



The Roles of Entrepreneurial Education to Egyptian Students at All Educational Levels

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Abstract

Entrepreneurship education is regarded as critical in Egypt for promoting the country's long-term progress. The government has introduced entrepreneurial education studies in all educational institutions to address the various problems confronting the nation, such as unemployment among young people and recent graduates, reliance on foreign products and technological advancements, and extremely slow economic growth and development. As a result, it is suggested in this study that teaching entrepreneurship at all levels of education will provide students with the skills they require to be self-sufficient. The study also discusses the goal of rethinking entrepreneurial education, as well as the characteristics of entrepreneurship education and the new teaching position in entrepreneurship education. Entrepreneurship education should motivate both students and teachers to start their own firms. The level of entrepreneurship education that students receive affects every aspect of their thinking, development, invention, personality, and taking responsibility.

Keywords: *Entrepreneurship; Education; Awareness; Innovation; Training; Egyptian Students*

Introduction

A culture of entrepreneurship is recognized as a critical factor in generating economic growth and guaranteeing economic sustainability in any country. As a result, entrepreneurship is critical for a prosperous and secure economy. The lengthy and fascinating history of entrepreneurial education has considerably helped national economies (Kyrö, 2018). Entrepreneurial education in Egypt has gained significant attention recently due to its perceived role in bolstering the economy, fostering job creation, and equipping students with the skills needed to thrive in the global market (Ratten & Jones, 2021). Throughout history, the emphasis on economics has evolved from macroeconomics to microeconomic theories, shifting global economic eras. Despite the development of empirical research by Schumpeter (1911-1934), who argued that an economic system reaches equilibrium when supply and demand are balanced, the era overlooked the entrepreneur's importance in financial analysis. The pursuit of equilibrium dominated subsequent economic theses (Vaz-Curado & Mueller, 2019).

The entrepreneur is the person who upsets the prevalent state of equilibrium in the economic system by introducing new ideas, cutting-edge manufacturing techniques, and emerging markets. To put it another way, Schumpeter used a well-known expression. Entrepreneurs can overcome economic system limits, incentives, stagnation, and stagnation through their innovations and new system ways. Others will follow, and the economic transition will occur. This is referred to as "creative destruction." (Tidd & Bessant, 2020).

Entrepreneurship is often defined as creating something new, involving considerable time and effort. However, the rewards include freedom, financial security, and personal fulfilment. It entails risk-taking, investing time and effort, and managing the production process, all with their benefits. It's about identifying investment opportunities, launching, and sustaining a business successfully. Entrepreneurship is also seen as a dynamic process of wealth accumulation and self-expression through goal attainment, creating wealth through risk and initiative (Venkataraman, 2019).

Entrepreneurship education plays a crucial role in equipping individuals with the knowledge, skills, and motivation necessary to succeed in entrepreneurial endeavors. Its primary objectives include fostering self-sufficiency and independence among young people, nurturing creativity and innovation to identify new business opportunities, and stimulating economic growth and development. Additionally, it aims to provide graduates with essential risk management skills to ensure the sustainability of their ventures while addressing poverty through economic empowerment. Moreover, entrepreneurship education contributes to job creation, reducing rural-to-urban migration, and supporting graduates in establishing and working for small and medium-sized businesses. It also instils perseverance and determination, enabling individuals to pursue their chosen career paths with resilience. Ultimately, it facilitates a smooth transition from traditional to industrial economies by cultivating an entrepreneurial mindset and skill set among individuals across various sectors of society (Igbongidi, 2022).

The present study aims to underscore the importance of entrepreneurship skill acquisition for students across all educational tiers, showcase the benefits of entrepreneurial education for pupils, underscore the role of entrepreneurial education in fostering economic development, and stress the significance of teachers in delivering entrepreneurship education.

Entrepreneurship Education in Egypt

The Egyptian government is now focusing on achieving Egypt Vision 2030, which includes multiple pillars, one of which is an accessible, high-quality education system (Rizk & Rashed, 2022). Entrepreneurial education is vital for Egyptian students because it gives them the skills they need to succeed in today's global economy. It teaches students how to recognize possibilities, generate and develop ideas, and turn those ideas into profitable businesses. It also teaches them how to manage their resources and negotiate the different problems that come with beginning and running a business (Rashid., 2019).

