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**The Role of Entrepreneur's Leadership Skills in Achieving
Growth of SMEs in Bethlehem Governorate**

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The Role of Entrepreneur's Leadership Skills in Achieving Growth of SMEs in Bethlehem Governorate

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Thesis Approval


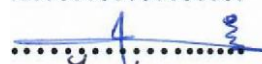

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Dedication

To the one to my role model in life, for the person that I am proud to be his daughter, who gave me everything he possesses so that I can fulfill his hopes, to the one whose love pushed me to achieve the desired, to the only one who stayed up for my knowledge with great sacrifices, to my first example and my first school, who helped me to believe in myself, always supported and encouraged me in every step of my life, my dear father, God prolong your life and God bless your goodness.

To the one who gave me all of her giving and the flow of her tenderness and the sincerity of her prayer, to my source of strength and hope when I thought of giving up, and her prayer which always preceded my mistakes until they paved my way, and her smile was my medicine and my cure, to the great woman who gave me all the love and support for my kind mother, may God bless you with us.

To my brother Yousef and my sisters Rulla, Rana, and Ruba and their families, who always stand by my side, encouraging with unconditional love, to my friends and colleagues for their support and patience.

I had promised to make you all proud, and I wish that I had fulfilled that promise. Insisting that this won't be the last achievement.

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 same) has not been submitted for a higher degree to any other university of institution.

A handwritten signature in blue ink, appearing to read 'Rasha', with a long horizontal line extending to the right.

Rasha Hisham Obeid

Date 08/06/2022

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In the beginning, I thank God, Lord of the Worlds, who created and guided the steps, so this work came out with his help and success, I praise him greatly at the beginning and the end.

I extend my sincere thanks and gratitude to my supervisors for this thesis, Dr. Nidal Darwish, who gave me a lot of his time, and his generosity, high morals, and distinctive style in following up me on the thesis which was the greatest impact in helping to complete it.

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The Role of Entrepreneur's Leadership Skills in Achieving Growth of SMEs in Bethlehem Governorate

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Abstract

The main objective of this study is to examine the influence of entrepreneurs' leadership skills on SMEs' growth in Bethlehem Governorate. The researcher depends on the descriptive analytical approach since it is the most appropriate method for the search subject. The primary data is collected through a questionnaire specially designed to measure the search variables. The statistical sample of this study contains 172 firms.

The dependent variable of the study is SMEs' growth. The independent variables for this study were leadership skills variables, which were chosen based on the theoretical framework and previous studies (self leadership skills, technical leadership skills, management leadership skills, human leadership skills, and intellectual–leadership skills).

The study's main results indicated a significant positive relationship between entrepreneurs' leadership skills such as (self skills, technical skills, management skills, human skills, and intellectual skills) and SMEs' growth in Bethlehem Governorate. The results show there are no significant differences in the respondents' answers about the effect of leadership skills on SMEs' growth due to gender. However, there are differences at a 5% level of significance in respondents' answers about the effect of leadership skills on SMEs' growth due to: the number of workers, economic activity, age of the firm, years of experience, job position, qualification, and age.

This research suggests several recommendations directed to each agency according to its validity. Firstly, recommendations to corporate officials (follow up on developments in all areas of expertise and develop a plan to train administrators on these skills. Also, put an annual training plan to develop the skills of all workers in the firm). Secondly, recommendations to the Palestinian government (Preparing a new companies law). Thirdly, suggestions for the private sector (Organizing training courses to educate companies about Leadership Skills, signing cooperation agreements with similar entities in other countries, and generalizing the experience of successful companies). Fourthly, recommendations to the regulatory authorities (Activating the control over companies' compliance with the Law, regulations, instructions, accounting standards, and work ethics). Finally, recommendations to universities (Preparing many studies at the detailed level to enhance Leadership Skills, including sectoral studies, studies focusing on each of Leadership Skills, studies for companies as a case study, teaching leadership skills courses).

Keywords: Entrepreneurs' Leadership Skills; Growth of SMEs; SMEs in Palestine.

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CHAPTER ONE: General Framework of Study

1.1 Introduction

Survival and expansion of SMEs are highly dependent on the entrepreneur as the entrepreneur makes the majority of the decisions (Frese & de Kruif, 2000). Entrepreneurial leader discovers problems/gaps in the growth process, examines new methods of doing things, and then boldly goes into undiscovered regions. Growth oriented entrepreneurs are more likely to lead in an innovative manner (Oke et al, 2007). Thus, taking risks. In addition, growth oriented entrepreneurs are more inclined to export their products and services to expand their market share (Love & Roper, 2015). They also invest in employees' training to ensure that their workforce is always equipped with high quality and up-to-date skills and information. According to Roper & Hart (2013), entrepreneurial leaders embrace support and guidance from external stakeholders. Compared to their colleagues who have little or no aspirations to grow (AduDarko, 2017), growth oriented entrepreneurs also use external capital to obtain maximum results (Brown & Lee, 2014).

Entrepreneurial leadership has a substantial impact on SMEs' growth. This is because of the previous leader's expertise and the knowledge which have a favourable impact on the amount of market opportunities that are being identified. The entrepreneur actively implements formal human resource techniques, such as creating difficult and inspirational goals for himself and his workers in order to take advantage of the market opportunities found. They go on to add that if staff is given adequate dedication, feedback, and knowledge, tough objectives would motivate them to perform better than less demanding goals. Businesses prosper under entrepreneurial leadership because of the entrepreneur's capacity to spot possibilities, innovate, become more proactive, take risks, and encourage his or her employees (AduDarko, 2017).

The actual growth of SMEs is measured in terms of employees, sales, and assets (Lekhanya, 2016). Entrepreneurs' growth goals are influenced by their position of control, self efficacy, need for achievement, tolerance for ambiguity and uncertainty, and procedural requirements for business registration. Policymakers would benefit from a greater understanding of the factors that influence SMEs' growth and development, since this will aid them in adopting the appropriate policies. It is also crucial to comprehend the factors that influence the survival and development of SMEs working in challenging conditions. If entrepreneurs do not desire to grow their companies, they are less likely to grow. They believe that obtaining growth is difficult and requires effort, and that if the effort is lacking, growth is less likely to occur. As a result, SMEs' willingness, and intention to grow is critical to their survival and success (Lekhanya, 2016).

Leadership can be defined as a method of persuading individuals inside an organization to achieve the organization's objectives. Leaders must not, however, neglect other situational elements that they must handle, such as changes in the corporate environment, growth, and resource constraints. In order to meet these difficulties, leaders must boost their existing resources. Leadership requires a wide range of abilities, which can be divided into five categories: self skills, technical abilities, management abilities, human abilities, and intellectual abilities (Abd Razak, 2019).

1.2 Study Problem

In the literature on entrepreneurship, firm growth is an important measure. Growth is evidence of the entrepreneur's investment and self fulfilment for an individual entrepreneurial firm. Young and tiny businesses must expand in order to survive, as growing enterprises are found to be less prone to failure than non growers (Gancarczyk & ZabalaIturriagaitia, 2015).

Entrepreneurs, on the other hand, play a critical part in the development of societies by starting and running small and medium businesses that generate income and contribute to increased performance and firm growth. An entrepreneur is the person who is responsible for managing and creating small enterprises. An entrepreneur is characterized by his love to work, backed by the necessary skills and abilities to achieve distinguished achievements, achieving growth and development in the company, seeks to achieve distinguished goals and performance, enjoys tremendous work energy and the desire to achieve success. An entrepreneur has a strong level of self confidence, a high level of competitive energy, and other entrepreneur characteristics that contribute to the company's growth and help it evolve and continue (Qanswah, 2014).

Considering globalization and the ongoing and increasing economic developments and development in the business environment, the concept of entrepreneurship has become a source of concern for leaders and managers, not only in terms of their understanding of the topic, but also in terms of their ability to conceive appropriate strategies for the success and growth of organizations, as well as the maintenance of their competitive advantage. As a result, entrepreneurial leadership qualities are a significant competitive advantage for today's businesses.

Considering the important role that small and medium businesses play at the national economy level in Palestine, SMEs were able to fulfil the needs of the society in terms of goods and services. SMEs in Palestine have an effective contribution to the domestic product and the creation of job opportunities.

Entrepreneurs are one of the main reasons behind the emergence of SMEs and work on their success and growth with the different skills they possess. Many researchers and scholars are interested in important and modern fields of study in economic and administrative sciences, owing to the significant growth made by the economies of major countries, including United States, which relied on small and medium enterprises that have grown significantly, and which were characterized by effective performance and great ability to adapt to various conditions and environments (Esmael, 2010). For entrepreneurial leaders to achieve success in their businesses, they need to have the necessary leadership skills to achieve growth and maintain its continuity and development.

The fundamental goal of this research is to better understand the skills of entrepreneur leaders who may have an impact on SMEs' growth in Palestine, as well as to investigate the role of entrepreneur traits in SMEs' growth in Palestine. As a result, the research will address the following main question:

what is the influence of entrepreneurial leadership skills on growth of SMEs in Palestine?

1.3 Study questions

This research aims to answer the following questions in addition to the main question:

1. What is the influence of entrepreneur leaders' self skills on the growth of SMEs in Bethlehem Governorate?
2. What is the influence of technical skills of entrepreneur leaders on the SMEs' Growth in Bethlehem Governorate?
3. What is the influence management skills of entrepreneur leaders on the SMEs' Growth in Bethlehem Governorate?
4. What is the influence of human skills of entrepreneur leaders on the SMEs' growth in Bethlehem Governorate?
5. What is The Influence of intellectual skills of entrepreneur leaders on the SMEs' growth in Bethlehem Governorate?

1.4 Study Justifications

The study will benefit business owners and executive management of SMEs operating in Palestine in general and firms operating in Bethlehem in particular and help them develop highly modified strategies to develop the leadership skills of workers, especially in the company's senior management.

Additionally, the study will help the bodies representing the private sector, such as industry associations and the Coordinating Council for Private Sector Enterprises, organize training courses for their members to develop their leadership skills.

Moreover, this study will benefit in creating successful models for small and medium sized companies, which will stimulate investment and help reduce unemployment in Palestine. The study will aid small and medium companies in reducing losses, especially in emergency circumstances such as the case of the spread of the Covid19 virus.

Similarly, this study will raise awareness among citizens and businessmen of the importance of leadership skills and use in business development and the importance of teaching leadership skills in universities.

This study encourages entrepreneurs in Palestine to start up their businesses by understanding the entrepreneurial leader's role in SMEs success. They must have the required abilities in order to expand their firms and continue to improve them. In addition, the study will serve as a source of data and a reference for future researchers.

1.5 Study Objectives

The fact that there are differences in performance among SMEs in Palestine makes it more important to understand what skills of entrepreneurs are related to SMEs' growth. This study intends to examine the influence of entrepreneurs' leadership skills on SMEs' growth in Bethlehem Governorate.

In order to achieve the primary objective, the specific objectives are:

1. What is the influence of self skills of entrepreneur leaders on the SMEs' growth in Bethlehem Governorate?
2. What is the influence of technical skills of entrepreneur leaders on the SMEs' growth in Bethlehem Governorate?
3. What is the influence of management skills of entrepreneur leaders on the SMEs' growth in Bethlehem Governorate?
4. What is The Influence of Human skills of entrepreneur leaders on the SMEs' growth in Bethlehem Governorate?
5. What is The Influence of Intellectual skills of entrepreneur leaders on the SMEs' growth in Bethlehem Governorate?
6. To examine simultaneously the influence of the Self skills, technical skills, management skills, human skills and intellectual skills of the entrepreneur leaders on the growth of SMEs operating in Bethlehem Governorate.

1.6 Study hypotheses

In order to answer the study questions, each of the following hypotheses will be tested:

1. There is no statistically significant impact at the level of statistical significance ($\alpha \leq 0.05$) between self skills of entrepreneur leaders and growth of SMEs operating in Bethlehem Governorate.
2. There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between technical skills of entrepreneur leaders and growth of SMEs operating in Bethlehem Governorate.
3. There is no statistically significant impact at the level of statistical significance ($\alpha \leq 0.05$) between management skills of entrepreneur leaders and growth of SMEs operating in Bethlehem Governorate.
4. There is no statistically significant impact at the level of statistical significance ($\alpha \leq 0.05$) between Human skills of entrepreneur leaders and growth of SMEs operating in Bethlehem Governorate.
5. There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between Intellectual skills of entrepreneur leaders and growth of SMEs operating in Bethlehem Governorate.
6. There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of entrepreneurial leadership on growth of SME, due to the characteristics of these enterprises (gender, age, qualification, job position, years of experience, number of workers, age of the firm, and economic activity).

1.7 Study Model

Figure (1) depicts the research model, evaluating the link and impact of entrepreneurial leadership skills (independent variables) and the growth of SMEs in Bethlehem Governorate (the dependent variable).

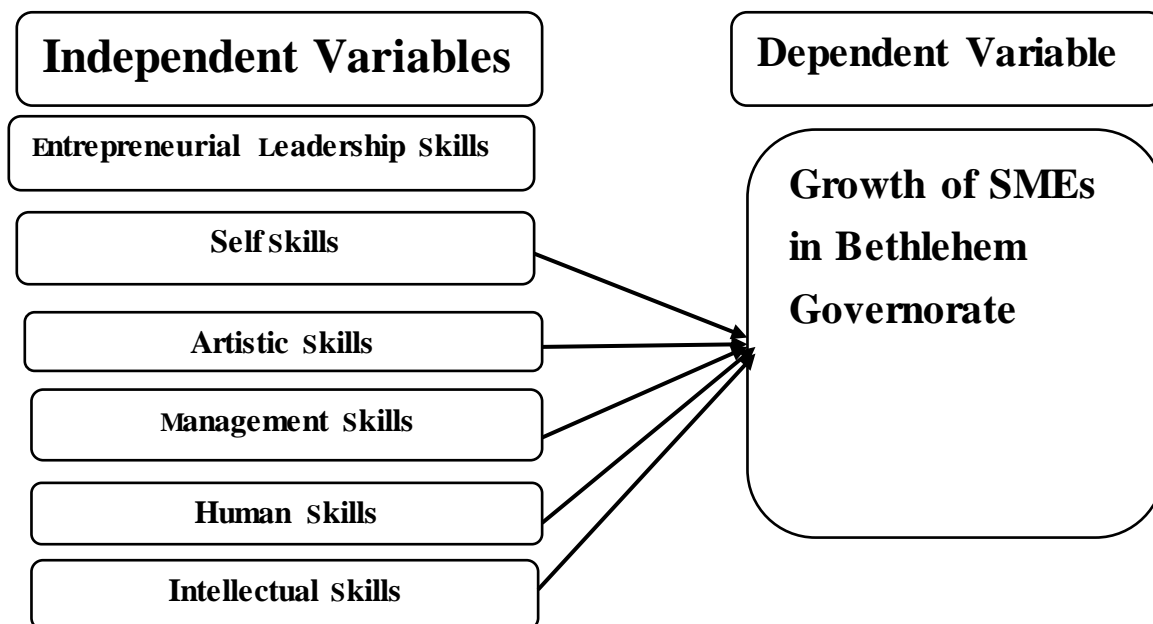


Figure (1): Study Model

Source: by researcher.

1.8 Sources of Data and Information

In order to conduct this study, data is obtained from multiple sources. Statistical data related to SMEs in Bethlehem Governorate was obtained from the Palestinian Central Bureau of Statistics, the Ministry of National Economy, and the Chamber of Commerce and Industry.

Additionally, the researcher reviewed various reports and studies issued in Palestine that dealt with what is related to SMEs from different aspects. In order to develop the research questionnaire, previous studies and the theoretical framework will be used.

1.9 Definition of key terms

The entrepreneur: is always a speculator person who deals with the uncertain conditions of the future. His success or failure depends on the correctness of his anticipation of uncertain events. If he fails in his understanding of things to come, he is doomed (von Mises, 1949/1996).

According to the researcher, the entrepreneur is the person who has an idea or goal that he seeks to achieve it, through establishing a project or a company, and he bears the resulting risks in order to achieve profits, and has the will to continue and develop the project.

"Entrepreneurship is the mindset and process to create and develop economic activity by blending risk taking, creativity and/or innovation with sound management, within a new or an existing organization" (Commission of the European Communities, 2003).

Leadership: "the ability to influence a group toward the achievement of goals" (Robbins, 2003).

Entrepreneurial leadership: Gupta et al. (2004) created a tool to assess entrepreneurial leadership. They suggest that "entrepreneurial leaders face two interrelated challenges—first envisaging and creating a scenario of possible opportunities that can be seized to revolutionize the current transaction set, given resource constraints which they label as scenario enactment. The second challenge is to convince both potential followers and the firm's network of stakeholders that the transformation of this transaction set is possible by assembling resources (including recruiting additional cast) to accomplish the objectives underlying the scenario. They call this challenge cast enactment".

A skill: "is a willingness or a natural or acquired talent that grows with knowledge or education and refines by training, and makes the individual able to perform physically and mentally, as it is used to influence the behavior of others to achieve a specific goal" (Alomary, 1999).

The study will use the following leadership skills: The following are a list of leadership skills that the researcher feels are discussed in the literature for this study:

Self leadership skills: The qualities and skills represented in the mental, cognitive, ethical and psychological aspects that make up the personality of the official in the SMEs operating in Bethlehem Governorate.

Technical leadership skills: knowledge specialized in the fields of necessary knowledge in SMEs in Bethlehem Governorate, absorption and the distinctive performance of that, the ability to simplify and develop in the work so that the leader is a reference in technical aspects related to the work.

Management leadership skills: The ability of the official in SMEs in Bethlehem Governorate to equitably distribute work within the company, set performance standards and achieve coordination between activities and various departments, as well as preparing and developing human competencies, and simplifying methods and procedures.

Human leadership skills: The ability of the leader in a private shareholding company in Bethlehem Governorate to deal with individuals in order to coordinate their efforts and create a spirit of teamwork and cooperation among them.

Intellectual leadership skills: The ability of the official in SMEs in Bethlehem Governorate to analyze, study, conclude, compare and link and the ability to develop and positive change.

2. Literature Review

2.1 Entrepreneurship and the Definition of an Entrepreneur

Entrepreneur is a loanword from French (*entreprendre*)¹. The word first appeared in the French dictionary entitled (*Dictionnaire Universel de Commerce*) published in 1723 (Navale, 2013). The study of entrepreneurship reaches back to the work in the late 17th and early 18th centuries of Irish-French economist Richard Cantillon, who defined the term as a person who pays a certain price for a product and resells it at an uncertain price, "making decisions about obtaining and using the resources while consequently admitting the risk of enterprise". Cantillon considered the entrepreneur to be a risk taker who deliberately allocates resources to exploit opportunities to maximize the financial return (Cuervo et al, 2007).

Entrepreneurship has been rightly described as one of economics' most fascinating yet perplexing ideas (Baumol, 1968). It is in charge of bringing the economic system closer to equilibrium and further away from it at the same time. Entrepreneurship either improves allocative efficiency for specific objectives and means, or it drives the system's dynamic performance by gradually developing new goods, processes, or markets (Michael, 2009).

Entrepreneurship incorporates ideas and theories from a variety of disciplines, including economics, psychology, anthropology, management, sociology, and religion (Hisrich et al, 2005). Economists see entrepreneurs as agents of economic growth. Kirchhoff (1994) described an entrepreneur "as a person who combines factors of production in optimum proportions in order to maximize returns as well as taking tentative risks"; Schumpeter (1942) saw entrepreneurs as people who see disequilibrium and who cause equilibrium; Adam Smith in 1776 described entrepreneur as "an individual who undertook the formation of an organization for commercial purposes" (Dollinger 1995). From the sociological perspective "Entrepreneurs as movers of society who had the joy of creating private industries and as means of transforming and improving society" (Bird, 1989).

Entrepreneurs act as managers and oversee the launch and growth of an enterprise. "Entrepreneurship is the process by which either an individual or a team identifies a business opportunity and acquires and deploys the necessary resources required for its exploitation". In the Early 19th century French economist Jean Baptiste Say defined entrepreneurship as "shifts economic resources out of an area of lower and into an area of higher productivity and greater yield". "Entrepreneurs create something new, something different—they change or transmute values" (Drucker, 1993). "Regardless of the firm size,

¹ It is meaning (between - and take), based on this, the entrepreneur takes a place between suppliers, customers, or producers and customers, while at the same time he takes risks to achieve success.

big or small, they can partake in entrepreneurship opportunities. The opportunity to become an entrepreneur requires four criteria. First, there must be opportunities or situations to recombine resources to generate profit. Second, entrepreneurship requires differences between people, such as preferential access to certain individuals or the ability to recognize information about opportunities. Third, taking on risk is a necessity. Fourth, the entrepreneurial process requires the organization of people and resources" (Shane, 2003).

"The concept of entrepreneurship varies according to several determinants, some of which relate to culture, and others Society or economy, and the characteristics associated with it that distinguish members of society. The definition of leadership is still an open question in the various readings" (hamed & Irsheed 2007).

As for the most prominent Arabic definitions, they were mentioned in the book on education and training curricula terms Professional and Technical (2007), where entrepreneurship is defined as "an individual's investment of what is available to him". "Skills and abilities that enable him to start private business projects, manage them and continue to develop them". The same book also states that an entrepreneur is a person with the ability to achieve something from nothing, he takes deliberate, farsighted initiatives" (hamed & Irsheed, 2007). Table (1) illustrates some of these definitions.

Table (1): Some Definitions of Entrepreneur

| Essence of definition | Publication |
|---|------------------------|
| "Entrepreneurs buy at certain prices in the present and sell at uncertain prices in the future. The entrepreneur is a bearer of uncertainty". | (Cantillon, 1755/1931) |
| Entrepreneurs are "projectors" | (Defoe, 1887/2001) |
| "Entrepreneurs attempt to predict and act upon change within markets. The entrepreneur bears the uncertainty of market dynamics". | (Knight, 1921, 1942) |
| "The entrepreneur is the person who maintains immunity from control of rational bureaucratic knowledge". | (Weber, 1947) |
| "The entrepreneur is the innovator who implements change within markets through the carrying out of new combinations. These can take several forms: <ul style="list-style-type: none"> • the introduction of a new good or quality thereof, • the introduction of a new method of production, • the opening of a new market, • the conquest of a new source of supply of new materials or parts, and • the carrying out of the new organization of any industry. | (Schumpeter, 1942) |
| "The entrepreneur is always a speculator. He deals with the uncertain conditions of the future. His success or failure depends on the correctness of his anticipation of uncertain events. If he fails in his understanding of things to come he is doomed". | (von Mises, 1949/1996) |
| "The entrepreneur is coordinator and arbitrageur". | (Walras, 1954) |
| "Entrepreneurial activity involves identifying opportunities within the economic | (Penrose, |

| | |
|--|--|
| system". | 1959/1980) |
| "The entrepreneur recognizes and acts upon profit opportunities, essentially an arbitrageur". | (Kirzner, 1973) |
| "Entrepreneurship is the act of innovation involving endowing existing resources with new wealth producing capacity". | (Drucker, 1993) |
| "The essential act of entrepreneurship is new entry. New entry can be accomplished by entering new or established markets with new or existing goods or services. New entry is the act of launching a new venture, either by a startup firm, through an existing firm, or via internal corporate venturing". | (Lumpkin & Dess, 1996) |
| "The field of entrepreneurship involves the study of sources of opportunities; the processes of discovery, evaluation, and exploitation of opportunities; and the set of individuals who discover, evaluate, and exploit them". | (Shane & Venkataraman, 2000) |
| "Entrepreneurship is a context dependent social process through which individuals and teams create wealth by bringing together unique packages of resources to exploit marketplace opportunities". | (Ireland, Hitt, & Sirmon, 2003) |
| "Entrepreneurship is the mindset and process to create and develop economic activity by blending risk taking, creativity and/or innovation with sound management, within a new or an existing organization". | (Commission of the European Communities, 2003) |

Source: (Ahmad & Seymour 2008).

To explain entrepreneurship, Bird (1989) and Dollinger (1995) suggest looking at three dimensions whose interactions make each company distinctive. Individual, **Environment**, and organization:

Individual: The importance of persons in business cannot be overstated. The psychological, social, and demographic features of each person influence whether or not he or she is a good entrepreneur. The founder's personal experience, expertise, education, and training are the collected human resources he brings to the company (Dollinger, 1995). The entrepreneur's personal integrity, as well as how the entrepreneur and the new enterprise are seen by others, are reflected in the firm's reputation. The initial design of the enterprise, such as finance, product offers, and staffing, is determined by the entrepreneur's risk profile. Even when we talk about other individuals, other business people, and other entrepreneurs, the entrepreneur is frequently not alone. These connections are personal resources that assist them in obtaining further resources and launching their firms. As a result, "who you know" and "who knows you" can be extremely useful resources when starting a new business (Gakure et al, 2013).

Environment: For the establishment of new ventures, the environment presents both possibilities and challenges. Resources, money, people, and technology are the most common sources of opportunity. The entrepreneurial task is to gather resources from the environment, mix them with other resources already in hand, and turn them into a

profitable company. The dangers, or restrictions, posed by the environment are the same as those seen in any competitive market (Hisrich et al, 2005).

Organization: Almost all entrepreneurial ventures result in the formation of a new organization. The organization has a structure and a shape. It has a strategy that allows it to enter or develop new markets (entry wedges) while also defending its current position (isolating mechanisms). It has resources that it converts into value for its clients. However, an organization may be much more. An organization is made up of individuals with different skills, abilities, values, and beliefs, as well as the understanding that by working together, they can create something unique (Bird, 1989).

2.1.1. Entrepreneurship Indicators:

The OECD's Entrepreneurship Indicators Project has created a framework for dealing with and measuring entrepreneurship. This research examines and offers a paradigm that combines the causes, outputs, and, most importantly, manifestations of entrepreneurship (performance indicators). It considers indicators such as high growth firm rates based on employment and turnover growth, employer enterprise death rates, business churn (the sum of birth and death rates), survival rates after three and five years, average size of three and five-year-old firms, and business ownership rates (Ahmad & Seymour, 2008).

This list is not exhaustive, and the metrics are not intended to measure entrepreneurship in general or entrepreneurs in particular. The indicators, on the other hand, are important and quantifiable proxies that aid in portraying a picture of entrepreneurial activity, and they must be taken into account when developing a definition that attempts to capture them.

This research believes that the entrepreneur is the person who has an idea or goal that he seeks to achieve it, through establishing a project or a company, and he bears the resulting risks in order to achieve profits and has the will to continue and develop the project.

2.2 Leadership definition

A series of qualitative assessments of several studies in the late 1940s and early 1950s inspired academics to take a fundamentally different perspective of the dynamics that drive leadership. While certain features were prevalent across several studies, the aggregate data revealed that persons who are leaders in one context may not necessarily be leaders in another. As a result, leadership was no longer seen since a permanent individual quality, as situational approaches suggested that people can be effective in some contexts but not in others. The attention then switched away from leadership attributes and toward an

examination of successful leader actions. For the following few decades, this method dominated most of leadership thought and research for the next few decades (Mann, 1959).

