

Entrepreneurship Mentorship for HCT Education Alumni to Transition as Lead Businesswomen in the UAE Education Sector

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Abstract

This study investigated the status of qualified Education Alumni who were unemployed but interested in running their own businesses or taking a leadership role, particularly in the nursery sector. The study provided the alumni with an opportunity to widen their knowledge and take the initiative to save this sector, by joining an Entrepreneurship Mentorship Program (EMP). The mixed-methods approach used a first online survey to collate information on the frequency of interested graduates who wanted to join the EMP; while the second survey gathered information on their overall Bootcamp satisfaction and experiences. Also, an interview was used to obtain accurate data on the graduates' experiences and Bootcamp improvement aspects. The results showed that the participants recommended this EMP for the education alumni and suggested involving entrepreneurs who work in the education sector to share their experiences of starting up nurseries. Also, the study indicated that the participants developed skills such as marketing and advertising that raised creativity and self-confidence. Recommendations were made to develop remote workshops for graduates that promote the significance of starting up businesses and taking leadership role among women in the UAE.

Keywords: Entrepreneurship, businesswomen leadership, Nurseries, Pandemic, UAE, HCT, alumni

1. Introduction

The newly implemented innovations, such as the development of new entrepreneurship courses, extra-curricular support activities, seminars, and training, as well as the use of accelerators like incubators and business plan competitions (Schimperna, 2022) have been conducive to some changes in entrepreneurship (Hahn, 2019). For instance, the UAE has always aimed to improve and develop its entrepreneurship for economic growth, by relying on creating more entrepreneurship-oriented future generations (Minhas, 2018). To this end, many governmental and public university programs have been launched to teach *Entrepreneurship* globally as a mandatory course in the education programs. For example, the Higher College of Technology (HCT) offers Education students a course in Business, Entrepreneurship and Innovation (BEI) for third-year students to assist them in processing the idea of introducing the concept of entrepreneurship and innovation (HCT- 2020-2021 Catalog, p. 144) (Anon, 2020)

Women play an important role in educating children (AlKhayyal, 2020). A study released in 2018 explained that the UAE businesswomen have become enablers to create an entrepreneurial culture (Jabeen, 2018). The study discussed ways to develop appropriate strategies to improve entrepreneurial behaviour among women in the UAE (Jabeen, 2018) so that entrepreneurship would inspire them to contribute to the economic sector, by attaining entrepreneurial ventures. Besides, numerous new programs and practices have been arranged in the UAE, which can inspire women in society, and help them build capabilities to eliminate all kinds of obstacles to starting their own businesses. For instance, in 2021, to support the UAE's economy with Emirati entrepreneurs and startups, the Telecommunications and Digital Government Regulatory Authority (TDGR) launched a training program entitled "UAE Entrepreneurship Program" whose purpose was to train and qualify young Emirati engineers to become entrepreneurs (TDGR, 2021).

In 2020, due to COVID-19, the UAE implemented compulsory distance learning. The pandemic has influenced the transactions of such educational institutions specifically that most of the childcare centres shut down, which has affected mothers' lifestyles as they tried to cope with the new situation, feeling overwhelmed to teach kids with not enough resources and supplies. The COVID-19 pandemic has aggravated the problems of women and mothers and added to their usual responsibilities, and thus the need to take care of children's education was reinforced.

The presence of female leaders in the UAE can inspire students to select business areas and increase their motivation for reaching leadership, with the help of entrepreneurship to start their own business (Millar, 2018). Thus, leadership is an important element that can boost students to start and run their own businesses smoothly. A study explained that the most significant factor that influences the growth and success of Emirati women entrepreneurs is to provide the needed skills and training (Al Matroushi, 2020). Looking for highly qualified HCT graduates would make them the best candidates to re-launch this childcare business to offer Entrepreneurship Mentorship and fill the gap for Early Childhood Education services in the UAE.

