A Diagnostic Study on Students' Responsiveness to the Graduation Thesis Concept for The Startup Project – A Case Study of Educational Psychology Students Field Study

دراسة تشخيصية لمدى تجاوب الطلبة حسب تكوينهم الجامعي مع فكرة مذكرة التخرج مشروع المؤسسة الناشئة - طلبة علم النفس التربوي نموذجا- دراسة ميدانية

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ملخص:

هدفت الدراسة الحالية الى تشخيص مدى تجاوب طلبة علم النفس التربوي مع فكرة مذكرة التخرج مؤسسة ناشئة ، وقد اعتمدت على المنهج الوصفي ، وتم بناء استبيان وتوزيعه على عينة الدراسة للإجابة على التساؤلات الدراسة و كانت النتائج لا يستطيع طالب علم النفس التربوي ان يؤسس فكرة مؤسسة ناشئة من وجهة نظرهم . التكوين الجامعي الذي يزاوله طالب علم النفس التربوي غير كاف لتبني افكار عملية تطبيقية لتأسيس المؤسسة الناشئة من وجهة نظر طلبة التخصص.

–العوامل التي حالت دون انضمام طلبة علم النفس التربوي الى حاضنة المؤسسات الناشئة على مستوى كلية العلوم الاجتماعية والإنسانية تلخصت في : نقص الاعلام حول المؤسسات الناشئة ضمن هذا التخصص ، وعدم وجود افكار ابتكاري او ابداعية عند طلبة التخصص .

الكلمات المفتاحية: التكوين الجامعي – مشروع المؤسسة الناشئة – طلبة علم النفس التربوي

Abstract:

The current study aimed to diagnose the extent to which educational psychology students respond to the concept of a graduation thesis centered on a startup project. The study adopted a descriptive methodology and relied on a questionnaire distributed to the sample to address the research questions. The results revealed that, from the students' perspective, educational psychology students are not able to develop the concept of a startup. Their university training is considered insufficient to support the adoption of practical and applied ideas for founding a startup. The factors that prevented educational psychology students from joining the startup

incubator at the Faculty of Social and Human Sciences were summarized as follows: lack of awareness about startups within this specialization, and the absence of innovative or creative ideas among the students**.**

Keywords: university training, startup project, educational psychology student

Introduction:

Undoubtedly, the university plays a variety of formative, social, and economic roles, positioning it as gateway for local development in all fields. It seeks to drive the national economy towards achieving sustainable development on all levels. In recent years, the Algerian university has taken a significant step towards digitalization in university education and the creation of educational and training platforms to improve the quality of training as well as to implement reforms regarding the innovative aspect of university students , particularly through the concept of culminating academic training with a graduation project that translates into a startup initiative, so that the university student becomes a producer after graduation rather than a consumer. This decision has been applied across all universities nationwide, including scientific faculties and technological institutes, also affecting social, human, literature, and language majors.
However, this has resulted in a set of difficulties, obstacles, and concerns among students in these fields, which the present study has addressed.

1-Problem Statement:

University training is a fundamental system through which technical cadres necessary for work in various fields of life are prepared. It is one of the essential pillars of the modern state, acting as a primary engine in the development process in all its economic, social, and cultural dimensions and plays an effective role in enhancing individuals' self-capabilities. Therefore, the future and development of countries primarily depend on university training institutions as it represents a crucial stage in the educational process, being the peak of the educational pyramid in light of the changes occurring in society.

The university system, as one of the higher education institutions, seeks to prepare qualified human resources across diverse fields, spread culture, conduct research, contribute to social and economic development, and meet community' needs. University training bears the responsibility of training and qualifying human resources to meet the labor market's demands. Like other social systems, it aims to educate individuals and refine their personalities through university training (Zaqawa Ahmed, 2014, p. 70). Therefore, attention must be given to the practical aspect of university training, which the Algerian Ministry of Higher Education has focused on in all fields of university training, especially in the social and human sciences field through the establishment of incubators for startup companies

In each faculty in order to encourage innovative thinking among university students, receiving their ideas and embodying them in a practical and creative form for employment in other positions. But do the students effectively understand the nature of their studied specializations in a way that is applicable? Or can the student adapt and contextualize the acquired knowledge across various modules with the idea of establishing a startup?

