Entrepreneurship education: An exploratory study applied on primary stage international schools in Egypt

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Abstract

The focus of this research is in the area of Entrepreneurship Education (EE). Egypt took the 54th and last rank on EE at school stage dimension in the Global Entrepreneurship Monitor (GEM) 2017 report. This dimension appeared to be the weakest of all entrepreneurship ecosystem dimensions. Therefore, there is a dire need to investigate deeply EE. This exploratory study aims to explore the perception and support of school leaders regarding EE at the primary stage. The research employs a qualitative approach. A semi-structured interview was conducted with school principals and heads of primary stage in international schools located in Cairo and Alexandria. These two governorates represent the majority of international schools in Egypt.

The content analysis and findings reveal among other things the novelty of the term EE and its association with 21st century skills. This research sheds light on the ambiguity of EE curriculum and challenges facing implementation. Teachers engage with students to work on some projects and do community service, however, they lack subject knowledge and pedagogy. Hence, continuous professional development in EE is required to qualify the teachers to deliver it effectively and demonstrate good practices.

Practical importance of this research is manifested in the findings and recommendations provided for practitioners, policy makers, teacher educators, school leaders and parents with regards to embracing and enhancing EE as a key competency for lifelong learning.

Theoretical importance resides in adding to the literature and filling the gap regarding EE at school level in developing countries.

Limitations of this research result from the convenient sample of principals and heads of primary stage in international schools only. Further studies are needed on private national schools. Moreover, there is a need for a longitudinal study for a deeper understanding of EE practices and improvement.

Introduction

Almost 70% of the adult population across 52 economies surveyed by GEM believed that entrepreneurs are well regarded and enjoy high status within their societies and about 61% of adults in the same economies believe that entrepreneurs reap substantial media attention (Global Entrepreneurship Monitor, 2017). Entrepreneurship has occupied a great attention during the last decade on the national level. This increased attention attains to the positive impact of entrepreneurs and the establishment of small and medium sized enterprises. SMEs contribute to a nation's GDP, reduce unemployment, reduce illegal immigration, provide creative and innovative solutions to persisting problems and thereby enhance a country's economic conditions and foster economic growth (UNESCO 2010; OECD 2015; European Commission 2015).

The Global Entrepreneurship Monitor (GEM) - Egypt National Report (2016) indicated that in line with the above, Egypt's economic reform agenda during 1990s highlighted the importance of SMEs to accomplish economic prosperity. Hence, several counter measures have been taken to provide the necessary infrastructure and framework for all involved stakeholders to embrace entrepreneurship

successfully. However, these endeavors towards entrepreneurship witnessed failure due to some reasons, among which is the poor awareness and training about entrepreneurship knowledge, skills and competencies among those who intended to create their own business and those who did but failed during the first years. Similarly, some other countries need to significantly improve one-third to more than half of the 12 measured entrepreneurial framework conditions. These countries are Croatia, Iran, Morocco, Puerto Rico, South Africa and Uruguay. While, leading countries according to the report are represented by Netherlands, Indonesia, Estonia, United Arab Emirates and Switzerland.

Consequently, Egypt's entrepreneurship ecosystem ranks in the bottom quartile of most of the measures in the Global Entrepreneurship Monitor (ibid). This reveals how far Egypt is from embarking seriously on framing policies that induce and support entrepreneurship as efficiently and effectively as aspired. The entrepreneurial framework comprises 12 components: entrepreneurial financing, government policies: support and relevance, policies regarding taxes and bureaucracy, government entrepreneurship programs, entrepreneurship education at school stage, entrepreneurship education at post school stage and entrepreneurship training, research & development (R&D) transfer, commercial and legal infrastructure, internal market dynamics, internal market burdens or entry regulations, physical infrastructure, cultural and social norms. The weakest dimension of them in all economies generally and in Egypt specifically is Entrepreneurship Education at school stage (Global Entrepreneurship Monitor, 2017).

