

Entrepreneurship Education For Pre-University Students In The Kingdom Of Jordan

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Abstract

Today, the global economy is going through a transitional phase towards the new economy that relies on intellectual capital that has replaced natural resources, and the technology of innovative ideas and their conversion into products for future entrepreneurship has become one of the most important factors in economic development to face challenges, the most severe of which are the problems of unemployment, poverty, and low standards of living.

Therefore, many countries of the world saw that entrepreneurship represents one of the most important solutions to face the economic and development challenges that the world, especially the Arab countries, suffer from, after many studies have proven that entrepreneurship is one of the ways to provide job opportunities in the private sector, and that entrepreneurship education in early age It contributes to building a new generation of innovators, and gives countries' economies a dynamism that helps them shift from a consumption economy to an economy of creativity and innovation, and develops a culture of self-employment that helps reduce unemployment and social problems

Introduction

There is a global trend towards entrepreneurial university and entrepreneurial education (Kalar & Antoncic, 2015; Padilla-Meléndez, 2020); This type of education seeks to build an economic system that is characterized by creativity and innovation, and its programs aim to improve the ability of entrepreneurial education recipients to achieve personal achievements, and to prepare entrepreneurial individuals who are able to achieve success through the stages of their career, raise their capabilities to plan for the future, and contribute effectively to the advancement of Societies through the development of human capital (Ibrahim and Abdel Hamid, 2020).

Entrepreneurship education has an important role in encouraging entrepreneurs to establish their businesses. By receiving the theoretical aspects that help in doing business on the right basis (Eid, 2014, 147). Fostering an entrepreneurial culture achieves a great deal of individual and collective economic and social success. This constitutes an important wealth that helps create job opportunities through small projects that start with individuals with the mentality of businessmen, while many of them tend to establish large companies in the future Muayad, A., & Abumandil, M. (2022).

Studies have also shown that the percentage of the possibility of establishing a private project for those who study entrepreneurship is four times that of those who do not study entrepreneurship, and the expected income of those who study entrepreneurship is about 20% to 30% higher than the income of those who study other disciplines (Abdul Hadi and Salman, 2010, 34).

From this standpoint, many developed countries have witnessed reforms in their educational systems. To harmonize the economic and social demands, it tended towards introducing entrepreneurship curricula and courses into its educational and academic systems as one of the effective means in building the capacities and skills necessary to practice entrepreneurship. This contributed to the creation of a new generation of entrepreneurs, acquiring the competencies and knowledge necessary to launch and develop businesses Ahmed, M., Younis, H., & Abumandil, M. (2022).

Literature Review

Although entrepreneurship contributes an active role in supporting the national development process of countries by providing job

opportunities and spreading the culture of self-employment, and thus reducing unemployment and poverty rates (Al-Ani, 2010, 3). However, the Jordanian Kingdom still suffers from a high unemployment rate, as it reached about (21%) of the total workforce in society, according to the Jordanian Ministry of Labor for Statistics report for the year 2018 (<https://www.mol.gov.jo/Default/Ar>). The report of the Global Entrepreneurship Monitor for the year (2019), according to the Early Stage Entrepreneurial Activity Index (TEA), indicated that (5.7%) of the total adult population in Jordan (18-64 years) are the ones who established new business projects that are less old. For three and a half years, which is considered a low percentage compared to some countries such as: Algeria (16.7%), Jamaica (26.8%), Lebanon (15%), and Gaza in Palestine (8.6%). Not only that, but the study conducted by the Global Entrepreneurship Monitor (2019) on entrepreneurial trends and perceptions in (54) countries in the world revealed that the largest percentage of the Jordanian population (35%) of them do not have the desire to take advantage of opportunities and establish an entrepreneurial project. This indicates that there are inhibitory factors in the Jordanian entrepreneurial environment that limit the orientation of individuals towards practicing entrepreneurial activity and free professions, which calls for appropriate interventions and measures by the government in all respects.