The present study focused on providing the EPM for Education Alumni to assist them in discovering the significant areas to consider when establishing enterprises, particularly the Early Childhood learning centers. This mentorship program would later enhance HCT graduates to take a leading role in educational institutes in the UAE. This study aimed to provide experienced mentors who have some rich knowledge to guide mentees in the startup process. Furthermore, the implementation of the program would enlighten the acceptance of Emirati women to exploit this opportunity and serve the same goal of empowering other women with rich knowledge and how to overcome barriers that stand towards enterprises. It follows then that this study addressed these research questions:

1. What are the HCT Education Alumni's experiences of entrepreneurship in the Bootcamp?
2. What is the impact of the Bootcamp training on the HCT Education Alumni in relaunching nurseries?

2. Review of the Literature

Defining entrepreneurship has been a debatable issue in the academic circle as many have come up with their own definition of entrepreneurship in varied ways. A study regarding entrepreneurship and education expressed that "entrepreneurship and entrepreneurship education as the panacea for stagnating or declining economic activity in both developed and developing countries" (Matlay, 2006, p.1). Entrepreneurial education has become an essential and integral part of any new curriculum in business schools (Matlay, 2006). In the UAE, entrepreneurs need to be involved in training to suggest new business ideas. Studying the market trends and identifying gaps to fill the need is critical since great business ideas need the acquisition of entrepreneurial skills, as well as the implementation of business knowledge from individuals' education (Hahn, 2019).

Female entrepreneurship is becoming an important contributor to the economy. Female entrepreneurs in developed countries need moral support, which is not the case in developing countries since they need financial support to improve business performance (Jose, 2018). Based on the strategic initiatives of the Federal Government, it is stated that the UAE government exerts efforts to increase Emiratization and open new avenues of occupation for educated women (Sarker, 2020). The government strives for advancing the nation's women educators in different educational sectors by providing full support with regard to leadership and managerial roles (Singh, 2019). The UAE offers numerous programs and practices to inspire women to take the lead as they play a progressively stronger role in business, STEM fields, and even government. These programs reinforce building capabilities to eliminate obstacles that stand against their leadership inspirations. The UAE inspires women to occupy high managerial positions both in the public and private sectors (Singh, 2019).

This study supports the concentration on women's leadership as this would inspire the Emirati women to focus on motivation, and inspiration, and attain goals to reach the leadership level through an education entrepreneurship program. Entrepreneurship Mentorship Programs can assist the Education Alumni to receive high knowledge and understanding of the essential elements that must be included in running enterprises, mainly nurseries. Additionally, they can gain a wealth of experiences and knowledge that would boost their confidence in learning and discovering more methods to reach the success of enterprises. Mentorship is a valuable tool for Emirati ambitious women as it can promote the best practices, advice, and networking to help women succeed in their future (Spence, 2018).

The UAE can have numerous benefits from applying the Entrepreneurship Mentorship program and session. First, Entrepreneurship is essential to the UAE's economy as it encourages creating growth opportunities. Second, The UAE considers small businesses as the engine for creativity and innovation. Third, an increase in entrepreneurship projects would raise the standard of living and improve the quality of life (Baron, 2021), which would also reflect the general happiness and well-being of the community. Fourth, the program also helps to introduce youth to the essential parts of entrepreneurship and current concepts like innovation and artificial intelligence (Baron, 2021). To this effect, the UAE concentrates on having entrepreneurs as the primary driver of innovation for a sustainable and prosperous future (Casadella, 2017). Consequently, a mentorship task is an important tool that can help to promote good practices and advice for starting a new business in the field of education. Mentorship would promote clear goals and objectives to the participants for establishing their startups in the education field. The mentorship with

such a training program would help the graduates obtain all the required knowledge and steps for starting their own businesses.