The report defined EE at school stage as the extent to which training in creating or managing new firms and SMEs is incorporated within the education system at primary and secondary school level. EE at school stage dimension had a mean of 4, Egypt ranked last with scores 1.6 and 1.76 in 2016 and 2017 respectively, on a scale from 1 to 9, where 1 is highly inefficient to 9 which is highly efficient.
There is a consensus among experts that our teaching methods do not encourage behaviors such as creativity, independence or personal initiative that bring up entrepreneurs. Curricula taught to students in schools neither provide an understanding of the fundamentals of a free market economy, nor an understanding of how business is created.

Thereby, there are three indicators that shape EE in schools; these are the nation's educational policy and framework, the teacher and the curricula (European Commission, 2016). If these three highly weighted factors are put correctively into action, then we shall witness a remarkable progress in Egypt's rank in EE at school stage dimension as is the case with leading countries like Portugal (1st rank), England (13th) and Finland (16th), each scoring 4.3, 4 and 3.9 respectively, (Global Entrepreneurship Monitor, 2015). In GEM (2017) EE at school stage dimension scores for United Arab Emirates is 5, Lebanon 4.8 and Qatar 4.3 thereby they precede Egypt as their ranks are 3rd, 5th and 6th respectively among all 54 surveyed economies.

Looking back upon the above-mentioned high influencing indicators, we will instantly relate the teacher and the curricula to the local schools. European Commission report on EE(2011) indicates that schools play a vital role in implementing EE together with other key areas where action is required; initial teacher education; development of the long-term vision and supporting frameworks across education systems at the national level; continuing professional development for teachers and local schools' prioritization of EE through supporting structures and activities.

Hence, the overall aim of this research is to explore the perception and support of principals and heads of primary stage in international schools in Egypt. School principals play a very influential role in determining the school strategy and directing the teachers and school resources to the best interest of the students' learning. To achieve this aim, it will be through the following objectives:

- Understand Entrepreneurship Education within the wider scope
- Point out the perception of school principals and primary stage heads regarding EE
- Recognize the international schools' culture for embracing EE
- Identify true drivers and intentions of school leaders with respect to EE
- Compile a short list of most important challenges when implementing EE
- Defend EE training for teachers in their continual professional development

To achieve this goal, this paper is structured into the following sections: literature review, data and methodology, findings, discussion and conclusions. Finally, the research shows the implications and limitations of this study followed by possible directions for future work.

Literature review

The impact of introducing EE in primary or basic education level has social effects in addition to the afore mentioned economic effects. A study conducted by Lackéus, as cited in European Commission (2015) unleashed social effects on students like potential happiness, more engagement with the school extracurricular activities, better subject results, decreasing bullying at school, increasing self-confidence and encouraging creativity. Moreover, Martin et al. as cited in Assessment Tools for Entrepreneurship Education (ASTEE) project prepared by Moberg et al. (2014) asserted student's intentions to have their own business later on and boosting their ambition.

This enchanting impact is a result of adopting the wider definition of entrepreneurship as a key competence for lifelong learning. Enriching children with behavior, skills and attitudes about creativity, problem solving, self-efficacy and innovation to reflect on their well-being in life, work and society whether they will be employed (intrapreneur) or self-employed (entrepreneur). This is based on 2006 recommendation of the European Parliament and the Council on Key Competences for lifelong learning; it stated one of the eight key competences a 'sense of initiative and entrepreneurship' (European Commission, 2016).

It followed, international conferences and symposiums held in Budapest and Oslo actively recommend EE in both elementary and secondary stages at schools, although in the secondary stage EE focuses on the narrow definition of Entrepreneurship, which is establishing your own business and finding creative solutions. These definitions are agreed on in Geneva in 2012 by the European Commission Thematic Working Group on Entrepreneurship Education that included representatives from ETF, GIZ, ILO, UNESCO and UNEVOC (ibid). Hamid (2013) conducted in-depth interviews with five different groups of professionals (officers, headteachers, subject teachers, expert teachers and teachers' trainers). It was a qualitative research using a case study approach which investigated the perceptions of a selected group of respondents concerning the implementation of the government's new entrepreneurship education program in Year 1 at the primary stage. It looked at respondents' understanding of the entrepreneurship element, their views on the purpose of its implementation and the pedagogical and political issues faced during the implementation process.