Statistical breakthrough in the 1980s enabled researchers to do metaanalyses, which allowed them to statistically examine and synthesize the data from a variety of investigations. Rather than relying on qualitative studies in the past, Trait theorists may now generate a complete picture of previous leadership research. Foti & Hauenstein, (2007) discovered the following using novel methods:

- Individuals can and do emerge as leaders across a variety of situations and tasks.
- Significant relationships exist between leadership emergence and such individual traits as:
 - Intelligence.
 - Adjustment.
 - Extraversion.
 - Conscientiousness.
 - Openness to experience.
 - General selfefficacy.

In response to the characteristic approach's early critics, theorists began to study leadership as a collection of behaviors, analyzing the behavior of great leaders, establishing a behavior taxonomy, and distinguishing broad leadership styles. Leadership, according to David McClelland, necessitates a strong personality with a welldeveloped positive ego. Selfconfidence and selfesteem are beneficial, if not necessary, for leading (Foti & Hauenstein, 2007).

There is no unique definition of leadership. Leadership is one of those ideas about which everyone has an intuitive sense – yet everyone's intuitive conception could be a bit different from anybody else's. The notion of leadership through time has been defined in a variety of ways in the literature on leadership. Most definitions of leadership describe it as an influential process in which certain people motivate others to strive toward common goals. Leaders, by definition, are those who lead others (Autio, 2013). These definitions include the following:

Leadership: "the nature of the influencing process—and its resultant outcomes—that occurs between a leader and followers and how this influencing processes is explained by the leader's dispositional characteristics and behaviours, follower perceptions and attributions of the leader, and the context in which the influencing process occurs" (Antonakis, et al., 2004).

Leadership: "the ability to influence a group toward the achievement of goals" (Robbins, 2003).

Leadership: "is the art of influencing others" (De Pree, 2004).

Leader is "any person who influences individuals and groups within an organization, helps them in the establishment of goals, and guides them toward achievement of those goals, thereby allowing them to be effective" (Nahavandi, 2002).

"pattern of behavior that characterizes a leader" (DuBrin, 2013).

"Different leadership styles may affect organizational effectiveness and performance. Today's organizations need effective leaders who understand the complexities of the rapidly changing global environment" (Nahavandi, 2002).

"Effective leaders ensure their organization performs well (Fiedler, 1974) or their followers are satisfied" (House, 1971).

2.3 Entrepreneurial Leadership

McGrath and MacMillan (2000), proposed the notion of entrepreneurial leadership, arguing that in dynamic markets with growing unpredictability and competitive pressure, a new sort of leader is necessary. This was dubbed the "entrepreneurial leader" by them. In these fast changing markets or situations, people that take a "entrepreneurial" mindset are better able to exploit possibilities to obtain a competitive edge for their company. In the corporate sector, a number of organizations have attempted to establish the notion of entrepreneurial leadership. The multinational bank UBS, for example, has established entrepreneurial leadership among its top 500 executives (Salob & Greenslade 2005).

In addition, Rahim et al, (2015) believed that in the current complex and volatile environments, the escalating ineffectiveness of more traditional approaches to strategy necessitates an entrepreneurial approach, and that numerous scholars have suggested that in the current complex and volatile environments, it is obvious that the escalating ineffectiveness of more traditional approaches to strategy necessitates an entrepreneurial approach. A more entrepreneurial approach, such as entrepreneurial leadership, has been recommended by several.

Due to the importance of entrepreneurship and leadership, some researchers tried to combine the two concepts into entrepreneurial leadership to explore both entrepreneurship and leadership behavior (Gupta et al., 2004; McGrath & MacMillan, 2000; Tarabishy et al., 2005).

"Leadership that creates visionary scenarios that are used to assemble and mobilize a 'supporting cast' of participants" (Gupta et al, 2004).

"Entrepreneurial leadership is an effective and needed leadership style" (Tarabishy et al., 2005).

"Entrepreneurial leadership was coined by those who realized a change in leadership style was necessary. Entrepreneurial leadership is understandable because of the uncharted and unprecedented territory that lies ahead for businesses in today's dynamic markets" (Tarabishy et al., 2005).

Rahim et al (2015) believed that "entrepreneurial leadership is needed more than ever before and described two kinds of entrepreneurial leaders: (a) leaders who reside at the top of the organization chart and (b) leaders at any level of the organization".

"The effectiveness of entrepreneurial leadership behaviors is influenced by the context of their application" (Autio & Antonakis, 2005).

"Entrepreneurial leadership is needed more than ever before and described two kinds of entrepreneurial leaders (Cohen, 2004):

- leaders who reside at the top of the organization chart and,
- leaders at any level of the organization".

Gupta et al. (2004) created a tool for assessing entrepreneurial leadership. They claim that entrepreneurs confront two connected challenges: first, imagining and building a scenario of potential opportunities that might be used to revolutionize the present transaction set, notwithstanding resource limits, which they call scenario enactment. The second problem is to persuade both potential followers and the firm's network of stakeholders that changing this transaction set is doable by gathering resources (including more cast) to achieve the scenario's objectives. This is referred to as challenge cast enactment.

2.4 Theories of Entrepreneurial Leadership

As interest in leadership psychology has grown over the last century, a variety of leadership theories have been developed to explain how and why certain people become excellent leaders. People have been interested in leadership for a long time in human history, but a number of formal leadership theories have just lately evolved. During the early twentieth century, there was a surge in interest in leadership (Cherry, 2019).

Early leadership theories concentrated on the characteristics that differentiated leaders from followers, but later theories examined additional aspects such as situational conditions and skill levels. While there have been many distinct leadership theories developed, the most of them may be grouped into one of eight primary groups as indicated in the in the figure (2).

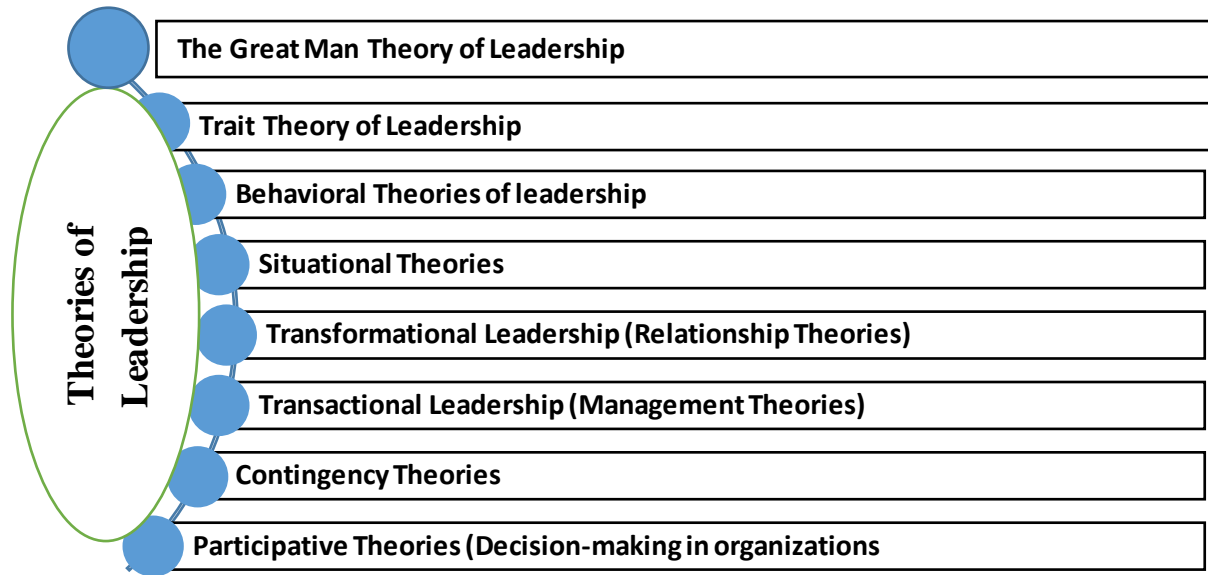


Figure (2): Entrepreneurial Leadership Theories

2.4.1 The Leadership Theory of the Great Man:

"Great leaders are born, not made," as the saying goes. This remark encapsulates the main concept of the Great Man leadership paradigm, which holds that leadership ability is intrinsic. You're either a naturalborn leader or you're not, according to this belief. Because leadership was regarded to be predominantly a male trait at the time, especially in terms of military leadership, the phrase "Great Man" was coined. During the nineteenth century, the great man notion of leadership grew prevalent. Effective leaders, according to Carlyle, are those who have divine inspiration and the correct attributes (Spector, 2016).

One of the major flaws in the Great Man idea of leadership is that not everyone with socalled inherent leadership traits goes on to be great leaders. Instead, research has revealed that leadership is a very complicated issue, with a variety of elements influencing how effective a leader may or may not be (Yukl, 2012).

2.4.2 Leadership Trait Theory:

The trait theory of leadership is concerned with finding several personality traits and qualities that are associated to effective leadership in a range of contexts (Spector, 2016). Even today, books and articles extol the many qualities required to become a great leader, implying that certain people are predestined to lead (or are at least more likely to lead) while others are unlikely, if not impossible (Kumar et al, 2014).

According to the researchers, the traits most commonly associated with great leadership include:

- **Adaptability and flexibility:** the ability to think creatively and swiftly adapt to changing circumstances.

- **Assertiveness:** the ability to be forthright and assertive without coming across as aggressive or demanding.
- **Ability to motivate others:** understands how to inspire and motivate others to achieve their goals.
- **Bravery and resolve:** courageous and dedicated to the group's objectives. They do not cower in the face of adversity.
- **Creativity:** exceptional leaders are not only creative themselves, but they also know how to encourage others to be creative (Nichols & Cottrell, 2014).
- **Decisiveness:** the ability to make a decision and have faith in one's decisions.
- **Willingness to accept responsibility:** take responsibility for yourself and don't blame others. They take pride in their accomplishments and accept responsibility for their faults.
- **Emotional stability:** the capacity to regulate emotions and avoid overreacting.
- **Intelligence and action-oriented judgment:** think critically and make decisions that advance the group.
- **Desire for success:** a strong desire to succeed and assist the organization in achieving its objectives.
- **Interpersonal skills:** know how to work successfully with other leaders and team members.
- **Perseverance:** keep going even when things are tough or the group is confronted with substantial challenges.
- **Self-assurance:** since they believe in themselves, their followers frequently do as well.
- **Task competence:** competent and skillful. Members of the group might turn to the leader for guidance on how to conduct themselves.
- **Dependability and trustworthiness:** Group members must be able to rely on and trust the person in charge.
- **Recognizing and meeting the needs of their followers:** Effective leaders pay attention to their followers and sincerely care about their success (Jiang et al, 2015).

The trait-based hypothesis is riddled with faults. While proponents argue that certain characteristics are indicative of good leaders, persons who possess the characteristics do not necessarily go on to become leaders. Some have speculated that this is due to situational factors, in which leadership qualities grow only when a leadership opportunity emerges (for example, in a war, during a political crisis, or when there is no leadership) (Jiang et al, 2015).

2.4.3 Behavioral Theories of Leadership:

Are predicated on the idea that exceptional leaders are created rather than born. Think of it as the polar opposite of the Great Man beliefs. This leadership paradigm, which is based on behaviorism, focuses on the behaviors of leaders rather than mental traits or internal feelings. People may learn to be leaders by teaching and observation, according to this belief. Behavioral psychology, commonly known as behaviorism, is a learning theory

based on the concept that all actions are learned through conditioning. Conditioning takes place as a result of interactions with the environment (Abramson, 2013).

One of the most important advantages of behaviorism was that it allowed scientists to explore observable behavior in a scientific and methodical way. However, many critics claimed it fell short by omitting several critical factors that impact behavior (Kehoe, 2006). While behavioral psychology is no longer the dominant paradigm, it has had a significant influence on our knowledge of human psychology. Its strategies have the potential to significantly alter harmful behavior while also fostering more positive, beneficial reactions (Schreibman, 2013).

2.4.4 Situational Theories

Leaders, according to situational theories, pick the optimal course of action depending on situational conditions. Certain leadership styles may be more suited to different sorts of decisionmaking. An authoritarian approach could be best acceptable in a circumstance when the leader is the most informed and experienced member of the group. A democratic system might be more effective in other situations, such as when group members are qualified specialists. As a result, there is no onefitsall approach to leadership. Instead, it is determined by the style of leadership and techniques that are most appropriate for the situation. According to this idea, the most effective leaders are those who can adjust their leadership style to the occasion and consider factors such as the work at hand, the nature of the scenario, and so on. According to this theory, the most effective leaders are those who can adjust their leadership style to the occasion and consider cues such as the work at hand, the character of the group, and other elements that may help them complete the task (DuBrin, 2013).

According to Hersey and Blanchard (Hersey, Blanchard 1969), there are four basic leadership styles:

1. Instructing: the leader instructs others on what to do and how to accomplish it.
2. Selling: This technique entails more backandforth communication between leaders and followers. To encourage group members to buy into the process, leaders must "sell" their ideas and message.
3. Participating: the leader provides less direction and encourages members of the group to contribute more ideas and make decisions.
4. Delegating: This leadership style is characterized by a handsoff, less engaged attitude. The majority of choices are made by group members, and they bear the majority of the blame for what occurs.

Effective leaders must base their conduct on the developmental level of group members for certain tasks, according to the updated version of the theory (The Situational Leadership II (or SLII model). Supporting: activities such as encouraging subordinates, listening, and

delivering praise and feedback; and Directing: actions such as giving explicit orders and instructions and seeking to control the conduct of group members are all examples of effective leadership. Behaviors that are supportive (Hersey, Blanchard 1969).

2.4.5 Transformational Leadership (Relationship Theories):

Transformational leader: someone took control of the situation by conveying a clear vision, a marked passion for the work, and an ability to make others feel recharged and energized. A transformational leader is someone who has taken command of a situation by communicating a clear vision, a strong commitment to the job, and the capacity to reenergize and reenergize others.

Transformational leadership is a leadership style that may motivate others to make beneficial changes. Transformational leaders are usually vivacious, enthusiastic, and enthusiastic. These leaders are not just interested and active in the process; they are also focused on ensuring that each member of the group succeeds. Transformational leadership included four distinct components (Choi et al, 2016).

1. **Intellectual Stimulation:** Encourage followers to be creative in order to discover new ways of doing things and new learning opportunities.
2. **Individualized consideration:** entails providing individual followers with support and encouragement, as well as keeping lines of communication open so that followers feel free to voice their thoughts.
3. **Inspirational Motivation:** ability to instill in followers the same passion and drive to achieve these objectives.
4. **Idealized Influence:** The transformational leader is a role model for his or her followers. Because followers admire and trust the leader, they want to mimic him or her and absorb his or her values.

2.4.6 Transactional Leadership (Management Theories):

Transactional leadership, sometimes known as management leadership, is concerned with the supervision, organization, and performance of a group. Leaders that employ this approach concentrate on particular duties and utilize incentives and penalties to inspire their followers (Xenikou, 2017).

The followers' performance determines their rewards and punishments. The connection between managers and subordinates is viewed by the leader as an exchange — you give me something in exchange for something in return. Subordinates are rewarded when they do successfully. They will be penalised in some way if they do poorly. Transactional leadership requires rules, processes, and standards (Burns, 1978).

These leaders are adept at defining expectations and standards that optimize an organization's efficiency and production. They are more likely to provide constructive criticism on the performance of followers, allowing group members to improve their production in order to receive better feedback and reinforcement (Burns, 1978).

Followers are not encouraged to be innovative or come up with fresh ways to solve issues. Transactional leadership has been proven to be most successful in instances when challenges are straightforward and well stated, according to research. It can also be useful in emergency situations where the emphasis must be on completing certain tasks. (Wong and colleagues, 2015).

2.4.7 Theories of Contingency:

Contingency theories of leadership focus on specific environmental variables that may influence which style of leadership is best suited for a certain scenario. According to this view, there is no onefitsall leadership style that works in all contexts. True leadership is about achieving the correct balance between behaviors, needs, and circumstances, not only about the traits of the leader. Good leaders can analyze their followers' requirements, take stock of the situation, and alter their behaviors accordingly. Success is determined by a variety of factors, including the leader's style, the attributes of his or her followers, and the circumstances (Hodgson & White, 2003).

The following are the major concepts that underpin contingency (Fiedler, 1974):

- Organizations are open systems that require careful management to meet and balance internal requirements while also adapting to changing conditions.
- There is no onefitsall approach to organization. The right form is determined by the job or setting in question.
- Above all, management must be concerned with achieving alignments and excellent fits.
- Organizations of various sorts or species are required in various contexts.

2.4.8 Participative Theories (Decisionmaking in organizations):

"Participative management (PM) is known by many names including shared leadership, employee empowerment, employee involvement, participative decisionmaking, dispersed leadership, openbook management, or industrial democracy" (Steinheider et al, 2006).

The extent to which companies enable or encourage workers to contribute or participate in organizational decisionmaking is known as participatory decisionmaking (PDM) (Probst, 2005). The format of PDM, according to Cotton et al. (1988), can be formal or informal. Furthermore, at different participatory management (PM) stages, the degree of engagement might range from zero to 100% (Cotton et al. 1988; Black & Gregersen 1997).

Employees' perceived motivating factors may assist organizations. Employee participation in decisionmaking may improve understanding and perceptions among colleagues and superiors, as well as increase employee worth in the firm. Participatory decisionmaking by the senior management team may help guarantee that choices are made completely and can strengthen team members' commitment to final conclusions. Each team member gets the chance to express their perspectives, voice their ideas, and use their talents to increase team effectiveness and efficiency in a participatory decisionmaking process.

PDM has a wide range of results. PDM relates to employee work satisfaction and performance, which are commonly referred to as commitment and productivity (Allen & Meyer, 2001).

One of the most significant dangers in any participatory decisionmaking or powersharing process is if management's aim for more broad involvement is not genuine. "There is a critical difference between going through the empty ritual of participation and having the real power needed to affect the outcome of the process" (Arnstein, 1969).

In light of the foregoing, it is reasonable to conclude that human behavior is complicated, and that leadership cannot be divorced from it; each theory reflects an attempt to understand this behavior. As a result, each of the previous theories had a unique interpretation of the concept of leadership; the theories demonstrated that leadership, regardless of its type or pattern, has specific and varied tasks and functions, and as a result of studying these previous theories of leadership, the following conclusions can be drawn:

1. There is no clear and defined ideal for individual leadership, and we seldom encounter democratic leaders or total autocrats in the workplace.
2. The interweaving of aspects and variables that impact the leadership process, such as the leader's past experience, the surrounding conditions, and the leader's personality, makes it a complicated process.
3. An excellent leader is able to influence his staff in such a manner that they boost their production and morale.
4. Confidence, emotion, empathy, and the capacity to communicate are essential attributes for every leader who wants to boost his effectiveness and assure his success in leading others.

2.5 Entrepreneurial Leadership Skills

2.5.1 Skill concept:

Entrepreneurship is the dynamic process of accumulating money through time. Individuals who take on huge risks in terms of equity, time, and professional dedication in order to provide value for a product or service build this wealth. Although the product may or may not be fresh or distinctive, the entrepreneur must instill value by acquiring and assigning the appropriate talents and resources (Longenecker et al, 2003). Openness to new information and people, motivation, making independent and selfdirected decisions, the ability to see opportunities in a rapidly changing and uncertain environment, persistence, the desire to succeed, technical knowhow, personal integrity, taking ownership and accountability, the capacity to manage and organize, and specific cultural characteristics are all part of the entrepreneurial process (Barboza, 1999).

Also, there are several definitions of skill, these are some of them:

- A skill implies "an ability which can be developed, not necessarily inborn, and which is manifested in performance, not merely in potential. So the principal criterion of skilfulness must be effective action under varying conditions" (Katz, 1974).
- A skill is a willingness or a natural or acquired talent that grows with knowledge or education and refines by training, and makes the individual able to perform

physically and mentally, as it is used to influence the behavior of others to achieve a specific goal "(Alomary, 1999).

- "The importance of skills lies in improving the level of performance, raising productivity rates by leading a balance between the objectives of the company and the goals of the employees and working to raise their level of satisfaction, and ensuring the continued existence of administrative and organizational effectiveness" (AlAdili, 1993).
- The skill is "the ability to perform an action, implement an action, or take a goal using efficient and distinguished methods and methods and achieve the best results from the available resources and capabilities. Education and training. It is noticeable that innate skills are less effective in managerial leadership, as most of the leadership skills that must be available to influence are acquired skills that are developed by training and practicing them under the supervision of more knowledgeable and experienced leaders" (Al Selmi, 1999).

2.5.2 Skills and constituents Leadership in Administrative Thought:

Effective administration, according to Katz (1974), is based on three fundamental developable talents that eliminate the need for defining individual attributes while also providing a beneficial method of looking at and comprehending the administrative process. To explain some of the consequences of this variance for executive selection, training, and promotion, as well as to recommend strategies to enhance these talents, the relative relevance of the three competencies changes with the amount of administrative authority.

An administrator is defined as someone who (a) oversees the actions of others and (b) assumes responsibility for accomplishing specified goals via their efforts. Successful administration, according to this description, appears to be based on three essential skills: technical, human, and intellectual. Although it would be ridiculous to claim that these abilities are unrelated, there may be significant value in evaluating and improving each one separately (Katz, 1974):

Technical skills: in this context, refers to an understanding and expertise in a certain type of activity, especially one requiring methods, processes, procedures, or techniques. When each performs his or her own specific duty, it is reasonably easy to imagine the surgeon's, musician's, accountant's, or engineer's technical expertise. Technical competence entails specialized knowledge, analytic ability within that expertise, and proficiency with the instruments and practices of the field.

Technical competence is likely the most recognizable of the three talents since it is the most solid and is needed of the greatest number of individuals. The majority of our vocational and on the job training programs are focused on honing this particular technical competence.

Human skills: refers to an executive's capacity to operate successfully as a member of a group and to foster a cooperative effort among the team members he supervises. Human skill is largely concerned with dealing with people, whereas technical competence is mostly concerned with working with "things" (processes or physical items). This ability is

displayed in the way a person observes (and acknowledges the perceptions of) his superiors, equals, and subordinates, as well as how he acts in response.

A person who has a high level of human skill is aware of his own attitudes, assumptions, and beliefs about other people and groups, as well as the use and limitations of these sentiments. He is good at comprehending what people truly mean by their words and conduct by acknowledging the presence of opinions, perceptions, and beliefs that differ from his own. He is equally adept at explaining what he means by his actions to others in their respective situations.

By encouraging people to engage in the planning and execution of those things that directly touch them, such a person tries to create an atmosphere of approbation and security in which subordinates feel free to express themselves without fear of judgment or mockery. He is sensitive enough to the demands and motives of people in his organization to assess the likely reactions to and effects of various courses of action he may pursue.

Because of his sensitivity, he is able and ready to act in a way that considers other people's perspectives.

Since it requires sensitivity not just at moments of decisionmaking but also in the individual's dayto-day conduct, true talent in working with others must become a natural, ongoing activity. Human ability cannot be a "once-in-a-while phenomenon." Techniques can't be used at random, and personality qualities can't be put on and taken off like an overcoat. Because everything a CEO says and does (or leaves unsaid or undone) affects his subordinates, his actual nature will eventually emerge. As a result, for this talent to be successful, it must be organically formed and unconsciously shown in the individual's every movement. It has to become a part of his entire self.

Because human talent is such an important element of everything the administrator does, it's simpler to explain examples of poor human skill than it is to illustrate highly skilled performances.

Conceptual skills: entails the ability to see the enterprise as a whole; it includes understanding how the various functions of the organization are interconnected and how changes in one part affect the others; and it extends to visualizing the relationship of the individual business to the industry, the community, and the nation's political, social, and economic forces. The administrator should be able to operate in a way that enhances the overall welfare of the company by recognizing these linkages and identifying the key factors in each scenario.

As a result, the effectiveness of each choice is determined by the intellectual ability of those who make it and those who put it into action. When making a significant change in marketing policy, for example, it is vital to assess the implications for production, control, financing, research, and the people involved. It's crucial all the way down to the last executive who has to put the new policy into action. Each executive will almost certainly be more effective in implementing the change if he understands the overall linkages and significance of the change. As a result, the odds of success are considerably enhanced.

Not only does the ability of the administrators engaged in successful coordination of the many elements of the business depend on their conceptual skills, but so does the organization's overall future direction and tone. The "corporate personality" that separates one company's ways of conducting business from another is determined by a senior executive's attitudes, which shape the entire nature of the organization's reaction. These attitudes are a reflection of the administrator's conceptual competence (dubbed "creative capacity" by some)—the way he understands and responds to the business's future direction, corporate objectives and policies, and investors' and workers' interests.

Because a company's overall success is dependent on its executives' conceptual skill in establishing and carrying out policy decisions, this skill is the unifying, coordinating ingredient of the administrative process, and of undeniable overall importance (Katz, 1974).

As such that Mr. Hawary (1985) pointed out on that the administration profession require three skills: Technical Skills, Intellectual, and Humane Skills.

Darwish & Takla (1995) Indicates that Leaders at different type of organizations and bodies are distinguished in some personal properties, which are being to effect on their success come at an introduction of these Properties: Intelligence, energy Ego, gravity, initiation, level ambition, selfconfidence, enthusiasm, spirit high spirits, and energy persuasion.

As a result, to differ and multiplicity personal properties, difference role leader in the centre leading; there is a difficulty selection Leader based on availability each this Properties, as such the difficulty that meets each these properties at Person in high Degree, so could say that beside Personal Properties, there is number of acquired skills that effect at action Leader and his performance, which Could be development by training:

- **Technical Skills:** Reflect ability on dealing with the things.
- **Intellectual Skills:** It is ability on clarity vision, and looks for the organization as part integrated from the society which lives in it. skill has insight to link between company goals and its policy with goals and policy of the system based, and between directions and various pressures existing in society and action of the company.
- **Administrative Skills:** its ability reflects on dealing form positive with individuals and groups, requires understanding mutual between Leader and individuals and groups, understand tendencies needs and trends others, which more skills the use (Darwish & Takla, 1995).

AlAdili (1993) has report that most important Skills Leader Administrative as Follows:

- **Technical Skills:** Related knowingly leader sideways technical for work, understand systems and regulations and use the information and analyse it, to find out how to completion the work.
- **Humanity Skills:** Concern ability leader to understand Behavior staff, their motives, and their relationships and factors Influencing on their behaviour. Until Manage to dealing with them and gratification Their needs.
- **Intellectual Skills:** Ability leader on analysis, study, conclusion, comparison, connectivity, and the ability to development and change affirmative.

- **Organizational Skills:** Ability leader on understand theories Organization, development organizational, and outlook for the organization, on Basis It system integrated, open, understand the environment surrounding, and assigning tasks and coordinate efforts between staff (AlAdeeli, 1993).

AlRashoudi (2001) seen to necessity leader enjoy several basic skills must availability divide to Groups

- SelfSkills.
- Technical Skills.
- Humanity Skills.
- Administrative Skills.

AlAboudi (1984) seen that most important Skills Leadership which need Provided those who entrust to them responsibly leadership are:

- Subjectivity Skills.
- Technical Skills.
- Humanity Skills.
- Intellectual and political Skills.

AlSelami (2003) mentioned that skills which must be that enjoy out Leader divided into three skills, which can be develop by education and continuous training:

- Technical Skills.
- Humanity Skills.
- Intellectual Skills.