3. Method

Data of the study were collected using a mixed-methods approach. The Bootcamp modules were built and shared with graduates using the Google Classroom tool. The reason for selecting this tool was that it helps to organize and build content in an easy way as well as its free and easy aspect to gathering participants' responses. The EMP seeks to develop Entrepreneurial skills and Knowledge for Education female graduates interested in taking a leadership position in running nurseries in the UAE. Therefore, after program completion, graduates will gain the confidence to apply for jobs that require leadership roles in starting nurseries or childcare centres. The selected participants joined all the delivered modules and answered around three to four questions in each module (Appendix A).

In order to analyze and interpret the participants' data, this study concentrated on applying a descriptive coding approach. The reason behind selecting this approach was to have a large quantity of qualitative data that must be read, organized, and summarized the data using codes and generating themes. Since there are two main approaches to qualitative data analysis which are deductive and inductive (Azungah, 2018), this part requires implementing deductive approach because of the existence of a predetermined structure that participants need to follow to answer the questions related to each module (Appendix A).

The purpose of answering the questions was to obtain information pertaining to the impact of training and concepts of nursery establishment, development of business and entrepreneurial skills, as well as marketing strategies among participants, and to identify the challenges that prevented starting up a nursery business. The collection of students' responses was collated via the Google Classroom tool. The delivery mode for all Bootcamp modules was online via the Zoom tool and three trainers volunteered to conduct the following modules. The assessment tool used to collect the information was through online discussion forums. The Bootcamp modules consisted of five different modules. All the modules as well as their purposes and content are detailed in Table 1.

Table 1. Bootcamp Mentorship Program (EMP)

Modules	Purpose	Content
Module 1: Start-ups & Re-launching nurseries in the UAE.	Obtain knowledge of the essential elements to consider when starting up a business.	<ul style="list-style-type: none"> • Discuss aspects of starting up and re-launching a nursery. (e.g., establishment processes & approximate cost of nursery). • Discuss factors that affect the setting up and re-launching of nurseries (e.g., location, curriculum, childcare services, teacher training, and health and safety).
Module 2: Market analysis and marketing strategies for establishing a nursery.	Help to identify market gaps and competitive advantages and SWOT analysis.	<p>Analysis that includes the following:</p> <ul style="list-style-type: none"> • Describe the Nursery marketplace in your area. • Identify market gaps • Identify potential customers and stakeholders. • Recognize competitive advantage for your nursery. (e.g. opening hours, curriculum or additional services) • Apply a SWOT analysis for your nursery. • Discuss the steps for marketing a nursery • Look for the best way to promote Childcare Center. • Share a sample of marketing plan for a Childcare Center.
Module 3: Create a project business plan and finance management strategies for a Nursery.	Discuss significance of business planning and necessary elements to consider when dealing with finance management.	<ul style="list-style-type: none"> • What is a Project Plan and why is it important? • What are the components of Project Plan? • How to Create a Project Plan – 9 Steps • Share a sample of a project plan for a nursery. • Describe costs and the level of finance you require • Discuss financial statements such as a profit and loss • A balance sheet for estimating the performance of your Nursery over time.
Module 4: Health and Safety Policy in a Nursery setting and Childcare Center.	Spread awareness of importance of Health and Safety Policies and how to find solutions of such emergencies.	<p>Identify & estimate health risks that would influence the children's health and wellbeing at the nursery. For example:</p> <ul style="list-style-type: none"> • Reporting Injuries, • Diseases and Dangerous Occurrences • Fire safety and fire risk assessment • Emergency evacuation and other emergency procedures
Module 5: Business leadership challenges and opportunities for women entrepreneurs in early years education sector in the UAE.	Help to solve business leadership challenging and identify opportunities for women entrepreneurs.	<ul style="list-style-type: none"> • Identify challenges (e.g. Healthy learning environment, staffing & learning resources). • Identify opportunities (e.g. obtain nursery license, establish nursery in other areas, joining workshops to deliver importance of women leadership in running nurseries). • Important features to lead and manage nursery classrooms.