A thematic analysis approach was used to identify themes. The findings suggested that there were relatively different views on the concept and purpose of EE. Specific differences between the implementers (the teachers), headteachers and curriculum developers were also identified. The majority of the interviewees agreed that EE implementation was a positive development and most respondents had similar opinions concerning the cross-curricular approach. The findings also showed lack of monitoring and poor training which slowed down the implementation. EE research grasps the attention of academics and researchers thriving within two sectors: entrepreneurship and business/management education (Blenker et al., 2014). Most of the published research found in the literature cover either the extent of implementing EE or the impact of EE on students and teachers.

The context of this research is in Egypt which is one of the biggest African and Arab countries. It consists of 27 governorates on a land of 1.01 million km2 with more than 40% of the Egyptian citizens occupying urban areas, most of them, in Cairo and Alexandria. According to The Central Agency for Public Mobilization and Statistics (CAPMAS) the results of 2017 census showed Egypt's population at 94.798,827 million citizens living in Egypt while the population of Egyptian expatriates hit 9.4 million (www.sis.gov.eg). The current structure of Egypt's educational system accommodates the needs of a diverse population, unequally distributed regionally, and with wide variations in terms of socio-economic status and cultural differences (OECD, 2015b).

The (Ministry of Education, 2017) statistical yearbook revealed the number of students and schools in all educational phases in Egypt. In the primary stage which is the focus of this research private schools constitute 11.32% of all primary stage schools in Egypt. The percentage of primary stage students in private schools represent 9.6% of all primary stage students in Egypt. Private schools' figures represent two types of schools; private schools delivering Egypt's national curriculum in English or French

languages and international schools delivering international curricula such as British or American. The latter one charges higher tuition fees and is perceived as providing better facilities and more extracurricular activities than regular private schools.

Data and methodology

The aim of this research is to explore the perception and support of principals and heads of primary stage in international schools in Egypt. When reviewing literature for identifying the extent of entrepreneurship education implementation and the perception of school leaders and teachers, it was found that some factors were driven from qualitative studies, while some others are developed using quantitative studies. Thus, it was decided to follow the qualitative approach which is mostly used to gain in-depth information about a novel phenomenon and to grasp the participants' perception and intentions associated with EE.

Exploratory studies are undertaken to better comprehend the nature of the problem since very few studies might have been conducted in that area. Extensive interviews with many people might have to be undertaken to get a handle on the situation and understand the phenomena. (Sekaran and Bougie, 2016). The study sample is a convenient sample which is one of the nonprobability sampling designs, the elements in the population do not have any probabilities attached to their being chosen as sample subjects. This means that the findings from the study of the sample cannot be confidently generalized to the population. It was matching the aim of the research to obtain some preliminary information in a quick and inexpensive way. Convenience sampling is most often used during the exploratory phase of a research project and is perhaps the best way of getting some basic information quickly and efficiently (ibid).

This section emphasizes the qualitative analysis of the data, including the practical steps of the content analysis approach which were used through step-by-step procedure which had been drawn by (Bryman and Bell, 2011). Data was analyzed using NVIVO 11 software into generative themes, which were described individually how the themes overlapped then cascaded to codes within main categories.

Under the sample of this study and according to the responses received from four school principals and seven primary stage heads participants, the following findings are explained in each section. The demographics of the research participants in respect to gender were 10 females and 1 male, 2 British principals and 9 Egyptian respondents, age group was 30-39 mostly for head of primary stage and above 50 for school principals. Most of the participants attained post graduate studies whether it's a master degree in education or a post graduate diploma for teachers.

The interviews were audio recorded with a total of 285 minutes. The longest interview lasted for 58 minutes and the shortest lasted for 21 minutes. The audio record was made after the participants' appraisal and agreement to participate in the study. All the participants answered the 36 questions and at the end of the interview, they were given the chance to ask any question about the research or any contribution they would like to add. After the interviews were made, an organization of the data for each individual interviewed was made. Then, the content analysis was applied to develop the data.

