	
		25-29	-.583*	.190	.002	-.96	-.21	
		30-34	-.135	.199	.498	-.53	.26	
	Husband	19-24	25-	-.217	.195	.267	-.60	.17

encouragement to work		29						
		30-34	-.358	.206	.083	-.76	.05	
		35-39	-.651*	.231	.005	-1.11	-.20	
	25-29	19-24	.217	.195	.267	-.17	.60	
		30-34	-.141	.193	.465	-.52	.24	
		35-39	-.434*	.219	.049	-.87	.00	
	30-34	19-24	.358	.206	.083	-.05	.76	
		25-29	.141	.193	.465	-.24	.52	
		35-39	-.292	.229	.204	-.74	.16	
	35-39	19-24	.651*	.231	.005	.20	1.11	
		25-29	.434*	.219	.049	.00	.87	
		30-34	.292	.229	.204	-.16	.74	
	The ability to make expressions using technology	19-24	25-29	-.374*	.134	.006	-.64	-.11
			30-34	-.116	.142	.416	-.39	.16
			35-39	-.068	.159	.669	-.38	.24
25-29		19-24	.374*	.134	.006	.11	.64	
		30-34	.259	.133	.053	.00	.52	

		35-39	.307*	.151	.043	.01	.60
	30-34	19-24	.116	.142	.416	-.16	.39
		25-29	-.259	.133	.053	-.52	.00
		35-39	.048	.158	.763	-.26	.36
	35-39	19-24	.068	.159	.669	-.24	.38
		25-29	-.307*	.151	.043	-.60	-.01
		30-34	-.048	.158	.763	-.36	.26
Experiences related to work	19-24	25-29	-.339*	.141	.017	-.62	-.06
		30-34	-.160	.150	.286	-.46	.13
		35-39	-.392*	.167	.020	-.72	-.06
	25-29	19-24	.339*	.141	.017	.06	.62
		30-34	.179	.140	.204	-.10	.45
		35-39	-.054	.159	.737	-.37	.26
	30-34	19-24	.160	.150	.286	-.13	.46
		25-29	-.179	.140	.204	-.45	.10
		35-39	-.232	.166	.164	-.56	.10
	35-39	19-24	.392*	.167	.020	.06	.72

		24					
		25-29	.054	.159	.737	-.26	.37
		30-34	.232	.166	.164	-.10	.56
To get social security	19-24	25-29	-.228	.137	.096	-.50	.04
		30-34	-.417*	.144	.004	-.70	-.13
		35-39	-.327*	.162	.044	-.65	-.01
	25-29	19-24	.228	.137	.096	-.04	.50
		30-34	-.189	.135	.165	-.46	.08
		35-39	-.098	.154	.522	-.40	.20
	30-34	19-24	.417*	.144	.004	.13	.70
		25-29	.189	.135	.165	-.08	.46
		35-39	.090	.161	.575	-.23	.41
	35-39	19-24	.327*	.162	.044	.01	.65
		25-29	.098	.154	.522	-.20	.40
		30-34	-.090	.161	.575	-.41	.23

**Table (3.11) : Age-EFGs (One way analysis of variance) – ANOVA**

		Sum of Squares	Df	Mean square	F	Sig.
To find job opportunities	Between Groups	14.057	3	4.686	4.584	.004
	Within Groups	255.533	250	1.022		
	Total	269.591	253			
Husband encouragement to work	Between Groups	11.567	3	3.856	2.834	.039
	Within Groups	340.149	250	1.361		
	Total	351.717	253			
Your ability to express using technology tools	Between Groups	5.920	3	1.973	3.064	.029
	Within Groups	160.997	250	.644		
	Total	166.917	253			
Experiences related to work	Between Groups	5.732	3	1.911	2.665	.048
	Within Groups	179.233	250	.717		
	Total	184.965	253			
To get social security	Between Groups	5.993	3	1.998	2.992	.032
	Within Groups	166.936	250	.668		
	Total	172.929	253			

**Table (3.12) : Age – UEFGs ( One way analysis of variance – ANOVA)**

		Sum of Squares	Df	Mean square	F	Sig.
Using technology to buy products	Between Groups	8.268	3	2.756	2.923	.035
	Within Groups	231.956	246	.943		
	Total	240.224	249			

**Table (3.13): Age- UEFGs, Post Hoc Tests, Multiple Comparisons – LSD**

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Using technology to buy products	19-24	25-29	.201	.139	.151	-.07	.48
		30-34	.192	.192	.317	-.19	.57
		35-39	-.446	.234	.058	-.91	.02
	25-29	19-24	-.201	.139	.151	-.48	.07
		30-34	-.008	.191	.965	-.38	.37
		35-39	-.646*	.233	.006	-1.11	-.19
	30-34	19-24	-.192	.192	.317	-.57	.19
		25-29	.008	.191	.965	-.37	.38
		35-39	-.638*	.268	.018	-1.17	-.11
	35-39	19-24	.446	.234	.058	-.02	.91
		25-29	.646*	.233	.006	.19	1.11
		30-34	.638*	.268	.018	.11	1.17

**Table (3.14): Marital status-EFGs ( One way analysis of variance – ANOVA)**

		Sum of Squares	Df	Mean square	F	Sig.
The few number of family members	Between Groups	36.910	4	9.227	7.776	.000
	Within Groups	295.468	249	1.187		
	Total	332.378	253			
The ability to match the needs of work and family	Between Groups	7.144	4	1.786	2.681	.032
	Within Groups	165.852	249	.666		
	Total	172.996	253			

**Table (3.15): Marital status- EFGs, Post Hoc Tests, Multiple Comparisons - LSD**

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Few number of family members	Single	Married	-.757*	.142	.000	-1.04	-.48
		Divorced	-.382	.344	.268	-1.06	.30
		Separated	.467	.637	.465	-.79	1.72
		Widow	.133	.637	.834	-1.12	1.39
	Married	Single	.757*	.142	.000	.48	1.04
		Divorced	.376	.343	.275	-.30	1.05
		Separated	1.224	.637	.056	-.03	2.48
		Widow	.891	.637	.163	-.36	2.14
	Divorced	Single	.382	.344	.268	-.30	1.06
		Married	-.376	.343	.275	-1.05	.30
		Separated	.848	.710	.233	-.55	2.25
		Widow	.515	.710	.468	-.88	1.91
	Separated	Single	-.467	.637	.465	-1.72	.79
		Married	-1.224	.637	.056	-2.48	.03
		Divorced	-.848	.710	.233	-2.25	.55



		Widow	-.333	.889	.708	-2.09	1.42
	Widow	Single	-.133	.637	.834	-1.39	1.12
		Married	-.891	.637	.163	-2.14	.36
		Divorced	-.515	.710	.468	-1.91	.88
		Separated	.333	.889	.708	-1.42	2.09
Ability to match needs of work and family	Single	Married	-.277*	.106	.009	-.49	-.07
		Divorced	.151	.258	.558	-.36	.66
		Separated	.545	.477	.255	-.40	1.48
		Widow	-.455	.477	.341	-1.40	.48
	Married	Single	.277*	.106	.009	.07	.49
		Divorced	.428	.257	.097	-.08	.93
		Separated	.822	.477	.086	-.12	1.76
		Widow	-.178	.477	.710	-1.12	.76
	Divorced	Single	-.151	.258	.558	-.66	.36
		Married	-.428	.257	.097	-.93	.08
		Separated	.394	.532	.459	-.65	1.44
		Widow	-.606	.532	.255	-1.65	.44
	Separated	Single	-.545	.477	.255	-1.48	.40
		Married	-.822	.477	.086	-1.76	.12
		Divorced	-.394	.532	.459	-1.44	.65
		Widow	-1.000	.666	.135	-2.31	.31
	Widow	Single	.455	.477	.341	-.48	1.40
		Married	.178	.477	.710	-.76	1.12
		Divorced	.606	.532	.255	-.44	1.65