Because this decision requires in-depth study and raising educational awareness among university students, as well as utilizing higher cognitive abilities in university training such as analysis, synthesis, and application.

To explore this field, the researcher selected students majoring in "Educational Psychology" to assess their responsiveness to the concept of a graduation thesis as a startup project, based on their university training.

To achieve this goal, the study problem generated questions:

1- Can an educational psychology student establish the idea of a startup from their perspective?

2- Is the university training received by educational psychology students sufficient to adopt practical, applicable ideas for launching a startup from the perspective of the students?

3- What are the factors that prevented educational psychology students from joining the startup incubator at the Faculty of Social and Human Sciences?

2- Study Objectives:

•To determine the extent to which educational psychology students understand the concept of a graduation thesis as a startup.

•To monitor the responses of educational psychology students about their university training and their ability to adopt innovative ideas within their field.

•To identify the reasons behind the reluctance of educational psychology students to join the startup incubator at their faculty.

3- Previous Studies:

A study by Samia Dalal (2018) titled "Life Project Representations and Gender – Case of Female Students in Educational Sciences" aimed to reveal the life project representations among female students specialized only in educational sciences who were about to complete their undergraduate studies. The sample consisted of 15 third-year bachelor's students from the University of Oran 2. The study sought to understand students' representations of their projects, how to build, implement, and sustain them in the future from its three aspects: educational, professional, and personal. The researcher utilized a questionnaire based on a descriptive analytical approach. Among its main findings: Students' representations of their personal academic project focused on deepening their current specialization and continuing their studies, while their representations of the professional project expressed stability of identity aligned with the academic specialization that expanded their knowledge and provided them with work methods and techniques. Regarding the personal aspect of the life project, all female students expressed their desire to form families after

completing their studies, in addition to having a life partner with the same educational and cultural level and even with similar ambitions, not less.

A study by Farida Swalimiya and Karima Salehiya (2015) titled "The Personal Project of University Youth" aimed to identify the personal projects of university youth (both male and female). The sample consisted of university youth, and a form was used as a data collection tool following a descriptive correlational approach. Key results included:

-Self-development and satisfaction with oneself is a personal goal and expresses a basic human need classified by Maslow among the needs for stability and security.

First: University Training:

1 Definition of University Training:

It has received various definitions, the most notable of which include:

It is defined as all forms of academic, professional, technological education, or teacher preparation provided in institutions such as universities (Amer, 2015, p. 100).

It is also defined as a process of positive adjustment with specific orientations that address the individual's behavior from a professional or functional perspective, aiming to acquire knowledge and experiences to enhance performance. It is a means of preparing qualified competencies for successful work employable immediately in the professional framework to change the cognitive level by improving and providing the required knowledge, skills, and behaviors (Saudi, 2019, p. 72).

In the Algerian context, Murad Bin Ashnah defines university training as a gradual training process encompassing a volume of information included in various scientific lessons that the student assimilates or the totality of this information aim to provide the ability for partial control over a specific scientific or technical sector. This training, when necessary, is divided into programs and teaching methods (Yacoubi, 2008, p.22).

The operational definition of university training: is the process of educating the student through academic programs they receive throughout their training journey, in addition to seminars and field internships conducted during their years of training. This is intended to develop their skills, knowledge, and attitudes to align with the objectives of the educational system and its requirements.

2 Objectives of university training:

2-1 General objectives:

-To prepare specialized competencies in various knowledge and professions fields, the primary and main goal of university training is to meet the community's need for qualified human resources capable of contributing to national development. There is an urgent need to graduate individuals capable of controlling and managing reality in their favor and qualified to keep up with modern times.

-To achieve balance and integration in the educational process through the comprehensive development of students' personalities in various aspects.