This technique enables common themes to be recognized from the text, which initialized from the repetition of words and ideas. In this study, the content analysis identified codes as fragments of words within the transcripts containing information were highlighted and coded. After codes had emerged, similar codes should be grouped together to create concepts. Such concepts were examined against the transcripts to ensure fidelity with the data (Bryman and Bell, 2011). The following section discusses each theme extracted from the content analysis with the questions and quotes that help in creating each theme.

Findings

The content analysis revealed six themes, perception, strategy, support, implementation, audit and evaluation. Each one is presented with its questions and quotes.

Perception Theme

This section illustrates the findings regarding the perception theme. The main quote that leads to the creation of this theme under the perception title was "… the perception of entrepreneurship education, as I see is a reflection of the skills and talents that students should be familiar with in order to succeed in their careers; whether to be self-employed or not". The theme measures the belief held by school

principals and heads of primary stage in International schools in Egypt with respect to EE through 8 related questions; namely: How well do you know about entrepreneurship; how well do you know about EE in schools; does EE relate to society; what benefits would it bring; what is EE for grades 4-7; do you think it is important to introduce EE at this early age; why and what benefits would it bring; in your opinion, are the school teachers appropriately qualified to deliver EE.

This theme includes 21st century skills category with its codes [self-awareness; creativity; teamwork; self-confidence- leadership; responsibility; presentation; problem-solving; persuasion; critical thinking] and society benefits with its codes [economic growth; open-mindedness; community development; leaders building; innovation enhancement; different jobs exposure].

Most of the interviewees clarified that EE is included implicitly in education through the 21st century skills. Creativity received the highest number of responses with a frequency of 13 followed by both teamwork and responsibility with 12 responses. The head of social science department for elementary grades in one of the schools said that "…… without creativity, the kid will not be able to cope with everyday progress in life". One of the remarkable responses in this spot was mentioned by a school principal " I believe self-confidence is the most important value not just kids but everyone should learn, because if the kid is not confident he/she will be shy sharing ideas or participating in an activity. A lot of chances will be lost if the pupils were not confident". Leadership and presentation skills received 11 and 10 respectively, indicating the awareness of the education staff of the skills necessary to build future entrepreneurs without being directly connected to the word 'entrepreneurship'. On the other hand, persuasion and critical thinking codes received 8 and 7 in a row.
Self- confidence received an overall frequency of 5. At the last places came problem solving and critical thinking skills.

As for the codes of the society benefits. Primary department heads and principals were familiar with EE results in society also without being directly put under 'Entrepreneurship'. Economic growth received the largest amount of responses followed by 8 responses to both community development and leaders building. Lots of interviewees expressed their expectations of facing future new careers and that they are preparing their students to not just adopt but also being leaders and occupy top positions when they begin their careers or starting up their own business. In light of this, open-mindedness and different job exposure codes received 7 and 6 responses respectively. Finally, innovation enhancement code was repeated 5 times by the participants. Thereby, creativity ranked the highest among the theme's codes that is exactly more than the least frequent code 'self-awareness' by 10.

In conclusion, the 21st century skills category ranked the highest in essence to the development of EE as it received 85 responses, while the society benefits category ranked the lowest with a total frequency of almost the half of the responses in the first category.

Strategy Theme

The main quote lead to the generation of the strategy theme was "Our school strategy is to improve the academic achievement or all the students through activities and by the help pf the parents". The questions measuring this theme were: does the school policy incorporate EE? why? what is the school vision regarding EE? are EE practices and plans communicated with different stakeholders; please specify the stakeholder and the objective of communicating EE and the method.

This theme includes two categories; stakeholders' engagement with its codes [parents meetings, awareness sessions, orientations, and seminars] and school culture with its codes [open-door policy, family-based environment, active learning, self-learning, general knowledge empowerment, motivational spirit]. Parents meeting on a regular basis is the code most repeated by interview participants. They think that parents, teachers, students are angles in one triangle and missing the engagement of one will not be in line with successful educating process. Orientations, seminar and awareness sessions with 6, 5, 4 responses are similar in function, as all aim to engage stakeholders in the education process in general and in EE in specific.