Entrepreneurship concept and development:

It is somewhat shrouded in ambiguity, as the word individual initiatives and entrepreneurial actions are derived from French words meaning (between), and therefore the initiator or entrepreneur takes a place between suppliers and customers or producers and customers, and at the same time adopts risk to achieve Success (Hussein, 2013, 389). Entrepreneurship is the main verb that emphasizes creativity, productivity, work, and economic growth. The concept of entrepreneur was used for the first time in the French language at the beginning of the sixteenth century, and the concept of leadership was used to denote the risk that accompanies exploratory campaigns. Returning to the traditional school, we can count the implicit reference of the pioneer of the scientific school of management, Fredrick Taylor, that empirical research leads to discovering the best way to accomplish work, which is the beginning of thinking about the concept of entrepreneurship and its aspects (discovering opportunities). In addition, Fayola Henry referred to the initiative as one of the fourteen administrative rules that he set for

successful management (Ibrahim and Habish, 2010, 67). As for the humanistic (behavioral) school, recent studies have indicated that the individual, through his relationship with the group, can be creative in his work. . Likewise, McGregor sees in one of the assumptions of Theory (Y) based on behavioral sciences, which states that the ability to create and develop is distributed among a large number of individuals and a large part of it is supposed to be exploited. As for the contemporary modern school, it is possible to refer back to the beginnings of the emergence of leadership in the field of management and in strategic management in particular, to Mintzberg's article in 1973, in which he revealed the intersection between the fields of strategic and entrepreneurial management by presenting the idea of (making an entrepreneurial strategy).

Entrepreneurship and the labor market:

In light of the economic competition, learning entrepreneurship has become an urgent necessity to keep pace with the continuous and changing needs of the labor market Ahmed, M., (2021). Entrepreneurship learning has begun through academic courses and educational programs under the philosophy and educational policy of entrepreneurship in various educational levels in many countries of the world, and the field of entrepreneurship is spreading Business at the present time through various educational systems, both traditional and electronic, in most schools and universities in the world, and many factors have contributed to arousing interest in entrepreneurship and establishing projects, including the suffering of many countries in recent years from economic recession, high unemployment rates, and fluctuations in global markets to a degree The world has not seen it since World War II (Shehata, 40, 2013).

This situation has led to an increase in the interest of policy makers and political decision-makers in the expected role of entrepreneurs, as they represent one of the solutions proposed to reduce unemployment rates, and as the engine for achieving prosperity and economic growth on the one hand, and on the other hand, there has been a special interest in the role of small projects due to their ability to Adaptation with volatile economic environments, as well as because its structure allows it to keep pace with change in a way that allows it to survive and continue. Many countries have realized this fact and have relied on new political standards to support small projects and entrepreneurship. They have also made various marketing efforts, especially to advertise

and promote innovative activities. And improve the walls the individuals in charge of it (Karenand at all, 2009, 8-11).

As a result, curricula, and educational and training programs, in the field of entrepreneurship, began to appear among the curricula of many university and pre-university education institutions around the world, and governmental and semi-governmental organizations became one of the main sources of training, education and specialized studies in the field of entrepreneurship. The field of entrepreneurship has become a major component of the education system since the beginning of the nineties of the last century Ahmed, M., Abumandil, M. S., Gangwar, V. P. Specialized in the field of training on the competencies of entrepreneurship in terms of organization, planning, implementation, and follow-up ((Barakat and Hyclak.2009).

Entrepreneurship in Jordan:

One of the strongest challenges in the field of entrepreneurship in Jordan is represented in education, where many thinkers believe that the method of education does not encourage innovation and invention or even self-employment or in the private sector. In such pioneering projects, whether they are innovators or managers of these institutions Ahmed, M., & Abumandil, M. (2021).

Mahdi (119, 2014) recommended in his study the need to find multiple entities, especially educational institutions and the media, that adopt the support of entrepreneurship and contribute to spreading and promoting its culture and trying to discover creative, outstanding and talented people in all fields and provide programs that accommodate their mental and creative capabilities in order to achieve the desired goals.