4. Data Collection

4.1 Context and Participants

This study explored how the education graduates, who were currently unemployed during data collection of the study, obtained business leadership skills for establishing and running nurseries by joining a Bootcamp program. Around 60 (of which 58 replied to the survey) B.Ed. alumni who graduated within the last 4 years were contacted via email from different HCT campuses to encourage them to join the EMP. Eventually, 10 participants were selected to join the Bootcamp based on specific criteria such as being unemployed, having a GPA above 2.5, looking for a job since the 2017 graduation date, and being committed to completing the whole program. All the participants graduated in 4 years and studied the “Entrepreneurship and Innovation” business course. The participants were informed about the objectives of the study and their participation in this study was voluntary. The selected graduates were asked to read and sign the consent form prior to joining the Bootcamp (Appendix B). After that, they were given access to view the program modules and information and answer relevant questions.

The data were collected using a mixed-methods approach. First, the first primary quantitative tool used in the study was a survey. There were two surveys the first of which was aimed to select interested graduates to join the Bootcamp, while the second survey was designed to evaluate the experiences of the participants in the Bootcamp mentorship program. As for the qualitative tool, an interview (Appendix C) was conducted to collect additional information regarding graduates’ experiences of the mentorship program and the impact of the Boot-camp training in relaunching their own businesses. In addition, data were collected from the relevant documents and records of the delivered modules of the training that concentrated on the various aspects of business skills for establishing nurseries in the UAE.

5. Findings

5.1 First Survey

The first survey was distributed to graduates (N=58) from different HCT campuses through emails to explore entrepreneurial skills and knowledge of Education female graduates interested in taking a leadership position for running businesses in education. The survey (Table 2) consisted of ten closed-ended (80%) and open-ended (20%) questions. The Jamovi software program (Version 1.6.23.0) was used to analyse the data. Table 2 explains the participants’ degree of agreement with each question.

Table 2. Participants’ Replies to the Survey (N=58)

Closed Questions	Total Responses	Agreed	Disagreed	Mean	SD
1. Are you aiming to start your own business?	57	77.5 %	21 %	1.79	.41
3. Do you have any background/expertise of how to start a business?	52	41.38 %	48 %	1.46	.50
4. Do you think it is important for women to take a lead in managing businesses?	53	86 %	3 %	1.96	.19
6. Have you ever planned to run a nursery, but you didn’t have the leadership skills?	52	43.10 %	47 %	1.48	.50
7. Would you like to apply for a leadership position in education related businesses and looking for a training session?	52	86.21 %	3.45 %	1.96	.19
8. Would you like to join a mentorship program to help gain ideas on how to start a business in education?	52	89%	0 %	1.98	.13
9. If you would like to join an Entrepreneurship mentorship program, would you be interested to attend the online training for three days and gain a training certificate?	52	88 %	2 %	1.98	.13

5.2 Quantitative Analysis

This section deals with the analysis of the first research question (Table 2) which refers to the participants' aim to start their own business. This question is significant to identify the interested graduates who could join the entrepreneurship program. The majority of graduates expressed interest in starting their own business with 77.9% (M= 1.18; SD= 0.43) compared to the other respondents who were not thinking of opening a business at approximately 21%. The third question explained if the participants had any background or expertise in how to start a business. This question is crucial to discover if the introduced modules would contain introductory elements for starting up a business. It was found that less than 50% (48.28%, M=1.37; SD 0.66) of the participants did not have any expertise in starting a new business, while others (41.38%) had some good knowledge and skills about starting a new business.

Question 4 checked whether the participants were aware of the importance of business women leadership. It was significant to get responses in order to emphasize the support and encouragement that the UAE provides for women leaders. The results showed that the vast majority of graduates (86%, M= 0.93; SD= 0.36) agreed and stated that women should take leading and managing roles in business. Question 6 addressed the participants' needed leadership skills to run a nursery. The survey results revealed that 47% of the participants did not agree that they had planned to start a nursery as they did not have any leadership skills. 43.10% (M= 1.36; SD= 0.50) of them agreed with the fact that they had planned to run a nursery or childcare centers but they did not have any leadership skills.