"The school culture is what catalyze the education progress and gives higher results" said one of the primary stage head in one of the international schools. Hence, open-door policy ranked the first among the other codes within the theme. Next, family-based environment got a repetition of 11 responses.

Active and self-learning respectively received 8 and 6 responses right before motivational spirit. At the last place, general knowledge empowerment was repeated by the participant 4 times only. Open-door policy then parents meeting received the largest amount of responses. In contrast, Awareness sessions and general knowledge empowerment were the least frequent codes in the strategy theme. To sum up, school culture category with a frequency of 49 received 20 responses more than the stakeholders' engagement category.

Support Theme
The 36 semi-structured interview questions involved 7 questions that were related to this theme. These questions were: are there enough resources (physical, time, money) allocated for successful implementation of EE; are there enough financial budgets to provide for EE during the year; are legal issues or concerns handled in advance; how do you encourage or support EE activities; do you use your social network and professional connections to get external community support; how do you support and encourage teacher training in EE; when, who was the provider, what was it about?

The quote below represents the starting point for this theme creation. "…. teachers, managers, students and parents are the main support for the shared objectives which is giving a healthy teaching environment to the students. The school's qualifications regarding the staff and international standards as well as our financial budget are also a very big support for achieving our goal….". This theme has three categories; resource with its codes [financial budget, capacity, teachers' qualifications]; top management with its codes [professional development, staff training, teachers' workshops, group meeting, online assessment]; and finally, community category with its codes [visits permits, professional connection].

Teachers' qualification code is ranked at the top as it received 5 times more responses than what financial budget code received. At the middle, capacity had 6 responses, as a lot of participants emphasized the essence of wide range of capacity in places, because many activities require huge places. Therefore, some schools are currently looking for an expansion in order to facilitate implementing the students' activities. Under the top management category, staff training was the most frequent code with a repetition of 12. The principal of one of the popular international schools in Egypt suggested that school management should focus on staff training on regular basis. "….We send our teachers all over the world to get high-standard training, and this will always be a school priority". Group meeting, teachers' workshops codes received 10 and 5 in a row, whereas professional development and online assessment received 10.

The last category in the support theme is community. This is considered as an external factor in affecting the education process including EE. Visits permits which received 9 responses as it is important and critical for both school staff and students, for instance; if the school plans to have a visit to a public or private bank, factory or hospital and the organization refused to give a permit it will affect the lesson planned, as teachers will need extra effort to visualize these visits and make it closer to the kids' imagination and it will take more time for students to understand it so well. Professional connection on the other hand received 7 responses. Many interviewees clarified that sometimes they use their personal networks to facilitate the students' activities, for example; when a teacher calls a businessman friend to ask him/her to give a speech in the school after the appraisal of the managers.

The most frequent code among all the codes in the support theme was teachers' qualification, since most of the principals participated in the interviews mentioned that a high percentage of teachers are MA holders. Among the whole theme, top management category received 47% of the total responses within the support theme, while the least frequent category 'community' contributed by only 21%.
Implementation Theme
This theme was generated with the help of the quote mentioned by one of the participants " When it comes to the teaching activities, it is important to implement it in a way that will attract the student to discover the lesson by his/her own". The questions linked to this theme were: is EE delivered through a separate subject or through cross-curricular activities? which is more beneficial and why?; do you attend any EE activities? describe your experience; What activities/events take place, pedagogy style, interaction with the external community; Do EE activities tackle moral and ethical issues?

This theme includes the highest number of codes compared with the other five themes. It involves two categories; cross and extra-curricular activities category with its codes [Role model talks, competitions, field trips, career days, science fare]; and community services category with its codes [fundraising, volunteering events, orphanage and hospital visits].

The code career day received the largest number of repetition, not only within its category but among the entire themes. This gives a pretty strong evidence of how implicitly entrepreneurship skills are embedded in the elementary stage.

The second category within the implementation theme is fundraising. One of the responses received regarding this code was "…… I have not seen yet any activity that the kids enjoy more than fundraising". Orphanage and volunteering events relative to all themes' codes received large number of responses with total frequency of 12 and 11 respectively. The codes of the cross and extra-curricular activities category surpassed the codes of community services category.