Kanaan (2002) has concluded to collection skills and constituent's leadership yet resurrection by number of studies included a big sample from boss Successful business:

- **Self Skill:** Includes of personality somatic, capacity mental, principle, innovation, and self control.
- **Technical Skill:** It includes on ability on take responsibility, deep and mass understanding for matters, firmness, and faith by goal and with the possibility achieved.
- **Humanitarian Skill:** Uprightness, secretariat, Sincerity, and ability on dealing with individuals.
- **Mentality Skill:** Includes on two types skills:
 - **Political Skill:** It means capacity Leader on look to organize, which driving him as part from the big society that live in it, and his skill at insight into the public good.

- **Administrative Skill:** capacity leader on understanding his job, exercise his activity fit to achieve company goals and to ensure the fulfilment of the employees' requirements and the satisfaction of their needs. Appendix 1 illustrates different skills based on various studies

2.5.3 Leadership skills that will be adopted by the study:

The researcher relied on the theoretical framework and previous studies that mentioned many leadership skills (Annex 1) to determine leadership skills in this study.

2.5.3.1 Self Leadership Skills:

Based on the aforementioned definitions, self leadership skills in this study mean the qualities and skills represented in the mental, cognitive, ethical and psychological aspects that make up the personality of the official in the SMEs operating in Bethlehem Governorate.

Self skills are divided into several skills, namely:

1. **Physical capabilities:** These are the preparations that relate to the physical aspect, such as body stature, and physiological preparations, represented in physical strength, nervousness, endurance, activity and vitality. Leadership is a painstaking and arduous work, as it requires a focused and continuous effort, and its performance requires an orderly use of physical and nervous energy (Kanaan, 2002).
2. **The initiative:** the initiative enables the leader to make the right decisions without hesitation, as it is the tendency that drives the worker to make suggestions and accomplish work before others, and it is one of the skills necessary for the leader, as it enables him to know the driving force of work for the employees and their excitement to accomplish the work. The initiative is based on three abilities that a leader must possess, namely: courage, good behavior, speed, and predictability (Agha, 2008).
3. **Mental capabilities:** They are intellectual preparations, mental habits, and scientific trends. Intelligence comes at the forefront of the mental capabilities required for leaders. Many studies have revealed a relationship between intelligence and success in leadership. Intelligence, the ability to visualize, creativity and broadmindedness help a leader to succeed (Darwish & Takla, 1995).

Through intelligence, the leader can identify problems and how to face them, see the position of the company and predict the changes needed to create success, and it is also related to intelligence, the ability to analyze and visualize (Ibrahim, 1997).

The mental flexibility of the leader, his ability to accept ideas and the quick analysis of the leadership position, and his ability to gain the loyalty and love of employees and establish relationships with them stem from the intelligence of the leader and through it he can achieve the required goals.

4. **Selfcontrol:** It is the ability of the leader to govern and control his emotions, as well as eliminate impulsivity when completing duties. Employees are pushed to act calmly by the quiet leader, who is able to address groups and opposing forces without succumbing to demands.

Selfcontrol is the ability to emotional maturity, which is the ability to take control of matters, control oneself, and balance in situations of contentment and anger so that it is an example for employees. It enables him to control his emotions and direct them towards the completion of work (Kanaan, 2002).

2.5.3.2 Technical leadership skills:

Based on the aforementioned definitions, technical leadership skills in this study mean knowledge specialized in the fields of necessary knowledge in SMEs in Bethlehem Governorate, absorption and the distinctive performance of that, the ability to simplify and develop in the work so that the leader is a reference in technical aspects related to the work.

Technical skills are divided into several skills:

1. **The ability to assume responsibility:** Delegating and granting confidence does not exempt the leader from bearing public and private responsibility towards the company he manages and for the work and tasks assigned to him.
Leadership is above all a responsibility and not a focus. William Cohen confirms this leadership fact by saying, "One of the practical steps to getting people to follow you is to take responsibility for your actions and the work of the group that works with you, and if you try to place this responsibility on others, your leadership is over" (Agha, 2008).
2. **The ability to comprehensively understand matters:** enhancing the capabilities of the leader through familiarity with human knowledge, which increases the scope of his influence on the employees, and it is not intended that the leader be an expert or a specialist in science, but he must have enough through cultural knowledge so that he has comprehensive knowledge that builds his confidence in himself and developing others' confidence in him, which is a requirement for success in leadership.
3. **Belief in the goal and the possibility of achieving it:** This skill requires the leader to be able to formulate realistic and clear goals that are easy for employees to understand and achieve. And that the goals meet the aspirations and interests of the employees, and the leader must have the ability to convince himself and the employees of the goals and the possibility of achieving them. Belief in the goal requires the leader to pay attention to work and his firm desire for success and his feeling of happiness when the work is done (Kanaan, 2002)
4. **Seriousness:** it means that the leader is serious and his orders are categorical with the skill in reconciling between sound judgment on matters and taking into account the feeling of employees, and his ability to distinguish important and nonimportant aspects of the problem and the ability to analyze goals and choose the best ones.

2.5.3.3 Management leadership skills:

Based on the aforementioned definitions, the administrative leadership skills in this study mean the ability of the official in SMEs in Bethlehem Governorate to equitably distribute work within the company, set performance standards and achieve coordination between activities and various departments, as well as preparing and developing human competencies, and simplifying methods and procedures.

Administrative skills are divided into several skills:

1. **Decisionmaking skill:** the choicemaking process is at the heart of the administrative process, and the ability to make a decision is what sets a leader apart from the rest of the team. The leader is the one who makes organizational choices about direction, motivation, control, recruiting, and training, as well as planning decisions about creating objectives, rules, and procedures (Ibrahim, 1997).

The ability to obtain correct and accurate information is one of the most important challenges facing the leader. Although the decisionmaking process is an individual process influenced by the leader's characteristics and prior experiences, the leader must have the skill and ability to obtain correct and accurate information. A comprehensive view when making a decision is not to look at every department or person as a separate part, but to look at the company as an integrated whole, and to look at the present and the future, as the comprehensive view is one of the pillars of the correctness of the decision.

Administrative skills also help in the leader's decisionmaking process by identifying issues, investing in decisionmaking, investing information, appropriately evaluating successful meetings, and including staff in the decisionmaking process (AlSelmi, 1999).

2. **Time management:** It is one of the most crucial leadership qualities for those in positions of authority. The most valuable resource is time. The organization of time, its good management and its exploitation are among the important tools and principles of leadership and among the firm leadership skills. The leader is not his property, but the ownership of the employees and the company as a whole. They expect him to play specific roles for them and for the company (Agha, 2008).

Managing meetings and committees: Meetings represent one of the tasks that occupy a large part of the leader's time. He must have the skill and ability to manage meetings as well as manage committees. Through the skill of the leader and his ability to influence employees, he can motivate them and push them to achieve goals. The meetings achieve coordination in the views of the members and their activities, and through them recommendations are made based on studied foundations that the leader needs when making decisions in big business (AlSelmi, 1999).

Managing meetings and committees requires that the leader have certain skills through which he can achieve effectiveness in these committees and meetings, and among these skills is the ability to define the topic of the meeting, the participants

in it and the goals to be achieved from it, and prepare a working paper for this work and distribute it to the participants (Agha, 2008).

3. **Change management:** Change is a life phenomenon that is the nature of the universe and a product of time. Leadership means change and the leader is an advocate of change and he is required to make a change in the construction and organization (Kalalkeh, 2002).

The leader's skill in planning for change, determining its extent, time of its occurrence and the time required to reach its goal, requires the leader to have a holistic view with regard to setting goals or formulating policies, monitoring internal and external variables, assumptions of future conditions, redesigning organizational structures and positive interaction with employees by guiding and directing them and raising Their morale and the ability to avoid internal and external conflicts and to develop plans to deal with ideas and proposals and work to solve problems and the ability to deal with accidents as well as the flexibility of the leader and his awareness of the importance of change is important in the success of change.

2.5.3.4 Human leadership skills:

Based on the aforementioned definitions, the human leadership skills in this study mean the ability of the leader in a private shareholding company in Bethlehem Governorate to deal with individuals in order to coordinate their efforts and create a spirit of teamwork and cooperation among them.

Human skills are divided into several skills:

1. **Communication skill:** It is the leader's ability to communicate effectively, which is characterized by cooperation, communication, continuous coordination, and mutual respect between the leader and employees, and which contributes to the achievement of the company's goals, the goals of the employees, and the leader's goals, and which is characterized by openness, transparency, and honesty in the transmission of information to facilitate the process of making various decisions and good handling of information in each Trends and information to be understood When communication is effective, the company works in the spirit of a cooperative and interdependent team.

The skilled leader organizes his organizational and administrative tools to facilitate communications between himself and the employees at various levels with a high degree of effectiveness, takes into account the ease of information flow from him to the employees, and makes sure that information is easily accessible to him from the employees. Effective communication between the leader and employees raises the morale of the employees, develops their team spirit and strengthens their sense of belonging to the company and integration into it (AlSelami, 1999).

2. **Establishing relationships with others:** The leader establishes effective relationships and communications with all parties and parts of the work with heads, employees and colleagues in order to get the most out of their participation and accomplish the required results while avoiding sabotaging efforts (AITuwajri, 2006).

Establishing different relationships with work teams and employees increases the power of the leader to influence and increases the power of the leader in decisionmaking, as good relationships contribute to avoiding problems and conflicts with work groups, and help to understand the needs of workers and listen to their opinions and suggestions and prepare for their emotional participation.

The competency of the team members is a criterion for successful leadership and also by the nature of the relationship between leaders and subordinates, and one of the most important indicators of the availability of human skills in the leader is his ability to establish good relations with everyone, his conscious awareness of the tendencies and attitudes of the employees, his understanding of their feelings, his confidence in them, his acceptance of their constructive suggestions and criticisms, and making room for them to show their innovative talents And meeting their demands and satisfying their needs (Kanaan, 2002).

3. **Team Building:** A leader's human skills are demonstrated in his ability to organize workers under his leadership in the form of working groups or cooperating teams. They encourage cooperation, form teams, and give power to others (Agha, 2008).

The leader's ability to form work teams of those who are distinguished by efficiency, responsibility and creativity, and work teams are useful and necessary in most cases when the best selection of their members, and have precisely defined their tasks, movements, responsibilities, powers, contacts and the time required to perform their mission. They help to accomplish and develop many works and deal with chronic problems. Accidental accidents are also of moral benefit in training employees by involving them in extraordinary tasks, and the work teams achieve improvement in productivity and quality, reducing costs, reducing resistance to change and development, and eliminating isolationism that impedes the achievement of goals (AlAdili, 1993).

4. **Appreciation of others:** The method of dealing and practicing creative relationships is one of the important pillars of progress, reassurance and stability for organizations, and it is one of the important skills and tools for the leader to gain the loyalty and love of employees and their cooperation and contribution to him in the success of the company and the achievement of its goals. Work and delegate powers to some individuals and train them in leadership and responsibility, and their participation in decisionmaking (AlSelmi, 1999).

The leader always speaks with everyone's accent because the skilled leader is the one who leads the company through others, and that the focus on the importance and necessity of human skills for leaders seems to be more important in recent studies and literature for managerial leadership. Human skill is one of the individual and significant abilities for the success of leaders and enterprises,

according to scientific applications. Modernity and its accomplishments (Kanaan, 2002).

The assortment of skills needed by the official is commensurate with the nature of the work he performs, his organizational level, and the circumstances in which he works, as each job requires specific skills that increase their importance according to the nature of this work. The quantity, more than their needs for interpersonal skills and the ability to express, and on the contrary, the marketing manager or the individual manager may need the skills of dealing with others more than the skills of dealing with numbers, while the general manager needs the overall vision, social sense, and political sense more than Technical and specialized skills.

2.5.3.5 Intellectual leadership skills:

Based on the aforementioned definitions, the intellectual leadership skills in this study mean the ability of the official in SMEs in Bethlehem Governorate to analyze, study, conclude, compare and link and the ability to develop and positive change.

Among the most important manifestations of intellectual skills: The ability to specify the information required to make a specific decision, if there is time, the leader resists decisions that are based on elementary information, decisionmaking based on correct and relevant information, and dedicating efforts to distinguish between relevant and important information from unimportant and unrelated information to a problem.

Intellectual skills are divided into several skills:

1. **The ability to conclude and know the causes:** Proper thinking is the main key to solving problems, as it leads to understanding the situation or problem and knowing its causes, and then taking the right decision and acquiring that as previous experience in addressing future problems.
2. **Creative thinking:** Sometimes the leader may encounter new problems that he did not face before, or an old problem that needs new, unfamiliar solutions in advance, and here the leader needs intellectual skills, which is visualization, which means: moving from old ways of doing things to developing modern methods and methods and not linking his thinking with spent frameworks. Or the old that employees become accustomed to in the sense that his thinking is freed from the shackles of past routine.
3. **Ethical Conclusions:** Ethical leaders do the right things for right reasons all the time without anyone overseeing, but realizing what the right things are and applying them in ethical ways is a daunting task.

But if the leader maintains the values that he derives from his religion and the values of the profession, he will be able to make moral conclusions and the steps of moral conclusions are: definition of the problem, knowledge of the rules related to the problem, development of values, alternatives and solutions, selection of solutions that represent the most representative values of religion and profession (Field, 2002).

4. **Reflective thinking:** Leadership development does not come from a vacuum. Leaders must be welcoming to receive ideas about their performance through multiple viewpoints and through (Feed Back) feedbacks from old leaders and through their peers, but even their employees, and be welcome to receive feedback ideas. Rather, it is part of the leadership development equation, so leaders must listen to those ideas and use them, and the reflection here emerges in the leader's ability to take these ideas and information, evaluate them, and apply them to behaviors and actions to clarify mistakes and correct them. Also, the leaders 'awareness of feedback on their performance guides them to the strengths and weaknesses that are essential for a leader who is always striving to develop himself (Field, 2002).

2.6 Growth of SMEs

It is necessary to define the term "growth" while discussing company growth. "A change in size or magnitude from one period of time to another" is what growth refers to (Wiklund, 1998). Furthermore, when it comes to a company's growth, the term "growth" has two meanings: it may refer to a change in quantity or it can refer to an increase in size or quality improvement. Researchers have long stated that there is no one theory that can explain business growth, just as they have underlined the multiplicity of entrepreneurial ideas. As a result of this conundrum, a plethora of hypotheses have been produced to explain various elements of SMEs' growth. The basic assumptions that these theories make regarding the growth process can be separated (Isaga, 2012). So, according to Abd Razak (2019), the key to surviving is to regularly analyze the growth and development of initiatives from a variety of perspectives, including human resources and strategic positions.

In the literature on entrepreneurship, strategic management, and industrial organization, among others, firm growth is an important topic. Growth is proof of the entrepreneur's investment and self fulfilment for an individual entrepreneurial business. Young and tiny businesses must expand in order to survive, since growing enterprises are proven to be less prone to failure than non growers (Stam et al., 2010). The relevance of company expansion to the macroeconomic system was first realized in the 1980s, when the phenomenon of gazelles, or high growth enterprises, was initially identified as those capable of rapid size expansions in a short period of time (Birch & Medoff, 1994; Acs et al., 2008). According to statistics, gazelles make up a modest percentage of the business population. They do, however, account for a disproportionately substantial fraction of new employment growth (Stam et al., 2010; Acs et al., 2008). Growing businesses are also more likely to create new products, particularly those incorporating technology developments (Schreyer, 2000; Smallbone et al., 1995).

Rapidly developing businesses and small and medium sized businesses are the focus of both scholars and policymakers interested in expansion. The finding that the remaining population either grows slowly or does not expand justifies this interest in high growth businesses. Gazelles, on the other hand, are primarily youthful, small, and mediumsized businesses (SMEs). The dynamics and economic contribution of business growth are adversely related to age and size, which correlates to the reality that established, big, and no growing enterprises create the majority of job losses (Acs et al., 2008).

Since it has been proved to be a prerequisite for competitive advantage both at the level of individual firms and at the level of the economy as a whole, the phenomenon of company growth has become a research topic. We must first have a better grasp of entrepreneurial motivations and attitudes toward development, as well as the forces that drive and stifle company growth, potential growth processes, and expansion modalities (Gancarczyk & ZabalaIturriagoitia, 2015).

Through the use of multiple techniques, studies on company growth have evolved into a variety of approaches that have addressed distinct study gaps, concerns, and difficulties (Gilbert et al., 2006; Dobbs & Hamilton, 2007; Davidsson et al., 2006; McKelvie & Wiklund, 2010).

The first: is the life cycle model, which looks at how to operate a business that has grown significantly (Dobbs & Hamilton, 2007; McKelvie & Wiklund, 2010). Many stage development models, such as those by R. Greiner (1972), R. Scott and R. Bruce (1987), N. Churchill and V. Lewis (1983), presume that some clearly defined phases are deterministic. These methods, on the other hand, fail to account for the reality of irregular and distinctive patterns of business development.

Furthermore, critics of this strategy point out that the life cycle pattern's relevance to organizational growth lacks a theoretical foundation and empirical backing. Levie and Lichtenstein (2010) performed a detailed assessment of growth stage models and argued for recasting them as a "dynamic states approach," freeing the concept from prior deterministic interpretations and assuming corporate heterogeneity and idiosyncrasy in development patterns.

In general, life cycle models regard expansion as a challenge for management systems that require ongoing adaptation and change, rather than a desirable outcome. As a result, this stream is centered on the management processes and procedures that are required when dealing with internal organization adaptation and transformation (McKelvie & Wiklund, 2010).

The second: Stream Growth: After the relevance of gazelles was discovered, research focusing on the development of jobs and the definition of innovation policies arose. This dominant stream seeks to understand the factors and predictions of business size escalation in order to influence policy and management practice. One of the most important contributions of this collection of research is the discovery of a number of elements associated with company development, such as the entrepreneur, the firm, and its strategy, which have been found to be relevant in the majority of investigations (Barringer et al., 2005; Coad, 2009; Moreno & Casillas, 2007; Gilbert et al., 2006; Macpherson & Holt, 2007; Storey, 1994). However, there is still some confusion regarding the true processes of development and the causeandeffect interactions that may emerge throughout this process, such as which elements are growth drivers and which are just related with or encouraged by growth (Dobbs & Hamilton, 2007; Wright & Stigliani, 2013).

Furthermore, the significance and meaning of some elements are not always clear (Achtenhagen et al., 2010; Dobbs & Hamilton, 2006). The observed ambiguity is attributed to the disparities in methodologies and expansion measures used in these primarily quantitative studies (McKelvie & Wiklund, 2010; Shepherd & Wiklund, 2009), which necessitates the use of case studies with a variety of approximations and methods, as the papers in this special issue do.

The third: Growth Process: which is a novel and emerging study pathway that complements and broadens previous studies by concentrating on the growth process (Davidsson et al., 2006; Leitch et al., 2010; McKelvie & Wiklund, 2010; Stam, 2010; Dobbs & Hamilton, 2007; Wright & Stigliani, 2013; Koryak et al., 2015). It will examine why and how growth is implemented, as well as entrepreneurs' decisionmaking routines and processes, in order to solve certain underresearched concerns (Wiklund & Shepherd, 2003; Wiklund et al., 2003; Garnsay et al., 2006; Hansen & Hamilton, 2011; Wright & Stigliani, 2013). It aims to explain proactive decisions and actions in implementing growth, rather than only adopting adaptive and reactive tactics, as in the first stream.

Alternatively, it aims to uncover processes and cause effect links among the components that contribute to development, not just the individual success factors, in the second stream. Changing features of its resources and the environment in which enterprises are immersed may result in changes and trade offs in the modes, rationales, motivations, and processes of corporate activity during periods of strong growth. These modifications can explain why major theoretical frameworks on growth have different assumptions and empirical verifications, as well as identify anomalies or differences with current research on growth factors. Such a study emphasis necessitates in depth, exploratory investigations that look into the phenomena in specific circumstances in order to understand entrepreneurs' perceptions, decisional rules, and behaviors. These discoveries might lead to new theoretical and empirical approximations, which would necessitate more quantitative research, such as identifying genuine growth factors (Gancarczyk & Zabala Iturriagagoitia, 2015).

The research streams we outlined above have diverse goals and focus on various challenges, and they frequently provide complimentary solutions. They mutually enhance and support one another, in addition to offering special insights into the growth phenomena. Table (2) shows how the development process view may be applied to various streams and how this perspective can benefit from more established methodologies.

Table (2): The research streams in firm growth and the interrelations among these perspectives

| Stream of research on firm growth | Studies on growth predictions and determinants | Studies on how businesses change internally when they reach a certain level of success (stage models) | Research on the growing process |
|-----------------------------------|---|---|---|
| Study questions | What propels growth? | How do you manage a company that has grown? | What is the purpose of growth and how can it be achieved? |
| Results | Characteristics of the entrepreneur, the business, and its strategy are all elements that are | Internal organizational structures and management systems that must be adapted. | Entrepreneurial decision making principles in terms of motives, rationales, procedures, and forms of growth in a given context, |

| | | | |
|--|--|---|--|
| | linked to growth. | Potential business model suggestions in response to the awareness of an opportunity and the desire to produce value. | based on the capabilities of the business and the environment in which it operates. |
| Problems that haven't been explored/limitations | Unknown development processes (cause effect correlations); uncertainty in some of the factors discovered so far. | Proactive techniques to achieving growth that have been understudied; reactive growth tactics; unrealistic determinism of stage models. | A significant weakness might be the findings' extreme idiosyncrasy, which is based on specific and complicated settings, making generalization problematic. |
| Is it possible for both streams to profit from one other? | By pointing to drivers of the company growth process, can profit from and add to study on the process. | Can profit from and add to research on company growth by demonstrating how business models must alter and adapt to the environment as a result of growth. | Can profit from and add to studies on the causes of business growth by finding circumstances in which unclear determinants hold true. Can also help to research on firm growth management by indicating and evaluating how certain business models (phases) are produced and how they may support firm growth at various stages. |

Gancarczyk, M. & Zabala Iturriagoitia, J. (2015): **The Process of the Growth of Small and Medium Sized Enterprises (SMEs)**. Journal of ENTREPRENEURSHIP, MANAGEMENT and INNOVATION. vol11 issue4 2015.

The knowledge of growth factors and the internal management of a business that has grown may be used in research on the firm growth process, since these discoveries are key inputs into the explanation of why and how expansion is achieved. In contrast, research on company development processes can help the stream on growth drivers by discovering circumstances in which certain elements hold true while others do not, reducing the ambiguity of current findings. Due to the focus of growth process research on contextual concerns, these contingencies may be investigated. The insights on the growth process, in turn, can improve the stage models by demonstrating how certain business models are established to support expansion (Gancarczyk & Zabala Iturriagoitia, 2015).

2.7 Influence of entrepreneur's leadership skills on Growth of SMEs

The importance of leadership skill in the growth and success of SMEs is becoming more widely recognized. Leadership and vision are frequently praised as significant facilitators of entrepreneurship on a personal level. As a result, it is said that entrepreneurship and

leadership are inextricably linked, and that successful entrepreneurs must be capable of leading others. The entrepreneur is more than simply a leader while the company is in its early stages; he or she is also a marketer, a sales representative, a public relations officer, a financial controller, and so on, performing several jobs and wearing many different hats at the same time. With core duties assigned, the entrepreneur should evolve into a primary leadership role as the business expands in size and complexity (Kempster & Cope 2010).

An entrepreneur who holds the top position in a company is regarded as the company's leader, with particular leadership and entrepreneurial traits. Many prior studies have coined the concept of the entrepreneur as the organization's leader (Henton et al., 1997; Dees, 2001). Numerous studies have attempted to identify the characteristics that influence organizational performance, and leadership has emerged as one of the most important contributors to organizational success. As a result, entrepreneurs who are devoted to using the proper leadership style may be the key to a company's success (Cascio et al., 2010). For instance, Kieu (2010) discovered a high link between leadership and sales growth and profitability. While Peterson et al. (2003) found that leadership commitment had a considerable impact on overall organizational performance. In addition, ChungWen (2008) established a link between leadership and organizational success in Taiwan.

In addition, an entrepreneurial leader is responsible for assisting the organization in creating conditions in which it, rather than being controlled, naturally establishes its own order of things and adapts creatively to changes in the external environment. This function of the leader not only increases the productivity of the company, but it also provides the leaders greater independence. Entrepreneurial leadership is a powerful and necessary form of leadership (Tarabishy et al., 2005). Entrepreneurial leaders provide themselves the opportunity to express their own creativity through assisting in the discovery of their organization's creative power. The degree of influence a leader has on individual or group performance, follower satisfaction, and overall effectiveness is referred to as leader effectiveness. As a result, entrepreneurial leadership is considered as a combination of human characteristics and skills and characters (Sandybayev, 2019).

The openness of the international economy in the twentyfirst century, as well as the problems that come with it, has shifted the corporate environment's attention to entrepreneurial leadership (Mishra & Misra, 2017). The owners and leaders of small businesses must be aware of the changes in the global business environment. Without a clear vision developed by the organization's leadership and supported by entrepreneurial efforts, no firm can exist and prosper. To do so, organizational leaders, whether they are CEOs, directors, or operations managers, must first understand their own talents, competences, leadership styles, and ultimate goals. They must be proactive, creative, and imaginative in order to seize opportunities and take calculated risks. Organizational leaders that are intelligent utilize their talents and capabilities to their maximum potential in order to accomplish growth and quick development for their companies while also generating a competitive edge and longterm enterprises (Palalic, 2017).

According to entrepreneurship theory, entrepreneurial leaders' personal characteristics enable them to envisage a successful future for their firms, generate new visions, and recognize possibilities. The functional competencies of entrepreneurial leaders, on the other hand, enable them to inspire and influence their team members to abandon traditional performance in carrying out their tasks and amplify their efforts in implementing innovation and entrepreneurial actions; this is accomplished by changing people's

perceptions of their abilities and skills and maximizing their self-efficacy through participation in development and training programs (Bagheri, 2017).

Entrepreneurial leadership encourages and enables organizations to adopt processes that reinforce the culture of organizational innovation by identifying and capitalizing on opportunities to improve organizational performance, solve problems creatively, and effectively and efficiently utilize the organization's resources (Rae, 2017). Entrepreneurial leaders, according to Greenberg et al. (2011), are people who know themselves and their working environments well enough to seize chances to generate value for their businesses, stakeholders, and society as a whole.

Entrepreneurial leadership, according to Chen (2007), resides at the intersection of leadership and entrepreneurship; it is a construct that combines proactivity, creativity, and risk-taking. This viewpoint is consistent with Gupta et al. (2004)'s theoretical foundation for entrepreneurial leadership, in which the authors conceptualized entrepreneurial leadership in three main dimensions: (1) innovation, which entails reinforcing creativity among team members in making effective change and developing novel products and services to gain a competitive advantage for the organization; (2) proactive, which entails motivating individuals to achieve a competitive advantage for the organization; and (3) proactive, which entails motivating individuals to achieve a competitive advantage for the (Kozłowski, 2010).