-To foster commitment to rational thinking and adherence to the scientific method. University education bears the responsibility of adopting the scientific method by teaching students logical reasoning and using it to develop their knowledge and solve problems they face.

-To develop attitudes and knowledge for lifelong learning (continuous self-learning), generalize national belonging, and cultivate an orientation balancing authenticity and modernity.

2-2 Specific objectives:

These play an important and fundamental role in university training, determining teaching methods, types of tools, evaluation techniques, and other matters related to the teaching-learning process.

2-3 Specific objectives related to the student as an individual:

They include developing the following competencies:

-The student should be able to make decisions scientifically and systematically, with the capacity to understand themselves, and objectively analyze their behavior.

-The student should set ambitions and future expectations that align with their abilities and potentials.

-He can build a successful family that is internally harmonious and adapted to society.

-He is aware of the social and cultural differences among people and respects them.

2-4 Special objectives related to developing commitment to reasoning and adopting the scientific method:

-The student uses the scientific method in thinking and problem-solving.

-He can evaluate matters objectively.

-He thinks deeply and analyzes ideas before making judgments.

-He verifies the truthfulness of evidence before accepting it.

-He can rely on himself in searching for information.

-He believes in the necessity of developing his skills and methods related to work to align with recent developments in his specialization field.

-He believes in the movement of scientific development and technological progress. (Dalila, 2006, pp. 55–57)

- Special learning objectives in university related to preparing individuals and qualifying them for work include developing the following competencies:

-He understands concepts and knowledge related to his work.

-He performs his work skillfully, accurately, honestly, and diligently.

-He masters the technical and scientific skills specialized in his field.

-He values manual work and respects those who practice it.

-He respects the ethics of his work and works accordingly.

-He is able to use modern technologies in his specialization field.

-He can solve problems that confront him in his work.

-He is keen to improve and develop his competencies at work. (Al-Tal, 1997, pp. 147–148).

2-5 Social developmental objectives

The developments occurring in societies compel the university to keep up with them in order to achieve the necessary growth and development, provide the real needs of society, and have the ability to meet them by identifying development information and the centers of malfunction in society and working to reform them. In addition, it seeks to achieve social and cultural normalization of the individual to integrate his personality and achieve harmony with himself and his environment, and thus the society cannot achieve development and stability only through the development of a system of knowledge, concepts, habits, values, and attitudes to keep pace with scientific progress (Haroun, 2019, p. 98).

2-6 Socioeconomic objectives: It is known that university education is an effective means to ensure a good career orientation, taking into account each individual's capabilities, tendencies, and desires within the evolving needs of society, which in turn reflect the requirements of the labor market in that society. One of the primary goals of university training is to ensure the availability of a well-trained, disciplined workforce across all professions demanded in the labor market, including technicians, economic specialists, social scientists, educators, and those working in intellectual and cultural fields. This guarantees comprehensive development and scientific advancement for society in all its material and human aspects (Haroun, 2009, p. 44).

3- Functions of university training:

3-1 Developmental and formative function: Higher education works on shaping students and transforming them from passive human resources into active energies ready to contribute (Barai, 2002, p. 46).

The importance of these functions is manifested in:

-Building the student's personality by providing knowledge and resources that make him effective in his specialization, thereby fulfilling his needs.

-Developing a spirit of scientific inquiry through training the mind and preparing the student to use libraries, participate in intellectual competitions, and engage in cultural activities to foster comprehensive personal development (Tighlit, 2017, p. 46).

3-2 Therapeutic and transformative function: New theories have emerged that interpret the educational process as a process of changing and evaluating individual behavior, as during the educational process, the student acquires new behavioral methods that align with his tendencies and lead to the fulfillment of his needs and the response to his capabilities, working towards achieving his goals. The more the student's learned behavior aligns with his objectives, the greater his desire and capacity to adopt this kind of behavior. Education, in this context, includes physical, emotional, mental, and social therapeutic changes that may last a lifetime.

The educational process is an act of preparing and stimulating the learner's forces to make changes in his behavior caused by internal and external variables, resulting in learning, which is considered a relatively fixed change. Psychologists generally agree that these fixed behavioral changes fall under the umbrella of learned modifications (Haroun, 2009, p. 41).