In conclusion, it became easy to predict that cross and extra-curricular activities category will weigh more than community services category as cross and extra-curricular activities category received 61 responses which is 24 responses more than in community services category.

Audit Theme

In this theme, there were 2 main question directly reflecting the auditing function in the schools. These were as follows: how do you perform an internal audit on EE; is there an external audit or control mechanism on EE on local or international level? One of the vital quotes that was the driver of the audit theme was "It is very necessary to always keep tracking our performance by auditing them and write reports of the corrective action needed for better future performance". The following section will explain the two categories included in audit theme which are internal category along with its codes [surveys, questionnaires, two-way feedback] and External category with its codes [international accreditation, mother-branch appraisal]. Two-way feedback received the highest amount of frequency, whereas questionnaires code was the lowest in receiving responses.

In the external audit codes international accreditation code was repeated 10 times by the participant, which is the double of what mother-branch appraisal code received as not all the schools have more than one branch. Among the entire theme, two-way feedback (either from teachers to students and vice versa or from the heads to teachers and vice versa) ranked the highest compared to other codes in the theme. Mother-branch appraisal on the contrast ranked the last. To sum up, the internal audit category received 24 responses that are nine responses more than what external codes received.

Evaluation Theme

Evaluation theme is the last stage in the process of education and the final theme under this study. It was driven through a quote by one of the International school principals in Egypt which was " … I myself like to evaluate the activities with the heads and teachers in a friendly way through side-talks and sometimes through formal meetings". The questions asked to the participant in relation with this theme were: How do you evaluate the activities and results; how do you assess and review student learning of EE; do you share results; is there an official evaluation mechanism to capture stakeholder feedback, ex; students' opinion, parents, teachers facing challenges or seeking advice; do you arrange any meetings with head teachers or teachers to discuss any challenges or obstacles that rise during implementation; do you ask them informally; do they call you or seek advice informally; overall, what challenges does the school face when implementing EE; what specific benefit or value added does it bring the school from implementing EE; how do you practice your leadership style; and how would you describe the school culture?

This theme includes two separate categories; results category with its codes [school reputation, school goals achievement] and constraints category with its codes [time, cost, new implementation resistance, staff mindset, logistical concerns]. Under the results codes, school reputation received 11 responses while school goals achievement received only 7. One of these responses "I feel so proud when I see our graduates well prepared for the university life academically and socially, and this is what we always seek".

Within constraints category, time was the main limitation for teachers to implement new activities that help in facilitating the education process generally and EE specifically. New implementation resistance received 7 responses, emphasizing that starting a new idea implementation takes longer time from teachers to get used to the new system or to adopt a new teaching technique. At the last place, there were both staff mindset and logistical concerns that received just two responses. These two codes were considered the lowest among all the themes' codes. Constraints category received 29 responses representing 62% of the total theme's responses, while the remaining goes to results category.

Conclusion

To conclude, the categories for the entire themes were plotted into a chart as in figure 1. From the figure it is shown that 21st century skills ranked the first with a total frequency of 85 followed by cross and extra-curricular activities with 61 responses and at the last rank among the 13 categories was external audit with an amount of only 15 responses.
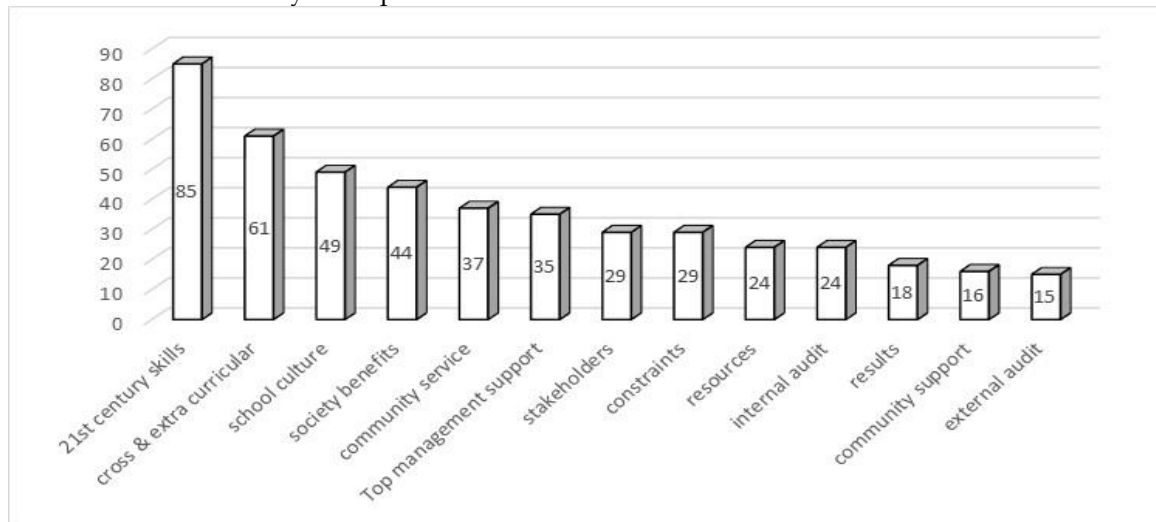