Question 7 checked if participants would like to join the mentorship session. Most of the participants wanted to apply for a leadership position in some education-related businesses, but they lacked those business leadership knowledge and skills. As shown in Table 2, 86.21% of the graduates (M= 0.93; SD= 0.36) were looking for some types of training; whereas only 3.45% believed they already knew what it took to establish and run nurseries and childcare centres. It was also found that the participants wanted to apply for leadership positions and they eagerly wanted to join any training programs. Question 8 illustrated if the participants had any passion to join mentorship programs. From the table, the majority of the participants agreed with the question with almost 89% (M= 0.89; SD= 0.30) who preferred to join an EMP for helping to gain new ideas to start a business. This would help them to be motivated and inspired by listening to the advice and knowledge of the highly knowledgeable persons who are currently running their businesses.

Question 9 dealt with online training and whether the participants referred to this mode of training. Regarding the orientation of people towards starting their own business and learning business skills, as shown in the table, 88% of the participants (M=0.91; M=0.33) agreed they would like to join an Entrepreneurship mentorship program and gain a training certificate while only 2% did not want any further training. This indicated that more participants were inclined towards entrepreneurship.

5.3 Qualitative Analysis

This section deals with the analysis of the below three qualitative research questions. The qualitative part of the survey was meant to probe the participants' views on different areas pertaining to entrepreneurship. In asking the participants about starting their own business, most/some of them preferred to launch childcare centers. In answering the question on the business ideas they would be engaged in to start their own business, the participants opted for the childcare center, restaurant/Café, home cooked food delivery, daycare/childcare business, and tutoring classes

Questions 2 and 10 on the reasons why women take a leadership role in business and the business ideas in the education section respectively, the participants highlighted the instances of several business ideas which were relevant to the educational sector. The participants were required to select and provide the business idea they preferred. Participants who selected the childcare center would be the chosen participants for the mentorship program while the other selections would be considered for future studies. Data from the qualitative analysis showed that the majority of graduates preferred the types of business that matched their experiences such as children care centers and tutoring classes, with almost 41 % of alumni who selected childcare center as a business idea while around 24 % preferred to conduct tutoring classes.

As for question 5, the graduates' perspectives of why women should take a leadership role in business were diverse and insightful. It was surprising to obtain lots of responses such as women bring diversity of thought, experiences and behaviors which are critical components of business success. The respondents mentioned that women had patience when dealing with children and pay attention on details and have the ability to be great leaders. In addition, graduates stated that women are collaborative, productive, independent, innovative and creative. Also, they claimed

that women are well-equipped with emotional intelligence, self-awareness, empathy, conflict management, adaptability, and teamwork.

5.4 Interview

For practical reasons, an interview conducted virtually with the participants using the Zoom meeting tool. The interview was meant to obtain some in-depth information about the graduates' learning and engagement experiences of the Bootcamp and how it impacted their readiness to start business. The participants were selected based on their participation and contribution in the delivered Bootcamp training modules. The interview contained six open-ended questions relevant to their Bootcamp experiences and suggestions for improvements (Appendix C). The interview was recorded and transcribed.

The analysis of the interview showed that these graduates learned many new things from the training pertaining to educational entrepreneurship and leadership. They also liked the trainers in terms of how they were friendly and supportive during the training, which motivated participants further. During the training, different steps needed by the entrepreneurs for initiating a new business were provided for the participants. The camp training helped trainees gain new information regarding the opening of new nurseries. For example, interviewer 1 stated that *"They covered almost all things we wanted to know about establishing a nursery like how to start the business and how to succeed"*. As all the requirements for starting a business were included in the training programs, it influenced the participants in starting their businesses. Furthermore, from the interview responses, it was found that the participants got enriched with the knowledge from different knowledgeable people, who were running different businesses. They helped them to gain new and innovative ideas about how to start a nursery and how to run the business smoothly in the competitive market. One participant revealed that with the help of the training program, she got to know her hidden skills and tips on how to nurture them.