Individuals who are exceptionally creative own and run a large number of Egyptian businesses, which also account for the majority of the nation's wealth and employment. Many of these people go on to start large corporations. Entrepreneurship education expands those who have access to its creative freedom. Furthermore, they have a larger sense of self-assurance and a better sense of ultimate control over their lives (Abo-Shabana, Tantawi & Ragheb, 2018).

As a result, entrepreneurial education has the potential to significantly alter Egypt's economy. In areas with high unemployment, entrepreneurship can help to create jobs and relieve poverty. Students can learn how to start their own firms and become job creators rather than job seekers through entrepreneurial education. Furthermore, by cultivating an entrepreneurial culture and equipping students with the skills necessary to establish and run their own firms, the country can create jobs, alleviate poverty, and raise general living standards (Light & Dana, 2020).

The Importance of Entrepreneurship Education

In fact, because these attributes can be practiced, developed, and taught, all children should be exposed to entrepreneurship education. Furthermore, even when not used in a company, entrepreneurial characteristics and talents benefit society. Everyone can benefit from entrepreneurship-related character traits such as inventiveness and a spirit of initiative in their daily lives and professional duties. Furthermore, the technical and business skills required for self-employment and business startup must be supplied to those who desire to do so or may do so in the future (Apriana, Kristiawan & Wardiah, 2019; Santos, Neumeyer & Morris, 2019).

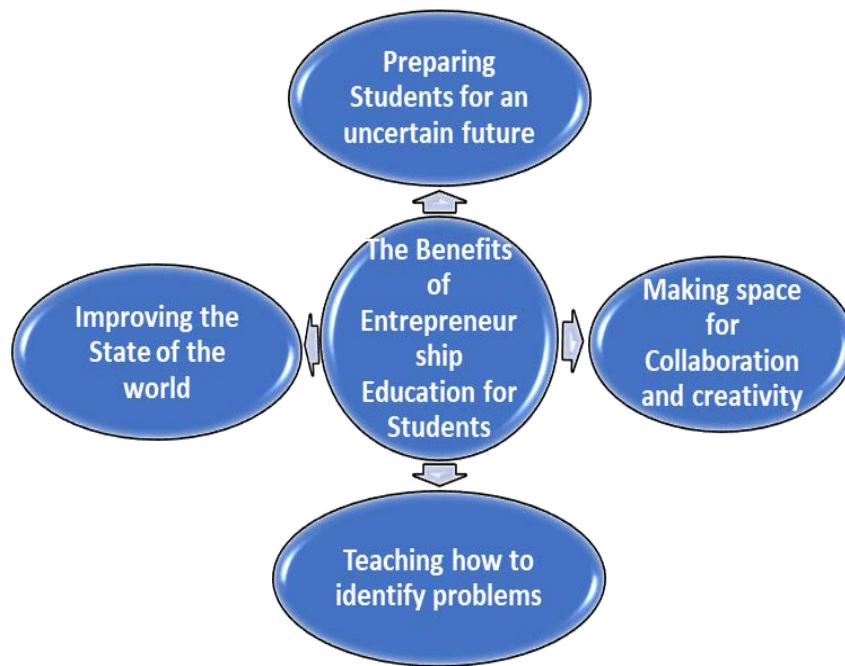


Figure 1: The Benefits of Entrepreneurship Education for Students

1. Preparing students for an uncertain future: In our time, the rate of technological and geopolitical change is unprecedented. Today's students must negotiate a tough future filled with social, political, and environmental issues. As a result, we are unable to predict precisely what our students will need to know after graduating. These talents include problem solving, teamwork, empathy, and accepting failure as an essential stage in the growth process (Lu *et al.*, 2020).

2. Making space for collaboration and creativity: As the use of standardized testing in public schools has increased, so have opportunities for children to create and collaborate with others. Entrepreneurship education fosters creativity, ingenuity, and teamwork. The top educational institutions in the world place a high value on these characteristics, and pupils will benefit from them well into middle and high school (Thomas, 2016).