3-3 Guiding and directing function: The guiding and directing function of university training helps the student solve problems and understand his capabilities, as well as develop new perspectives that enable good performance and fulfillment of required work. Here comes the role of educational guidance aimed at familiarizing students with their abilities and the type of education that fits these capabilities. For this, it is necessary to understand the differences among students in terms of level and qualifications so that the specialist or counselor can guide them in the field that allows them to exploit their strengths. This can only be achieved by organizing informational and guidance campaigns to assist in selection (Tighlit, 2017, pp. 105-106).

3-4 Scientific culture: General culture is one of the key functions aimed at by university training. As Taylor stated, "Culture is knowledge, belief , art , ethics and law, as well as the customs that individuals acquire, in other words their social heritage."

Thus, it can be said that the general function of university training is to provide knowledge based on the best available data.

In short, the university should strive to strengthen its relationship with society not only within the university's principles but also through what it produces such as magazines, journals, books, and research published for public benefit. Additionally, it should hold lectures and study days not that are not limited to students but for society in general to spread culture and awareness at the general level (Haroun, 2009, pp. 42-43).

3-5 Optimal preparation for specialized skills: It is the university's duty to consider the real needs of society for the required specializations by balancing the workforce and the labor market so that the university does not remain limited to theoretical training, detached from societal needs.

The latter allocates a significant budget to education and especially university training as a form of human investment (Haroun, 2009, p. 42).

3-6 Scientific research function: The university's function is no longer limited to teaching only but has evolved so that scientific research takes a large space among the concerns and responsibilities of university teaching staff. Accordingly, the university's status is closely linked to what it produces in terms of research and published works in various fields. Scientific research has also become a significant financial resource for many universities, especially those with prestigious status.

Through scientific research, the university, as a scientific institution comprising elite thinkers and professors, can fulfill its role in discovering, developing knowledge, and supplying society with discoveries in various fields to foster renaissance and societal development, thus establishing solid foundations for scientific research (Radwan, 2013, p. 130).

Hence, it can be said that the university's functions are multiple and diverse to advance university education and produce cadres that contribute to supporting social development in its various aspects: economic, cultural, and social.

Second: The concept of start-up institutions:

1-Its concept:

The term "startup" refers to the launch and growth of a company. Many consider startups exclusively with newly established businesses. This type of company first appeared in the United States in the early 1970s, primarily associated with venture capital industry mainly conducted in the technology sector, particularly information and communication technology (Mzian Amina, D.S., p. 31).

2-Personal traits of start-up founders:

Founders or active entrepreneurs of start-ups are considered the key drivers for the success of the start-up company due to their distinctive personal traits such as the need for achievement, risk-taking, initiative, and innovation. These traits should be reinforced with various skills necessary to lead their company, including administrative, social, personal, or purely entrepreneurial skills, regardless of their motivations towards entrepreneurship, whether positive or negative.

However, it is observed in Algeria that long-standing socialist economic policies remain entrenched in many mentalities.

The socio-cultural system has "failed to nurture a creative, innovative, and effective entrepreneur," leading most entrepreneurs and individuals wishing to establish their own institutions to lack the necessary competencies and skills, especially regarding strategic vision, management style, organization, and business networks that enable the creation of innovative projects, conducting successful market studies, preparing effective business plans that allow in-depth analysis of the internal and external environment of the project, and diagnosing market expectations, requirements, and needs in terms of quantity, price, and quality. This includes studying competition, choosing suppliers and distributors, conducting effective technical studies for the project, etc. (Laitem Nadia, 2022, p. 128).

3- Stages of innovation for start-up institutions:

3-1 Ideas generation:

At this stage, ideas for innovation are generated by focusing on developing the institution's culture and encouraging the transfer of new information among individuals through communication, which facilitates the institution's access to this information by various methods, such customers' feedback, financiers, and suppliers, or by researching new industrial technologies. Then, appropriate new ideas that can be implemented by individuals and the available production structure are selected (Al-Mu'min Abdel Karim, D.S., p. 17). Regarding university training, the student should be able to discover or combine new ideas based on understanding current ideas included in university curricula.