Figure 1 Themes' Categories

The last step in the qualitative analysis is presenting the comparison between the themes and ranks them. To do so, all the categories in each theme were summed up to get the total responses each theme received. Figure 2 illustrates that perception theme with distinct number of responses contribute by the highest amount to the importance of EE, followed by the implementation theme. Strategy and support had very close number of frequency with 78 and 75 responses in row right before audit theme. Finally, evaluation theme's weight relative to the overall weight was the lowest.
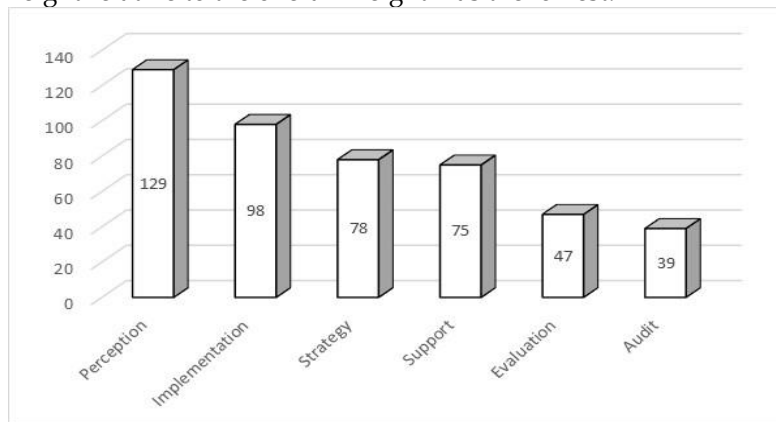

Figure 2 Themes Total

To further explain the contribution of each theme in the overall importance of EE in International schools in Egypt, the total responses for all themes were calculated then, the weight held by each theme was presented in the pie chart in the figure 3 below. Perception theme contributes to the overall responses

by the highest rate of 28%. Implementation theme was the second highest contributor with a rate of 21% followed by strategy and support themes with close values of 17% and 16% respectively. As mentioned earlier, evaluation and audit themes were the least frequent with a contribution rate of only 10% and 8% in a row.
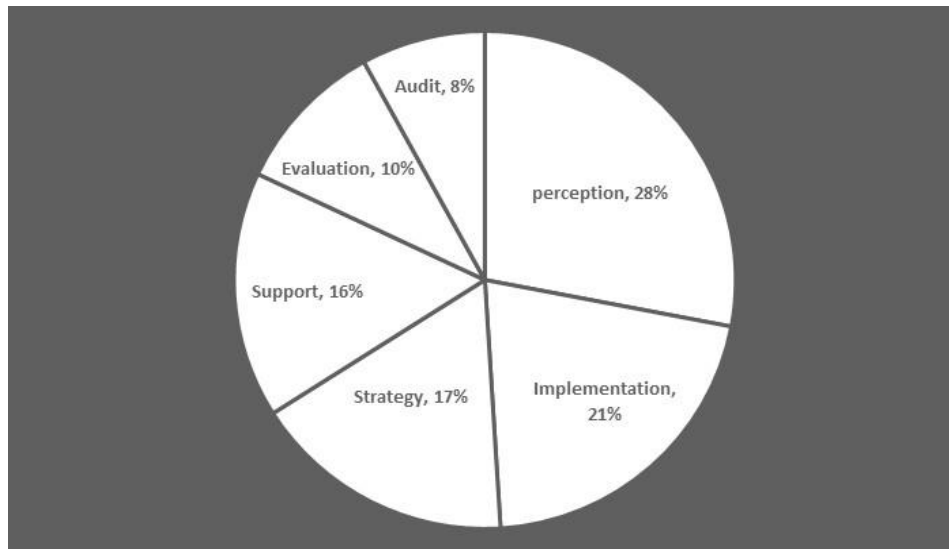