3. Teaching how to identify problems: Students must first learn to recognize problems before they can learn how to solve them. Problem identification, unlike problem solving, has not been taught in schools for decades. Real-world problems can only be solved when they have been correctly identified and explained. Through entrepreneurial education, children should be taught to recognize challenges they have never encountered before, a talent that will be highly useful in the world of future (Mills & Kim, 2017).

4. Improving the state of the world: Entrepreneurs use their goods and services to satisfy wants, solve problems, and alleviate society pain. They have an instinctive passion to make the world a better place. Students who participate in entrepreneurial programs not only learn how to build their own destinies, but also how to change the course of history (ÜNSAL, 2019).

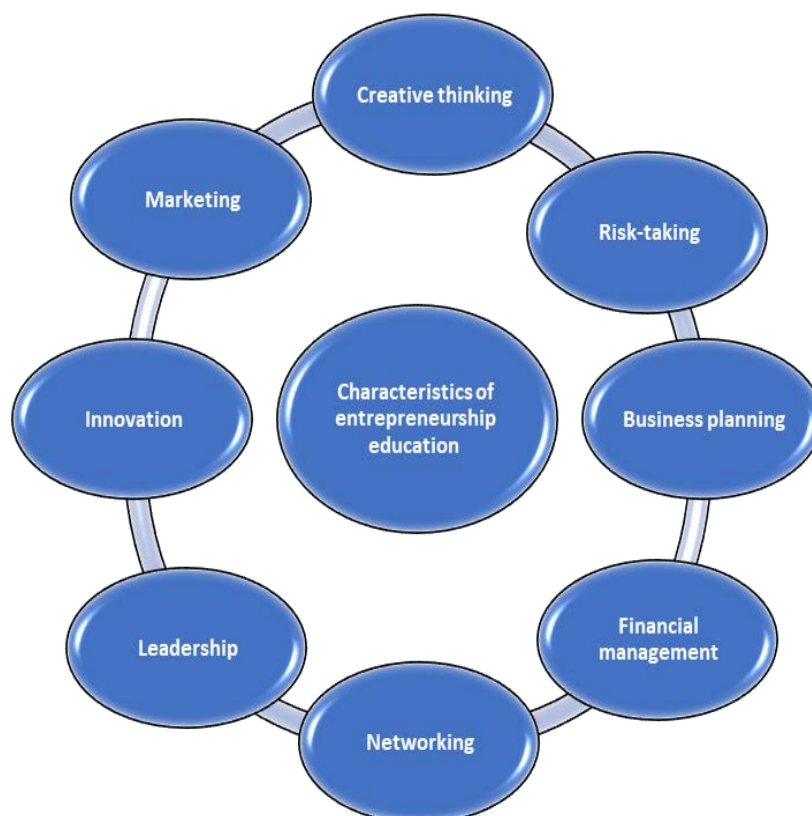


Figure 2: Characteristics of Entrepreneurship Education

The key characteristics of entrepreneurship education as a discipline are as follows (Hameed & Irfan, 2019):

- 1. Creativity:** Entrepreneurship education encourages students to think creatively, to question the existing quo, and to create novel solutions to challenges.
- 2. Risk-taking:** Entrepreneurs are frequently eager to take risks, and entrepreneurship education teaches students how to recognize and manage risk in a commercial setting.
- 3. Business Planning:** Entrepreneurship education teaches students how to create and write a business plan, which is necessary for any new firm.
- 4. Financial Management:** Teaching students how to handle finances and interpret financial statements is an important component of entrepreneurship education.
- 5. Networking:** Entrepreneurs must develop strong networks of contacts, and entrepreneurship education assists students in developing these skills.
- 6. Leadership:** Entrepreneurship education teaches students the necessary leadership and management abilities to start and run a successful firm.
- 7. Innovation:** The goal of entrepreneurship education is to teach students about innovation and how to create new products and services.
- 8. Marketing:** Entrepreneurship students learn about marketing, including market research, advertising, and branding.