Besides, the participants learned to set goals and objectives within the scheduled time, which helped them to overcome the issues they faced while running their businesses. For instance, interviewee 3 stated that *"I learned new information like how to enter/select goals and if I got any problems how to solve them"*. According to the participants, the boot-training program helped them to get more skills regarding how to be a good leader and how to communicate with other staff in the team. This made the communication system better and this also helped them to obtain more information regarding the business. Thus, the participants of the Boot-camp training program supported them in gaining various important information and required steps, which in turn would help them in the future for opening their new businesses.

All the participants found the Boot-training program helped the participants to learn new disciplines that were essential for starting a new business. However, they also suggested how such Bootcamps could be further improved and make it more effective. The participants mentioned that it was important that there must be views and presence of some successful entrepreneurs, which would inspire the young generation for starting businesses. They further stated that the boot-camp training programs can be improved by interviewing and gaining responses from different businesswomen. This would provide deeper insights into these women and their stories of successes and struggles.

In the interview, different pieces of advice were collected. For instance, interviewer 2 mentioned that *"It is good to know their struggles and how they succeed at the end"*. Similarly, it was found that conducting video lectures and the face-to-face meeting could prove to be more beneficial to them. They also thought that HCT Education Alumni should join the training, as the training provides essential knowledge and skills needed to start a new business. With the help of the training program, the Education Alumni would be able to enhance their confidence. They also thought that HCT graduates would be able to gain the required leadership from the training and skills, adequate for entrepreneurship. This would in turn help them to open their nursery. They also mentioned that encouraging Education Alumni for joining such programs was a good opinion as it would help the new graduates of the education alumni to start their work in a good way and to act in a good way, which is beneficial for the success of the business.

The second survey was conducted using the Google Form tool as it assisted to gather the data easily. The participants who joined the program took a survey consisting of eight questions (Table 3) using a five-point Likert scale of *very satisfied* (VS), *somewhat satisfied* (SS), *neither satisfied nor dissatisfied* (NSND), *somewhat dissatisfied* (SD), and *very dissatisfied* (VD). The purpose of this survey was to evaluate their satisfaction with each training module and overall satisfaction of Bootcamp. In addition, the survey sought to find if they saw the future importance of facilitating workshops and training for Education Alumni that concentrate/emphasize the importance of Women Business Leaders in the UAE and, lastly, if they advised other education alumni to register in such future Bootcamp programs.

Table 3 explains that 90% of participants answered the final survey and it showed that the majority concentrated on two criteria levels in evaluation which are Very Satisfied and Somewhat Satisfied. It illustrated that the highest percentages were given for Modules 2 and 5 which explained market analysis and marketing strategies for establishing a nursery as well as business leadership challenges and opportunities for women entrepreneurs with almost 90%. On the other hand, Modules 1,3,4, and 7 obtained identical satisfaction with around 78 %. The outcomes revealed that all participants who answered the survey were advised to promote Bootcamp programs to other graduates as the Bootcamp program brought such benefits.

Table 3. Final Survey Responses in percent (N=10)

	VS	SS	NSND	SD	VD
1. Express your satisfaction level of Module 1 : Start-ups Re-launching nurseries in the UAE	77.8 %	22.2 %			
2. Express your satisfaction level of Module 2 : Market analysis and marketing strategies for establishing a nursery.	88.9 %	11.1 %			
3. Express your satisfaction level of Module 3 : Create a project business plan and finance management strategies for a Nursery.	77.8 %	22.2 %			
4. Express your satisfaction level of Module 4 : Health and Safety Policy in a Nursery setting and Childcare Center	77.8 %	22.2 %			
5. Express your satisfaction level of Module 5 : Business leadership challenges and opportunities for women entrepreneurs.	88.9 %	11.1 %			
6. Express your overall satisfaction of the information obtained from the Bootcamp?	66.7 %	22.2 %	11.1 %		
7. Do you agree on facilitating workshops and trainings for Education Alumni that concentrate/emphasize on the importance of Women Business leaders in the UAE?	77.8 %	22.2 %			
8. Do you advice other education Alumni to register in this Bootcamp program?	100 %				