Figure 3 Theme's Weights

Discussions and conclusions

In this section, the researcher discusses the study findings in light of the research objectives. The literature covered in the study clarifies EE meaning in the broader context, which is a key competence for lifelong learning. Enriching children with behavior, skills and attitudes about creativity, problem solving, self-efficacy and innovation so as to reflect on their well-being in life, work and society whether they will be employed (intrapreneur) or self-employed (entrepreneur). This is complying with the content analysis findings of the perception of school principals and primary stage heads regarding EE as they mentioned 21st century skills such as self-awareness; creativity; teamwork; self-confidence; leadership; responsibility; presentation; problem-solving; persuasion and critical thinking. Although the term itself is novel and not clearly distinguishes between primary and secondary education stages.

Regarding the international schools' culture for embracing EE, the analysis reveals that school culture is of an open-door policy and family-based environment that promote active learning, self-learning, general knowledge empowerment and instill a motivational spirit among the school teachers. This kind of culture promotes the school strategy set by the principals and department heads as building the trust will create opportunities for exploring new things in new methodology expecting new results not witnessed before.

This leads us to identify the true drivers and intentions of school leaders with respect to EE. The interview findings demonstrate the acknowledgment of school leaders about societal benefits such as economic growth; open-mindedness of students and employees; community development; leaders building; innovation enhancement and different jobs exposure. The school leaders' intention is to focus on achieving the school goals and aiming for a distinctive school reputation among competing schools. They feel proud of their graduates who graduate from their schools to join the best universities in the world.

During the academic year, some challenges are faced that obstruct the good intention towards adopting EE as either a cross curricular or extra-curricular activity. The most challenging concern is the time constraint as teachers are obliged to deliver other subjects that belong to the national curriculum such as Arabic, Religion and Social studies in addition to the international curriculum adopted by the school. This places a large burden as the academic achievements always come first and some activities or trips need to be cancelled although they were planned for. The second most important challenge is the resistance to new ideas and exercises.

This last challenge leads us to the final research objective of the importance of EE training for teachers in their continual professional development. The content analysis has shown that entrepreneurship is not clear in the minds of teachers. In addition, they are not really sure how to implement it especially that it needs the teacher to play the role of facilitator and should be student led not teacher led. Teachers need to receive adequate training regarding the different teaching methods and pedagogy as they can have the students make role-plays and real-life simulation, shadowing and experiential learning.

Research Limitations and Direction for Further Research

In this study, the qualitative approach was employed with a convenient sample of school principals and heads of primary stage in international schools in Alexandria and Cairo, Egypt. This kind of sampling limits the generalizability of results. In addition, a wider geographical coverage might have revealed different insights from less populated governorates like Port-said and Luxor. Moreover, the study focused on international schools only as they adopt international American or British curricula presumably tackling EE, unlike national private schools and governmental schools which follow Egypt's national curricula which does not comprise EE nor skills for life.

EE requires extensive research and development in interdisciplinary fields between education, business and management. There is a need for a longitudinal study for a deeper understanding of EE practices and improvement. Further studies are needed for assessing EE impact on children behavior, acquired knowledge and entrepreneurial skills. Studies on parental attitude and support towards EE would enrich the literature, as well. Different employed methodologies would contribute extensively to EE awareness such as observations, action research and ethnography. Last but not least, research on teacher training is desired to link teacher expectations and implementation with what they learnt during their trainings.

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