Entrepreneurial leadership is to equip people to see and seize profitable possibilities. In a similar line, Strobl et al. (2018) stated that entrepreneurial leadership encompasses both opportunity recognition, which is tied to one's perception, and opportunity exploitation, which is linked to one's actions. Entrepreneurial leaders create a clear and inspirational vision for their firms that may elicit individual engagement, increasing their understanding of their role as an agent of the organization responsible for innovation and future success.

Entrepreneurial leaders must do five things to cope with these issues, according to Gupta et al. (2004): framing, absorbing ambiguity, clearing the route, developing commitment, and defining limitations. The abstract framework for entrepreneurial leadership is formed by these positions, which come under the two aspects of enactment.

Although there is a link between growth capabilities and business growth, little is known about the factors that influence these capacities. Entrepreneurial leadership is emphasized by Koryak et al (2015) for three reasons:

1. Firms are aggregate units, and their attributes mirror their members, despite the fact that capacities are a firm-level construct.
2. Entrepreneurial leadership describes the circumstance in which one entrepreneur or a group of entrepreneurs accepts responsibility for making choices on behalf of the company.
3. Entrepreneurial leadership emphasizes the strategic approach to entrepreneurship, since entrepreneurial activities help the firm's ability to continually develop and appropriate rents. As a result, entrepreneurial leaders perform two key tasks: first, scenario enactment to identify opportunities, and second, cast enactment to configure resources to exploit the opportunities (Gupta et al., 2004); thus, entrepreneurial leaders perform two key tasks: first, scenario enactment to identify opportunities, and second, cast enactment to configure resources to exploit the

opportunities (Gupta et al., 2004); thus, entrepreneurial leadership is critical for capabilities.

Successful organizational growth procedures build or expand resource stocks, particularly intellectual and financial capital, by using existing resources to create capabilities. As a result, the arrows in Figure (3) representing connections move in both directions. Organizational resources and growth processes have a reciprocal connection in general. Capabilities and, ultimately, growth are determined by the mix of resources and procedures (Amit and Shoemaker, 1993).

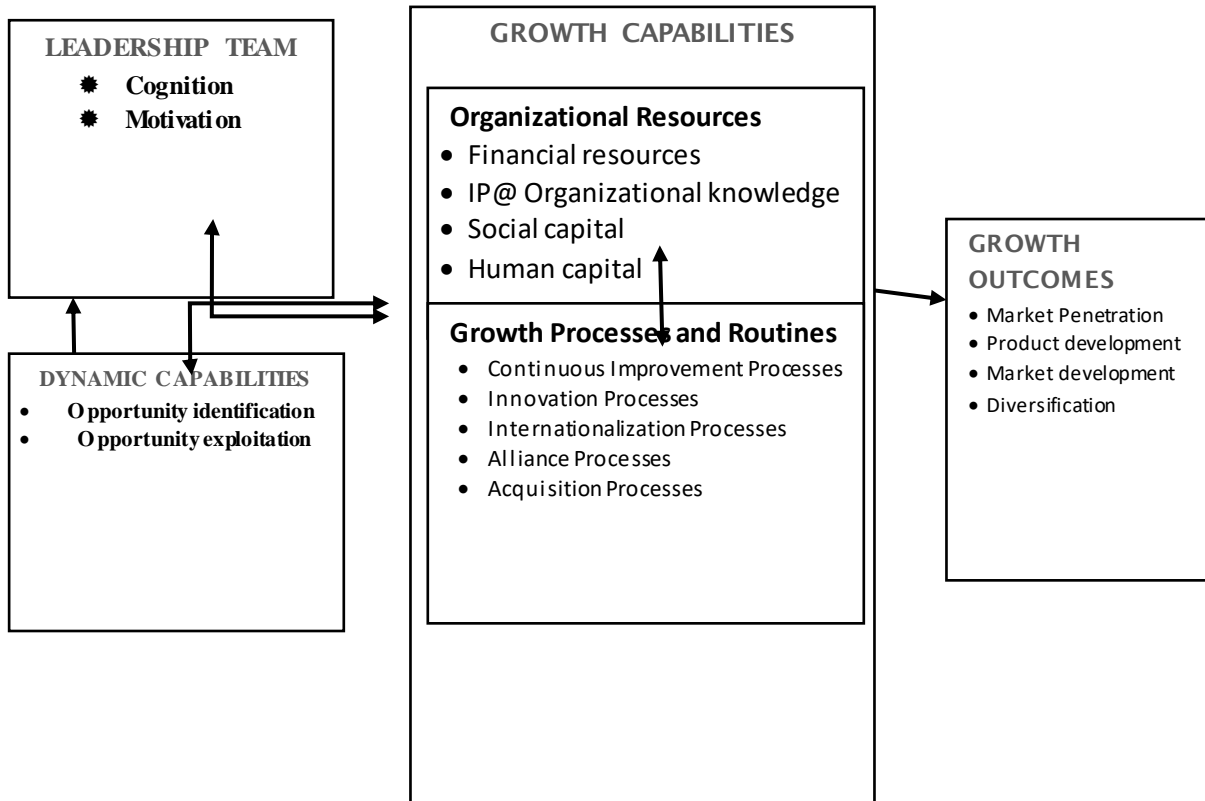


Figure (3): Entrepreneurial leadership, capabilities and growth

Koryak, Oksana., Mole, Kevin F., Lockett, Andy., Hayton, James C., Ucbasaran, Deniz and Gerard P Hodgkinson. (2015): **Entrepreneurial leadership, capabilities and firm growth**. International Small Business Journal 2015, Vol. 33(1) 89– 105.

Because leadership in many SMEs is a collaborative effort, the values and cognitive profiles of the leadership team have a significant impact on the firm's strategy and outcomes. (2006) (Ensley et al.). As a result, SMEs' leaders may have more discretion than those in larger firms, and their leadership is more likely to influence business behavior and outcomes (Koryak et al, 2015).

Katz (1974) thought that skills are critical at all phases of a company's development, and that conceptual skill entails taking into account both the technical and human parts of the organization.

2.8 Small and Medium Enterprises (SMEs)

2.8.1 SMEs in the world:

It should be emphasized that there is no universally accepted definition of (SME). SMEs are defined differently in different nations' legislation, owing to the fact that the dimensions "small" and "medium" of a business are proportional to the size of the domestic economy (OECD, 2017). So, there is no specific definition of SMEs, and there is no agreement between the different countries of the world regarding this definition, as an establishment that is considered small in one country may be considered large in another country. To arrive at the definition of a small enterprise, more than one quantitative measure can be used, such as operation, sales, number of employees, asset value, or added value. However, each of these definitions may face some problems when using it (Grant, (2010). Table (3) shows the definition of SMEs in some countries.

Table (3): SMEs Criteria in Some Countries

| Country | Type of SME | Criteria |
|--------------------------|---|------------------------------------|
| Australia | Small enterprises: Medium enterprises: | < 20 employees < 100 employees |
| Canada | Manufacturing: Services: | < 500 employees < 50 employees |
| Portugal | Small enterprises: Medium enterprises: | < 100 employees < 500 employees |
| Spain | Small enterprises: Medium enterprises: | < 200 employees < 500 employees |
| United Kingdom | Small enterprises: Medium enterprises: | < 50 employees < 500 employees |
| Brazil | Varies with industries, less than 500 employees | |
| People Republic of China | Varies with industries, less than 100 employees | |
| Egypt | Less than 100 employees | |
| Mexico | Less than 250 employees | |

Source: MONKS, PATRICK GRANT (2010): **Sustainable Growth of SME'S**. Nelson Mandela Metropolitan University. South Africa.

SMEs are important stakeholders in the economy and the broader business ecosystem. Boosting economic development and providing a more inclusive globalization need businesses to be able to adapt and survive in a more open environment, as well as participate more actively in the digital transition. SMEs play an important role in achieving the Sustainable Development Goals (SDGs) by promoting inclusive and sustainable economic growth, providing employment and decent work for all, promoting sustainable industrialization and fostering innovation, and reducing income inequalities across countries at all levels of development (OECD, 2017).

In most economies, particularly in developing nations, small and medium enterprises (SMEs) play a significant role. Small and medium sized enterprises (SMEs) make up the vast majority of businesses globally and are critical contributors to employment creation and global economic development. They account for over 90% of enterprises (for example, 99 percent of all firms in the OECD region) and more than half of global employment. In emerging economies, formal SMEs account for up to 40% of national income (GDP). According to the World Bank, 600 million jobs will be required by 2030 to accommodate the world's rising workforce, making SME growth a top priority for many governments throughout the world. SMEs, which account for seven out of ten jobs in developing

countries, generate the majority of formal jobs (World Bank, 2022). Small and medium sized businesses (SMEs) are critical for local economic development, contributing significantly to job creation, poverty reduction, and economic growth (Gherghina et al, 2020).

SMEs have several advantages, some of which are listed here (Katua, 2014):

- Small and medium sized businesses (SMEs) have a unique capacity to drive economic growth. • SMEs also enhance competitiveness amongst their peers and heat up the market environment by providing numerous new employment possibilities, propelling the innovation bandwagon, and growing the tax base.
- New entrepreneurs bring new ideas, talents, and innovations to the table.
- In recent years, SMEs have outperformed the global industrial sector in terms of growth. The primary benefit of the SME sector is its ability to produce jobs at a cheap cost of capital.
- In many Asian nations (such as Korea, Taiwan, and Japan), the increase in SME activity is closely proportionate to economic development. SMEs play a critical part in China's fast industrialization and growth, accounting for nearly all of the country's economic initiatives. These SMEs account for over 60% of China's total industrial output. In the United States, SMEs account for more than half of the GDP. By adapting and inventing in response to changing conditions, SMEs operate as a buffer against recession. There is a strong link between the general state of SMEs and the different levels of poverty, hunger, and economic wellbeing in society.
- SMEs account for a significant part of all enterprises in practically every country. Over 90% of SMEs in most emerging and established economies increase employment rates. In reality, when large corporations shrink and eliminate employment, SMEs continue to grow and create new jobs.
- SMEs quickly adapt to the fastpaced business environment by embracing ecommerce and online products and service transactions. Technology has not only made the process of selling and purchasing easier, but it has also assisted companies in reducing the expenses of advertising and marketing. For SMEs, the numerous ecommerce platforms make life easier.
- SMEs play an important role in the primary industry as service providers and merchants, as well as producers of completed goods and services.
- SMEs play a significant role in the growth of different industries, including manufacturing, agriculture, and ICT services.
- An SME and the economy have a mutually beneficial connection. The growth of the economy assures that more SMEs are formed. A boost to the economy is ensured by the formation of additional SMEs.

2.8.2 SMEs in Palestine:

The Council of Ministers has set rules for the national definition and categorization of micro, small, and medium sized companies (MSMEs), with the condition that the Ministry of National Economy and the Ministry of Finance work together, the Monetary Authority and the Capital Market Authority for the purposes of applying the definition and developing policies and strategies for empowering and developing economic enterprises, with the aim of developing this sector, by enabling (MSMEs) to obtain financing, incentives and facilities provided by the Palestinian government to the private sector, in

addition to the financial services provided by the banking sector. Table (4) shows the classification of MSMEs in Palestine.

Table (4): Standards for classifying MSMEs in Palestine

| Source: | Classification | Number of employees | Annual Turnover |
|---|----------------|---------------------|--|
| http://www.wafa.ps/Pages/Details/2719 | Micro | 14 | provided that turnover does not exceed USD 100,000 |
| | Very Small | 59 | provided that turnover does not exceed USD 200,000 |
| | Small | 1019 | provided that turnover does not exceed USD 500,000 |
| | Medium | 2049 | provided that turnover does not exceed USD 2,000,000 |
| | Large | 50+ | More than USD 2,000,000 |

As shown in Annex (2) Wholesale, retail, and repair operations ranked top, with 81,260 firms accounting for 51.3 percent of the total. Manufacturing activities came in second with 19,804 establishments, accounting for 12.5 percent, while other service activities accounted for 114211 establishments, accounting for 10.8 percent, and accommodation and food service activities accounted for 14322 establishments, accounting for 5.2 percent. The number of establishments in human health and social work activities was 34121, accounting for 4.3 percent, while the number of running businesses in education was 34122, accounting for 4.3 percent, with the remaining 11.6 percent spread among various economic activities.

Also, as shown in Annex (2), 88.6% of establishments in Palestine employ 14 workers, 7.4% of establishments employ 59 workers, 2.6% of establishments employ 1019 workers, and 1.1% of establishments employ 2049 workers, and 0.3 of establishments employs 50 workers or more. So, based on a definition in the table (4), around 99% of the establishments operating in Palestine are SMEs.

As shown in Annex (3), 87% of establishments in Bethlehem Governorate employ 14 workers, 8% of businesses employ 59 employees, and 3% of businesses employ 1019 employees, and 2% of establishments employ 20 or more workers. So, based on a definition in the table (4), around 98% of the establishments operating in Bethlehem Governorate are SMEs.

SMEs in Palestine underlying strength of industrial development and economic growth, that power through creating jobs and generating income for many families and individuals. So, it considers the main engine of economic activity, plays a significant role in the economic growth process, equal to or greater than that of huge corporations, as each type of these establishments have features that make it an important element of economic life. In addition to the economic importance of SMEs, there is a peculiarity for these enterprises in Palestine, as these establishments are considered among the most important tools and components of resilience and building a resilient economy. Consequently, the continuity and growth of SMEs is an urgent necessity to meet the economic and social needs (Atyani & Haj Ali (2009).

2.9 Previous Studies

There are many studies that focused on the impact of the role of entrepreneur's leadership skills on growth of SMEs, for example:

Nguyen et al, (2021) The impact of entrepreneurial leadership on SMEs' performance: the mediating effects of organizational factors) : This research empirically examines the effect of entrepreneurial leadership, entrepreneurial orientation, and technological innovation capability on SMEs' performance. Interestingly, this study investigates the mediating effects of internal organizational factors such as entrepreneurial orientation, team creativity, dynamic capabilities, and competitive advantage on the relationship between entrepreneurial leadership and SMEs' performance in Vietnam. The empirical results reveal that entrepreneurial leadership via the full mediators of team creativity, dynamic capabilities, and competitive advantages can enhance the performance of IT SMEs. While entrepreneurial orientation does not influence SMEs' business performance, technological innovation capabilities can provide some benefits. Besides, entrepreneurial orientation plays no mediation role in the relationship between entrepreneurial leadership and SMEs' performance.

Mohammad, (2020) Investigating Determinants of Entrepreneurial Leadership Among SMEs and Their Role in Sustainable Economic Development of Saudi Arabia: This study aims to classify what determines entrepreneurial leadership among small and medium enterprises (SMEs) in the Saudi Arabian context. It also attempted to recognize the role played by entrepreneurial leadership by supporting SMEs in the nation's sustainable economic growth. The findings that emerged from the study immensely concluded that entrepreneurial leadership is an essential instrument for managers/owners of the SMEs sector who aim to improve the efficiency of tasks and contextual performance. The study came across that "ability to absorb uncertainty," "ability to build commitment," "the ability to frame the Challenge," "the ability of pathclearing," and "ability to specify limits," are the five constructs that help frame the entrepreneurial leadership.

Sawaeen, & Mohd Ali, (2020) The impact of entrepreneurial leadership and learning orientation on organizational performance of SMEs: The mediating role of innovation capacity: This study seeks to examine the relationship between the determinants of organizational performance such as entrepreneurial leadership (EL), learning orientation (LO), and innovation capacity (IC) of SMEs in Kuwait. The study has found the positive and significant impact of entrepreneurial leadership and learning orientation on organizational performance. Moreover, innovation capacity has also been found to be a significant mediator in the relationships. It can be concluded that SMEs should embrace entrepreneurial leadership and improve their learning orientation in order to develop their abilities, competitive advantage, and performance, thereby ensuring their long term success. This study has proven that entrepreneurial leadership facilitates the formulation of innovation strategy, processes, and skills, as well as organizing resources in order to coordinate them with the efforts to benefit from innovative opportunities.

Abd Razak, (2019) Learning to Lead and Strategic Decision Making in Shared Leadership Organizations: Challenges and Prospects for Start Ups SMES' in MALAYSIA: The study's goals are to better understand shared leadership in Malaysian high growth SME startups, including the practice of shared leadership, shared leaders' learning to lead the process, and strategic decision making. The study presents empirical evidence that shared leadership practice has improved leaders' leadership skills and

capacities by allowing them to work together and share information in a complicated environment.

Sandybayev, (2019) Impact of Effective Entrepreneurial Leadership Style on Organizational Performance: Critical Review: The main study aim was to find out the influence of entrepreneurial leadership (EL) on organizational performance (OP) of SME's in the United Arab Emirates. The results of this study established that there was a significant positive relationship between entrepreneurial leadership (EL) and organizational performance. Considering these findings, it can be revealed that entrepreneurial leadership is a robust predictor of organizational performance. It is possible to conclude that a successful entrepreneur should be a leader by nature or at least possess several leadership qualities. Such a "hybrid" of two individuals will achieve its goal with the greatest success. As a result of it, the following strengths are important: passion, vision, creativity, risk taking, and decision making. The main aspect in such a person is a nonstandard approach to business, using all potential to set and achieve the goal. Such entrepreneurs are inclined to constantly generate innovative ideas which allow companies to keep pace with the times and trends, be competitive and stay on the market. Entrepreneurial leaders know how to realize the ideas through effective management. Despite the fact that they are building a clear strategy, these entrepreneurs never forget that the key element is the goal and the ways to achieve it the strategies, can change.

AlMatani, (2018) The Influence of Entrepreneurial Leadership on Factors Affecting SME Growth in Supply Chains: The Case of Oman: This study investigates in depth the factors influencing growth in small and medium enterprises (SMEs) from a supply chain perspective and examines how entrepreneurship affects them in Omani SMEs. The study is undertaken in order to complement the scarce literature on SMEs related to supply chains and improve the understanding of what factors are crucial in determining growth in them. The research is focused on the role of entrepreneurial qualities and behaviours for the growth of SMEs in developing countries, as their economies are more dependent on smaller companies. The context of this research is within Oman, which represents a typical developing economy containing a large number of active SMEs.

The findings affirm the importance of SMEs' supply chain positions and their valueadding capabilities for growth. Furthermore, all elements of entrepreneurship are found to affect growth factors. Results show positive attitude and growth aspirations lead to more proactive market behaviour, while strategic thinking helps managers choose more sustainable market positions. Results indicate leadership improves company costs by increasing employees' motivation and productivity and also facilitates the implementation of innovations.

Felix, et al, (2018) Leadership as a driver of entrepreneurship: an international exploratory study: The purpose of this study is to examine the influence of cultural leadership factors (charismatic/value based, team oriented, participative, humane, autonomous, and self protective) on the rates of opportunity and necessity entrepreneurship. The results show that all the types of leadership considered in the study have a relevant effect on entrepreneurial activity. However, charismatic leadership has a greater effect on entrepreneurial activity, particularly on opportunity entrepreneurship. The research also shows that autonomous leadership has a negative impact on entrepreneurial activity, although, when it is moderated by the humane dimension, this relationship changes.

Lee, (2018) The Impact of Entrepreneurs' Characteristics on the Performance of Venture Businesses: In South Korea, venture businesses play a key role in commercializing new technology and revitalizing the economy. The Korean government implements various policies and supporting programs directly. Evaluating the possibility of future growth and selecting a good venture business is very important for the effectiveness and efficiency of government programs supporting venture businesses. There have been many studies aimed at finding the factors affecting the success of venture businesses, and entrepreneurs' characteristics are known as the major factor. In this study, the impact of entrepreneurs' characteristics on the performance of venture businesses is analyzed by using the survey data of 2,049 Korean venture businesses. Human capital and demographics, skill, and motivation of entrepreneurs are used as independent variables to measure the general and financial performance of venture businesses. The results of regression analysis show that the education of entrepreneurs positively affects the size, innovativeness, and net sales of venture businesses. In contrast, entrepreneurs' skills, such as entrepreneurial experience and working experience show a negative impact in general. Networking activity, however, shows a positive impact on the size and innovativeness of venture businesses. R&D activity shows a positive impact only on the innovativeness, but a significantly negative impact on the size and net sales of venture businesses, and external funding has a positive impact on all of the indicators of the performance of venture businesses.

Adu Darko, (2017) Entrepreneurial Leadership and Growth of Small Medium Enterprises: Lessons from Transformational Entrepreneurs in GHANA: The purpose of this study is to look at the link between entrepreneurial leadership and SME growth in Ghana. In Ghana, the SME sector is the most common type of company. Despite the economic importance of entrepreneurship and small and medium sized businesses in Ghana, their growth is hampered by a number of problems. Entrepreneurial leadership attributes such as innovativeness, reactivity, risk taking, visionary, and the ability to engage staff would make these growth stifling issues less difficult to overcome. According to the findings of the study, Ghanaian transformational entrepreneurs are entrepreneurial leaders because they have attributes like innovativeness, proactiveness, risk taking proclivity, visionary, and capacity to encourage people, which leads to significant development in SMEs. Entrepreneurial leaders also invest in their human resources, which helps the company develop in terms of workers, subsidiaries, and assets, as well as profitability.

Amer, (2017) Entrepreneurship in Economic Theory: this study investigated leadership styles in entrepreneurial businesses in today's business marketplace. The problem of this study was to address this gap in the research literature related to transformational, transactional, and laissez-faire leadership styles in combination with the entrepreneurial leadership style in entrepreneurial organizations. The findings of this study indicated that gender and role in business each had a statistically significant effect on the combined dependent variables of years in operation, current year profitability, profitability over five years, and difference in the number of employees since the founding. Education, industry, and role in business also had a statistically significant interaction effect on years in operation, current year profitability, profitability over five years, and difference in the number of employees since the founding. Entrepreneurs can use the findings from this study to identify their leadership style and better understand how individual styles and demographic characteristics relate to their role in their business and its potential success. City planners, members of regional Departments of Economic Development, educators,

and practitioners can use the findings from this study to enhance leadership development opportunities for entrepreneurs.

Orchard, (2017) The Influence of Entrepreneurial Leadership on Entrepreneurial Opportunity: A Study of UK Technology Innovative SMES: This study investigates the role and influence of entrepreneurial leadership as a potentially significant factor affecting employee intrapreneurial opportunities in SMEs. More specifically, the employee perception of how they may contribute to processing, service, or product innovation within companies operating in highly competitive business sectors consistent with innovation being a critical success factor for their future development and potentially, their survival. As such, the employee perception becomes the opportunities that may exist for them to become intrapreneurial within the confines of paid employment status. The study was unable to demonstrate a clear association between organizational boundaries and intrapreneur opportunity levels. This established a potential lack of clarity in previously published work whilst providing extensive opportunities for further research. Through the research questions, with the dynamic of the methodology applied and the subsequent research findings we have addressed a literature gap exposed in the field of intrapreneurship in UK SMEs. This constitutes the author's original contribution to knowledge.

Akeem O, & Adekanmbi, (2016) Relationship between Entrepreneurial Characteristics and Performance of Small and Medium Scale Enterprise (A Study of SMEs in Yaba LCDA): This study examined the effect of entrepreneurial characteristics on the performance of SMEs in Nigeria. Results revealed that entrepreneurial characteristics, entrepreneurial competency and orientation, and the level of education of an entrepreneur all have a significant effect on the performance of SMEs. Entrepreneurs that are driven by the willingness to undertake personal sacrifice for their business, are able to overcome setbacks when faced with challenges and they are willing to take risk for the growth of their business and have the ability to identify new opportunities and innovative approaches for their business. The education qualification of entrepreneurs helped to improve their quality of service. The technical capability of entrepreneurs allows them in running their business, create wealth, and possess the ability to lead others and ability to identify new opportunities. Entrepreneurial characteristics have a significant effect on the performance of SMEs. This means that the success of a small scale business is dependent on certain attributes of an entrepreneur such as the ability to take risks, being open minded, and being able to identify new opportunities. Furthermore, it was revealed that entrepreneurial competency and orientation has a significant effect on the performance of SMEs in Nigeria.

Lockett, et al, (2013) Entrepreneurial Leadership, Capabilities and Growth: The impact of entrepreneurial leadership capabilities on the growth of SMEs was explored in this study. It was discovered that SMEs' growth is influenced by substantive growth capabilities, which are formed by upstream leadership and competence development challenges. There are four key growth vectors that are backed up by a slew of growth oriented behaviors and procedures. Market penetration, innovation, new product creation, new market development, and internationalization are all examples of management procedures that aid growth. Financial and intellectual capital are two important resources that promote growth potential. The quantity of market opportunities found is strongly influenced by the leader's prior understanding of the domain (i.e. industry) and prior entrepreneurial experience. Dynamic capabilities are essential for establishing a long term

growth strategy. According to qualitative research, dynamic capabilities are positively related to substantive capability development, and capability development is a mediator in the relationship between dynamic capabilities and firm performance. Leaders must be willing and able to expand their businesses. As a result, policymakers should encourage growth oriented training programs that help leaders build their entrepreneurial cognitions and motivations, as well as their knowledge and skills. The programs should communicate best practices for identifying opportunities, developing growth capacities, and defining objectives. Small business owners, on the other hand, are frequently unable or unwilling to invest in expansion. As a result, extra assistance may be focused towards supporting SMEs in collecting both the financial and intellectual capital essential for growth.

Isaga, (2012) Entrepreneurship and the growth of SMEs in the furniture industry in Tanzania: This study tested the influence of the characteristics of entrepreneurs on the growth of small and medium sized enterprises (SMEs) in the Tanzanian setting. The study reveals that the growth of SMEs is explained by certain characteristics of entrepreneurs. Specifically, with regard to the demographic characteristics, the findings suggest that entrepreneurs who have had vocational carpentry education, have attended workshops, who have had previous experience in management and the industry in which the current firm is involved, and who have come from an entrepreneurial family, were more likely to see their business grow than entrepreneurs who lacked the aforementioned attributes. Furthermore, the findings suggest that specific personality traits, such as the need for achievement, internal locus of control, risk taking propensity, innovativeness, and self efficacy exert an influence on the growth of SMEs in Tanzania. We have also found that cognitive characteristics of the entrepreneurs are positively related to the growth of SMEs: entrepreneurial alertness, attitude towards entrepreneurship, different cognitive styles, and entrepreneurial motivation. Interestingly, the findings suggest that cognitive characteristics do mediate the relationship between personality traits and the growth of SMEs.

2.8.1 Comments on Previous Studies:

The studies reviewed by the researcher focused on the impact of entrepreneurial leadership, with some focusing on its impact on SMEs' performance and others on its impact on SMEs' growth. However, this study agrees with several studies looking at the impact of the entrepreneur's leadership skills in achieving SMEs' growth in Bethlehem Governorate.

All studies and the current study as well agreed that they were based on similar research tools, the questionnaire tool.

Previous research (including this one) have found that entrepreneurial leadership may boost performance, task efficiency, contextual performance, organizational performance, positive attitude, and growth goals, all of which contribute to more proactive market behavior. Also, some studies show that entrepreneurial leadership is a strong predictor of organizational performance, that a successful entrepreneur should be a natural leader or at least possess several leadership qualities, that entrepreneur education has a positive impact on the size, innovativeness, and net sales of venture businesses, and that entrepreneurial characteristics, entrepreneurial competency and orientation, and the level of education of

an entrepreneur have a positive impact on the size, innovativeness, and net sales of venture businesses.