Two decades ago, those keen to provide economic stability as a means to achieve economic security for societies were sure that entrepreneurship education is one of the entry points that help in that. Curricula and educational and training programs in the field of entrepreneurship began to appear among the curricula of many public education institutions. And higher in the world, and the field of entrepreneurship has become one of the main pillars in the pre-university education system since the beginning of the nineties of the twentieth century (Al-Shammari, 2014, 150-149). However, studies published in 2010 that show the activity of entrepreneurs in the world

indicate that among the countries of the working economy, Jordan has the lowest rate of total entrepreneurship (4.7%) of the adult population who are partners in establishing new businesses or own new businesses less than three and a half years old. As shown by the statistics of the Global Entrepreneurship Observatory 2009 AD, published in 2010 AD, the total entrepreneurial activity of 26 million entrepreneurs in 13 countries, and it is noted that the number of entrepreneurs in Jordan is low, as it did not exceed 723 thousand, which is a very small number that can be imagined in the country. Opportunities and potentials (Al-Shammari and Al-Muhamid, 2014, 88).

The reality of entrepreneurship education for pre-university education in Jordan:

An extensive survey of the available literature on the subject of the reality of entrepreneurship education in Jordan and the efforts exerted in that was carried out, then a careful analysis of its contents was carried out, and a number of conclusions were reached, and they were classified as follows:

- Education for entrepreneurship in the five-year plans for national development (2015-2030).
- Teaching entrepreneurship in educational institutions in Jordan for the pre-university stage (courses for the secondary stage - ministerial activities supporting entrepreneurship education).
- Ministry of Digital Economy And Entrepreneurship initiative, which seeks to educate entrepreneurship and investment in public and university education.
- The Digital Platform Company for Entrepreneurship Development (**EntreViable**) launched its digital platform from Oxford, UK, to embody its vision based on leading global innovation in entrepreneurship development.
- A leading store is an electronic platform that enables trainee students to create virtual companies on the Internet.

Research recommendations:

Based on the results of the study, a number of recommendations can be put forward in light of this, as follows:

During the next stage, the Ministry of Education must attach great importance to the process of building an elite of teachers in the field of entrepreneurship, by sending scholarships to prestigious international universities with long-standing experience in the field of entrepreneurship. This is consistent with the Jordanian Kingdom's Vision 2030, which emphasized "concentrating scholarship opportunities on areas that serve the national economy in qualitative majors in prestigious international universities, such as innovation, advanced technologies, and entrepreneurship" (Vision 2030, 36).

- The possibility of creating courses on entrepreneurship and its multiple skills in teacher preparation programs in Jordan should be studied.
- The Ministry of Education should invest in the qualitative development program for male/female teachers (expertise) by organizing visits to leading countries in entrepreneurship education such as Finland, America, India and Indonesia; to see her experiences and the secrets of her excellence and success. This is consistent with the national vision in terms of its commitment to "partnerships with agencies that provide training for students and graduates, locally and internationally" (Vision 2030, 41).
- Entrepreneurship education and its skills must be generalized in all educational stages, starting from kindergarten, and taught in all subjects and in all secondary education departments, by introducing topics suitable for all academic courses and academic levels. This is in order to achieve the goals of Vision 2030, which made it clear that more than half of Jordanian are under the age of (25) years, which is an advantage that must be invested by directing the energies of youth towards entrepreneurship and small and medium enterprises (Vision 2030, 37).
- The Ministry of Education should adopt modern teaching methods for courses whose topics are concerned with entrepreneurship education, combining the theoretical aspect with practical training. It adopts teaching methods and classroom practices based on simulation, such as: role-playing exercise, and the Mini Market method, which is a mini market simulation of the real

market, in which the learner is trained on buying and selling skills, how to conclude business deals, negotiation and bargaining, persuasion skills and effective influence in This comes as a translation of the content of the Kingdom's vision at the level of general and higher education in terms of "developing the educational system with all its components... and providing the student with knowledge, skills and good behavior so that he has an independent personality characterized by a spirit of initiative, perseverance, leadership and a sufficient amount of self-awareness, social and cultural). Vision 2030, 28).

- The relationship between educational institutions and the entrepreneurship sector must be activated, through the formation of joint committees or councils from the private sector and committees of young entrepreneurs in chambers of commerce and public universities to identify possible areas of cooperation between them. This is confirmed by the Kingdom's national vision in one of its axes: "strengthening efforts to match the outputs of the educational system with the needs of the labor market... and establishing professional councils for each development sector concerned with determining the skills and knowledge it needs" (Vision 2030, 36).
- Entrepreneurship clubs and an annual entrepreneurship week should be adopted in the Ministry of Education, and it should be activated in partnership between universities and pre-university education institutions.

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