**Table (3.16): Head of household-EFGs ( T-test, group statistics)**

Family		N	Mean	Std. Deviation	Std. Error Mean
The family encouragement to work	Father	207	4.36	.674	.047
	Mother	44	4.32	.983	.148
The ability to analyze job related problems	Father	209	4.11	.630	.044
	Mother	45	4.20	.757	.113
Employed to improve your financial condition	Father	209	4.49	.708	.049
	Mother	45	4.47	.588	.088
Employed for self-reliance	Father	209	4.54	.620	.043
	Mother	45	4.49	.727	.108
High self confidence	Father	209	4.47	.658	.046
	Mother	45	4.42	.690	.103
To not rely on others financially	Father	209	4.47	.700	.048
	Mother	45	4.44	.785	.117

**Table (3.17): Educational level-EFGs ( One way analysis of variance – ANOVA)**

		Sum of Squares	Df	Mean square	F	Sig.
To spread specific attitude	Between Groups	14.983	2	7.491	7.386	.001
	Within Groups	254.596	251	1.014		
	Total	269.579	253			
Encouragement of husband to work	Between Groups	18.001	2	9.001	6.770	.001
	Within Groups	333.715	251	1.330		
	Total	351.717	253			

Legal regulations that encourage women to work outside her home	Between Groups	6.116	2	3.058	3.176	.043
	Within Groups	241.679	251	.963		
	Total	247.795	253			

**Table (3.18): Educational level –EFGs, Post Hoc Tests, Multiple Comparisons - LSD**

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
To spread specific attitude	Diploma	B.A	.290	.168	.086	-.04	.62
		Master or Above	-.414	.231	.074	-.87	.04
	B.A	Diploma	-.290	.168	.086	-.62	.04
		Master or Above	-.705*	.191	.000	-1.08	-.33
	Master or Above	Diploma	.414	.231	.074	-.04	.87
		B.A	.705*	.191	.000	.33	1.08
The encouragement of husband to	Diploma	B.A	.095	.193	.621	-.28	.47
		Master or	.861*	.264	.001	.34	1.38

work		Above					
	B.A	Diploma	-.095	.193	.621	-.47	.28
		Master or Above	.765*	.219	.001	.33	1.20
	Master or Above	Diploma	-.861*	.264	.001	-1.38	-.34
		B.A	-.765*	.219	.001	-1.20	-.33
	The prevailing regulations that encourage woman's work	Diploma	B.A	.408*	.164	.014	.08
Master or Above			.400	.225	.077	-.04	.84
B.A		Diploma	-.408*	.164	.014	-.73	-.08
		Master or Above	-.008	.186	.968	-.37	.36
Master or Above		Diploma	-.400	.225	.077	-.84	.04
		B.A	.008	.186	.968	-.36	.37

**Table (3.19): Educational level-UEFGs (One way analysis of variance-ANOVA)**

		Sum of Squares	Df	Mean square	F	Sig.
Long working hours	Between Groups	9.745	2	4.872	4.430	.014
	Within Groups	130.878	119	1.100		
	Total	140.623	121			

You can't deliver your ideas or express them via technology tools	Between Groups	12.843	2	6.422	4.819	.009
	Within Groups	329.157	247	1.333		
	Total	342.000	249			

**Table (3.20): Educational level-UEFGs , Post Hoc Tests, Multiple Comparisons - LSD**

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Work nature needs long working hours	Diploma	Bachelor	.236	.256	.358	-.27	.74
		Master or Above	.985*	.348	.005	.30	1.67
	Bachelor	Diploma	-.236	.256	.358	-.74	.27
		Master or Above	.749*	.286	.010	.18	1.32
	Master or Above	Diploma	-.985*	.348	.005	-1.67	-.30
		Bachelor	-.749*	.286	.010	-1.32	-.18
You can't deliver your ideas or express them via technology tools	Diploma	Bachelor	.498*	.201	.014	.10	.89
		Master or Above	.939*	.328	.005	.29	1.58
	Bachelor	Diploma	-.498*	.201	.014	-.89	-.10
		Master or Above	.441	.285	.123	-.12	1.00
	Master or Above	Diploma	-.939*	.328	.005	-1.58	-.29
		Bachelor	-.441	.285	.123	-1.00	.12

**Table (3.21): Major-EFGs (One way analysis of variance – ANOVA)**

		Sum of Squares	Df	Mean square	F	Sig.
Your ability to communicate with the opposite sex more easily and freely	Between Groups	24.148	8	3.019	2.470	.014
	Within Groups	299.446	245	1.222		
	Total	323.594	253			
Your English language or other languages	Between Groups	14.104	8	1.763	2.143	.033
	Within Groups	201.550	245	.823		
	Total	215.654	253			

**Table (3.22): Major-EFGs, Post Hoc Tests, Multiple Comparisons - LSD**

Dependent Variable		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
					Lower Bound	Upper Bound	
Ability to communicate with the opposite sex more easily and freely	Literature	Education	-.078	.256	.760	-.58	.43
		Science	.530	.279	.058	-.02	1.08
		Health Care	-.163	.263	.537	-.68	.36
		Commerce	-.309	.246	.210	-.79	.18
		Law	-.736	.399	.066	-1.52	.05
		IT	.045	.304	.881	-.55	.64
		Engineering	-.086	.313	.783	-.70	.53
		Craft	.864	.491	.080	-.10	1.83
	Education	Literature	.078	.256	.760	-.43	.58
		Science	.609*	.263	.022	.09	1.13
		Health Care	-.084	.246	.732	-.57	.40
		Commerce	-.231	.228	.311	-.68	.22
		Law	-.658	.388	.091	-1.42	.11
		IT	.124	.290	.670	-.45	.69
	Engineering	-.008	.299	.978	-.60	.58	
	Craft	.942	.482	.052	-.01	1.89	

	Science	Literature	-.530	.279	.058	-1.08	.02
		Education	-.609*	.263	.022	-1.13	-.09
		Health Care	-.693*	.270	.011	-1.22	-.16
		Commerce	-.840*	.253	.001	-1.34	-.34
		Law	-1.267*	.404	.002	-2.06	-.47
		IT	-.485	.310	.119	-1.10	.13
		Engineering	-.617	.319	.054	-1.25	.01
		Craft	.333	.494	.501	-.64	1.31
	Health Care	Literature	.163	.263	.537	-.36	.68
		Education	.084	.246	.732	-.40	.57
		Science	.693*	.270	.011	.16	1.22
		Commerce	-.147	.236	.535	-.61	.32
		Law	-.574	.393	.146	-1.35	.20
		IT	.208	.296	.483	-.38	.79
		Engineering	.076	.305	.803	-.53	.68
		Craft	1.026*	.486	.036	.07	1.98
	Commerce	Literature	.309	.246	.210	-.18	.79
		Education	.231	.228	.311	-.22	.68
		Science	.840*	.253	.001	.34	1.34
		Health Care	.147	.236	.535	-.32	.61
		Law	-.427	.382	.265	-1.18	.32
		IT	.355	.281	.208	-.20	.91
		Engineering	.223	.291	.444	-.35	.80
		Craft	1.173*	.477	.015	.23	2.11
	Law	Literature	.736	.399	.066	-.05	1.52
		Education	.658	.388	.091	-.11	1.42
		Science	1.267*	.404	.002	.47	2.06
		Health Care	.574	.393	.146	-.20	1.35
Commerce		.427	.382	.265	-.32	1.18	
IT		.782	.422	.065	-.05	1.61	
Engineering		.650	.428	.130	-.19	1.49	
Craft		1.600*	.571	.005	.48	2.72	
IT	Literature	-.045	.304	.881	-.64	.55	
	Education	-.124	.290	.670	-.69	.45	
	Science	.485	.310	.119	-.13	1.10	
	Health Care	-.208	.296	.483	-.79	.38	
	Commerce	-.355	.281	.208	-.91	.20	
	Law	-.782	.422	.065	-1.61	.05	
	Engineering	-.132	.342	.700	-.80	.54	
	Craft	.818	.509	.109	-.18	1.82	