As a result, entrepreneurship education as a subject always seeks to impart some talent in order to serve as a catalyst for socioeconomic change. It gives the ability to impact both one's own life and the future civilization (Kerr, Kerr & Xu, 2018; Tang, Byrge & Zhou, 2018).

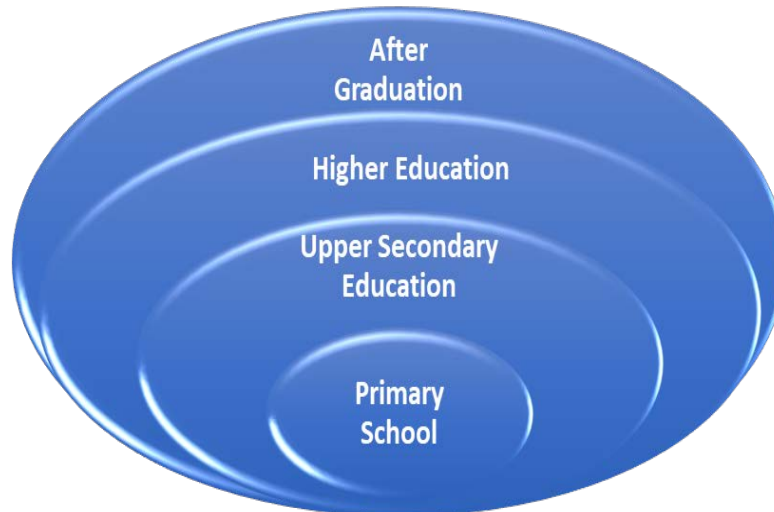


Figure 3: Perspectives of Entrepreneurship Education

Primary School

Entrepreneurship education is now widely recognized for its importance in fostering young children's inventive thinking and assisting them in creating successful social and corporate projects in their communities. The Global Entrepreneurship Monitor (GEM) analysis, which shows a strong correlation between perceived entrepreneurial capabilities (skills) and overall, early-stage entrepreneurial activity, lends credence to the idea that these abilities, knowledge, and attitudes are critical for developing an entrepreneurial culture (Kelley, Singer & Herrington, 2016).

Furthermore, entrepreneurial abilities can be developed early in infancy (in preschool and primary schools), and they are directly tied to a period of changing values and attitudes in children's minds. These abilities include creativity and self-assurance. Because the majority of physical, emotional, psychological, and cognitive changes occur during this time, it is the ideal time to lay the groundwork for self-assurance and a positive outlook. It is critical to begin with initiatives that allow youngsters to gain access to these abilities (Samuelsson & Park, 2017).

There are two studies that shed light on the kind of creative problem-solving that elementary school children engage in. with Giving elementary school kids creative problem-solving exercises on a regular basis fosters entrepreneurial thinking and helps them learn how to use their information in flexible and innovative ways from a young age. (Van Hooijdonk *et al.*, 2020).

The Berkeley Method of Entrepreneurship (BMoE) is a thorough approach to teaching and learning that makes the assumption that a number of behavioral patterns can characterize an entrepreneur's mindset and that an inductive game-based teaching strategy is an effective way of introducing and reinforcing these behavioral patterns (Table 1).

The BMoE (Sidhu *et al.*, 2015), which trains students to pose issues, seek answers, and then reflect on what they have learned, is based on the following five assumptions:

1. You can only learn something by doing it.
2. The instructors create an environment in which students may interact directly with the challenges; students take initiative and learn by induction;
3. Behavior modification through activities and games;
4. Refocus on "goals" rather than "grades".
5. Actual competition.