3-2 Transforming the idea into a project:

New ideas are converted into a project through an implementation plan that includes the type of innovation used, its scope, the type of work methods and modern technology required, along with a suitable study of all these conditions according to

the needs of the targeted customers. Additionally, the institution determines the costs of the innovation project, including research and development expenses.

3-3 Realizing the project practically:

This phase consists of a set of steps taken by the institution, beginning with producing a prototype product that allows verification of the readiness of new production means (the production structure), raw materials, and the efficiency of specialized labor in applying the new technology.

This prototype enables the institution to analyze the feedback and reactions of customers, suppliers, and distributors. Then the institution proceeds to actual production.

Support and facilitation bodies play a fundamental role in easing and accelerating the establishment of the institution and overcoming various obstacles it faces, especially through the services they provide such as training, motivation, guidance, financing, participation, and other logistical services.

Support and accompaniment bodies for start-ups:

These bodies play a vital role in facilitating and accelerating the process of establishing the institution and overcoming obstacles by providing various services like information, awareness, motivation, training, preparation, guidance, financing, and participation. Additional services include logistics, providing locations, and facilitating communication.

Several forms and bodies of support can be imagined such as mentoring, training, accelerators, and incubators; the latter are considered the most important and successful, as studies confirm their remarkable results in supporting the sustainability of institutions (Laitem Nadia, 2022, Start-up Institutions: A Study of Success Factors, Al-Ma'arifa Journal).

Field framework:

Method used: Descriptive method

Sample: Educational psychology students, a convenience sample since the professor was lecturing and the questionnaire was distributed during the lecture to those who were present.

Study Tool: The questionnaire was constructed according to the study's requirements regarding the nature of the modules and analysis of the student's future professional tasks, based on the idea of the graduation thesis as a startup institution.

Psychometric Properties of the Questionnaire: The reliability coefficient was calculated using Cronbach's Alpha.

Table (01)

Psychometric Properties of the Questionnaire

Number of Items	Cronbach's Alpha	Validity
17	0.85	0.92

Source: Prepared by the researcher

Statistical Method: The arithmetic mean, percentages, and standard deviation were used.

Presentation of Results and Discussion of Study Questions:

1- **Presentation and Discussion of the First Question:** Can the educational psychology student establish the idea of a startup institution from their perspective?

Table (02)

Estimation of Arithmetic Mean, Standard Deviation, and Percentages According to the First Axis

Items	Always		sometimes		Never		Arithmeti mean	Standard Deviation
	frequency	%	frequency	%	frequency	%		
1	9	15%	28	46.66%	23	38.33%	1.77	0.698
2	14	23.33%	19	31.66%	27	45%	1.78	0.804
3	5	8.33%	38	63.33%	17	28.33%	1.80	0.576
4	27	45%	26	43.33%	7	11.66%	2.33	0.681
5	19	31.66%	28	46.66%	3	5%	2.10	0.730
6	24	40%	24	40%	12	20%	2.20	0.755
7	29	48.33%	27	45%	4	6.62%	2.42	0.619

Source: Prepared by the researcher

The results above show the arithmetic means, standard deviations, and percentages of the sample's responses regarding the first axis. The highest mean value in this axis was 2.47, related to the item: "In your opinion, are the modules you studied in your specialization sufficient to make you an innovative and creative student?" Student responses to this item indicated a predominance of theoretical over practical learning. The university student still plays the role of a traditional learner who memorizes information and recalls it on exam day, limiting learning to evaluation only.

Since the student is in the third year of a bachelor's degree, it is necessary for him to acquire practical competencies and applied skills. The educational process should target the higher levels of Bloom's taxonomy such as application, analysis, and synthesis.