	Engineering	Literature	.086	.313	.783	-.53	.70
		Education	.008	.299	.978	-.58	.60
		Science	.617	.319	.054	-.01	1.25
		Health Care	-.076	.305	.803	-.68	.53
		Commerce	-.223	.291	.444	-.80	.35
		Law	-.650	.428	.130	-1.49	.19
		IT	.132	.342	.700	-.54	.80
		Craft	.950	.515	.066	-.06	1.96
	Craft	Literature	-.864	.491	.080	-1.83	.10
		Education	-.942	.482	.052	-1.89	.01
		Science	-.333	.494	.501	-1.31	.64
		Health Care	-1.026*	.486	.036	-1.98	-.07
		Commerce	-1.173*	.477	.015	-2.11	-.23
		Law	-1.600*	.571	.005	-2.72	-.48
		IT	-.818	.509	.109	-1.82	.18
		Engineering	-.950	.515	.066	-1.96	.06
English language or other languages	Literature	Education	.141	.210	.503	-.27	.55
		Science	.106	.229	.643	-.34	.56
		Health Care	-.473*	.216	.029	-.90	-.05
		Commerce	-.336	.202	.097	-.73	.06
		Law	-.194	.327	.554	-.84	.45
		IT	-.394	.250	.116	-.89	.10
		Engineering	-.344	.257	.182	-.85	.16
		Craft	-.061	.403	.880	-.85	.73
	Education	Literature	-.141	.210	.503	-.55	.27
		Science	-.035	.216	.872	-.46	.39
		Health Care	-.614*	.202	.003	-1.01	-.22
		Commerce	-.477*	.187	.011	-.85	-.11
		Law	-.335	.318	.294	-.96	.29
		IT	-.535*	.238	.025	-1.00	-.07
		Engineering	-.485*	.245	.049	-.97	.00
		Craft	-.202	.395	.611	-.98	.58
	Science	Literature	-.106	.229	.643	-.56	.34
		Education	.035	.216	.872	-.39	.46
		Health Care	-.579*	.222	.010	-1.02	-.14
		Commerce	-.442*	.208	.034	-.85	-.03
		Law	-.300	.331	.366	-.95	.35
		IT	-.500	.255	.051	-1.00	.00
		Engineering	-.450	.262	.087	-.97	.07



		Craft	-.167	.406	.682	-.97	.63
	Health Care	Literature	.473*	.216	.029	.05	.90
		Education	.614*	.202	.003	.22	1.01
		Science	.579*	.222	.010	.14	1.02
		Commerce	.137	.194	.481	-.24	.52
		Law	.279	.322	.388	-.36	.91
		IT	.079	.243	.746	-.40	.56
		Engineering	.129	.251	.607	-.36	.62
		Craft	.412	.398	.302	-.37	1.20
	Commerce	Literature	.336	.202	.097	-.06	.73
		Education	.477*	.187	.011	.11	.85
		Science	.442*	.208	.034	.03	.85
		Health Care	-.137	.194	.481	-.52	.24
		Law	.142	.313	.650	-.47	.76
		IT	-.058	.231	.803	-.51	.40
		Engineering	-.008	.239	.974	-.48	.46
		Craft	.276	.391	.482	-.49	1.05
	Law	Literature	.194	.327	.554	-.45	.84
		Education	.335	.318	.294	-.29	.96
		Science	.300	.331	.366	-.35	.95
		Health Care	-.279	.322	.388	-.91	.36
		Commerce	-.142	.313	.650	-.76	.47
		IT	-.200	.346	.564	-.88	.48
		Engineering	-.150	.351	.670	-.84	.54
		Craft	.133	.468	.776	-.79	1.06
	IT	Literature	.394	.250	.116	-.10	.89
		Education	.535*	.238	.025	.07	1.00
		Science	.500	.255	.051	.00	1.00
		Health Care	-.079	.243	.746	-.56	.40
		Commerce	.058	.231	.803	-.40	.51
		Law	.200	.346	.564	-.48	.88
		Engineering	.050	.280	.859	-.50	.60
		Craft	.333	.418	.426	-.49	1.16
	Engineering	Literature	.344	.257	.182	-.16	.85
		Education	.485*	.245	.049	.00	.97
		Science	.450	.262	.087	-.07	.97
		Health Care	-.129	.251	.607	-.62	.36
		Commerce	.008	.239	.974	-.46	.48
		Law	.150	.351	.670	-.54	.84
		IT	-.050	.280	.859	-.60	.50
		Craft	.283	.422	.503	-.55	1.11

	Craft	Literature	.061	.403	.880	-.73	.85
		Education	.202	.395	.611	-.58	.98
		Science	.167	.406	.682	-.63	.97
		Health Care	-.412	.398	.302	-1.20	.37
		Commerce	-.276	.391	.482	-1.05	.49
		Law	-.133	.468	.776	-1.06	.79
		IT	-.333	.418	.426	-1.16	.49
		Engineering	-.283	.422	.503	-1.11	.55

**Table (3.23): Work sector-EFGs (One way analysis of variance – ANOVA)**

		Sum of Squares	Df	Mean square	F	Sig.
Using technology to find job opportunities	Between Groups	12.727	2	6.363	6.108	.003
	Within Groups	261.498	251	1.042		
	Total	274.224	253			
To find job opportunities	Between Groups	17.679	2	8.840	8.808	.000
	Within Groups	251.912	251	1.004		
	Total	269.591	253			
Market your work via net	Between Groups	11.369	2	5.685	3.802	.024
	Within Groups	375.312	251	1.495		
	Total	386.681	253			
Your English language or other languages	Between Groups	8.634	2	4.317	5.234	.006
	Within Groups	207.020	251	.825		
	Total	215.654	253			
Ability to make expression	Between Groups	8.166	2	4.083	6.456	.002
	Within Groups	158.751	251	.632		

using technology	Total	166.917	253			
Your accumulative average is very good or excellent	Between Groups	7.955	2	3.978	3.815	.023
	Within Groups	261.698	251	1.043		
	Total	269.654	253			

**Table (3.24): Work sector – EFGs, Post Hoc Tests, Multiple Comparisons - LSD**

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Using technology to find job opportunities	Public Sector	Private Sector	-.471*	.139	.001	-.74	-.20
		NGOs	-.523*	.260	.045	-1.03	-.01
	Private Sector	Public Sector	.471*	.139	.001	.20	.74
		NGOs	-.053	.248	.832	-.54	.44
	NGOs	Public Sector	.523*	.260	.045	.01	1.03
		Private Sector	.053	.248	.832	-.44	.54
To find job opportunities	Public Sector	Private Sector	-.280*	.137	.042	-.55	-.01
		NGOs	-1.056*	.255	.000	-1.56	-.55
	Private Sector	Public Sector	.280*	.137	.042	.01	.55
		NGOs	-.776*	.244	.002	-1.26	-.30
	NGOs	Public Sector	1.056*	.255	.000	.55	1.56
		Private Sector	.776*	.244	.002	.30	1.26
Market your work via net	Public Sector	Private Sector	-.457*	.167	.007	-.79	-.13
		NGOs	-.200	.311	.520	-.81	.41
	Private Sector	Public Sector	.457*	.167	.007	.13	.79
		NGOs	.257	.298	.389	-.33	.84