Table 1: 10 Behavioral Patterns Characterizing Entrepreneurs

N	Behavioral patterns characterizing entrepreneurs
1	Accept assistance from others and repay it.
2	Through introduction, telling stories can help individuals discover new topics and subsequently teach them how to communicate in a new language.
3	If you can't tell whether someone is a friend or a foe, learn to trust others without expecting anything in return.
4	Seek fairness; conduct arrangements that seek fairness rather than advantages (in positive sum transactions).
5	Plan to fail; it is vital to make mistakes from time to time. Prepare to experiment. Prepare to fail. (Fail Quickly) Analyze. Repeat the process. The smarter you believe you are, the more difficult this will be.
6	Diversify; broaden your network. Connect with folks you might not ordinarily interact with, then go listen. Open the door. And link them to others.
7	Be a role model to other entrepreneurs and inventors.
8	Believe in your ability to alter the world.
9	Perfection is useless, but good enough is perfect.
10	Individual vs. team; competitors vs. partners.

Upper Secondary Education

The purpose of upper secondary school entrepreneurship education is to build students' capacity to act responsibly, to be proactive, inventive, and able to exploit opportunities, as well as to assess risk and take it in moderation, and to design and manage projects of appropriate scale. According to the curricula that govern their operations, entrepreneurial education should be provided in general upper secondary schools and daily education. (Jufri *et al.*, 2018).

Furthermore, secondary education emphasizes the development of a mindset, goals (self-efficacy), and skills (personal capacities) to prepare pupils for their futures. Personal, situational, and economic elements are considered to exist in business. Personal, learning, and thinking skills (PLTS) are almost on par with entrepreneurial teaching and learning, which emphasizes imparting "soft skills" in secondary schools (Ruskovaara, 2014).

The study explores how gender and culture influence the link between entrepreneurial enthusiasm and entrepreneurial ambitions, with a particular focus on upper secondary schooling. (Panagiotis Kyriakopoulos, Herbert & Piperopoulos, 2024).

Higher Education

Every country's socioeconomic progress is greatly influenced by university education. Enabling students with applicable skills to enhance their living conditions and make a positive impact on national development is a vital objective of higher education. Dick-Sagoe, 2023).

Universities are expected to support economic growth and regional development in the knowledge society by encouraging students to be more entrepreneurial and by directly utilizing research outputs. (Passavanti, 2023).

In recent years, entrepreneurship education has received a lot of attention in higher education. Some viewpoints on entrepreneurial education in higher education are as follows:

- **Improving Employability:** Entrepreneurship education teaches students vital employment skills such as innovation, adaptability, and problem-solving.
- **Economic Development and Innovation:** Entrepreneurship education is viewed as a driver for innovation, job creation, and economic progress.
- **Value Creation:** Entrepreneurship education assists students in identifying possibilities and creating value by transforming ideas into viable businesses or services.
- **Social Impact:** Through innovative solutions and social companies, entrepreneurship education has the potential to address social problems and create social value.
- **Personal and Professional Development:** By encouraging self-confidence, risk-taking, and a growth attitude, entrepreneurship education can help students improve personally and professionally.
- **Global Perspective:** Entrepreneurship education offers students with a global perspective, allowing them to comprehend the problems and possibilities that exist in many markets and cultures.