Additionally, students' responses were notably high in the "Never" category regarding the item: Was the concept of a graduation thesis as a startup institution clear to you." This indicates that educational psychology students do not fully grasp the concept of a startup institution nor can they translate this idea within their specialization, believing, according to their own statements, that it is not suitable. This

is mainly due to a lack of a clear understanding of their specialization and the professional tasks expected after graduation.

The same observation applies to the item: " Can you easily derive practical ideas from the modules you study." Despite educational psychology being critically important in the educational field for solving educational problems, especially those related to student's psychological and educational adjustment. It also it plays a key role in training teachers on learner psychology and the use of modern teaching strategies. Therefore, these practical tasks should be embedded in the curriculum to help students translate them into practical ideas that could be realized through startup initiative. Thus, it was concluded that educational psychology students are unable to form a clear idea of the graduation thesis as a startup institution.

2- **Presentation and Discussion of the Second Question:** Is the university training pursued by educational psychology students sufficient to adopt practical ideas for establishing a startup institution from the perspective of the students?

Table (3)

presents the estimated arithmetic mean, standard deviation, and percentage values according to the second axis.

Items	Always		Sometimes		Never		Arithmetic mean	Standard Deviation
	frequency	%	frequency	%	frequency	%		
8	13	21.66%	38	63.33%	9	15%	2.07	75.5
9	10	16.66%	28	46.66%	22	36.66%	1.80	85.7
10	19	31.66%	34	56.66%	7	11.66%	2.20	65.3
11	25	41.66%	25	41.66%	10	16.66%	2.25	57.1
12	20	33.33%	29	48.33%	11	18.33%	2.15	65.3

Source: Prepared by the researcher

The results of the table above clarified the value of the arithmetic means, standard deviations, and percentages of the sample individuals' responses regarding the second axis. The answers were centered around "No" on the item concerning (In your opinion, is the programmed hourly volume for each module sufficient to develop your ideas about your future project?) Educational psychology students believe that the weekly hourly volume they receive in some modules is insufficient to acquire outcomes and achieve the competencies necessary to occupy a position or even to deepen their specialization. This is due to the overcrowding of the program and modules with additional measurements that students see as unrelated to the specialization and do not contribute in shaping their ideas or enlightening them about the future prospects of their specialization.

Furthermore, the entrepreneurial culture among students is an idea that remains unfamiliar, due to the omission of this goal within the objectives of the programmed courses. How can a student who still views entrepreneurial thought as exclusive to the

economic side consider taking steps towards creativity in their ideas and believe in the concept of the graduation thesis as a startup, and becoming responsible for employing human resources after having been a student aspiring for a dry job with unclear tasks and activities in their imagination.

In this context, educational psychology students find that field training does not provide the necessary opportunity to explore their professional-occupational aspect, especially since most students face administrative obstacles in reaching the primary goal of field training in educational institutions.

In addition, based on what was observed in the item related to the nature of the modules studied and whether they serve in establishing innovative ideas to form a startup, most responses were negative, as students sometimes complained about the nature of the module and other times about the teacher's method of instruction, which prevented the formation of a clear professional vision for the personal project of the university student.

Consequently, we concluded that the university training pursued by educational psychology students is insufficient both quantitatively and qualitatively to adopt practical applied ideas for establishing a startup enterprise from the perspective of the students in the specialization.

3- **Presentation and Discussion of the third question:** What are the factors that prevented educational psychology students from joining the startup incubator at the level of Social and Human Sciences Faculty

Table (4)

shows the estimate of the arithmetic mean, standard deviation, and percentage ratios according to the third axis.