	NGOs	Public Sector	.200	.311	.520	-.41	.81
		Private Sector	-.257	.298	.389	-.84	.33
English language or other languages	Public Sector	Private Sector	-.225	.124	.070	-.47	.02
		NGOs	-.725*	.231	.002	-1.18	-.27
	Private Sector	Public Sector	.225	.124	.070	-.02	.47
		NGOs	-.500*	.221	.025	-.94	-.06
	NGOs	Public Sector	.725*	.231	.002	.27	1.18
		Private Sector	.500*	.221	.025	.06	.94
Ability to make expression using technology	Public Sector	Private Sector	-.081	.109	.457	-.29	.13
		NGOs	-.719*	.202	.000	-1.12	-.32
	Private Sector	Public Sector	.081	.109	.457	-.13	.29
		NGOs	-.638*	.194	.001	-1.02	-.26
	NGOs	Public Sector	.719*	.202	.000	.32	1.12
		Private Sector	.638*	.194	.001	.26	1.02
Accumulative average is very good or excellent	Public Sector	Private Sector	.315*	.139	.025	.04	.59
		NGOs	.591*	.260	.024	.08	1.10
	Private Sector	Public Sector	-.315*	.139	.025	-.59	-.04
		NGOs	.276	.248	.267	-.21	.77
	NGOs	Public Sector	-.591*	.260	.024	-1.10	-.08
		Private Sector	-.276	.248	.267	-.77	.21

**Table (3.25): Salary-EFGs (One way analysis of variance – ANOVA)**

		Sum of Squares	Df	Mean square	F	Sig.
your English language or other languages	Between Groups	7.885	3	2.628	3.163	.025
	Within Groups	207.769	250	.831		
	Total	215.654	253			
High self confidence	Between Groups	3.828	3	1.276	2.973	.032
	Within Groups	107.278	250	.429		
	Total	111.106	253			

**Table (3.26): Salary-EFGs, Post Hoc Tests, Multiple Comparisons - LSD**

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Your English language or other languages	500-1000	1001-2500	-.411*	.172	.018	-.75	-.07
		2501-4000	-.436*	.181	.016	-.79	-.08
		>4000	-.638*	.221	.004	-1.07	-.20
	1001-2500	500-1000	.411*	.172	.018	.07	.75
		2501-4000	-.026	.136	.851	-.29	.24
		>4000	-.227	.186	.223	-.59	.14
	2501-4000	500-1000	.436*	.181	.016	.08	.79
		1001-2500	.026	.136	.851	-.24	.29
		>4000	-.201	.194	.301	-.58	.18
	>4000	500-1000	.638*	.221	.004	.20	1.07
		1001-2500	.227	.186	.223	-.14	.59
		2501-4000	.201	.194	.301	-.18	.58
High self confidence	500-1000	1001-2500	.184	.124	.137	-.06	.43
		2501-4000	.373*	.130	.004	.12	.63

		>4000	.265	.159	.096	-.05	.58
	1001-2500	500-1000	-.184	.124	.137	-.43	.06
		2501-4000	.188	.098	.055	.00	.38
		>4000	.081	.133	.546	-.18	.34
	2501-4000	500-1000	-.373*	.130	.004	-.63	-.12
		1001-2500	-.188	.098	.055	-.38	.00
		>4000	-.108	.139	.440	-.38	.17
	>4000	500-1000	-.265	.159	.096	-.58	.05
		1001-2500	-.081	.133	.546	-.34	.18
		2501-4000	.108	.139	.440	-.17	.38

**Table (3.27): Work field match major-EFGs, (T-test, group statistics)**

		N	Mean	Std. Deviation	Std. Error Mean
Using technology due to feeling lonely	Yes	179	2.06	.907	.068
	No	75	2.39	1.038	.120

**Table (3.28): Work field match major- EFGs, Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Feeling lonely	Equal variances assumed	6.747	.010	-2.496	252	.013	-.325	.130	-.582	-.069
	Equal variances not assumed			-2.361	123.587	.020	-.325	.138	-.598	-.053

**Table (3.29): Work immediately after graduation- EFGs, (t- test, group statistics)**

		N	Mean	Std. Deviation	Std. Error
Feeling lonely	Yes	128	1.99	.901	.080
	No	126	2.33	.987	.088
Your English language or other languages	Yes	128	3.92	.875	.077
	No	126	3.63	.952	.085

**Table (3.30): Work immediately after graduation- EFGs, Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Feeling lonely	Equal variances assumed	6.159	.014	-2.812	252	.005	-.333	.118	-.567	-.100
	Equal variances not assumed			-2.810	249.163	.005	-.333	.119	-.567	-.100
Your English language or other languages	Equal variances assumed	4.339	.038	2.502	252	.013	.287	.115	.061	.513
	Equal variances not assumed			2.501	249.524	.013	.287	.115	.061	.513

**Table (3.31): Work immediately after graduation, UEFGs (t-test, group statistics)**

Work immediately after graduation		N	Mean	Std. Deviation	Std. Error Mean
Use technology to find job opportunity	Yes	125	3.02	.871	.078
	No	125	2.76	1.081	.097

**Table (3.32): Work immediately after graduation-UEFGs (Independent Samples Test)**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Use technology to find job opportunity	Equal variances assumed	13.751	.000	2.063	248	.040	.256	.124	.012	.500
	Equal variances not assumed			2.063	237.24	.040	.256	.124	.011	.501

**Table (3.33): Training courses are in the field of the academic study-UEFGs, (t-test, Group Statistics)**

Training		N	Mean	Std. Deviation	Std. Error Mean
Personal advocacy	Yes	126	2.63	.909	.081
	No	106	2.33	1.049	.102



**Table (3.34): Training courses are in the field of the academic study-UEFGs, t-test (Independent Samples test)**

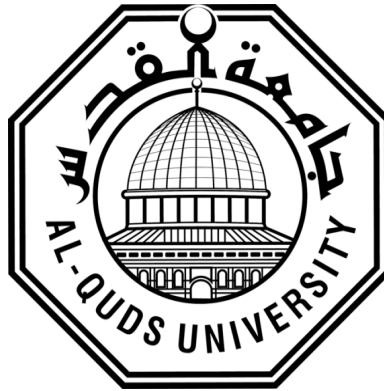
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Personal advocacy	Equal variances assumed	6.589	.011	2.371	230	.019	.305	.129	.052	.558
	Equal variances not assumed			2.342	209.380	.020	.305	.130	.048	.561

**Table (4.1) : GDP, inflation and unemployment rate (2012-2015)**

Year	GDP/ Palestine	Inflation Rate/ Palestine	Unemployment Rate / Bethlehem
2012	7314.8	2.78	19.7
2013	7477	1.72	23.9
2014	7463.4	1.73	30.2
2015	7719.3	1.43	22.3

### Appendix (3) : English Questionnaires

Questionnaire (1) – EFGs



Al Quds university – Jerusalem

Institute of Business and Economics

This research aims to study the determinants of Females graduates participation in the labor market in Bethlehem governorate – Palestine, to get a master degree in business administration. To accomplish this research, kindly fill this questionnaire with accuracy and honesty as much as possible. To get objective data that fulfill the objectives of this study and the scientific research in general. All data received from this questionnaire will be treated with confidentiality and will be used for the purposes of scientific research Only.