However, the current study is distinguished from previous studies in that it focuses on the impact of the skills of leading entrepreneurs on the growth of SMEs in Bethlehem Governorate, benefiting from previous studies in studying this relationship, developing the study tool, and comparing with the results of previous studies to know the situation in Palestine compared to other countries.

Chapter Three: Approach and Methodology

3.1 Introduction

This chapter covers the researcher's methods and procedures for determining the study population and sample, as well as the steps and practical procedures used to develop and describe the study tool. It also covers the study design scheme and its variables, as well as the types of statistical tests used in the study.

3.2 Search Design

The researcher uses the analytical descriptive technique because it is the best method for the subject of the search since it focuses on description, analysis, comparison, and assessment to obtain generalizations that bring value to knowledge and science. In addition, the information and data needed for this search were gathered from the following sources:

- Primary data is gathered by a questionnaire that is specifically tailored to examine the search factors.
- Secondary data: to build the theoretical framework, a survey of existing literature linked to the subject of this search was conducted.

The study included the following independent and dependent variables:

- a) Independent Variables:
 - Self Skills
 - Technical Skills
 - Management Skills
 - Human Skills
 - Intellectual Skills
- b) Dependent variable:
 - Growth of SMEs in Bethlehem Governorate

3.3 Study Population

The study population consists of SMEs operating in different economic sectors in Bethlehem in the year 2021. The number of members of the study population 8,208 firm (Palestinian Central Bureau of Statistics, 2018).

3.4 The Study Sample

The study sample was chosen by a simple random method. The number of sample individuals to whom the questionnaire was distributed is (200) firms from SMEs operating in Bethlehem Governorate. The sample included firms from various economic sectors. Of the questionnaires that were distributed to these firms only 172 were valid. 28 questionnaires were excluded, meaning that the response rate was 86%. And they formed the final sample for the study.

3.5 Instrument for Data Collection

The research relies on a questionnaire as the primary tool, with the questionnaire's structure shown in table (5).

Table (5): Structure of the questionnaire

| Section | Dimension/Variables | Number of paragraphs |
|---|---|----------------------|
| Demographics related to the respondents and companies | Gender, academic qualification, job position, years of experience, number of employees, age of the firm, and economic activity. | 8 |
| Section 1: Paragraphs related to leadership skills | Related to Self leadership skills | 9 |
| | Related to technical leadership skills | 9 |
| | Related to management leadership skills | 12 |
| | Related to human leadership skills | 9 |
| | Related to intellectual leadership skills | 9 |
| Section 2: Paragraphs related to the growth of SMEs | | 11 |

3.6 Validity of the Questionnaire

The validity means that the analysis should include all elements, paragraphs and vocabulary must be clear and understood by everyone. Also, the questionnaire must measure what is designed to measure. The researcher used two types Questionnaire validation as follows:

- 1) The veracity of the arbitrators: by presenting the scale to 5 experts and specialists in the field of growth of SMEs to verify the validity of the statements.
- 2) Internal consistency validity: using the Pearson correlation coefficient, to measure the relationship between each paragraph and the section to which it belongs, and between each paragraph and the total degree.

3.7 Reliability of the Questionnaire

The researcher used Cronbach's alpha coefficient; to test the stability of the study tool (that is, the extent to which the questionnaire is able to give close results every time it is used, and thus obtain correct and reliable results), the split half method was used; Where the Cronbach's Alpha coefficient was calculated to measure the stability coefficient of the

paragraphs so that the tool is considered stable if the value of the coefficient is greater than 0.7.

Table (6): Cronbach's Alpha Coefficients for the Leadership Skills dimensions

| | Dimension | Number of Paragraphs | Cronbach's Alpha Coefficient |
|---|--------------------------------|-----------------------------|-------------------------------------|
| 1 | Self leadership skills | 9 | 0.886 |
| 2 | Technical leadership skills | 9 | 0.894 |
| 3 | Management leadership skills | 12 | 0.914 |
| 4 | Human leadership skills | 9 | 0.894 |
| 5 | Intellectual leadership skills | 9 | 0.892 |
| | Leadership Skills | 48 | 0.971 |

According to table (6), it can be concluded that the instrument is stable and reliable, since all coefficients of Cronbach's Alpha are more than 0.7. It is clear from Table (6) that the stability coefficient of the 9 items of the Self leadership skills amounted to (0.886), in the 9 items of the technical leadership skills it amounted to (0.894), in the 12 items of the Management leadership skills it amounted to (0.914), in the items Human leadership skills with 9 items, amounted to (0.894), in the paragraphs of the Intellectual leadership skills with 9 items, it amounted to (0.892), and the total score for all the 48 paragraphs amounted to (0.971). This indicates the suitability of the study tool for the purposes of scientific research.

Table (7): Cronbach's Alpha Coefficients for the (SMEs Growth) dimension

| | Dimension | Number of Paragraphs | Cronbach's Alpha Coefficient |
|--|------------------|-----------------------------|-------------------------------------|
| | SMEs Growth | 9 | 0.900 |

It is clear from Table (7) that the stability coefficient of the 9 items of the SMEs growth amounted to (0.900). Also this indicates the suitability of the study tool for the purposes of scientific research.

3.8 Correlation between the paragraphs of the questionnaire

Section one: Paragraphs related to skills

1. Self leadership skills

Table (8): Correlation between paragraphs of Self Leadership Skills and all Skills

| Paragraph | | Self leadership skills | Skills |
|-----------------------------------|---------------------|-------------------------------|---------------|
| Administrator has self confidence | Pearson Correlation | .634 | .533 |

| | | | |
|--|----------------------------|-------------|-------------|
| | Sig. (2tailed) | .000 | .000 |
| The administrator takes a great deal of effort to get the work done | Pearson Correlation | .721 | .627 |
| | Sig. (2tailed) | .000 | .000 |
| An administrator is energetic and energetic | Pearson Correlation | .786 | .696 |
| | Sig. (2tailed) | .000 | .000 |
| The administrator has perseverance and ability to face obstacles | Pearson Correlation | .706 | .601 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator has ability to adapt and flexible to all circumstances | Pearson Correlation | .766 | .665 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator accepts new ideas | Pearson Correlation | .698 | .556 |
| | Sig. (2tailed) | .000 | .000 |
| The administrator has ability to find new ways to confront unexpected situations | Pearson Correlation | .792 | .647 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator enjoys calm in the face of crises | Pearson Correlation | .756 | .660 |
| | Sig. (2tailed) | .000 | .000 |
| The administrator has ability to control his own emotions | Pearson Correlation | .693 | .568 |
| | Sig. (2tailed) | .000 | .000 |
| Self Leadership Skills | Pearson Correlation | 1 | .846 |

It is clear from the table (8) that all paragraphs of Self leadership skills had a statistically significant correlation coefficient at the level of significance ($\alpha \leq 0.05$), which means that the correlation for all Self leadership skills is statistically significant, as the correlation values ranged between (0.634-0.792), therefore they together participate in measuring the self leadership skills in SMEs in Bethlehem Governorate, in light of the theoretical framework on which the scale was built. Also, it is clear out that all items had a statistically significant correlation coefficient at the level of significance ($\alpha \leq 0.05$) with the main section degree (skills), as shown in Table (8), which shows that the correlation for all Self Leadership Skills paragraphs is statistically significant, as the correlation values ranged between (0.533-0.647), and accordingly together, they share a measure of part of the Self leadership skills in Bethlehem Governorate, in light of the theoretical framework on which the scale was built.

2. Technical Leadership Skills

Table (9): Correlation between paragraphs of Technical Leadership Skills and all Skills

| Paragraph | | Technical Leadership skills | Skills |
|---|----------------------------|-----------------------------|-------------|
| Administrator has ability to develop the performance of employees. | Pearson Correlation | .734 | .618 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator is aware of the production systems used in the firm. | Pearson Correlation | .711 | .683 |
| | Sig. (2tailed) | .000 | .000 |
| | N | 172 | 172 |
| The administrator can convince the employees of the goals. | Pearson Correlation | .781 | .667 |
| | Sig. (2tailed) | .000 | .000 |
| The administrator has ability to achieve goals. | Pearson Correlation | .874 | .719 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator keeps pace with the development of the production mechanisms in the firm. | Pearson Correlation | .698 | .610 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator uses advanced means in production. | Pearson Correlation | .710 | .619 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator can meet the demand for the company's products, increasing or decreasing. | Pearson Correlation | .742 | .656 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator determines the time of work and the duration of its completion. | Pearson Correlation | .680 | .621 |
| | Sig. (2tailed) | .000 | .000 |
| The administrator has ability to prioritize operations. | Pearson Correlation | .702 | .716 |
| | Sig. (2tailed) | .000 | .000 |
| Technical leadership skills | Pearson Correlation | 1 | .889 |
| | Sig. (2tailed) | | .000 |

It is clear from the table (9) that all paragraphs of Technical Leadership Skills had a statistically significant correlation coefficient at the level of significance ($\alpha \leq 0.05$), which means that the correlation for all Technical Leadership Skills is statistically significant, as the correlation values ranged between (0.6800.874), therefore they together participate in measuring the Technical Leadership Skills in SMEs in Bethlehem Governorate, in light of the theoretical framework on which the scale was built. Also, it is clear out that all items had a statistically significant correlation coefficient at the level of significance ($\alpha \leq 0.05$) with the main section degree (skills), as shown in Table (9), which shows that the correlation for all Technical Leadership Skills paragraphs is statistically significant, as the correlation values ranged between (0.610 0.889), and accordingly together, they share a

measure of part of the Technical Leadership Skills in Bethlehem Governorate, in light of the theoretical framework on which the scale was built.

3. Management leadership skills

Table (10): Correlation between paragraphs of Management Leadership Skills and all Skills

| Paragraph | | Management Leadership Skills | Skills |
|--|---------------------|------------------------------|--------|
| Administrator has ability to make decisions | Pearson Correlation | .603 | .604 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator can obtain correct information and use it in decisions | Pearson Correlation | .744 | .690 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator engages employees in the decision making process | Pearson Correlation | .688 | .596 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator can coordinate between employee goals and work goals | Pearson Correlation | .738 | .693 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator has skill in organizing and managing time | Pearson Correlation | .735 | .710 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator manages the meetings skilfully | Pearson Correlation | .707 | .617 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator has the skill and ability to form and manage work teams | Pearson Correlation | .708 | .653 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator has ability to monitor internal variables | Pearson Correlation | .788 | .732 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator has ability to monitor external variables | Pearson Correlation | .774 | .679 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator has flexibility in redesigning organizational structures | Pearson Correlation | .744 | .683 |
| | Sig. (2tailed) | .000 | .000 |

| | | | |
|--|----------------------------|----------|-------------|
| | (2tailed) | | |
| Administrator evaluates the performance of employees according to clear criteria | Pearson Correlation | .729 | .705 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator issues clear instructions to the employees on what to do | Pearson Correlation | .684 | .643 |
| | Sig. (2tailed) | .000 | .000 |
| Management Leadership Skills | Pearson Correlation | 1 | .924 |
| | Sig. (2tailed) | | .000 |

It is clear from the table (10) that all paragraphs of Management Leadership Skills had a statistically significant correlation coefficient at the level of significance ($\alpha \leq 0.05$), which means that the correlation for all Management Leadership Skills is statistically significant, as the correlation values ranged between (0.6030.788), therefore they together participate in measuring the Management Leadership Skills in SMEs in Bethlehem Governorate, in light of the theoretical framework on which the scale was built. Also, it is clear out that all items had a statistically significant correlation coefficient at the level of significance ($\alpha \leq 0.05$) with the main section degree (skills), as shown in Table (10), which shows that the correlation for all Management Leadership Skills paragraphs is statistically significant, as the correlation values ranged between (0.596 0.732), and accordingly together, they share a measure of part of the Management Leadership Skills in Bethlehem Governorate, in light of the theoretical framework on which the scale was built.

4. Human leadership skills

Table (11): Correlation between paragraphs of Human Leadership Skills and all Skills

| Paragraph | | Human Leadership Skills | Skills |
|--|---------------------|--------------------------------|---------------|
| Administrator can get maximum cooperation from employees. | Pearson Correlation | .671 | .553 |
| | Sig. (2tailed) | .000 | .000 |
| There are tendencies in the administrator to provide incentives for employees. | Pearson Correlation | .705 | .666 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator has ability to win the loyalty and support of employees | Pearson Correlation | .744 | .638 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator listens to all parties | Pearson Correlation | .770 | .668 |

| | | | |
|---|--------------------------------|----------|-------------|
| | Sig. (2tailed) | .000 | .000 |
| Administrator provides constant assistance to others | Pearson Correlation | .769 | .677 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator understands the feelings and desires of others | Pearson Correlation | .822 | .732 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator accepts employee criticism | Pearson Correlation | .727 | .646 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator has ability to form relationships with others | Pearson Correlation | .693 | .602 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator appreciates suggestions of others | Pearson Correlation | .735 | .635 |
| | Sig. (2tailed) | .000 | .000 |
| Human Leadership Skills | Pearson Correlation | 1 | .878 |
| | Sig. (2tailed) | | .000 |

It is clear from the table (11) that all paragraphs of Human Leadership Skills had a statistically significant correlation coefficient at the level of significance ($\alpha \leq 0.05$), which means that the correlation for all Human Leadership Skills is statistically significant, as the correlation values ranged between (0.6710.822), therefore they together participate in measuring the Human Leadership in SMEs in Bethlehem Governorate, in light of the theoretical framework on which the scale was built. Also, it is clear out that all items had a statistically significant correlation coefficient at the level of significance ($\alpha \leq 0.05$) with the main section degree (skills), as shown in Table (11), which shows that the correlation for all Human Leadership Skills paragraphs is statistically significant, as the correlation values ranged between (0.553 0.732), and accordingly together, they share a measure of part of the Human Leadership Skills in Bethlehem Governorate, in light of the theoretical framework on which the scale was built.

5. Intellectual Leadership Skills

Table (12): Correlation between paragraphs of Intellectual Leadership Skills and all Skills

| Paragraph | | Intellectual Leadership Skills | Skills |
|---|---------------------|--------------------------------------|--------|
| Administrator can identify problems and | Pearson Correlation | .683 | .616 |

| | | | |
|--|----------------------------|----------|-------------|
| know their causes | Sig. (2tailed) | .000 | .000 |
| Administrator has ability to think creatively and innovatively | Pearson Correlation | .745 | .708 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator makes the decision based on correct information | Pearson Correlation | .755 | .684 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator is dedicated to distinguishing between important and unimportant information about the problem | Pearson Correlation | .749 | .691 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator takes advantage of feedback from employees | Pearson Correlation | .693 | .587 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator has ability to tackle problems that are encountered for the first time | Pearson Correlation | .717 | .667 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator seeks to implement developments related to the work environment | Pearson Correlation | .739 | .663 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator has ability to convince employees of the need for development | Pearson Correlation | .779 | .693 |
| | Sig. (2tailed) | .000 | .000 |
| Administrator can develop action plans to adapt to developments | Pearson Correlation | .742 | .615 |
| | Sig. (2tailed) | .000 | .000 |
| Intellectual Leadership Skills | Pearson Correlation | 1 | .896 |
| | Sig. (2tailed) | | .000 |

It is clear from the table (12) that all paragraphs of Intellectual Leadership Skills had a statistically significant correlation coefficient at the level of significance ($\alpha \leq 0.05$), which means that the correlation for all Intellectual Leadership Skills is statistically significant, as the correlation values ranged between (0.6830.779), therefore they together participate in measuring the Intellectual Leadership in SMEs in Bethlehem Governorate, in light of the theoretical framework on which the scale was built. Also, it is clear out that all items had a statistically significant correlation coefficient at the level of significance ($\alpha \leq 0.05$) with the main section degree (skills), as shown in Table (12), which shows that the correlation for all Intellectual Leadership Skills paragraphs is statistically significant, as the correlation values ranged between (0.587 0.708), and accordingly together, they share a measure of part of the Intellectual Leadership Skills in Bethlehem Governorate, in light of the theoretical framework on which the scale was built.

Section Two: Paragraphs related to Growth of SMEs in Bethlehem Governorate

Table (13): Paragraphs related to Growth of SMEs in Bethlehem Governorate

| Paragraph | | Growth of SMEs |
|---|---------------------|----------------|
| There is a noticeable annual increase in the number of employees | Pearson Correlation | .591 |
| | Sig. (2tailed) | .000 |
| There is a clear increase in the number of goods or services provided by the firm annually. | Pearson Correlation | .750 |

| | | |
|---|------------------------|------|
| | Sig. (2tailed) | .000 |
| There is a continuous increase in market share. | Pearson Correlation | .750 |
| | Sig. (2tailed) | .000 |
| The firm seeks to find innovative ways to help it grow. | Pearson Correlation | .695 |
| | Sig. (2tailed) | .000 |
| The firm keeps pace with the development of its production to meet the changing needs of customers. | Pearson Correlation | .644 |
| | Sig. (2tailed) | .000 |
| The demand for goods or services provided by the firm increases annually. | Pearson Correlation | .704 |
| | Sig. (2tailed) | .000 |
| There is an increase in the assets of the firm from the moment of incorporation until today. | Pearson Correlation | .694 |
| | Sig. (2tailed) | .000 |
| There is a continuous increase in the capital | Pearson Correlation | .759 |
| | Sig. (2tailed) | .000 |
| The firm's profits are constantly increasing | Pearson Correlation | .773 |
| | Sig. (2tailed) | .000 |
| There is an increase in the customer base | Pearson Correlation | .773 |
| | Sig. (2tailed) | .000 |
| There is a continuous increase in the rate of productivity | Pearson Correlation | .731 |
| | Sig. (2tailed) | .000 |

It is clear from the table (13) that all paragraphs of Growth of SMEs had a statistically significant correlation coefficient at the level of significance ($\alpha \leq 0.05$), which shows that the correlation for all growth of SMEs paragraphs is statistically significant, as the correlation values ranged between (0.5910.773), and therefore they together participate in measuring the growth in SMEs in Bethlehem Governorate, in light of the theoretical framework on which the scale was built.

3.9 Correction Key

Table (14): Correction key of the questionnaire responses

| Interval of statistical mean | Description |
|------------------------------|-------------|
| 1.00 – 1.79 | Very Low |
| 1.80 – 2.59 | Low |
| 2.60 – 3.39 | Moderate |
| 3.40 – 4.19 | High |
| 4.20 – 5.00 | Very High |

The responses of the questionnaire paragraphs are depending on the Likert scale from 5 points (1 to 5), so the range of the responses is 4 (51), and we will divide the range of responses into 5 groups with width of 0.8 (4/5) which considered as the correction key for the mean of responses as in table (14).

3.10 Statistical Methods

The search analysis was conducted using the statistical package for social science (SPSS). In addition to achieve the search objectives, answer the questions, and test hypotheses. The researcher used the following statistical analysis and tests:

Frequencies and percentages for the demographic variables.

Statistical means, standard deviations and relative weights for the variables of the search.

Spearman's correlation between the search variables to test the hypothesis of the search.

Kruskall Wallis test: to compare the search variables according to economic activity, number of partners, number of employees, capital, and company age.

3.11 Determinants of the study

The study limits are as follows:

3.11.1 Temporal determinants:

The researcher chose the research sample from workers in the SMEs in Bethlehem Governorate. The researcher initially distributed the questionnaires via email, but the companies did not respond despite contacting them several times. Therefore, the researcher visited the sample companies, and waited until the questionnaire was completed, which required more effort and time to fill out the questionnaires.

3.11.2. Spatial determinants:

This research was conducted on the SMEs operating in Bethlehem Governorate only in 2021.

3.11.3. Objective boundaries:

The study focuses on the Influence of Entrepreneurial Leadership Skills on Growth of SMEs in Bethlehem Governorate.

4. Chapter Four: Results and Discussion

4.1 Overview

This chapter focuses on the analysis of data in order to provide answers to the search questions and test its hypotheses. The statistical package for social sciences (SPSS) software was used to attain the search outputs which are presented and analyzed in this chapter.

4.2 Search Sample Description

Table (15): Distribution of the sample by Gender

| Gender | Frequency | Percent |
|---------------|------------------|----------------|
| Male | 120 | 69.8 |
| Female | 52 | 30.2 |
| Total | 172 | 100.0 |

Table (15) shows the demographic data for the 172 respondents. The table shows the gender information, in which that about two third of the sample were males (69.8%), and about one third of them were females (30.2%).

Table (16): Distribution of the sample by Age

| Age | Frequency | Percent |
|-------------------------------------|------------------|----------------|
| From 20 years to less than 30 years | 89 | 51.7 |
| From 30 to less than 40 years | 51 | 29.7 |
| From 40 to less than 50 years | 28 | 16.3 |
| 50 years and over | 4 | 2.3 |
| Total | 172 | 100.0 |

Table (16) shows the distribution for the 172 respondents according to their age. The table indicates that more than half of them were between 20 to 30 years old (51.7%), about one third of them (29.7%) of them were less than 30 to less than 40 years old, 16.3% of them were between 40 to less than 50 years old, 2.3% of them 50 years and over.

Table (17): Distribution of the sample by qualification

| Qualification | Frequency | Percent |
|----------------------|------------------|----------------|
| Diploma or less | 66 | 38.4 |
| Bachelor's degree | 85 | 49.4 |
| Postgraduate | 21 | 12.2 |
| Total | 172 | 100.0 |

Table (17) shows that the distribution for the 172 respondents according to education level. The table indicates that about half of them have a bachelor's degree (49.4%), more than

one third of them (38.4%) have a Diploma or less, 12.2% of them have a master's degree or higher.

Table (18): Distribution of the sample by job position

| Job position | Frequency | Percent |
|--|------------------|----------------|
| Employee | 103 | 59.9 |
| Head of department | 18 | 10.5 |
| Director of the Department | 14 | 8.1 |
| Chief Executive Officer or General Manager | 37 | 21.5 |
| Total | 172 | 100.0 |

Table (18) shows the distribution for the 172 respondents according to a job position. The table indicates that more than half of the sample were employees (59.9%), 21.5% chiefs Executive Officer or General Managers, 10.5% heads of department, and 8.1% Directors of the department.

Table (19): Distribution of the sample members according to experience

| Years of Experience | Frequency | Percent |
|-------------------------------|------------------|----------------|
| Less than 5 Years | 67 | 39.0 |
| From 5 to less than 10 years | 52 | 30.2 |
| From 10 to less than 15 years | 27 | 15.7 |
| More than 15 years | 26 | 15.1 |
| Total | 172 | 100.0 |

Table (19) shows the distribution for the 172 respondents according to experience. The table indicates that 39% of the sample have experienced less than 5 Years, 30.2% from 5 to less than 10 years, 15.7% from 10 to less than 15 years, and 15.1% have experienced more than 15 years.

Table (20): Distribution of the sample by Number of employees in the firm

| Number of employees in the firm | Frequency | Percent |
|--|------------------|----------------|
| From one to 4 workers | 77 | 44.8 |
| From 5 to 9 workers | 42 | 24.4 |
| From 10 to 19 workers | 24 | 14.0 |
| From 20 to 49 workers | 24 | 14.0 |
| 50 workers or more | 5 | 2.9 |
| Total | 172 | 100.0 |

Table (20) shows the distribution for the 172 respondents according to the Number of employees in the firm. The table indicates that 44.8% of SMEs in the sample employ from one to 4 workers, 24.4% employ from 5 to 9 workers, 14% employ from 10 to 19 workers, 14% employ from 20 to 49 workers, and 2.9% employ 50 workers or more.

Table (21): Distribution of the sample age of the firm

| Age of the firm | Frequency | Percent |
|------------------------|------------------|----------------|
|------------------------|------------------|----------------|

| | | |
|-------------------------------|------------|--------------|
| Less than 5 Years | 55 | 32.0 |
| From 5 to less than 10 years | 46 | 26.7 |
| From 10 to less than 15 years | 33 | 19.2 |
| From 15 to less than 20 years | 14 | 8.1 |
| More than 20 years | 24 | 14.0 |
| Total | 172 | 100.0 |

Table (21) shows the distribution for the 172 respondents according to the age of the firm. The table indicates that one third (32%) of SMEs in the sample were aged less than 5 Years, 26.7% from 5 to less than 10 years, 19.2%, from 10 to less than 15 years, 8.1% from 15 to less than 20 years, and 14% more than 20 years.

Table (22): Distribution of the sample by economic activity

| Economic activity | Frequency | Percent |
|-------------------|------------|--------------|
| Agriculture | 2 | 1.2 |
| Industry | 27 | 16.2 |
| Construction | 3 | 1.8 |
| Services | 45 | 26.9 |
| Wholesale trade | 23 | 13.8 |
| Retail trade | 67 | 40.1 |
| Total | 167 | 100.0 |

Table (22) shows the distribution for the 172 respondents according to economic activity. The table indicates that 40.1% of firms in the sample work in Retail trade, 26.9% in Services, 16.2% in Industry, 13.8% in Wholesale trade, 1.8% in construction, and 1.2% in Agriculture.

4.3 Findings and Results

4.3.1. Leadership skills and SMEs' Growth:

Table (23): Model summary: Leadership Skills and SMEs' Growth

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--------------|-------------------|----------|-------------------|----------------------------|
| dimension0 1 | .547 ^a | .299 | .295 | .48861 |

a. Predictors: (Constant), Leadership Skills

Table (23) shows that R-squared is 0.299; which means that 29.9% of the variation in the dependent variable (SMEs' growth) is explained by the variation in the independent variable (Leadership Skills).

Table (24): Anova: Leadership Skills and SMEs' Growth

ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 17.314 | 1 | 17.314 | 72.523 | .000 ^a |
| | Residual | 40.586 | 170 | .239 | | |
| | Total | 57.900 | 171 | | | |

a. Predictors: (Constant), Leadership Skills

b. Dependent Variable: SMEs' Growth

Table (24) shows that the regression is significant because the significance value for F statistics was 0.000, which means that the differences between the averages of the two groups differed greatly.

Table (25): Coefficients: Leadership Skills and SMEs' Growth

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.521 | .303 | | 5.027 | .000 |
| | Leadership Skills | .608 | .071 | .547 | 8.516 | .000 |

a. Dependent Variable: SMEs' Growth

Based on the significance of the coefficients of the independent variable, it can be said: As Leadership Skills increases by 1 point, SMEs' Growth increases by 0.608 points at a 5% level of significance as shown in table (25).

Table (26): Summary of Coefficients: Leadership Skills and SMEs' Growth

| Leadership Skills | Coefficient |
|---------------------------------|--------------|
| Self - Leadership Skills | 0.425 |
| Intellectual- Leadership Skills | 0.524 |
| Technical- Leadership Skills | 0.492 |
| Management- Leadership Skills | 0.481 |
| Human- Leadership Skills | 0.477 |
| Leadership Skills | 0.608 |

Based on the answers of the five questions, it is concluded that all five Leadership Skills have a statistically significance impact on SMEs' Growth in Bethlehem Governorate. The most skills having impact on SMEs' Growth in Bethlehem Governorate were as follows in table (26).