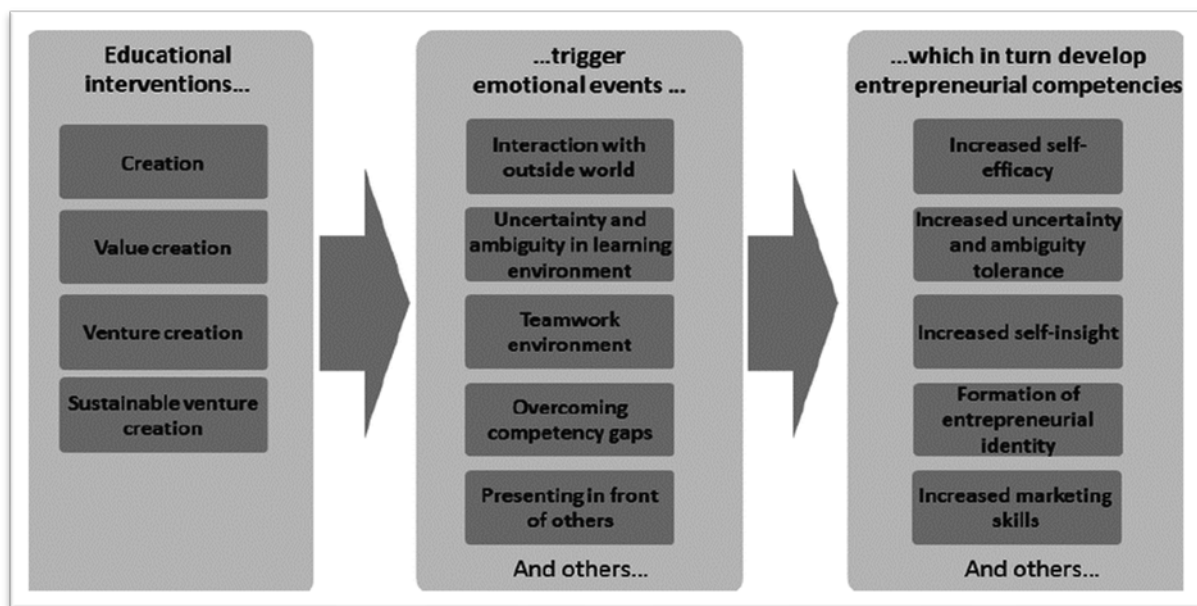


Figure 4: A Model of Entrepreneurial Education and Its Outcomes

The connection between educational assignments, emotional events/situations/activities, and the development of entrepreneurial competences (Lackéus, 2015).

After Graduation

Institutions of higher learning are crucial in encouraging students to view entrepreneurship favorably. Entrepreneurial mindset refers to a person's tendency to see establishing a business either positively or negatively. (Biedma-Ferrer, 2024).

The influence of entrepreneurship on EIs was more broadly applicable as a result of its testing of the theory of entrepreneurship education in a demanding environment. (Nabil Al-Qadasi, 2024).

Some viewpoints on post-graduate entrepreneurial education are (Killingberg, Kubberød & Blenker, 2021; Longva, Strand & Pasquine, 2020):

Establishing a business: Entrepreneurship education provides students with the skills and knowledge they need to start and run their own firms.

Intrapreneurship: Students who do not want to create their own businesses can use their entrepreneurial mindset and talents to innovate and drive change within existing enterprises.

Job creation: Successful entrepreneurs create jobs, and entrepreneurship education can prepare students to create jobs through their own companies or businesses.

Career progression: Leadership, problem-solving, and creative thinking skills and attitudes produced through entrepreneurship education are highly valued by companies and can lead to career advancement chances.

Social impact: Entrepreneurship education can help students become social entrepreneurs, who start enterprises to solve social problems and have a good social impact.

In general, entrepreneurship education offers students unique perspectives and possibilities to fulfil personal and professional goals, generate value, and have a beneficial impact on society after graduation (Wei, Liu & Sha, 2019).

Conclusion

The current study's purpose is to investigate how different educational levels perceive the usefulness of entrepreneurship education. Entrepreneurship education is critical to Egypt's future. Students can use entrepreneurship to create jobs, eliminate poverty, and improve the country's economy. While there are obstacles to overcome, the future of entrepreneurial education in Egypt appears bright, and with the correct support and resources, more students will have the opportunity to become great entrepreneurs. Furthermore, one of the most essential purposes of entrepreneurship is to create a higher opportunity for major financial advantages when compared to traditional companies, in which money is produced at the expense of specific entities.

Students benefit greatly from entrepreneurial education. For starters, it fosters self-assurance and self-reliance, allowing students to take charge of their lives and careers. Second, entrepreneurial education teaches students how to recognize and assess business possibilities, create company plans, and handle funds. These abilities are crucial to anyone who wishes to create and run a business. Third, entrepreneurial education stimulates creativity and invention, both of which are required for success in today's fast-changing corporate environment.

Despite the good effects it has on both students and society, the area of entrepreneurial education is still in its early phases of development. It is still viewed as a cutting-edge but unproven pedagogical method that piques the curiosity of many stakeholders while also causing confusion. There are still numerous hazards, detours, and miles to travel before achieving such a lofty goal. Hopefully, the facts in this study will point serious road users in the right direction.

Conflict of Interests

The authors affirm that there are no conflicting objectives.

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