Thank you for your cooperation

Researcher

Ruba Qurneh

**Personal Data:**

\* Age :  19 – 24                       25 – 29                       30 – 34                       35-39

\* Locate the region of permanent residence in Bethlehem governorate or outside it:

City (                      )                       Village (                      )                       Camp (                      )

\* Marital Status:  Single                       Married                       Divorced

Separated                       Widow

\* No. of children / If any : \_\_\_\_\_

\* No. of children under the age of 6 years : \_\_\_\_\_

\* Head of household: \_\_\_\_\_

\* Educational level :  Diploma                       B.A                       Master or above

\* Major :  Literature     Education science     Science     Health careers  
 Commerce     Law     IT     Engineering     Craft

\* Work sector :  Public Sector                       Private Sector                       Nonprofit  
organizations (NGOs)

\* The location of your current work, the governorate: \_\_\_\_\_

\* In which economic sector (work field) is the organization that you work for currently:

Industry     Agriculture     Commerce     Construction     Health  
 Education                       Services     Transportation     Other :

\* Job Title : \_\_\_\_\_

\*Your monthly salary from your job in NIS:

500 – 1000     1001 – 2500     2501 – 4000     4000<

\* Does your work match your major :  Yes                       No

\* The highest educational qualification for the head of the household in NIS :

- Less than Tawjihi                       Tawjihi                       Diploma  
 B.A or above

\* The Training courses you took ( if any ) are in line with your academic field:

- Yes             No

\* You implement the banking operations via internet:  Yes     No

\* You were employed after graduation immediately:  Yes     No

\* If the answer were no, what is the duration between your graduation and getting a job: \_\_\_\_\_

Second: Reasons for your use of technology

No.	Statement	Always	Sometimes	Rarely	Never
1.	Contacting family and friends				
2.	Personal advocacy				
3.	Networking				
4.	Finding job opportunities				
5.	Following different kinds of advertisements				
6.	To spread specific attitude such as religious or political or any other				
7.	Feeling lonely				
8.	Buying products				
9.	Using technology to create self- job opportunity				
10.	To create entrepreneurial project				

Third: What are the conditions that helped you to enter the labor market, Please put (X) in front of the statement that matches your point of view:

No.	Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	Family encouragement to work					
2.	Husband encouragement to work					
3.	Small number of family members					
4.	Availability of nursing (incubation) houses for children					
5.	Your husband helps in raising the children					
6.	Your family help in raising the children					
7.	Your husband helps in housework					
8.	Your family help in the housework					
9.	Your ability to communicate with the opposite sex easily and freely					
10.	The ease of use of technology tools					
11.	Marketing your work via internet					

Fourth: What are the qualifications that helped you to enter the labor market, Please put (X) in front of the statement that matches your point of view

No.	Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	The ability to analyze job-related problems					
2.	Your English language or other languages					
3.	Your ability to express yourself via technology tools					
4.	You have a YouTube channel for you or for your work					
5.	You have a blog for you or for your work					
6.	You have an idea, how you can pay to Facebook or Twitter for example in order to promote your work					
7.	Your ability to make reconciliation and a balance between your work and your family					
8.	You are keen to form professional					

	connections					
9.	Your ability to form social relationships					
10.	Your accumulative average is excellent or very good					
11.	Training courses that are related to your work					
12.	Having experiences related to your work					

Fifth: What are the factors that spur you to participate in the labor market, Please put (X) in front of the statement that matches your point of view

No.	Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	To improve your financial condition					
2.	Your belief in the necessity of woman's work outside their home for a wage					
3.	Access to social security					
4.	Self- reliance					
5.	To have discretion with your money					
6.	High self confidence					
7.	You chose your					

	academic major by your own will					
8.	You are satisfied with your work					
9.	To not rely on others financially					
10.	Fill the free time					
11.	The prevailing regulations that encourage woman's work outside their home					

❖ In your opinion, what are the problems that you faced in getting a job or in your current job?

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❖ What are your suggestions to improve the graduates' opportunity in getting a job?

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❖ Please mention the main training courses that you took ( if any ):



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❖ Any other notes, you would like to add:

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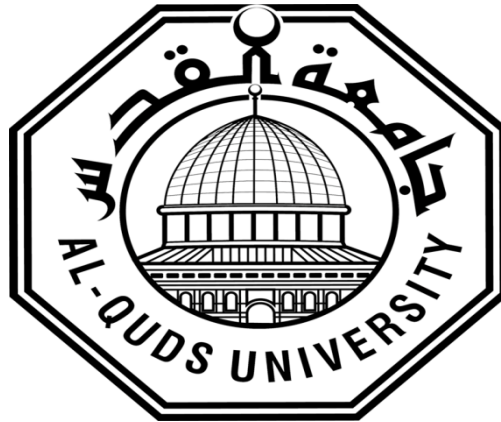
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## Questionnaire (2) – UEFGs



Al Quds university – Jerusalem

Institute of Business and Economics

This research aims to study the determinants of Females graduates participation in the labor market in Bethlehem governorate – Palestine, to get a master degree in business administration. To accomplish this research, kindly fill this questionnaire with accuracy and honesty as much as possible. To get objective data that fulfill the objectives of this study and the scientific research in general. All data received from this questionnaire will be treated with confidentiality and will be used for the purposes of scientific research only.

Thank you for your cooperation

Researcher

Ruba Qurneh

**Personal Data:**

\*Age:  19 – 24                       25 – 29                       30 – 34                       35-39

\* Locate the region of permanent residence in Bethlehem governorate or outside it:

City (                      )                       Village (                      )                       Camp (                      )

\* Marital status :

Single                       Married                       Divorced                       Separated

Widow

\* No. of children / If any : \_\_\_\_\_

\* No. of children under the age of 6 years : \_\_\_\_\_

\* Head of household: \_\_\_\_\_

\* Educational level :  Diploma                       B.A                       Master or above

\* Major :  Literature     Education science     Science     Health careers

Commerce     Law     IT     Engineering     Craft

\* The highest educational qualification for the head of the household in NIS :  Less than Tawjihi                       Tawjihi                       Diploma                       B.A or above

\* The Training courses you took ( if any ) are in line with your academic field:

Yes                       No

Second: Reasons for your use of technology

No.	Statement	Always	Sometimes	Rarely	Never
1.	Contacting family and friends				
2.	Personal advocacy				
3.	Networking				
4.	Finding job opportunities				
5.	Following different kinds of advertisements				

6.	To spread specific attitude such as religious or political or any other				
7.	Feeling lonely				
8.	Buying products				
9.	Using technology to create self- job opportunity				
10.	To create entrepreneurial project				

\* You implement the banking operations via internet:  Yes  No

\* Did you work after graduation:  Yes  No

{If the answer were yes: please answer the questions from (1-8) in addition to the open questions at the end of the questionnaire, if the answer were no: Please move to question no. (8) in addition to the open question at the end of the questionnaire}

\* Work sector :  Public Sector  Private Sector  Nonprofit organizations (NGOs)

\* The location of your current work, the governorate: \_\_\_\_\_

\* In which economic sector is the organization that you worked for:

Industry  Agriculture  Commerce  Construction  Health  
 Education  Services  Transportation  Other :

\* Job Title : \_\_\_\_\_

\* Your monthly salary from your job in NIS:

500 – 1000  1001 – 2500  2501 – 4000  4000<

\* Did your work match your major :  Yes  No

7) Reasons that led you to leave your previous work, Please put (X) in front of the statement that matches your point of view:

No.	Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	Discrimination in favor of men in promotion					
2.	Work nature needs long working hours					
3.	Inadequacy of wages for the efforts spent at work					
4.	Low wages in proportion with the requirements of economic life					
5.	The distance between work location and home location					
6.	Organization economic recession has led to your dismissal					
7.	Expiry of the period set for the job					
8.	Inability to bear works' responsibility					
9.	Fear from facing the wrongdoers at work					
10.	You left your previous work because you were exposed to any kind of violence ( such as verbal violence)					
11.	You left your previous work because the wage					

	was too low					
12.	Your wage was given to your family					
13.	You did not have the right to dispose of your financial dues					
14.	In your previous work, you used to express your opinion clearly regarding work-related issues					
15.	Poor ability to analyze work-related problems					
16.	Your inability to reconcile between work and family requirements					