4.3.2. Analysis of search variables:

4.3.2.1 Influence of Self-Skills of Entrepreneur Leaders on the SMEs' Growth:

Table (27): Analysis of the dimension of Leadership Skills on the SMEs' growth related to the Self-Leadership Skills

| N | Paragraph | Mean | Std. Deviation | Degree |
|----------------|--|-------------|----------------|------------------|
| 1. | Administrator has self-confidence | 4.60 | .617 | very high |
| 2. | The administrator takes a great deal of effort to get the work done | 4.43 | .780 | very high |
| 3. | An administrator is energetic and energetic | 4.37 | .685 | very high |
| 4. | The administrator has perseverance and ability to face obstacles | 4.42 | .701 | very high |
| 5. | Administrator has ability to adapt and flexible to all circumstances | 4.24 | .842 | very high |
| 6. | Administrator accepts new ideas | 4.24 | .863 | very high |
| 7. | The administrator has ability to find new ways to confront unexpected situations | 4.21 | .853 | very high |
| 8. | Administrator enjoys calm in the face of crises | 4.06 | .916 | High |
| 9. | The administrator has ability to control his own emotions | 3.89 | .982 | High |
| Average | | 4.27 | .587 | very high |

This dimension in the questionnaire was represented by nine statements reflecting the Influence of Self-Skills of Entrepreneur Leaders on the SMEs' growth in Bethlehem Governorate in the form of five Likert scale. Table (27) shows the result of Self-Leadership Skills dimension.

It is clear from table (27) that the paragraph one ranked as first in regarding to its degree, which is "Administrator has self-confidence" with a statistical mean 4.6 out of 5 and the standard deviation (0.617). On the other side The paragraph nine of "The administrator has ability to control his own emotions" ranked last in importance with a statistical mean (3.89) and the standard deviation (0.982). While all other paragraphs had a high degree. In general, the dimension of Leadership Skills on the SMEs' growth related to the Self-Leadership Skills has a high degree with a statistical mean (4.27) and the standard deviation was (0.587).

4.3.2.2. Influence of Technical -Skills of Entrepreneur Leaders on the SMEs' growth:

Table (28): Analysis of the dimension of Leadership Skills on the SMEs' growth related to the Technical -Leadership Skills

| N | Paragraph | Mean | Std. | Degree |
|---|-----------|------|------|--------|
|---|-----------|------|------|--------|

| | | | Deviation | |
|----------------|---|-------------|------------------|------------------|
| 1. | Administrator has ability to develop the performance of employees. | 4.22 | .857 | very high |
| 2. | Administrator is aware of the production systems used in the firm. | 4.28 | .705 | very high |
| 3. | The administrator can convince the employees of the goals. | 4.27 | .742 | very high |
| 4. | The administrator has ability to achieve goals. | 4.36 | .716 | very high |
| 5. | Administrator keeps pace with the development of the production mechanisms in the firm. | 4.28 | .797 | very high |
| 6. | Administrator uses advanced means in production. | 4.32 | .755 | very high |
| 7. | Administrator can meet the demand for the company's products, increasing or decreasing. | 4.28 | .730 | very high |
| 8. | Administrator determines the time of work and the duration of its completion. | 4.22 | .716 | very high |
| 9. | The administrator has ability to prioritize operations. | 4.37 | .693 | very high |
| Average | | 4.29 | .549 | very high |

This dimension in the questionnaire was represented by nine statements reflecting the Influence of Technical -Skills of Entrepreneur Leaders on the SMEs' growth in Bethlehem Governorate in the form of five Likert scale. Table (28) shows the result of Technical-Leadership Skills dimension.

It is clear from table (28) that the paragraph nine ranked as first in regarding to its degree, which is “The administrator has ability to prioritize operations” with a statistical mean 4.37 out of 5 and the standard deviation (0.693). On the other side The two paragraphs one and eight “Administrator has ability to develop the performance of employees) and (Administrator determines the time of work and the duration of its completion)” ranked last in importance with a statistical mean (4.22) and the standard deviation (0.857, 0.716) accordingly. While all other paragraphs had a high degree. In general, the dimension of Leadership Skills on the SMEs' growth related to the Technical -Leadership Skills has a very high degree with a statistical mean (4.29) and the standard deviation was (0.549).

4.3.2.3. Influence of Management -Skills of Entrepreneur Leaders on the SMEs' growth:

Table (29): Analysis of the dimension of Leadership Skills on the SMEs' growth related to the Management -Leadership Skills

| N | Paragraph | Mean | Std. Deviation | Degree |
|----------|---|-------------|-----------------------|---------------|
| 1. | Administrator has ability to make decisions | 4.51 | .671 | very high |

| | | | | |
|----------------|--|-------------|-------------|-------------|
| 2. | Administrator can obtain correct information and use it in decisions | 4.36 | .674 | very high |
| 3. | Administrator engages employees in the decision-making process | 3.91 | .993 | High |
| 4. | Administrator can coordinate between employee goals and work goals | 4.04 | .907 | High |
| 5. | Administrator has skill in organizing and managing time | 4.19 | .787 | High |
| 6. | Administrator manages the meetings skilfully | 4.08 | .872 | High |
| 7. | Administrator has the skill and ability to form and manage work teams | 4.25 | .796 | very high |
| 8. | Administrator has ability to monitor internal variables | 4.22 | .820 | very high |
| 9. | Administrator has ability to monitor external variables | 4.11 | .848 | High |
| 10. | Administrator has flexibility in re-designing organizational structures | 4.01 | .927 | High |
| 11. | Administrator evaluates the performance of employees according to clear criteria | 4.10 | .870 | High |
| 12. | Administrator issues clear instructions to the employees on what to do | 4.31 | .752 | very high |
| Average | | 4.17 | .596 | High |

This dimension in the questionnaire was represented by twelve statements reflecting the Influence of Management -Skills of Entrepreneur Leaders on the SMEs' growth in Bethlehem Governorate in the form of five Likert scale. Table (29) shows the result of Management - Leadership Skills dimension.

It is clear from table (29) that the paragraph one ranked as first in regarding to its degree, which is “Administrator has ability to make decisions” with a statistical mean 4.51 out of 5 and the standard deviation (0. 671). On the other side the paragraph three “Administrator engages employees in the decision-making process” ranked last in importance with a statistical mean (3.91) and the standard deviation (0.993). While all other paragraphs had a high degree. In general, the dimension of Leadership Skills on the SMEs' growth related to the Management -Leadership Skills has a high degree with a statistical mean (4.17) and the standard deviation was (0.517).

4.3.2.4. Influence of Human -Skills of Entrepreneur Leaders on the SMEs' growth:

Table (30): Analysis of the dimension of Leadership Skills on the SMEs' growth related to the Human - Leadership Skills

| N | Paragraph | Mean | Std. Deviation | Degree |
|----|--|------|----------------|-----------|
| 1. | administrator can get maximum cooperation from employees. | 4.27 | .748 | very high |
| 2. | There are tendencies in the administrator to provide incentives for employees. | 4.02 | .898 | High |
| 3. | Administrator has ability to win the loyalty and | 4.19 | .817 | High |

| | | | | |
|----------------|--|-------------|-------------|-------------|
| | support of employees | | | |
| 4. | Administrator listens to all parties | 4.10 | .849 | High |
| 5. | Administrator provides constant assistance to others | 4.21 | .846 | very high |
| 6. | Administrator understands the feelings and desires of others | 4.05 | .923 | High |
| 7. | Administrator accepts employee criticism | 3.90 | 1.001 | High |
| 8. | Administrator has ability to form relationships with others | 4.26 | .698 | very high |
| 9. | Administrator appreciates suggestions of others | 4.13 | .911 | High |
| Average | | 4.12 | .631 | High |

This dimension in the questionnaire was represented by nine statements reflecting the Influence of Human -Skills of Entrepreneur Leaders on the SMEs' growth in Bethlehem Governorate in the form of five Likert scale. Table (30) shows the result of Human -Leadership Skills dimension.

It is clear from table (30) that the paragraph one ranked as first in regarding to its degree, which is “administrator can get maximum cooperation from employees” with a statistical mean 4.27 out of 5 and the standard deviation (0.748). On the other side the paragraph seven “Administrator accepts employee criticism” ranked last in importance with a statistical mean (3.90) and the standard deviation (1.001). While all other paragraphs had a high degree. In general, the dimension of Leadership Skills on the SMEs' growth related to the Human -Leadership Skills has a high degree with a statistical mean (4.12) and the standard deviation was (0.631).

4.3.2.5. Influence of Intellectual -Skills of Entrepreneur Leaders on the SMEs' growth:

Table (31): Analysis of the dimension of Leadership Skills on the SMEs' growth related to the Intellectual - Leadership Skills

| N | Paragraph | Mean | Std. Deviation | Degree |
|----|--|------|----------------|-----------|
| 1. | Administrator can identify problems and know their causes | 4.38 | .660 | very high |
| 2. | Administrator has ability to think creatively and innovatively | 4.24 | .738 | very high |
| 3. | Administrator makes the decision based on correct information | 4.17 | .795 | High |
| 4. | Administrator is dedicated to distinguishing between important and unimportant information about the problem | 4.18 | .822 | High |
| 5. | Administrator takes advantage of feedback from employees | 4.02 | .862 | High |
| 6. | Administrator has ability to tackle problems that are encountered for the first time | 4.15 | .814 | High |
| 7. | Administrator seeks to implement developments | 4.15 | .800 | High |

| | | | | |
|----|---|-------------|-------------|-------------|
| | related to the work environment | | | |
| 8. | Administrator has ability to convince employees of the need for development | 4.17 | .803 | High |
| 9. | Administrator can develop action plans to adapt to developments | 4.21 | .797 | very high |
| | Average | 4.18 | .576 | High |

This dimension in the questionnaire was represented by nine statements reflecting the Influence of Intellectual -Skills of Entrepreneur Leaders on the SMEs' growth in Bethlehem Governorate in the form of five Likert scale. Table (31) shows the result of Intellectual - Leadership Skills dimension.

It is clear from table (31) that the paragraph one ranked as first in regarding to its degree, which is “Administrator can identify problems and know their causes” with a statistical mean 4.38 out of 5 and the standard deviation (0.660). On the other side the paragraph five “Administrator takes advantage of feedback from employees” ranked last in importance with a statistical mean (4.02) and the standard deviation (0.862). While all other paragraphs had a high degree. In general, the dimension of Leadership Skills on the SMEs' growth related to the Intellectual -Leadership Skills has a high degree with a statistical mean (4.18) and the standard deviation was (0.576).

4.3.2.6. SMEs Growth in Bethlehem Governorate:

Table (32): Analysis of the dimension of SMEs' Growth in Bethlehem Governorate

| N | Paragraph | Mean | Std. Deviation | degree |
|-----|---|------|----------------|-----------|
| 1. | There is a noticeable annual increase in the number of employees | 3.67 | 1.059 | High |
| 2. | There is a clear increase in the number of goods or services provided by the firm annually. | 4.05 | .833 | High |
| 3. | There is a continuous increase in market share. | 4.02 | .820 | High |
| 4. | The firm seeks to find innovative ways to help it grow. | 4.19 | .773 | High |
| 5. | The firm keeps pace with the development of its production to meet the changing needs of customers. | 4.23 | .687 | very high |
| 6. | The demand for goods or services provided by the firm increases annually. | 4.19 | .718 | High |
| 7. | There is an increase in the assets of the firm from the moment of incorporation until today. | 4.13 | .851 | High |
| 8. | There is a continuous increase in the capital | 4.10 | .757 | High |
| 9. | The firm's profits are constantly increasing | 4.05 | .857 | High |
| 10. | There is an increase in the customer base | 4.12 | .774 | High |
| 11. | There is a continuous increase in the rate of productivity | 4.11 | .855 | High |

| | | | |
|----------------|-------------|-------------|-------------|
| Average | 4.07 | .581 | High |
|----------------|-------------|-------------|-------------|

This dimension in the questionnaire was represented by eleventh statements reflecting the SMEs' Growth in Bethlehem Governorate in the form of five Likert scale. Table (32) shows the result of SMEs' Growth dimension.

It is clear from table (32) that the paragraph five ranked as first in regarding to its degree, which is “The firm keeps pace with the development of its production to meet the changing needs of customers” with a statistical mean 4.23 out of 5 and the standard deviation (0.687). On the other side the paragraph one “There is a noticeable annual increase in the number of employees” ranked last in importance with a statistical mean (3.67) and the standard deviation (1.059). While all other paragraphs had a high degree. In general, the dimension of SMEs' Growth has a high degree with a statistical mean (4.07) and the standard deviation was (0.581).

4.3.3. Hypothesis testing and Discussions:

Hypothesis 1: There is no statistically significant impact at the level of statistical significance ($\alpha \leq 0.05$) between self leadership skills and SMEs' growth operating in Bethlehem Governorate.

Table (33): Model summary: Self Leadership Skills and SMEs' Growth

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--------------|-------------------|----------|-------------------|----------------------------|
| dimension0 1 | .429 ^a | .184 | .179 | .52717 |

a. Predictors: (Constant), Self- Leadership Skills

Table (33) shows that R-squared is 0.184; which means that 18.4% of the variation in the dependent variable (SMEs' growth) is explained by the variation in the independent variable (Self-Leadership Skills).

Table (34): Anova: Self-Leadership Skills and SMEs' Growth

ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 10.656 | 1 | 10.656 | 38.343 | .000 ^a |
| | Residual | 47.244 | 170 | .278 | | |
| | Total | 57.900 | 171 | | | |

a. Predictors: (Constant), Self- Leadership Skills

b. Dependent Variable: SMEs' Growth

Table (34) shows that the regression is significant because the significance value for F statistics was 0.000, which means that the differences between the averages of the two groups differed greatly.

Table (35): Coefficients: Self-Leadership Skills and SMEs' Growth
Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 2.261 | .296 | | 7.633 | .000 |
| Self -leadership skills | .425 | .069 | .429 | 6.192 | .000 |

a. Dependent Variable: SMEs' Growth

Based on the significance of the coefficients of the independent variable, it can be said: As Self-Leadership Skills increases by 1 point, SMEs' Growth increases by 0.425 points at a 5% level of significance as shown in table (35).

These results are consistent with ten studies: (Adu-darko, 2017), (Akeem O., 2016), (Al-Matani, 2018), (Lockett et al, 2013), (Felix et al, 2018), (Nguyen et al, 2021), (Isaga, 2012), (Mohammad, 2020), (Sandybayev, 2019), and (Lee, 2018).

The interpretation of this result: respondents show that there is a positive impact of Self -Leadership Skills on SMEs' Growth, which lead to: annual increase in the number of employees, increase in the output, a continuous increase in market share, find innovative ways to help it grow, development of its production to meet the changing needs of customers, increase in the assets, continuous increase in the capital, constantly increasing The firm's profits, increase in the customer base, and a continuous increase in the rate of productivity.

Hypothesis 2: There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between Technical -skills of Entrepreneur Leaders and growth of SMEs operating in Bethlehem Governorate.

Table (36): Model summary: Technical leadership skills and SMEs' Growth

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| dimension0 1 | .464 ^a | .216 | .211 | .51683 |

a. Predictors: (Constant), Technical –Leadership Skills

Table (36) shows that R-squared is 0.216; which means that 21.6% of the variation in the dependent variable (SMEs' growth) is explained by the variation in the independent variable (Technical -Leadership Skills).

Table (37): Anova: Technical - Leadership Skills and SMEs' Growth
ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 12.492 | 1 | 12.492 | 46.766 | .000 ^a |
| | Residual | 45.409 | 170 | .267 | | |
| | Total | 57.900 | 171 | | | |

a. Predictors: (Constant), Technical –Leadership Skills

b. Dependent Variable: SMEs' Growth

Table (37) shows that the regression is significant because the significance value for F statistics was 0.000, which means that the differences between the averages of the two groups differed greatly.

Table (38): Coefficients: Technical leadership skills and SMEs' Growth
Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.967 | .311 | | 6.321 | .000 |
| | Technical | .492 | .072 | .464 | 6.839 | .000 |

a. Dependent Variable: SMEs' Growth

Based on the significance of the coefficients of the independent variable, it can be said: As Technical -Leadership Skills increases by 1 point, SMEs' Growth increases by 0.492 points at a 5% level of significance as shown in table (38).

These results are consistent with ten studies: (Adu-darko, 2017), (Akeem O., 2016), (Al-Matani, 2018), (Sawaeen & Mohd Ali, 2019), (Lockett et al, 2013), (Nguyen et al, 2021), (Amer, 2017), (Isaga, 2012), (Mohammad, 2020), (Sandybayev, 2019)

The interpretation of this result: respondents show that there is a positive impact of Technical -Leadership Skills on SMEs' Growth, which lead to: annual increase in the number of employees, increase in the output, a continuous increase in market share, find innovative ways to help it grow, development of its production to meet the changing needs of customers, increase in the assets, continuous increase in the capital, constantly increasing The firm's profits, increase in the customer base, and a continuous increase in the rate of productivity.

Hypothesis 3: There is no statistically significant impact at the level of statistical significance ($\alpha \leq 0.05$) between Management Skills of Entrepreneur Leaders and growth of SMEs operating in Bethlehem Governorate.

Table (39): Model summary: Management- Leadership Skills and SMEs' Growth
Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--------------|-------------------|----------|-------------------|----------------------------|
| dimension0 1 | .493 ^a | .243 | .239 | .50768 |

a. Predictors: (Constant), Management- Leadership Skills

Table (39) shows that R-squared is 0.243; which means that 24.3% of the variation in the dependent variable (SMEs' growth) is explained by the variation in the independent variable (Management -Leadership Skills).

Table (40): Anova: Management- Leadership Skills and SMEs' Growth
ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 14.085 | 1 | 14.085 | 54.650 | .000 ^a |
| | Residual | 43.815 | 170 | .258 | | |
| | Total | 57.900 | 171 | | | |

a. Predictors: (Constant), Management- Leadership Skills

b. Dependent Variable: SMEs' Growth

Table (40) shows that the regression is significant because the significance value for F statistics was 0.000, which means that the differences between the averages of the two groups differed greatly.

Table (41): Coefficients: Management- Leadership Skills and SMEs' Growth
Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-------------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.071 | .274 | | 7.552 | .000 |
| | Management- Leadership Skills | .481 | .065 | .493 | 7.393 | .000 |

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.071 | .274 | | 7.552 | .000 |
| | Management-Leadership Skills | .481 | .065 | .493 | 7.393 | .000 |

a. Dependent Variable: SMEs' Growth

Based on the significance of the coefficients of the independent variable, it can be said: As Management -Leadership Skills increases by 1 point, SMEs' Growth increases by 0.481 points at a 5% level of significance as shown in table (41).

These results are consistent with nine studies: (Adu-darko, 2017), (Akeem O., 2016), (Al-Matani, 2018), (Lockett et al, 2013), (Nguyen et al, 2021), (Isaga, 2012), (Mohammad, 2020), (Sandybayev, 2019), and (Lee, 2018).

The interpretation of this result: respondents show that there is a positive impact of Management -Leadership Skills on SMEs' Growth, which lead to: annual increase in the number of employees, increase in the output, a continuous increase in market share, find innovative ways to help it grow, development of its production to meet the changing needs of customers, increase in the assets, continuous increase in the capital, constantly increasing The firm's profits, increase in the customer base, and a continuous increase in the rate of productivity.

Hypothesis 4: There is no statistically significant impact at the level of statistical significance ($\alpha \leq 0.05$) between Human Skills of Entrepreneur Leaders and growth of SMEs operating in Bethlehem Governorate.

Table (42): Model summary: Human- Leadership Skills and SMEs' Growth

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--------------|-------------------|----------|-------------------|----------------------------|
| dimension0 1 | .518 ^a | .268 | .264 | .49926 |

a. Predictors: (Constant), Human- Leadership Skills

Table (42) shows that R-squared is 0.268; which means that 26.8% of the variation in the dependent variable (SMEs' growth) is explained by the variation in the independent variable (Human- Leadership Skills).

Table (43): Anova: Human leadership skills and SMEs' Growth

ANOVA^b

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|-------|----------------|----|-------------|---|------|
|-------|----------------|----|-------------|---|------|

| | | | | | | |
|---|------------|--------|-----|--------|--------|-------------------|
| 1 | Regression | 15.526 | 1 | 15.526 | 62.288 | .000 ^a |
| | Residual | 42.374 | 170 | .249 | | |
| | Total | 57.900 | 171 | | | |

a. Predictors: (Constant), Human- Leadership Skills

b. Dependent Variable: SMEs' Growth

Table (43) shows that the regression is significant because the significance value for F statistics was 0.000, which means that the differences between the averages of the two groups differed greatly.

Table (44): Coefficients: Human- Leadership Skills and SMEs' Growth
Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| | | 1 | (Constant) | 2.111 | | |
| | Human | .477 | .060 | .518 | 7.892 | .000 |

a. Dependent Variable: SMEs' Growth

Based on the significance of the coefficients of the independent variable, it can be said: As Human -Leadership Skills increases by 1 point, SMEs' Growth increases by 0.477 points at a 5% level of significance as shown in table (44).

These results are consistent with nine studies: (Adu-darko, 2017), (Akeem O., 2016), (Al-Matani, 2018), (Lockett et al, 2013), (Felix et al, 2018), (Nguyen et al, 2021), (Isaga, 2012), (Mohammad, 2020), (Sandybayev, 2019).

The interpretation of this result: respondents show that there is a positive impact of Human -Leadership Skills on SMEs' Growth, which lead to: annual increase in the number of employees, increase in the output, a continuous increase in market share, find innovative ways to help it grow, development of its production to meet the changing needs of customers, increase in the assets, continuous increase in the capital, constantly increasing The firm's profits, increase in the customer base, and a continuous increase in the rate of productivity.

Hypothesis 5: There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between Intellectual skills of entrepreneur leaders and growth of SMEs operating in Bethlehem Governorate.

Table (45): Model summary: Intellectual- Leadership Skills and SMEs' Growth
Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--------------|-------------------|----------|-------------------|----------------------------|
| dimension0 1 | .519 ^a | .270 | .266 | .49867 |

a. Predictors: (Constant), Intellectual- Leadership Skills

Table (45) shows that R-squared is 0.270; which means that 27.0% of the variation in the dependent variable (SMEs' growth) is explained by the variation in the independent variable (Intellectual - Leadership Skills).

Table (46): Anova: Intellectual- Leadership Skills and SMEs' Growth
ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 15.626 | 1 | 15.626 | 62.838 | .000 ^a |
| | Residual | 42.274 | 170 | .249 | | |
| | Total | 57.900 | 171 | | | |

a. Predictors: (Constant), Intellectual- Leadership Skills

b. Dependent Variable: SMEs' Growth

Table (46) shows that the regression is significant because the significance value for F statistics was 0.000, which means that the differences between the averages of the two groups differed greatly.

Table (47): Coefficients: Intellectual- Leadership Skills and SMEs' Growth
Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.885 | .279 | | 6.750 | .000 |

| | | | | | |
|---------------------------------------|------|------|------|-------|------|
| Intellectual- Leadership Skills | .524 | .066 | .519 | 7.927 | .000 |
|---------------------------------------|------|------|------|-------|------|

a. Dependent Variable: SMEs' Growth

Based on the significance of the coefficients of the independent variable, it can be said: As Intellectual -Leadership Skills increases by 1 point, SMEs' Growth increases by 0.524 points at a 5% level of significance as shown in table (47).

These results are consistent with ten studies: (Adu-darko, 2017), (Akeem O., 2016), (Al-Matani, 2018), (Sawaeen & Mohd Ali, 2019), (Lockett et al, 2013), (Felix et al, 2018), (Nguyen et al, 2021), (Isaga, 2012), (Mohammad, 2020), (Sandybayev, 2019).

The interpretation of this result: respondents show that there is a positive impact of Intellectual -Leadership Skills on SMEs' Growth, which lead to: annual increase in the number of employees, increase in the output, a continuous increase in market share, find innovative ways to help it grow, development of its production to meet the changing needs of customers, increase in the assets, continuous increase in the capital, constantly increasing The firm's profits, increase in the customer base, and a continuous increase in the rate of productivity.

Hypothesis 6: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of entrepreneurial leadership on growth of SME, due to the characteristics of these enterprises (gender, age, qualification, job position, years of experience, number of workers, age of the firm, and economic activity).

Table (48): Differences in sample answers about effect of Leadership - Skills on SMEs' Growth due to Gender

Coefficients^a

| Gender | Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------|-------|------------|-----------------------------|------------|---------------------------|-------|------|
| | | | B | Std. Error | Beta | | |
| Male | 1 | (Constant) | 1.594 | .396 | | 4.020 | .000 |
| | | Skills | .594 | .092 | .510 | 6.439 | .000 |
| Female | 1 | (Constant) | 1.486 | .505 | | 2.942 | .005 |
| | | Skills | .610 | .123 | .574 | 4.951 | .000 |

a. Dependent Variable: SMEs' Growth

Table (48) shows the results of the test for the differences at a 5% level of significance in the answers of respondents about the effect of Leadership - Skills on SMEs' Growth due to Gender. we can conclude that there are no significant differences in the answers of the respondents about the effect of Leadership - Skills on SMEs' Growth due to Gender.

Table (49): Differences in sample answers about effect of Leadership - Skills on SMEs' Growth due to Age

Coefficients^a

| Age | Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
|-----|-------|-----------------------------|---------------------------|---|------|
|-----|-------|-----------------------------|---------------------------|---|------|

| | | | B | Std. Error | Beta | | |
|-------------------------------------|---|------------|--------|------------|--------|--------|------|
| From 20 years to less than 30 years | 1 | (Constant) | .395 | .380 | | 1.039 | .302 |
| | | Skills | .883 | .088 | .734 | 10.075 | .000 |
| From 30 to less than 40 years | 1 | (Constant) | 1.462 | .464 | | 3.151 | .003 |
| | | Skills | .618 | .113 | .616 | 5.468 | .000 |
| From 40 to less than 50 years | 1 | (Constant) | 4.301 | .820 | | 5.246 | .000 |
| | | Skills | -.085- | .196 | -.084- | -.431- | .670 |
| 50 years and over | 1 | (Constant) | .637 | 4.122 | | .155 | .891 |
| | | Skills | .692 | .964 | .453 | .718 | .547 |

a. Dependent Variable: SMEs' Growth

Table (49) shows the results of the test for the differences at a 5% level of significance in the answers of respondents about the effect of Leadership - Skills on SMEs' Growth due to workers Age. we can conclude that there were differences in sample answers about effect of leadership skills due to workers Age; either in magnitude of the effect or in its significance. SMEs workers ages can be arranged in their impact on the relation between Leadership skills and the growth of SMEs as follows: workers in the age group (from 20 years to less than 30 years) believed that there is a high significant impact of leadership skills on the of SMEs' growth, as B reached to 0.883, followed by workers in the age group (from 30 to less than 40 years) who see that the impact is less, as B reached 0.618. While workers (From 40 to less than 50 years) and (50 years and over) have insignificant effect. This can be explained that the workers in the younger age group are more affected by the leader than the older age group.

