

Beliefs of Vocational High School Teachers about Incorporating Entrepreneurship Competencies in Curricula in Light of the Theory of Planned Behavior	عنوان البحث
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<p>The study examined beliefs of vocational school teachers to incorporate entrepreneurship competencies in curricula in light of the theory of Planned Behaviour. The study utilized a descriptive method through a scale for teachers and a survey of experts' opinions to reach formulas that help overcome obstacles and achieve the desired goals. The study sample was two hundred 200 teachers from four governances (Luxor, Minia, Fayou, Bein Suef) and 20 experts from the Egyptian Ministry of Education and public universities. The study results showed a degree of weakness in teachers' beliefs about incorporating entrepreneurship competencies into curricula. It was evident from findings that teachers have a weak positive intention to implement and embed these competencies in curricula. This weakness is back to many reasons first: teachers' beliefs and perceptions; Such as negative view of entrepreneurship and its importance for the professional future of students, false belief among teachers of the ineffectiveness of introducing entrepreneurship according to the integrative approach, and finally a sense of implicit refusal to incorporate entrepreneurship competencies due to the difficulty of the process and teaching loads. Obstacles related to teacher reference groups; such as weak cooperation between school administration, mentors, and teachers towards providing an enabling environment for integrating entrepreneurial competencies into curricula, and inadequate linkages between teachers, school principal, mentors, and other entrepreneurship service providers; Obstacles related to the circumstances surrounding the teacher; such as the lack of professional and administrative bodies in vocational secondary schools, in addition to the lack of resources needed to implement entrepreneurial activities in classroom as a result of poor infrastructure in schools; In addition to the lack of tools and technological means to simplify the concepts of entrepreneurship for students and integrate them into the curricula, the study suggested practical mechanisms to activate the integration of entrepreneurship competencies and reduce these obstacles.</p> <p>Key words: teachers' beliefs - entrepreneurship competencies - planned behavior - vocational secondary education.</p>	