8) Please put (X) in front of each statement that express you as well as your personal experience in life, and which affect you in getting a job:

No.	Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	The family does not encourage to work					
2.	The husband does not encourage to work					
3.	Your English language is weak					
4.	The large number of family members					
5.	The lack of nursing					

	(incubation) houses for the children					
6.	The husband does not help in raising the children					
7.	The family does not help in raising the children					
8.	The husband does not help in the housework					
9.	The family does not help in the housework					
10.	Your inability to deliver your ideas or express them through technology tools					
11.	You have a YouTube channel for you or for your work					
12.	You have a blog for you or for your work					
13.	You have an idea, how you can pay to Facebook or Twitter for example in order to promote your work					
14.	You are not keen to form professional relationships and connections					
15.	You are not keen to form social relationships					

16.	You do not have the ability to benefit from the technological tools to communicate with the opposite sex freely and more easily					
17.	You do not have the ability to market your work via the internet					
18.	You do not have the right to decide to procreate at time that is suitable for you					
19.	You do not have the desire to work for psychological reasons ( such as feeling stressed continuously for example)					
20.	You do not have enough ability to solve your problems					
21.	You did not choose your university major by your own will					
22.	Your family or husband does not want you to work in organizations where the opposite sex present					
23.	You do not have the					



	right to participate, agree, or disagree in the decisions that are related to the daily life at home					
24.	You feel that your role in society is limited and does not make any difference					
25.	You become angry quickly if anyone annoys you from outside your family zone					
26.	You prefer to spend your free time with the technology tools than to mix with people					
27.	You accept the criticism of others without discussion					
28.	The people around you do not give you full attention					
29.	Your weak practical and professional abilities in your study field					
30.	You did not receive any applied courses in line with your academic field					

- ❖ In your opinion, what are the problems that you faced in getting a job or in your previous job?

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- ❖ What are your suggestions to improve the graduates' opportunity in getting a job?

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- ❖ Please mention the main training courses that you took ( if any ):

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- ❖ Any other notes, you would like to add:

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## Arabic Questionnaires

### Questionnaire (1) - EFGs



الاستبانة (1)- الخريجات العاملات

جامعة القدس- القدس

معهد الإدارة والاقتصاد

يهدف هذا البحث الى دراسة محددات مشاركة الخريجات في سوق العمل في محافظة بيت لحم – فلسطين وذلك للحصول على درجة الماجستير في ادارة الأعمال. ولإنجاز هذا البحث، يرجى منكم تعبئة هذه الاستبانة وتحري الدقة والأمانة بالقدر الممكن للحصول على بيانات موضوعية لتحقيق أهداف هذه الدراسة. من المتوقع أن تسهم نتائج هذه الرسالة في إثراء موضوع هذه الرسالة والبحث العلمي بشكل عام. وستعامل جميع المعلومات التي يتم الحصول عليها من الاستبانة بالسرية التامة وستستعمل لأغراض البحث العلمي فقط.

ولكم جزيل الشكر والتقدير على حسن تعاونكم

الباحثة

ربي قرنة

أولاً: البيانات الشخصية:

- ❖ العمر: □ 24-19 □ 29-25 □ 34-30 □ 39-35 □
- ❖ حدد مكان الإقامة الدائم في محافظة بيت لحم أو خارجها:
- مدينة ( ) □ قرية ( ) □ مخيم ( )
- ❖ الحالة الاجتماعية: □ عزباء □ متزوجة □ مطلقة □ منفصلة □ أرملة
- ❖ عدد الأبناء/إن وجد: \_\_\_\_\_
- ❖ عدد الأطفال تحت عمر 6 سنوات: \_\_\_\_\_
- ❖ السن عند الزواج/ إن وجد: \_\_\_\_\_
- ❖ رب الأسرة: □ الأب □ الأم
- ❖ المستوى العلمي: □ دبلوم □ بكالوريوس □ ماجستير فما فوق
- ❖ مجال التخصص: □ مهن تعليمية (أداب) □ مهن تعليمية (تربية) □ مهن تعليمية (علوم)
- مهن صحية □ تجارة □ حقوق □ حاسوب وتكنولوجيا معلومات □ هندسة □ حرفة
- مثل التجميل أو الخزف ...
- ❖ قطاع العمل:
- قطاع عام □ قطاع خاص □ قطاع مؤسسات غير حكومية NGO
- ❖ مكان العمل الحالي، المحافظة: \_\_\_\_\_
- ❖ في أي قطاع اقتصادي (مجال العمل) تعمل المؤسسة التي تعملين فيها حالياً:
- صناعة □ زراعة □ تجارة □ إنشاءات □ صحة
- تعليم □ نقل □ خدمات □ غير ذلك: \_\_\_\_\_
- ❖ المسمى الوظيفي: \_\_\_\_\_
- ❖ دخلك الشهري من الوظيفة بالشيكال الإسرائيلي: □ 1001-2500 □ 500-1000 □ < 4000
- ❖ هل عمالك الحالي ينسجم مع تخصصك: □ نعم □ لا
- ❖ أعلى مؤهل علمي لمعيل الأسرة:
- أقل من توجيهي □ توجيهي □ دبلوم □ بكالوريوس أو أعلى
- ❖ الدورات التدريبية التي حصلت عليها (إن وجد) تتناسب مع تخصصك الأكاديمي:
- نعم □ لا
- ❖ تقومين بإجراء العمليات المصرفية عن طريق الإنترنت: □ نعم □ لا
- ❖ هل توظفت مباشرة بعد التخرج: □ نعم □ لا ،
- ❖ في حال كانت الاجابة لا ، ما هي الفترة الزمنية بين تخرجك وحصولك على وظيفة: \_\_\_\_\_

ثانيا : أسباب استخدامك للتكنولوجيا هي من أجل :

الرقم	البيان	دائما	أحيانا	نادرا	أبدا
-1	التواصل مع الأهل والأصدقاء				
-2	المناصرة الشخصية				
-3	التشبيك				
-4	إيجاد فرص عمل				
-5	متابعة الإعلانات المختلفة				
-6	نشر توجه معين مثل توجه ديني او سياسي او غيره				
-7	الشعور بالوحدة				
-8	شراء المنتجات				
-9	استخدام التكنولوجيا لخلق فرصة عمل ذاتيه				
-10	استخدام التكنولوجيا لإنشاء مشروع ريادي				

ثالثا : ما هي الظروف التي ساعدت في دخولك الى سوق العمل، يرجى وضع إشارة (X) مقابل كل فقرة طبقا لوجهة نظرك

الرقم	البيان	موافق بشدة	موافق	محايد	معارض	معارض بشدة
-1	تشجيع الأهل للعمل					
-2	تشجيع الزوج للعمل					
-3	قلة عدد أفراد الأسرة					
-4	توفر دور حضانة					
-5	مساعدة الزوج في تربية الاطفال					
-6	مساعدة الأهل في تربية الأطفال					
-7	مساعدة الزوج في الأعمال المنزلية					
-8	مساعدة الأهل في الأعمال المنزلية					
-9	تمكنك من التواصل مع الجنس الاخر بسهولة وحرية اكثر					
-10	سهولة استخدام ادوات التكنولوجيا					
-11	تسويق عملك عبر الانترنت					

رابعا : ما هي المؤهلات التي ساعدت في دخولك الى سوق العمل، يرجى وضع إشارة (X) مقابل كل فقرة طبقا لوجهة نظرك:

الرقم	البيان	موافق بشدة	موافق	محايد	معارض بشدة	معارض
-1	القدرة على تحليل المشكلات المرتبطة بالعمل					
-2	لغتك الانجليزية أو لغات أخرى					
-3	قدرتك على التعبير من خلال ادوات التكنولوجيا					
-4	لديك قناة على اليوتيوب باسمك او اسم عملك					
-5	لديك مدونة الكترونية (Blog) خاصة بك او بعملك					
-6	لديك فكرة عن كيفية الدفع لفايسبوك او تويتر مثلا من أجل أن تروجي لأعمالك					
-7	القدرة على التوفيق بين متطلبات العمل والأسرة					
-8	حرصك على تكوين علاقات مهنية					
-9	حرصك على تكوين علاقات اجتماعية					
-10	معدلك التراكمي جيد جدا او ممتاز					
-11	دورات تدريبية محددة لها علاقة بالعمل					
-12	خبرات لها علاقة بالعمل					

خامسا : العوامل التي دفعتك للمشاركة في سوق العمل، يرجى وضع اشارة (X) مقابل كل فقرة وفقا لوجهة نظرك:

الرقم	البيان	موافق بشدة	موافق	محايد	معارض	معارض بشدة
-1	تحسين وضعك المالي					
-2	قناعتك بضرورة عمل المرأة خارج البيت مقابل أجر					
-3	الحصول على الأمان الاجتماعي					
-4	الاعتماد على الذات					
-5	امتلاكك حرية التصرف في مالك					
-6	الثقة العالية بالنفس					
-7	اخترت تخصصك الأكاديمي بمحض ارادتك					
-8	الرضا عن عملك					
-9	عدم الاعتماد على الآخرين ماليا					
-10	ملء أوقات الفراغ					
-11	النظم والتشريعات السائدة التي تشجع عمل المرأة خارج البيت					

❖ برأيك، ما هي المشكلات التي واجهتك في الحصول على عمل أو أثناء عملك الحالي ؟

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❖ ما هي مقترحاتكم لتحسين فرصة الخريجة في الحصول على عمل ؟

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❖ الرجاء ذكر أبرز الدورات التدريبية التي حصلت عليها (ان وجد) :

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❖ أي ملاحظات أخرى ترغبين بإضافتها:

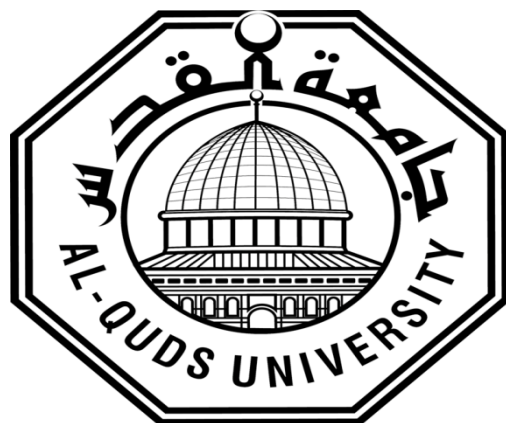
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## Questionnaire (2) - UEFGs



الاستبانة (2) – الخريجات العاطلات عن العمل

جامعة القدس- القدس

معهد الإدارة والاقتصاد

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ولكم جزيل الشكر والتقدير على حسن تعاونكم

الباحثة

ربى قرنة

## البيانات الشخصية:

- ❖ العمر: □ 24-19 □ 29-25 □ 34-30 □ 39-35
- ❖ حدد مكان الإقامة الدائم في محافظة بيت لحم أو خارجها:
- مدينة ( ) □ قرية ( ) □ مخيم ( ) □ منفصلة □
- ❖ الحالة الاجتماعية: □ عزباء □ متزوجة □ مطلقة □
- أرملة □
- ❖ عدد الأبناء/إن وجد: \_\_\_\_\_
- ❖ عدد الأطفال تحت عمر 6 سنوات: \_\_\_\_\_
- ❖ السن عند الزواج/ إن وجد: \_\_\_\_\_
- ❖ رب الأسرة: □ الأب □ الأم □
- ❖ المستوى العلمي: □ دبلوم □ بكالوريوس □ ماجستير فما فوق □
- ❖ مجال التخصص: □ مهن تعليمية (أداب) □ مهن تعليمية (تربية) □ مهن تعليمية (علوم) □
- مهن صحية □ تجارة □ حقوق □ حاسوب وتكنولوجيا معلومات □ هندسة □ حرفة
- مثل التجميل أو الخزف ...
- ❖ أعلى مؤهل علمي لمعيل الأسرة:
- أقل من توجيهي □ توجيهي □ دبلوم □ بكالوريوس أو أعلى □
- ❖ الدورات التدريبية التي حصلت عليها (إن وجد) تتناسب مع تخصصك الأكاديمي:
- نعم □ لا
- ❖ أسباب استخدامك للتكنولوجيا هي:

الرقم	البيان	دائماً	أحيانا	نادرا	أبدا
1-	التواصل مع الأهل والأصدقاء				
2-	المناصرة الشخصية				
3-	التشبيك				
4-	إيجاد فرص عمل				
5-	متابعة الإعلانات المختلفة				
6-	نشر توجه معين مثل توجه ديني أو سياسي أو غيره				
7-	الشعور بالوحدة				
8-	شراء المنتجات				
9-	استخدام التكنولوجيا لخلق فرصة عمل ذاتيه				
10-	استخدام التكنولوجيا لإنشاء مشروع ريادي				

- ❖ تقومين بإجراء العمليات المصرفية عن طريق الإنترنت :  نعم  لا
- ❖ هل عملت بعد التخرج :  نعم  لا
- { اذا كان الجواب نعم: يرجى الاجابة على الاسئلة من (1-8) بالإضافة الى الاسئلة المفتوحة في اخر الاستبيان ،  
أما اذا كان الجواب لا : يرجى الانتقال الى سؤال رقم (8) بالإضافة الى الأسئلة المفتوحة في اخر الاستبيان }
- 1) قطاع العمل السابق:  قطاع عام  قطاع خاص  قطاع مؤسسات غير حكومية NGO
- 2) مكان العمل السابق ، المحافظة: \_\_\_\_\_
- 3) في أي قطاع اقتصادي (مجال العمل) تعمل المؤسسة التي كنت تعملين فيها :  
 صناعة  زراعة  تجارة  إنشاءات  صحة  
 تعليم  نقل  خدمات  غير ذلك : \_\_\_\_\_
- 4) المسمى الوظيفي السابق : \_\_\_\_\_
- 5) دخلك الشهري من الوظيفة السابقة بالشيكال :  
 1000  1001-2500  2501-4000  < 4000
- 6) ينسجم عملك السابق مع تخصصك :  نعم  لا
- 7) الاسباب التي ساهمت في عدم استمرارك بعملك السابق (يرجى وضع إشارة (X) مقابل كل فقرة طبقا لوجهة نظرك) :

الرقم	البيان	موافق بشدة	موافق	محايد	معارض	معارض بشدة
1-	التمييز لصالح الرجل في الترقية					
2-	طبيعة العمل تحتاج الى ساعات عمل طويلة					
3-	عدم ملائمة الأجور للجهد المبذول في العمل					
4-	تدني الأجور بالنسبة لمتطلبات الحياة الاقتصادية					
5-	بعد مكان العمل عن مكان السكن					
6-	الركود الاقتصادي للمؤسسة أدى الى تسريحك من العمل					
7-	انتهاء المدة الزمنية المقررة للوظيفة					
8-	عدم القدرة على تحمل المسؤولية في العمل					
9-	خوفك من مواجهة المخطئين في العمل					
10-	تركت عملك السابق لأنك تعرضت لنوع من انواع العنف ( كالعنف اللفظي مثلا)					
11-	تركت عملك السابق لأن الأجر كان متدنيا					
12-	معاشك كان يذهب لعائلتك					
13-	لم تملكي حق التصرف بمستحققاتك					