Table (50): Differences in sample answers about effect of Leadership - Skills on SMEs' Growth due to Qualification

Coefficients^a

| Qualification | Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | |
|-------------------|-------|-----------------------------|------------|---------------------------|------|-------|------|
| | | B | Std. Error | Beta | | | |
| Diploma or less | 1 | (Constant) | .677 | .626 | | 1.083 | .283 |
| | | Skills | .796 | .145 | .567 | 5.510 | .000 |
| Bachelor's degree | 1 | (Constant) | 1.751 | .343 | | 5.105 | .000 |
| | | Skills | .566 | .082 | .605 | 6.918 | .000 |
| Postgraduate | 1 | (Constant) | 2.445 | 1.094 | | 2.234 | .038 |
| | | Skills | .354 | .266 | .293 | 1.335 | .198 |

a. Dependent Variable: SMEs' Growth

Table (50) shows the results of the test for the differences at a 5% level of significance in the answers of respondents about the effect of Leadership - Skills on SMEs' Growth due to Qualification that there were differences in sample answers about effect of leadership skills due to Qualification; either in magnitude of the effect or in its significance. SMEs workers Qualification can be arranged in their impact on the relation between Leadership skills and the growth of SMEs as follows: workers who have (Diploma or less) believed that there is a high significant impact of leadership skills on the of SMEs' growth, as B reached to

0.796, followed by workers who have (Bachelor's degree) see that the impact is less, as B reached 0.566. While workers (Postgraduate) have insignificant effect.

These results can be explained that the lower qualification, lead to the greater of the incentive for the worker to develop his skills. Therefore, they believed that the impact of Leadership - Skills a significant positive impact on the SMEs' growth.

Table (51): Differences in sample answers about effect of Leadership - Skills on SMEs' Growth due to job position

Coefficients^a

| job position | Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--|-------|------------|-----------------------------|------------|---------------------------|--------|------|
| | | | B | Std. Error | Beta | | |
| Employee | 1 | (Constant) | 1.262 | .377 | | 3.351 | .001 |
| | | Skills | .670 | .089 | .600 | 7.546 | .000 |
| Head of department | 1 | (Constant) | 1.936 | .596 | | 3.249 | .005 |
| | | Skills | .555 | .143 | .697 | 3.885 | .001 |
| Director of the Department | 1 | (Constant) | 4.053 | 1.031 | | 3.932 | .002 |
| | | Skills | .005 | .258 | .005 | .018 | .986 |
| Chief Executive Officer or General Manager | 1 | (Constant) | -.141- | 1.017 | | -.139- | .890 |
| | | Skills | .957 | .234 | .569 | 4.090 | .000 |

a. Dependent Variable: SMEs' Growth

Table (51) shows the results of the test for the differences at a 5% level of significance in the answers of respondents about the effect of Leadership - Skills on SMEs' Growth due to job position; can conclude that there were differences in sample answers about effect of leadership skills due to job position: either in magnitude of the effect or in its significance. SMEs workers job position can be arranged in their impact on the relation between

Leadership skills and the growth of SMEs as follows: (Chief Executive Officer or General Manager), believed that there is a high significant impact of leadership skills on the of SMEs' growth, as B reached to 0.957, followed by (Employee), who see that the impact is less, as B reached to 0.670, then (Head of department) believed that the effect is more less, as B reached to 0.555. While (Director of the Department) have insignificant effect.

This can be explained that the Chief Executive Officer or General Manager exercises these skills by himself, so he believes that there is high significant of Leadership - Skills on SMEs' Growth, on the other hand, the worker also believes that there is high significant of Leadership - Skills on SMEs' Growth; because he is in a position to receive instructions and directions from the higher, so he believes that there is high significant of Leadership - Skills on SMEs' Growth.

Table (52): Differences in sample answers about effect of Leadership - Skills on SMEs' Growth due to Years of Experience

Coefficients^a

| Years of Experience | Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------------------------------|--------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| Less than 5 Years | 1 (Constant) | .277 | .402 | | .690 | .493 |
| | Skills | .923 | .093 | .776 | 9.916 | .000 |
| From 5 to less than 10 years | 1 (Constant) | 1.505 | .565 | | 2.665 | .010 |
| | Skills | .610 | .132 | .548 | 4.637 | .000 |
| From 10 to less than 15 years | 1 (Constant) | 1.995 | .707 | | 2.823 | .009 |
| | Skills | .448 | .179 | .447 | 2.501 | .019 |
| More than 15 years | 1 (Constant) | 4.088 | .851 | | 4.803 | .000 |
| | Skills | -.032- | .202 | -.032- | -.158- | .876 |

a. Dependent Variable: SMEs' Growth

Table (52) shows the results of the test for the differences at a 5% level of significance in the answers of respondents about the effect of Leadership - Skills on SMEs' Growth due to Years of Experience; can conclude that there were differences in sample answers about effect of leadership skills due to Years of Experience: either in magnitude of the effect or in its significance. SMEs workers Years of Experience can be arranged in their impact on the relation between Leadership skills and the growth of SMEs as follows: workers (Less than 5 Years) believed that there is a high significant impact of leadership skills on the of

SMEs' growth, as B reached to 0.923, followed by (From 5 to less than 10 years) who see that the impact is less, as B reached to 0.610, then (From 10 to less 15 years) believed that the effect is more less, as B reached to 0.448. While workers who have (More than 15 years) have insignificant effect.

This can be explained that (less than 5 years) believed that acquiring skills will lead to more work perfection and this will lead to an increase in the company's growth, so it is believed that its impact is great on the SMEs' growth, on the other hand, workers who have more years of experience believe that the impact of Leadership - Skills on SMEs' growth is less, and that those with more than 15 years of experience believe that there is no impact of Leadership - Skills on the SMEs' growth.

Table (53): Differences in sample answers about effect of Leadership - Skills on SMEs' Growth due to Age of the firm

| | | | Coefficients ^a | | | | |
|-------------------------------|-------|------------|-----------------------------|------------|---------------------------|-------|------|
| Age of the firm | Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | | B | Std. Error | Beta | | |
| Less than 5 Years | 1 | (Constant) | .247 | .554 | | .445 | .658 |
| | | Skills | .901 | .128 | .694 | 7.022 | .000 |
| From 5 to less than 10 years | 1 | (Constant) | .612 | .418 | | 1.465 | .150 |
| | | Skills | .855 | .096 | .801 | 8.878 | .000 |
| From 10 to less than 15 years | 1 | (Constant) | 1.326 | .695 | | 1.908 | .066 |
| | | Skills | .604 | .167 | .545 | 3.619 | .001 |
| From 15 to less than 20 years | 1 | (Constant) | 3.616 | 1.450 | | 2.493 | .028 |
| | | Skills | .082 | .345 | .069 | .239 | .815 |
| More than 20 years | 1 | (Constant) | 3.428 | .752 | | 4.557 | .000 |
| | | Skills | .146 | .189 | .162 | .772 | .448 |

a. Dependent Variable: SMEs' Growth

Table (53) shows the results of the test for the differences at a 5% level of significance in the answers of respondents about the effect of Leadership - Skills on SMEs' Growth due to Age of the firm; can conclude that there were differences in sample answers about effect of leadership skills due to Age of the firm: either in magnitude of the effect or in its significance. Age of the firm can be arranged in their impact on the relation between Leadership skills and the growth of SMEs as follows: workers in firm's (Less than 5 Years) believed that there is a high significant impact of leadership skills on the SMEs' growth, as B reached to 0.901, followed by workers in firm's (From 5 to less than 10 years) who see that the impact is less, as B reached to 0.855, workers in firm's (From 5 to less than 10 years) believed that the effect is more less, as B reached to 0.604, and workers in firm's (From 10 to less than 15 years) believed that there is a little effect, as B reached to 0.082 . While (From 15 to less than 20 years) & (More than 20 years) have insignificant effect.

These results show that the greater the age of the company, the more its employees believe that there is a less impact of leadership skills on the SMEs' growth, and this is due to the fact that the older the company, have the greater the market knowledge, production experience, and that its employees have acquired many skills that enable them to perform Work well deservedly.

Table (54): Differences in sample answers about effect of Leadership - Skills on SMEs' Growth due to Economic Activity

Coefficients^a

| The economic activity in which the firm operates | Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | |
|--|--------------|-----------------------------|------------|---------------------------|------|-------|--------|
| | | B | Std. Error | Beta | | | |
| dimension0 | Agriculture | 1 | (Constant) | 2.859 | .000 | | . |
| | Skills | | | .323 | .000 | 1.000 | . |
| | Industry | 1 | (Constant) | 2.082 | .936 | | 2.224 |
| | Skills | | | .477 | .225 | .391 | 2.124 |
| | Construction | 1 | (Constant) | 4.555 | .159 | | 28.670 |
| | Skills | | | -.218 | .039 | -.984 | 5.598 |
| Services | (Constant) | 1 | | 1.410 | .433 | | 3.260 |
| | Skills | | | .654 | .104 | .691 | 6.264 |
| Wholesale trade | (Constant) | 1 | | 1.074 | .804 | | 1.336 |
| | Skills | | | .719 | .183 | .651 | 3.933 |

| | | | | | | | |
|--------------|---|------------|-------|------|------|-------|------|
| Retail trade | 1 | (Constant) | 1.692 | .681 | | 2.484 | .016 |
| | | Skills | .558 | .160 | .398 | 3.496 | .001 |

a. Dependent Variable: SMEs' Growth

Table (54) shows the results of the test for the differences at a 5% level of significance in the answers of respondents about the effect of Leadership - Skills on SMEs' Growth due to economic activity; can conclude that there were differences in sample answers about effect of leadership skills due to economic activity: either in magnitude of the effect or in its significance. Economic activities can be arranged in their impact on the relation between Leadership skills and the growth of SMEs as follows: firms in Wholesale trade believed that there is a high significant impact of leadership skills on the of SMEs' growth, as B reached to 0.719, followed by in services see that the impact is less, as B reached to 0.654, then firms in retail trade see that the impact is less, as B reached to 0.558, then firms in industry see that the impact is less, as B reached to 0.477, the last firms in Agriculture see that little impact, as B reached to 0.323. while construction has insignificant effect.

These results show that firms operating in the field of commerce see that this requires more skills related to marketing products and capabilities to influence on consumers. On the other hand, firms operating in other sectors such as industry and agriculture require less skills for their officials, because they depend more on technical matters.

Table (55): Differences in sample answers about effect of Leadership - Skills on SMEs' Growth due to Number of workers
Coefficients^a

| Number of employees in the firm | Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | | |
|---------------------------------|-----------------------|-----------------------------|------------|---------------------------|-------|------|-------|------|
| | | B | Std. Error | Beta | | | | |
| dimension0 | From one to 4 workers | 1 | (Constant) | .606 | .494 | | 1.228 | .223 |
| | | | Skills | .807 | .116 | .625 | 6.942 | .000 |
| | From 5 to 9 workers | 1 | (Constant) | 1.697 | .754 | | 2.252 | .030 |
| | | | Skills | .546 | .176 | .439 | 3.094 | .004 |
| | From 10 to 19 workers | 1 | (Constant) | .366 | .651 | | .563 | .579 |
| | | | Skills | .889 | .150 | .784 | 5.932 | .000 |
| | From 20 to 49 workers | 1 | (Constant) | 2.817 | .582 | | 4.838 | .000 |
| | | | Skills | .354 | .138 | .479 | 2.561 | .018 |
| | 50 workers or more | 1 | (Constant) | 3.129 | 1.721 | | 1.819 | .167 |
| | | | Skills | .274 | .504 | .300 | .544 | .624 |

Coefficients^a

| Number of employees in the firm | Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | | |
|---------------------------------|-----------------------|-----------------------------|------------|---------------------------|-------|------|-------|------|
| | | B | Std. Error | Beta | | | | |
| dimension0 | From one to 4 workers | 1 | (Constant) | .606 | .494 | | 1.228 | .223 |
| | | | Skills | .807 | .116 | .625 | 6.942 | .000 |
| | From 5 to 9 workers | 1 | (Constant) | 1.697 | .754 | | 2.252 | .030 |
| | | | Skills | .546 | .176 | .439 | 3.094 | .004 |
| | From 10 to 19 workers | 1 | (Constant) | .366 | .651 | | .563 | .579 |
| | | | Skills | .889 | .150 | .784 | 5.932 | .000 |
| | From 20 to 49 workers | 1 | (Constant) | 2.817 | .582 | | 4.838 | .000 |
| | | | Skills | .354 | .138 | .479 | 2.561 | .018 |
| | 50 workers or more | 1 | (Constant) | 3.129 | 1.721 | | 1.819 | .167 |
| | | | Skills | .274 | .504 | .300 | .544 | .624 |

a. Dependent Variable: SMEs' Growth

Table (55) shows the results of the test for the differences at a 5% level of significance in the answers of respondents about the effect of Leadership - Skills on SMEs' Growth due to number of workers; can conclude that there were differences in sample answers about effect of leadership skills due to number of workers: either in magnitude of the effect or in its significance. SMEs number of workers can be arranged in their impact on the relation between Leadership skills and the growth of SMEs as follows: small firms (From 10 to 19) believed that there is a high significant impact of leadership skills on the of SMEs' growth, as B reached to 0.889, followed by micro firms (From 1 to 4) see that the impact is less, as B reached to 0.807, then very small firms (From 5 to 9) believed that there is less effect of Leadership - Skills on SMEs' Growth, as B reached to 0.546, and then medium firms (From 20 to 49) see that there is alittle effect of Leadership - Skills on SMEs' Growth as B reached to 0.354. While SMEs with (50 workers or more) have insignificant effect.

These results show that micro firms, small and medium-sized firms believe that officials in them should have more skills in order to be able to grow and develop, in contrast, medium-sized enterprises believe that the impact of Leadership - Skills is less on growth, because these enterprises have more workers with many skills. While the large firms see that there is no impact Leadership - Skills on SMEs growth.

Chapter Five: Conclusions and Recommendations

In this chapter, the key conclusions of the study are highlighted, and the main recommendations are provided.

5.1 Conclusions

Based on the analysis results, the researcher found that Leadership Skills have a positive effect on the growth of SMEs operating in Bethlehem Governorate, also found that Intellectual Leadership Skills have a biggest effect on the growth of SMEs, followed Human Leadership Skills, then Management Leadership Skills, then Technical Leadership Skills, and the last are Self Leadership Skills.

The research found the following relations between Leadership Skills on the growth of SMEs operating in Bethlehem Governorate:

1. There is a statistically significant positive impact at the level of statistical significance ($\alpha \leq 0.05$) of Self Leadership Skills on the growth of SMEs operating in Bethlehem Governorate.

These results show that SMEs' officials in Bethlehem Governorate have the necessary self skills, which means that the leaders can identify problems and how to face them, see the position of the company and predict the changes needed to create success, they can focused, continuous effort, orderly use of physical and nervous energy, make the right decisions without hesitation, know the driving force of work for the employees and their excitement to accomplish the work, ability to gain the loyalty and love of employees and establish relationships with them, and ability control his emotions and get rid of impulsivity in performing tasks. The outcome of the existence of all these skills is that the SMEs' officials to take their companies towards growth and development.

2. There is a statistically significant positive impact at the level of statistical significance ($\alpha \leq 0.05$) of Technical Leadership Skills on the growth of SMEs operating in Bethlehem Governorate.

These results show that SMEs' officials in Bethlehem Governorate have the necessary technical skills, which means that the leaders bearing public and private responsibility towards their firms, have enough through cultural knowledge so that they have comprehensive knowledge that builds confidence in themselves and developing others' confidence in them, able to formulate realistic and clear goals that are easy for employees to understand and achieve, and serious and orders are categorical with the skill in reconciling between sound judgment on matters and taking into account the feeling of employees. The outcome of the existence of all these skills is that SMEs' officials develop production in their companies, and increase the productivity of employees.

3. There is a statistically significant positive impact at the level of statistical significance ($\alpha \leq 0.05$) of Management Leadership Skills on the growth of SMEs operating in Bethlehem Governorate.
 These results show that SMEs' officials in Bethlehem Governorate have the necessary management skills, which means that the leaders take the planning decisions related to setting goals, policies, procedures and organizational decisions related to direction, motivation, control, recruitment and training, ability to obtain correct and accurate information, investing in decision making, investing information, and correctly assessing successful meetings and involving employees in the decision making process, ability to manage the time, ability to manage meetings as well as manage committees, the leader to have a holistic view with regard to setting goals or formulating policies, monitoring internal and external variables. The outcome of the existence of all these skills is that SMEs' officials develop the competitiveness of their companies, and increase market share.
4. There is a statistically significant positive impact at the level of statistical significance ($\alpha \leq 0.05$) of Human Leadership Skills on the growth of SMEs operating in Bethlehem Governorate.
 These results show that SMEs' officials in Bethlehem Governorate have the necessary human skills, which means that the leaders ability to communicate effectively, which is characterized by cooperation, communication, continuous coordination, and mutual respect between the leader and employees, which contribute to the achievement of the company's goals, takes into account the ease of information flow from him to the employees, establishing relationships with others, the leader's ability to form work teams of those who are distinguished by efficiency, responsibility and creativity, and work teams are useful and necessary in most cases when the best selection of their members, and have precisely defined their tasks, the leader always speaks with everyone's accent because the skilled leader is the one who leads the company through others. The outcome of the existence of all these skills is that SMEs' officials develop the idea of Institutional work for their companies, and help it Continuation for many generations.
5. There is a statistically significant positive impact at the level of statistical significance ($\alpha \leq 0.05$) of Intellectual Leadership Skills on the growth of SMEs operating in Bethlehem Governorate.
 These results show that SMEs' officials in Bethlehem Governorate have the necessary an Intellectual skills, which means that the leaders have the ability to specify the information required to make a specific decision, the ability to conclude and know the causes, as it leads to understanding the situation or problem and knowing its causes, and then taking the right decision and acquiring that as previous experience in addressing future problems, realizing what the right things are and applying them in ethical ways, leaders must be welcoming to receive ideas about their performance through multiple viewpoints and through (Feed Back) feedbacks from old leaders and through their peers, but even their employees, and be welcome to receive feedback ideas. The outcome of the existence of all these skills is that SMEs' officials develop the affiliation of employees, and help them to innovate and put forward new ideas.
6. There are no significant differences in the answers of the respondents about the effect of Leadership Skills on SMEs' Growth due to Gender.
7. There were differences at a 5% level of significance in the answers of respondents about the effect of Leadership Skills on SMEs' Growth due to: Number of Workers,

Economic Activity, Age of the firm, Years of Experience, Job Position, Qualification, and Age.

5.2 Recommendations

In the light of the study findings, the researcher suggests many recommendations, directed to each agency according to its validity:

First Recommendations to corporate officials:

- Followup on developments in all areas of expertise, such as technology, marketing, planning, production mechanisms, communication skills, remote work, and others. Also, develop a plan to train administrators on these skills.
- Put an annual training plan to develop the skills of all workers in the firm.
- Put a plan to ensure the continuation of the firm's work in abnormal conditions.

Second Recommendations to the Palestinian government

- Preparing a new companies law that keeps pace with the various developments in Palestine, and contributes to the organization of companies' work.

Third Recommendations Representing the private sector (such as the Chambers of Commerce, the Businessmen Association)

- Organizing training courses to educate companies about Leadership Skills.
- Signing cooperation agreements with similar entities in other countries; to benefit from its experience in developing SMEs in Palestine.
- Generalizing the experience of successful companies, so that other companies can benefit from it.

Fourth Recommendations to the regulatory authorities (the Ministry of National Economy and the Capital Market Authority):

- Activating the control over companies' compliance with the Law, regulations, instructions, accounting standards, and work ethics.

Five Recommendations to universities:

- Preparing many studies at the detailed level, as a way to enhance Leadership Skills, including:
- Sectoral studies, at the level of economic sectors.
- Preparing studies focusing on each of Leadership Skills, and suggesting ways to address weaknesses.
- Preparing studies for companies as a case study, to create a successful model for leadership skills.
- Teaching leadership skills courses.

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Annex (1)

Entrepreneurial Leadership Skills

| Katz (1974) | | | Darwish & Takla (1995) | | | | AlAdili (1993) | | | |
|---|--|--|---|---|--|---|--|---|---|--|
| Technical skill | Human skill | Conceptual skill | personal properties | Technical Skill | Intellectual Skill | Administrative Skill | Technical Skills | Humanity Skills | Intellectual Skills | Organizational Skills |
| <p>1. understanding of, and proficiency in, a specific kind of activity (methods, processes, procedures, or techniques)</p> <p>2. Specialized knowledge, analytical ability within that specialty</p> <p>3. facility in the use of the tools and techniques of the specific discipline.</p> | <p>1. Ability to work effectively as a group member</p> <p>2. Build cooperative effort within the team he leads</p> <p>3. Perceives (and recognizes the perceptions of) his superiors</p> <p>4. Equally and subordinates</p> <p>5. Aware of his own attitudes, assumptions, and beliefs about other individuals and groups</p> | <p>1. ability to see the enterprise as a whole</p> <p>2. recognizing how the various functions of the organization depend on one another</p> <p>3. know how changes in any one part affect all the others</p> <p>4. visualizing the relationship of the individual business to the industry, the</p> | <p>1. Intelligence</p> <p>2. energy</p> <p>3. gravity</p> <p>4. initiation</p> <p>5. level ambition</p> <p>6. selfconfidence</p> <p>7. enthusiasm</p> <p>8. spirit high spirits</p> <p>9. energy persuasion</p> | <p>ability on dealing with the things</p> | <p>1. ability on clarity vision</p> <p>2. looks for the organization as part integrated from the society which lives in it</p> <p>3. has insight to link between company goals</p> | <p>1. ability reflects on dealing form positive with individuals and groups understanding mutual between Leader and individuals and groups understand tendencies needs and trends others, which more skills the use</p> | <p>1. knowing leadership technical for work</p> <p>2. understand systems and regulations</p> <p>3. use the information and analyse it, to find out how to complete on the work</p> | <p>1. understand Behavior staff</p> <p>2. their motives</p> <p>3. their relationships and factors Influencing on their behaviour</p> <p>4. Manage to dealing with them and gratification Their needs.</p> | <p>1. Ability on analysis</p> <p>2. study</p> <p>3. conclusion</p> <p>4. comparison</p> <p>5. connectivity</p> <p>6. ability to development and change affirmative.</p> | <p>1. understand theories Organization</p> <p>2. development organizational</p> <p>3. outlook for the organization</p> <p>4. understand the environment surrounding</p> <p>5. assigning tasks and coordinate efforts between staff</p> |

| | | | | | | | | | | |
|--|--|---|--|--|--|--|--|--|--|--|
| | <p>5. Able to see the usefulness and limitations of these feelings</p> <p>7. Accepting the existence of viewpoints, perceptions, beliefs which are different from his own</p> <p>3. Understanding what others really mean by their words and behavior. Equally skillful in communicating to others, in their own contexts, what he means by his behavior.</p> <p>9. Works to</p> | <p>community, and the political, social, and economic forces of the nation as a whole</p> <p>5. Recognizing relationships and perceiving the significant elements in any situation</p> <p>6. able to act in a way which advances the overall welfare of the total organization.</p> <p>7. knows that a company needs all kinds of</p> | | | <p>and its policy with goals and policy of the system based, and between directions and various pressures existing in society and action of the company.</p> | | | | | |
|--|--|---|--|--|--|--|--|--|--|--|

| | | | | | | | | | | |
|--|--|---|--|--|--|--|--|--|--|--|
| | <p>create an atmosphere of approval and security in which subordinates feel free to express themselves without fear of censure or ridicule</p> <p>10. Encouraging subordinates to participate in the planning and carrying out of those things which directly affect them</p> <p>11. Sufficiently sensitive to the needs</p> | <p>managers for different levels of jobs</p> <p>8. the ability to make decisions</p> <p>9. ability to win respect of others</p> | | | | | | | | |
|--|--|---|--|--|--|--|--|--|--|--|

| | | | | | | | | | | |
|--|--|---|---|---|--|--|---|--|---------------------|--|
| | and motivations of others in his organization | | | | | | | | | |
| | 12. Able and willing to act in a way which takes these perceptions by others into account. | | | | | | | | | |
| Kanaan (2002) | | | | | Al Agha (2008) | | | | | |
| Self Skill | Technical Skill | Humanitarian Skill | Mentality Skill | Technical Skills | Administrative Skill | | Humanity Skills | | Intellectual skills | |
| 1. personality somatic 2. capacity mental 3. principle 4. innovation 5. self control | ability on take responsibility deep and mass understanding for matters firmness faith by goal and with the possibility achieved. | Uprightness Secretariat Sincerity ability on dealing with individuals. | Political Skill: capacity on look to organize, insight into the public good. Administrative Skill: understanding his job, exercise his activity fit to achieve company goals ensure the fulfilment of the employees' | 1. ability to develop the performance of individuals 2. Issuing instructions in a logical manner 3. Understand business regulations 4. ability to determine the importance | 1. The ability to make decisions 2. Skill in using information to make decisions 3. The ability to motivate the subordinate to participate in making decisions 4. An ability to make decisions that help in the success of work 5. The ability to stimulate efforts to improve performance 6. The ability to be motivated and interested in work 7. An ability to exploit the energies of the subordinate 8. An ability to coordinate between the goals of the subordinate and the work goals 9. The ability to determine the time and duration of work completion 10. Ability to prioritize according to | 1. Has human communication skills 2. Responding to others with full awareness 3. Coordination between different opinions 4. Listening and listening skills 5. Forming good relationships between superiors and subordinates 6. Desire to help others 7. Understand other people's feelings and desires 8. Accept criticism of the subordinate 9. The ability to form relationships with others 10. The ability to build a team 11. The ability to direct the | The ability to specify the information required to take a specific decision Make a decision based on correct information Dedicate his efforts to distinguish between important information and unimportant information that is not related to the problem The ability to deduce and know the causes of the problem The ability to think | | | |

| | | | | | | | |
|--|--|--|---|---|--|--|---|
| | | | requirements and the satisfaction of their needs. | <p>e of market positions</p> <p>5. Possess analytical skills</p> <p>6. Express his opinion clearly</p> <p>7. ability to persuade the importance of work</p> <p>8. Done well</p> <p>9. ability to employ work experiences</p> <p>10. ability to analyze situations and confront them with courage</p> <p>11. Take advantage of others' ideas</p> <p>12. ability to comprehensively understand things</p> | <p>available time</p> <p>11. Skilled in time management</p> <p>12. Skill in coordinating committee meetings</p> <p>13. Skill in distributing committee work</p> <p>14. The ability to make proposals to improve the work of the committees</p> <p>15. Distribution of committee work among members</p> | <p>subordinate</p> <p>12. Appreciate others' suggestions</p> <p>13. The ability to motivate the subordinate</p> <p>14. The ability to provide a good working atmosphere</p> <p>15. Appreciating others and gaining their support</p> | <p>creatively</p> <p>The ability to identify the problem</p> <p>The ability to know the rules related to the problem</p> <p>The ability to develop solutions and alternatives</p> <p>Choose solutions that best represent the profession's values</p> <p>The ability to exploit ideas from superiors</p> <p>The ability to exploit the ideas of the subordinate</p> <p>The ability to think scientifically with skill</p> <p>The ability to innovate solutions to problems encountered for the first time</p> <p>The ability to convince superiors and subordinates of the need for development</p> <p>The ability to develop plans and make them acceptable to employees</p> |
|--|--|--|---|---|--|--|---|

Annex (2)
Number of Operating Establishments* in the Private Sector, NonGovernmental Organization Sector and Governmental Companies in Palestine by Main Economic Activity and Employment Size Group, 2017

| Economic Activity | Employment Size Group | | | | | | Total |
|---|-----------------------|------------|--------------|--------------|---------------|----------------|----------------|
| | +100 | 9950 | 4920 | 1910 | 95 | 41 | |
| Mining and quarrying | 0 | 3 | 10 | 45 | 147 | 115 | 320 |
| Manufacturing | 29 | 78 | 430 | 1,032 | 2,721 | 14,835 | 19,125 |
| Electricity, gas, steam and air conditioning supply | 11 | 4 | 10 | 6 | 9 | 45 | 85 |
| Water supply; sewerage, waste management and remediation activities | 1 | 0 | 2 | 9 | 34 | 257 | 303 |
| Construction | 8 | 11 | 62 | 108 | 183 | 474 | 846 |
| Wholesale and retail trade; repair of motor vehicles and motorcycles | 14 | 39 | 242 | 677 | 3,194 | 76,394 | 80,560 |
| Transportation and storage | 0 | 7 | 77 | 181 | 302 | 701 | 1,268 |
| Accommodation and food service activities | 4 | 26 | 107 | 270 | 723 | 7,026 | 8,156 |
| Information and communication | 11 | 21 | 54 | 102 | 166 | 584 | 938 |
| Financial and insurance activities | 20 | 10 | 73 | 183 | 219 | 834 | 1,339 |
| Real estate activities | 0 | 1 | 10 | 15 | 33 | 349 | 408 |
| Professional, scientific and technical activities | 1 | 3 | 38 | 122 | 506 | 4,208 | 4,878 |
| Administrative and support service activities | 4 | 6 | 23 | 31 | 126 | 1,776 | 1,966 |
| Public administration and defence; compulsory social security | 1 | 0 | 5 | 10 | 6 | 24 | 46 |
| Education | 24 | 44 | 233 | 468 | 1,168 | 2,156 | 4,093 |
| Human health and social work activities | 32 | 24 | 116 | 237 | 406 | 5,223 | 6,038 |
| Arts, entertainment and recreation | 0 | 2 | 28 | 123 | 332 | 2,298 | 2,783 |
| Other service activities | 1 | 15 | 104 | 210 | 554 | 12,715 | 13,599 |
| Activities of households as employers; undifferentiated goods and services-producing activities of households for own use | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Activities of extraterritorial organizations and bodies | 4 | 3 | 7 | 10 | 15 | 27 | 66 |
| Not stated | 0 | 0 | 0 | 0 | 3 | 45 | 48 |
| Total | 165 | 297 | 1,631 | 3,839 | 10,847 | 130,087 | 146,866 |

Source: Palestinian Central Bureau of Statistics, 2018. *Population, Housing and Establishments Census 2017, Final Results Establishments Report*. Ramallah Palestine.