Items	Always		Sometimes		Never		Arithmetic mean	Standard Deviation
	frequency	%	frequency	%	frequency	%		
13	30	50%	26	36.66%	4	6.66%	2.43	0.62
14	33	55%	22	36.66%	5	8.33%	2.47	0.65
15	22	36.66 %	30	50%	8	13.33 %	2.23	0.67
16	22	36.66 %	28	46.66%	9	15%	2.22	0.69
17	27	45%	29	48.33%	4	6.66%	2.38	0.61

Source: Prepared by the researcher

The results of the above table clarified the values of the arithmetic means, standard deviations, and percentages of the sample individuals' responses concerning the third axis. The highest value of the arithmetic mean was 2.47 regarding the item "(In your opinion, is your specialization sufficient to enable you to formulate a creative idea for a startup institution?)". This indicates that the university student specializing in Educational Psychology was unable to form a clear idea about their specialization, despite the availability of the field of application. This may be due to the predominance of the theoretical aspect over the practical one, according to the

students' responses. This might be attributed to the nature of the module itself or to the teaching method that mimics traditional learners and relies only on rote memorization and stuffing without application, analysis, and synthesis, these are the objectives that enable the student to innovate creative ideas that might be suitable for practical application**.**

An open question was placed: (What titles do you suggest as modules to develop your professional perception?)

We find that students are aware of the types of modules they need in order to acquire practical competencies for the specialization, such as: modules serving the educational process like teacher and learner psychology, practical teaching strategies not just the theoretical part, a module related to classroom management and interaction, curricula used in kindergartens, and this particular module can be benefited from in the idea of the graduation thesis as a startup institution.

Furthermore, what drew the researcher's attention were the responses concerning the last item, which was directed and open: (What are the reasons that prevented you from joining the startup incubator at your faculty level?)

The answers ranged between "I have not heard of it," "I did not have a clear idea," hesitation, fear of failure, or there was no clear and detailed explanation that would lead us to adopt this idea.

Therefore, the answer to the third question was generally a lack of awareness about this matter and the absence of innovative or creative ideas among the specialization students.

Conclusion:

Activating social and human specialties is an innovative idea in itself so that we can eliminate the rigid theory pace in these sciences and move towards applying the foundations and principles of theories in real life according to the nature of each specialization. Also, the idea of the graduation thesis as a startup institution is a feasible idea provided that the available human and material resources are prepared to ensure the success of the idea. In light of this, we propose the following:

Suggestions:

- Intensify informational and educational days to raise student awareness in this field—the idea of the graduation thesis as a startup institution.
- Train social sciences faculty members on business incubators, their nature, and how to train students to adopt creative and innovative ideas based on the studied formative content.
- Conduct studies on job analysis and task analysis involved in future professions and include them in the form of acquired competencies to enable the student to engage in practical application tasks.
- Necessarily change or modify the nature of the modules taught to students, which requires deleting some of them that have become repetitive and theoretical overload, and adding some modules that aim to develop the entrepreneurial spirit and idea among university students in social and human specialties.

Training teams must encourage students about to graduate to choose practical topics and accompany them to formulate their personal project idea. It is necessary to support theoretical modules at the university with field visits to institutions to familiarize students with them and to form an initial idea about them.

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Appendix: The Questionnaire Used in the Study

Questionnaire Items	yes	No	Sometimes
- In your opinion, are the modules you took in your specialization sufficient to make you an innovative student?			
- The idea of the graduation thesis "Startup Institution" is clear to you.			
- You have a clear idea of the tasks you will perform within your future job in the educational psychology specialization.			
- The field internship you are doing is important in university training.			
- You can establish creative ideas about the contents and prospects of your specialization.			
- You can easily derive applied ideas from the modules you study.			
- The modules you study stimulate your creative thinking.			
- In your opinion, the scheduled weekly hours per module are sufficient to develop your ideas about your future project.			
- You have the ability to discover a set of new ideas through the knowledge you gained in your specialization field.			
- In your opinion, the university and its educational materials play a significant role in instilling an entrepreneurial culture among you.			
- Through the field internship, you believe the university has a relationship with the external social and economic environment.			
- In your opinion, not all the modules you study serve you in establishing creative ideas to form a startup institution.			
- Your professors link the theoretical information provided to students with future work fields (task analysis and embedding them as acquired competencies).			
- In your belief, your major is sufficient to help you formulate a creative idea for a startup institution.			
- In your major, the theoretical aspect predominates over the applied aspect.			
- What module titles would you suggest to develop your professional side?..... ……			
- What are the reasons that prevented you from joining the startup incubator at your college?.....			