					المالية	
					في عملك السابق، كنت تعبري عن رأيك بوضوح حيال كل ما يخص العمل من مواضيع ومقترحات	-14
					ضعف القدرة على تحليل المشكلات المرتبطة بالعمل	-15
					عدم قدرتك على التوفيق بين متطلبات العمل والأسرة	-16

8) يرجى وضع إشارة (X) مقابل كل فقرة تعبر عنك وعن تجربتك الشخصية في الحياة والتي تؤثر في حصولك على وظيفة:

معارض بشدة	معارض	محايد	موافق	موافق بشدة	البيان	الرقم
					أهلك لا يشجعون على العمل	-1
					زوجك لا يشجعك على العمل	-2
					لغتك الانجليزية ضعيفة	-3
					عدد أفراد أسرتك كبير	-4
					لا يوجد دور حضانة قريب لأطفالك	-5
					الزوج لا يساعد في تربية الأطفال	-6
					الأهل لا يساعدون في تربية الأطفال	-7
					الزوج لا يساعد في الأعمال المنزلية	-8
					الأهل لا يساعدون في الأعمال المنزلية	-9
					لا تستطيعين توصيل أفكارك أو التعبير من خلال ادوات التكنولوجيا	-10
					لديك قناة على اليوتيوب باسمك او اسم عمالك	-11
					لديك مدونة الكترونية (Blog) خاصة بك او بعمالك	-12
					لديك فكرة عن كيفية الدفع لفيسبوك او تويتر مثلا من أجل أن تروجي لأعمالك	-13
					لا تحرصين على تكوين علاقات مهنية	-14
					لا تحرصين على تكوين علاقات	-15

					اجتماعية	
					لا تملكين القدرة على الاستفادة من ادوات التكنولوجيا في التواصل مع الجنس الاخر بسهولة وحرية اكثر	-16
					ليس لديك مقدرة على تسويق عملك عبر الانترنت	-17
					لا تملكين حق القرار في الانجاب في الوقت الذي يناسبك	-18
					لا ترغبين في العمل لأسباب نفسية (بسبب احساسك المستمر بالضغط مثلا)	-19
					لا تملكين القدرة الكافية لحل مشاكلك	-20
					لم تختاري تخصصك الجامعي بمحض إرادتك	-21
					أهلك أو زوجك لا يريدون منك أن تعمل في المؤسسات التي يتواجد فيها الجنس الاخر	-22
					لا تملكين حق المشاركة والموافقة او المعارضة على القرارات التي تخص الحياة اليومية في البيت	-23
					تشعرين أن دورك محدود في المجتمع لا يقدم ولا يؤخر	-24
					تغضبين بسرعة إذا ضايقك أي شخص خارج نطاق الأسرة	-25
					تفضلين قضاء وقت فراغك مع ادوات التكنولوجيا عن الاختلاط بالناس	-26
					تتقبلين انتقادات الاخرين دون نقاش	-27
					الأشخاص من حولك لا يعطونك اهتماما كاملا	-28
					ضعف قدراتك العملية والمهنية في مجال تخصصك	-29
					لم تتلقي أي دورات تطبيقية تتسجم مع مجال تخصصك الاكاديمي	-30

❖ برأيك، ما هي المشكلات التي تواجهك في الحصول على عمل أو التي واجهتك أثناء عملك السابق؟

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❖ ما هي مقترحاتكم لتحسين فرصة الخريجة في الحصول على عمل؟

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❖ الرجاء ذكر أبرز الدورات التدريبية التي حصلت عليها (ان وجد) :

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❖ أي ملاحظات أخرى ترغبين بإضافتها:

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## محددات مشاركة النساء الخريجات في سوق العمل الفلسطيني:

دراسة حالة ، محافظة بيت لحم

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إشراف: الدكتور محمود الجعفري

### ملخص :

على الرغم من أن الإناث يشكلن أكثر من 50 في المائة من طلاب الجامعات في فلسطين، فإن معدل البطالة بين الإناث أعلى بكثير من نظرائهن من الرجال. ومن خلال الأساليب الكمية والنوعية، تسعى هذه الأطروحة إلى شرح سبب تدني نسبة مشاركة الإناث في القوى العاملة حيث أنها تعتبر من أدنى المعدلات في العالم، مع أخذ محافظة بيت لحم كدراسة حالة.

قد وضحت هذه الدراسة، أنه لا يمكن للتعليم أن يزيد الأجور أو احتمالات إيجاد فرص العمل لكل القوى العاملة، إلا إذا كانت هناك تغييرات في الطلب الكلي. وقد وجد العديد من الباحثين أن السياسات الحكومية والسياسات الاجتماعية وتشريعات العمل والبنية التحتية الحضرية يمكن أن تكون مهمة في شرح مشاركة الخريجات في القوى العاملة وإمكانية حصول المرأة على عمل مدفوع الأجر.

من الجدير بالذكر أن بطالة الإناث تمثل إهدارا للموارد البشرية التي تضعف الاقتصاد. ومن هنا منهجية هذا البحث قائمة على العلوم الاجتماعية في التحليل الاقتصادي. وقد تم استخدام البيانات المتاحة من البنك الدولي، ومنظمة العمل الدولية، والمكتب المركزي للإحصاء الفلسطيني، وغيرها. وبناء على ذلك، تم توفير إطار نظري لتوضيح محددات وخصائص مشاركة الخريجات في سوق العمل.

لقد عكست هذه الدراسة الدور الكامن لمختلف ادوات التكنولوجيا البعيدة المدى في التأثير على التكافؤ بين الجنسين. ومن بين 504 خريجة التي شملتها الدراسة الاستقصائية، تبين أن الفجوة في المهارات تشكل عائقا رئيسيا أمام الإنتاجية والتنمية الاقتصادية. هذه الحقيقة تجعل الخريجات يتخلفن عن عصر التكنولوجيا والابتكارات.

وفي هذه الدراسة، تم التحليل بناء على وصف و مقارنة العينات الفرعية "الخريجات العاملات" و"الخريجات العاطلات عن العمل". النتيجة الأساسية من هذه الدراسة هو أن هذا المستوى المنخفض من مشاركة الخريجات في سوق العمل هو أساسا بسبب سوء الوضع الاقتصادي بدلا من الموانع الاجتماعية والثقافية. بالإضافة الى ذلك، فإن هذه المعدلات المنخفضة لمشاركة الخريجات في سوق العمل في محافظة بيت لحم، تثبت حقيقة أن هؤلاء الخريجات تميل إلى الالتحاق بالقطاعات المكتظة والقطاعات عديمة النمو في الاقتصاد الفلسطيني. وتشير البحوث التي أجريت مؤخرا إلى أن وظيفة الراتب هي الشكل المهيمن للعمالة، وأنه يجب توخي الحذر فيما يتعلق بالآثار العمرية. وبالإضافة إلى ذلك، من المتوقع أن تتغير قواعد الدخول الى سوق العمل.

والاستنتاج الذي يجب استخلاصه من هذا البحث هو أن بطالة الخريجات لا تزال تشكل مصدر قلق، ولا تزال نوعية وظائف الخريجات وقطاعات العمل التي يلتحقن بها تشكل تحديا. وعلاوة على ذلك، تواجه فلسطين نقصا في المعلومات يمنع الباحثين من تعميق فهم هذه الظاهرة. وبالتالي، من الضروري وضع إطار متكامل للسياسة العامة لدعم مجموعات العمل في الدخول إلى وظائف أكثر وأفضل جودة.