Annex (3)
**Number of Operating Establishments* in the Private Sector,
NonGovernmental Organization Sector and Government Companies in
Bethlehem Governorate by Main Economic Activity and Employment
Size Group, 2017**

| Economic Activity | Employment Size Group | | | | Total |
|--|-----------------------|------|-----|-------|-------|
| | +20 | 1910 | 95 | 41 | |
| Mining and quarrying | 2 | 0 | 7 | 5 | 14 |
| Other mining and quarrying | 2 | 0 | 7 | 5 | 14 |
| Manufacturing | 51 | 95 | 205 | 1,080 | 1,431 |
| Manufacture of food products | 0 | 12 | 31 | 143 | 186 |
| Manufacture of beverages | 0 | 1 | 0 | 3 | 4 |
| Manufacture of tobacco products | 0 | 0 | 1 | 0 | 1 |
| Manufacture of textiles | 1 | 0 | 1 | 12 | 14 |
| Manufacture of wearing apparel | 10 | 6 | 16 | 66 | 98 |
| Manufacture of leather and related products | 0 | 0 | 0 | 0 | 0 |
| Manufacture of wood and products of wood and cork, except furniture; Manufacture of articles of straw and plaiting materials | 0 | 10 | 19 | 196 | 225 |
| Manufacture of paper and paper products | 1 | 2 | 2 | 5 | 10 |
| Printing and reproduction of recorded media | 1 | 0 | 3 | 17 | 21 |
| Manufacture of coke and refined petroleum products | 0 | 0 | 0 | 4 | 4 |
| Manufacture of chemicals and chemical products | 2 | 0 | 2 | 9 | 13 |
| Manufacture of basic pharmaceutical products and pharmaceutical preparations | 1 | 0 | 0 | 0 | 1 |
| Manufacture of rubber and plastics products | 1 | 0 | 2 | 3 | 6 |
| Manufacture of other nonmetallic mineral products | 32 | 55 | 90 | 107 | 284 |
| Manufacture of basic metals | 0 | 0 | 1 | 5 | 6 |
| Manufacture of fabricated metal products, except machinery and equipment | 1 | 5 | 15 | 245 | 266 |
| Manufacture of computer, electronic and optical products | 0 | 1 | 0 | 1 | 2 |
| Manufacture of electrical equipment | 0 | 0 | 0 | 1 | 1 |
| | | | | | |
| Manufacture of machinery and equipment n.e.c. | 0 | 0 | 2 | 6 | 8 |
| Manufacture of motor vehicles, trailers and semitrailers | 0 | 0 | 0 | 0 | 0 |
| Manufacture of other transport equipment | 0 | 0 | 0 | 0 | 0 |
| Manufacture of furniture | 1 | 2 | 19 | 216 | 238 |
| Other manufacturing | 0 | 1 | 0 | 14 | 15 |
| Repair and installation of machinery and equipment | 0 | 0 | 1 | 27 | 28 |

| | | | | | |
|--|----|----|-----|-------|-------|
| Electricity, gas, steam and air conditioning supply | 2 | 0 | 0 | 1 | 3 |
| Electricity, gas, steam and air conditioning supply | 2 | 0 | 0 | 1 | 3 |
| Water supply; sewerage, waste management and remediation activities | 0 | 0 | 0 | 3 | 3 |
| Water collection, treatment and supply | 0 | 0 | 0 | 2 | 2 |
| Sewerage | 0 | 0 | 0 | 0 | 0 |
| Waste collection, treatment and disposal activities; materials recovery | 0 | 0 | 0 | 1 | 1 |
| Remediation activities and other waste management services | 0 | 0 | 0 | 0 | 0 |
| Construction | 9 | 5 | 8 | 24 | 46 |
| Construction of buildings | 6 | 3 | 5 | 13 | 27 |
| Civil engineering | 1 | 2 | 2 | 1 | 6 |
| Specialized construction activities | 2 | 0 | 1 | 10 | 13 |
| Wholesale and retail trade; repair of motor vehicles and motorcycles | 23 | 44 | 167 | 3,954 | 4,188 |
| Wholesale and retail trade and repair of motor vehicles and motorcycles | 1 | 6 | 19 | 540 | 566 |
| Wholesale trade, except of motor vehicles and motorcycles | 9 | 8 | 27 | 83 | 127 |
| Retail trade, except of motor vehicles and motorcycles | 13 | 30 | 121 | 3,331 | 3,495 |
| Transportation and storage | 3 | 5 | 16 | 55 | 79 |
| Land transport and transport via pipelines | 2 | 5 | 11 | 13 | 31 |
| Water transport | 0 | 0 | 0 | 0 | 0 |
| Air transport | 0 | 0 | 0 | 0 | 0 |
| Warehousing and support activities for transportation | 1 | 0 | 5 | 36 | 42 |
| Postal and courier activities | 0 | 0 | 0 | 6 | 6 |
| Accommodation and food service activities | 22 | 32 | 67 | 408 | 529 |
| Accommodation | 19 | 9 | 8 | 18 | 54 |
| Food and beverage service activities | 3 | 23 | 59 | 390 | 475 |
| Information and communication | 4 | 7 | 2 | 25 | 38 |
| Publishing activities | 1 | 0 | 0 | 1 | 2 |
| Motion picture, video and television programme production, sound recording and music publishing activities | 0 | 0 | 0 | 1 | 1 |
| Programming and broadcasting activities | 1 | 5 | 2 | 2 | 10 |
| Telecommunications | 1 | 2 | 0 | 17 | 20 |
| Computer programming, consultancy and related activities | 1 | 0 | 0 | 2 | 3 |
| Information service activities | 0 | 0 | 0 | 2 | 2 |
| Financial and insurance activities | 4 | 17 | 13 | 52 | 86 |

| | | | | | |
|---|----|----|----|-----|-----|
| Financial service activities, except insurance and pension funding | 3 | 15 | 9 | 2 | 29 |
| Insurance, reinsurance and pension funding, except compulsory social security | 1 | 2 | 4 | 21 | 28 |
| Activities auxiliary to financial service and insurance activities | 0 | 0 | 0 | 29 | 29 |
| Real estate activities | 0 | 0 | 0 | 15 | 15 |
| Real estate activities | 0 | 0 | 0 | 15 | 15 |
| Professional, scientific and technical activities | 3 | 4 | 26 | 246 | 279 |
| Legal and accounting activities | 0 | 1 | 4 | 146 | 151 |
| Activities of head offices; management consultancy activities | 0 | 0 | 1 | 3 | 4 |
| Architectural and engineering activities; technical testing and analysis | 2 | 2 | 10 | 39 | 53 |
| Scientific research and development | 1 | 0 | 2 | 1 | 4 |
| Advertising and market research | 0 | 1 | 7 | 10 | 18 |
| Other professional, scientific and technical activities | 0 | 0 | 2 | 43 | 45 |
| Veterinary activities | 0 | 0 | 0 | 4 | 4 |
| Administrative and support service activities | 2 | 4 | 7 | 126 | 139 |
| Rental and leasing activities | 0 | 0 | 2 | 55 | 57 |
| Employment activities | 0 | 0 | 0 | 1 | 1 |
| Travel agency, tour operator, reservation service and related activities | 1 | 4 | 4 | 32 | 41 |
| Security and investigation activities | 0 | 0 | 0 | 1 | 1 |
| Services to buildings and landscape activities | 0 | 0 | 0 | 0 | 0 |
| Office administrative, office support and other business support activities | 1 | 0 | 1 | 37 | 39 |
| Public administration and defence; compulsory social security | 0 | 0 | 1 | 5 | 6 |
| Public administration and defence; compulsory social security | 0 | 0 | 1 | 5 | 6 |
| Education | 37 | 22 | 44 | 113 | 216 |
| Education | 37 | 22 | 44 | 113 | 216 |
| Human health and social work activities | 15 | 14 | 25 | 399 | 453 |
| Human health activities | 9 | 5 | 10 | 368 | 392 |
| Residential care activities | 2 | 1 | 5 | 1 | 9 |
| Social work activities without accommodation | 4 | 8 | 10 | 30 | 52 |
| Arts, entertainment and recreation | 5 | 11 | 25 | 111 | 152 |
| Creative, arts and entertainment activities | 0 | 3 | 5 | 16 | 24 |
| Libraries, archives, museums and other cultural activities | 1 | 4 | 2 | 8 | 15 |
| Sports activities and amusement and recreation activities | 4 | 4 | 18 | 87 | 113 |

| | | | | | |
|---|-----|-----|-----|-------|-------|
| Other service activities | 3 | 12 | 36 | 663 | 714 |
| Activities of membership organizations | 3 | 11 | 22 | 88 | 124 |
| Repair of computers and personal and household goods | 0 | 1 | 0 | 102 | 103 |
| Other personal service activities | 0 | 0 | 14 | 473 | 487 |
| Activities of households as employers; undifferentiated goods and services producing activities of households for own use | 0 | 0 | 0 | 0 | 0 |
| Activities of households as employers of domestic personnel | 0 | 0 | 0 | 0 | 0 |
| Activities of extraterritorial organizations and bodies | 1 | 0 | 0 | 2 | 3 |
| Activities of extraterritorial organizations and bodies | 1 | 0 | 0 | 2 | 3 |
| Not stated | 0 | 0 | 0 | 0 | 0 |
| Total | 186 | 272 | 649 | 7,287 | 8,394 |

* Does not include Auxil. Activity Establishments

Source: Palestinian Central Bureau of Statistics, 2018. *Population, Housing and Establishments Census 2017, Final Results Establishments Report*. Ramallah Palestine.

Annex (4)

الاستبانة



جامعة القدس
عمادة الدراسات العليا
ماجستير إدارة الأعمال
استبانة بعنوان:

"دور المهارات القيادية لرواد الأعمال في تحقيق نمو المشاريع الصغيرة والمتوسطة في محافظة بيت لحم"
تحية طيبة وبعد،

تقوم الطالبة بإعداد دراسة بعنوان: دور المهارات القيادية لرواد الأعمال في تحقيق نمو المشاريع الصغيرة والمتوسطة في محافظة بيت لحم، بإشراف د. نضال درويش. وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في تخصص إدارة الأعمال من كلية الدراسات العليا في جامعة القدس. لذا يرجى من حضرتكم التكرم بقراءة هذه الاستبانة والإجابة عليها، علماً بأن كل ما يرد في إجاباتكم سيكون موضع احترام وتقدير، وسوف يعامل بسرية تامة ولن يستخدم إلا لأغراض البحث العلمي. وسوف نرودكم بالنتائج التي تتوصل إليها هذه الدراسة إن رغبتكم بذلك. تشمل هذه الاستبانة على بيانات تتعلق بالمبحوثين، وقسمين: الأول يتعلق بالمهارات القيادية، والآخر يتعلق بمؤشرات نمو المنشأة.

شاكرين لكم حسن تعاونكم

ملاحظة: في حال وجود أي استفسار يرجى عدم التردد بالتواصل مع الباحثة رشا عبيد على الإيميل الآتي:
rasha.obeid16@gmail.com

البيانات المتعلقة بالمبحوثين والشركات

ملاحظة: يرجى وضع (x) في المكان المخصص الذي ينطبق على حالتك:

1. الجنس:

1. ذكر () 2. أنثى ()

2. العمر:

1. من 20 سنة إلى أقل من 30 سنة () 2. من 30 إلى أقل من 40 سنة ()

3. من 40 إلى أقل من 50 سنة () 4. 50 سنة فأكثر ()

3. المؤهل العلمي:

1. دبلوم فأقل ()
2. بكالوريوس ()
3. دراسات عليا ()
4. المنصب الوظيفي:

1. موظف ()
2. رئيس قسم ()
3. مدير دائرة ()
4. الرئيس التنفيذي أو مدير عام ()
5. سنوات الخبرة:

1. أقل من 5 سنوات ()
2. من 5 إلى أقل من 10 سنوات ()
3. من 10 إلى أقل من 15 سنة ()
4. أكثر من 15 سنة ()
6. عدد العاملين في المنشأة:

1. من عامل واحد إلى 4 عاملين ()
2. من 5 إلى 9 عاملين ()
3. من 10 إلى 19 عاملاً ()
4. من 20 إلى 49 عاملاً ()
5. 50 عاملاً فأكثر ()

7. عمر المنشأة:

1. أقل من 5 سنوات
2. من 5 إلى أقل من 10 سنوات ()
3. من 10 إلى أقل من 15 سنة ()
4. من 15 إلى أقل من 20 سنة ()
5. أكثر من 20 سنة ()

8. النشاط الاقتصادي الذي تعمل فيه المنشأة:

1. الزراعة ()
2. الصناعة ()
3. الإنشاءات ()
4. الخدمات ()
5. تجارة جملة ()
6. تجارة تجزئة ()
7. غير ذلك، حدد

.....

القسم الأول: الفقرات المتعلقة بالمهارات

يرجى تحديد درجة موافقتكم أو عدم موافقتكم على كل عبارة من العبارات الآتية:

المحور الأول: المهارات القيادية الذاتية

يقصد بالمهارات الذاتية الصفات والمهارات المتمثلة في النواحي العقلية والمعرفية والخلقية والنفسية المكونة لشخصية المسؤول.

| غير موافق بشدة | غير موافق | محايد | موافق | موافق بشدة | العبارة |
|----------------|-----------|-------|-------|------------|--|
| | | | | | 1. يتمتع المسؤول بالثقة بالنفس |
| | | | | | 2. يتحمل المسؤول جهدا كبيرا في إنجاز العمل |
| | | | | | 3. يتصف المسؤول بالحيوية والنشاط |
| | | | | | 4. يتمتع المسؤول بالثابرة والقدرة على مواجهة العقبات |
| | | | | | 5. لدى المسؤول القدرة على التكيف والمرونة مع جميع الظروف |
| | | | | | 6. يقبل المسؤول الأفكار الجديدة |
| | | | | | 7. للمسؤول قدرة على إيجاد وسائل جديدة لمواجهة المواقف غير المتوقعة |
| | | | | | 8. يتمتع المسؤول بالهدوء في مواجهة الأزمات |
| | | | | | 9. لدى المسؤول قدرة على ضبط انفعالاته الذاتية |

المحور الثاني: المهارات القيادية الفنية

يقصد بالمهارات الفنية المعرفة المتخصصة والعلم بطبيعة عمل المنشأة، والقدرة على استخدام العلم في مجالات عمل المنشأة بمهارة واثقان.

| غير موافق بشدة | غير موافق | محايد | موافق | موافق بشدة | العبارة |
|----------------|-----------|-------|-------|------------|---|
| | | | | | 1. للمسؤول قدرة على تطوير أداء الأفراد. |
| | | | | | 2. يدرك المسؤول الأنظمة الإنتاجية المتبعة في المنشأة. |
| | | | | | 3. يستطيع المسؤول إقناع العاملين بالأهداف. |
| | | | | | 4. لدى المسؤول القدرة على تحقيق الأهداف. |
| | | | | | 5. يواكب المسؤول التطور على الآليات الإنتاج في المنشأة. |
| | | | | | 6. يستخدم مسؤول الوسائل المتطورة في الإنتاج. |
| | | | | | 7. يستطيع المسؤول مواجهة الطلب على منتجات المنشأة بالزيادة أو الانخفاض. |
| | | | | | 8. يحدد المسؤول وقت العمل ومدة إنجازه. |
| | | | | | 9. لدى المسؤول القدرة على ترتيب الأولويات في العمليات. |

المحور الثالث: المهارات القيادية الإدارية

قدرة المسؤول على عدالة توزيع العمل داخل المنشأة، ووضع مقاييس للأداء وتحقيق التنسيق بين الأنشطة والإدارات المختلفة، وتبسيط إجراءات العمل.

| غير موافق بشدة | غير موافق | محايد | موافق | موافق بشدة | العبارة |
|----------------|-----------|-------|-------|------------|---|
| | | | | | 1. للمسؤول القدرة على اتخاذ القرارات |
| | | | | | 2. يستطيع المسؤول الحصول على معلومات صحيحة واستخدامها لاتخاذ القرارات |

| | | | | | |
|--|--|--|--|--|---|
| | | | | | 3. يُشرك المسؤول الموظفين في عملية صنع القرارات |
| | | | | | 4. يستطيع المسؤول التنسيق بين أهداف الموظفين وأهداف العمل |
| | | | | | 5. لدى المسؤول مهارة في تنظيم الوقت وإدارته |
| | | | | | 6. يدير المسؤول الاجتماعات بمهارة |
| | | | | | 7. للمسؤول مهارة وقدرة على تكوين وإدارة فرق العمل |
| | | | | | 8. لدى المسؤول القدرة على رصد المتغيرات الداخلية |
| | | | | | 9. لدى المسؤول القدرة على رصد المتغيرات الخارجية |
| | | | | | 10. للمسؤول مرونة في إعادة تصميم الهياكل التنظيمية |
| | | | | | 11. يقوم المسؤول بتقييم أداء الموظفين وفق معايير واضحة |
| | | | | | 12. يُصدر المسؤول تعليمات واضحة للموظفين بما يجب أن يقوموا به |

المحور الرابع: المهارات القيادية الإنسانية

يقصد بالمهارات الإنسانية قدرة المسؤول على التعامل مع الموظفين من أجل تنسيق جهودهم، وتكوين فرق العمل، وتشجيع العمل الجماعي والتعاون بينهم.

| العبارة | موافق بشدة | موافق | محايد | غير موافق | غير موافق بشدة |
|--|------------|-------|-------|-----------|----------------|
| 1. يستطيع المسؤول الحصول على أقصى درجات التعاون مع الموظفين. | | | | | |
| 2. هناك توجهات لدى المسؤول لتقديم حوافز لموظفي المنشأة. | | | | | |
| 3. لدى المسؤول القدرة على كسب ولاء الموظفين وتأييدهم | | | | | |
| 4. يستمع المسؤول وينصت لجميع الأطراف | | | | | |
| 5. يقدم المسؤول مساعدة دائمة للآخرين | | | | | |
| 6. يتفهم المسؤول مشاعر الآخرين ورغباتهم | | | | | |
| 7. يتقبل المسؤول انتقادات الموظفين | | | | | |
| 8. لدى المسؤول القدرة على تكوين علاقات مع الآخرين | | | | | |
| 9. يقدر المسؤول اقتراحات الآخرين | | | | | |

المحور الخامس: المهارات القيادية الفكرية

قدرة المسؤول على التحليل والدراسة والاستنتاج والمقارنة والربط والقدرة على التطوير والتغيير الإيجابي.

| العبارة | موافق بشدة | موافق | محايد | غير موافق | غير موافق بشدة |
|--|------------|-------|-------|-----------|----------------|
| 1. يستطيع المسؤول تحديد المشاكل ومعرفة أسبابها | | | | | |
| 2. لدى المسؤول القدرة على التفكير الإبداعي والابتكار | | | | | |
| 3. يتخذ المسؤول القرار بناء على معلومات صائبة | | | | | |
| 4. يكرس المسؤول جهوده للتمييز بين المعلومات المهمة وغير المهمة المتعلقة بالمشكلة | | | | | |
| 5. يستغل المسؤول الأفكار المرتدة من الموظفين | | | | | |
| 6. لدى المسؤول القدرة على معالجة المشكلات التي تتم مواجهتها لأول مرة | | | | | |
| 7. يسعى المسؤول إلى تطبيق المستجدات المتعلقة ببيئة العمل | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | 8. للمسؤول القدرة على إقناع العاملين بضرورة التطوير |
| | | | | | 9. يستطيع المسؤول تطوير خطط العمل حتى تتكيف مع المستجدات |

القسم الثاني: الفقرات المتعلقة بنمو المنشآت الصغيرة والمتوسطة

يرجى تحديد درجة موافقتكم أو عدم موافقتكم على كل عبارة من العبارات الآتية:

| العبارة | موافق بشدة | موافق | محايد | غير موافق | غير موافق بشدة |
|---|------------|-------|-------|-----------|----------------|
| 1. يوجد زيادة سنوية ملحوظة بعدد العاملين في المنشأة. | | | | | |
| 2. هناك زيادة واضحة في عدد السلع أو الخدمات التي تقدمها المنشأة سنوياً. | | | | | |
| 3. يوجد زيادة في الحصة السوقية للشركة بشكل مستمر. | | | | | |
| 4. تسعى المنشأة للوصول إلى طرق مبتكرة تساعد في النمو. | | | | | |
| 5. تواكب المنشأة تطوير إنتاجها لتلبية احتياجات الزبائن المتغيرة. | | | | | |
| 6. يزداد الطلب على السلع أو الخدمات التي تقدمها المنشأة سنوياً. | | | | | |
| 7. يوجد زيادة في أصول المنشأة من لحظة التأسيس حتى اليوم. | | | | | |
| 8. هناك زيادة مستمرة في رأس مال المنشأة. | | | | | |
| 9. تزداد أرباح المنشأة باستمرار | | | | | |
| 10. هناك زيادة في قاعدة العملاء | | | | | |
| 11. هناك زيادة مستمرة في معدل الإنتاجية | | | | | |

دور المهارات القيادية لرواد الأعمال في تحقيق نمو المشاريع الصغيرة والمتوسطة في محافظة بيت لحم

إعداد: رشا هشام عبيد

إشراف: د. نضال درويش

ملخص

الهدف الرئيس من هذه الدراسة هو دراسة تأثير المهارات القيادية لرواد الأعمال على نمو المشاريع الصغيرة والمتوسطة في محافظة بيت لحم، حيث اعتمدت الباحثة على المنهج الوصفي التحليلي لأنه الطريقة الأنسب لموضوع البحث، تم جمع البيانات الأولية من خلال استبيان مصمم خصيصاً لقياس متغيرات البحث، تم توزيعه على عينة الدراسة وهي 172 منشأة.

يمثل نمو الشركات الصغيرة والمتوسطة في محافظة بيت لحم المتغير التابع. وتمثل مهارات القيادة المتغيرات المستقلة، وهي: مهارات القيادة الذاتية، ومهارات القيادة الفنية، ومهارات الإدارية، ومهارات القيادة البشرية، ومهارات القيادة الفكرية.

أشارت النتائج الرئيسية للدراسة إلى وجود علاقة إيجابية ذات دلالة إحصائية بين المهارات القيادية (مهارات القيادة الذاتية، ومهارات القيادة الفنية، ومهارات الإدارية، ومهارات القيادة البشرية، ومهارات القيادة الفكرية) ونمو الشركات الصغيرة والمتوسطة في محافظة بيت لحم. وتظهر النتائج عدم وجود فروق ذات دلالة إحصائية في إجابات المبحوثين حول تأثير المهارات القيادية على نمو الشركات الصغيرة والمتوسطة بالنسبة للجنس. في حين كانت هناك اختلافات عند مستوى دلالة 5٪ في إجابات المبحوثين حول تأثير المهارات القيادية على نمو الشركات الصغيرة والمتوسطة بالنسبة: عدد العاملين، والنشاط الاقتصادي، وعمر الشركة، وسنوات الخبرة، والمنصب، والمؤهل العلمي، والعمر.

تقترح الباحثة العديد من التوصيات الموجهة لكل جهة حسب صلاحيتها: توصيات لمسؤولي الشركات (متابعة التطورات في كافة مجالات الخبرة ووضع خطة لتدريب مسؤولي الشركات على هذه المهارات، ووضع خطة تدريبية سنوية لتنمية مهارات جميع العاملين بالمنشأة). توصية للحكومة الفلسطينية (إعداد قانون جديد للشركات)، وتوصيات للجهات الممثلة للقطاع الخاص (بتنظيم دورات تدريبية لتوعية الشركات بالمهارات القيادية، وتوقيع اتفاقيات تعاون مع الجهات الممثلة للقطاع الخاص في دول أخرى، وتعميم تجربة الشركات الناجحة)، التوصية إلى الجهات الرقابية (تفعيل الرقابة على امتثال الشركات للقانون والأنظمة والتعليمات والمعايير المحاسبية وأخلاقيات العمل)، والتوصيات للجامعات (إعداد العديد من الدراسات على المستوى التفصيلي كوسيلة لتعزيز المهارات القيادية، مثل:

دراسات قطاعية، دراسات تركز على مهارات قيادية معينة، ودراسات للشركات كدراسة حالة،
تدريس مساقات جامعية بمهارات القيادة).
الكلمات المفتاحية: المهارات القيادية لرواد الأعمال، نمو الشركات الصغيرة والمتوسطة، المشاريع
الصغيرة والمتوسطة في فلسطين.