6. Discussion

The entrepreneurial and business-related skills of the trainees were enhanced as a result of the Bootcamp regarding the establishment of nurseries. The development of the skills of the participating graduates regarding competitive advantage was also evident from the training. Other studies emphasized that attending entrepreneurial programs influence positively on participants' knowledge and competencies (Molteni, 2017). It was evident that the business-related skills had been developed among the candidates due to the positive impact of the Bootcamp training. Hence, the training in the Bootcamp had resulted in the development of skills and expertise among the participants to open or relaunch nurseries. From the literature review part, it has been found that with the help of such training programs, the participants would be able to receive a high level of knowledge and understanding regarding the important elements which are essential for running a business. The knowledge which they received in the Boot-camp training program would help them to build their future leadership skills, which in turn would help them to start their own business. Similarly, Bootcamp sessions were implemented in Nigeria and had a strong influence on participants' competencies and entrepreneurial capabilities (Maxwell, 2018). At the opposite, other studies illustrated that entrepreneurial programs could have negative impacts on entrepreneurial intention to start up business (Molteni, 2017). Supportively, other studies contradicted to the fact that entrepreneurship educational programs lead individuals to become an entrepreneur (Iglesias, 2016).

The Bootcamp helped the participants to develop their marketing and advertising skills as well as helped the graduates to learn disciplines and proper goals and objectives, creativity which they will need in the future for starting their own business and running it smoothly (Molteni, 2017). A research found that attending entrepreneurship programs offered by educational institutes influence positively on students and graduates' intentions to start a business (Çera, 2020). The program also enhanced their skills, along with this it helped to build appropriate leadership styles, which is necessary for running a business. The trainers of the Bootcamp discussed various types of tools for advertisement and promotion. The use of social media as a tool of digital marketing has

also been prominent which further shows that their marketing skills have been developed as a result of the boot camp training. This was as such because it was reflected through the online session multiple times that the social media presence of the nurseries was important for the marketing and promotion of the nurseries that would be set up by them. The use of the four pieces of marketing was also evident in the candidates' responses as they mentioned about the importance of choosing the place for setting up the nursery and the importance of the target group for the nursery. The needs of the target group and customization of products and furniture as per the needs and the demands of the target group were also prioritized by the respondents which showed that they were enriched with skills of marketing essentials for the setup of the nursery. This reflected the fact that the boot camp training successfully enhanced the marketing skills of the candidates in the process of setting up a nursery. Female entrepreneurship is seen as key to driving the global economy and delivering social change (The World Bank, 2017). On the other hand, providing less support for female entrepreneurs would not help them manage the challenges (Thompson, 2018).

7. Limitations and Implications

This study had some limitations pertaining to the sample size of the participants since it was low as only ten participants joined the Bootcamp program. When communicating with the participants, most of them preferred to attend online recorded sessions, interact, and gain a certificate. A face-to-face attendance would have perhaps led to other findings.

The impact of the boot camp on the candidates affected their knowledge in terms of setting up nurseries. The steps of getting the newly set up nursery for the children was mentioned by the respondents in clear detail which included the licensing of the nursery, considerations of important documents required to be possessed by the license holder, the need for appointing a female director for the nursery and the need to display of good behavioural codes of conduct. In addition, the legal knowledge of the respondents improved as a result of the training. In addition, there were some common factors that impacted relaunching a nursery and were discussed by respondents such as competitive nurseries, locations, income level, advertising, and reputation. The participants discussed common ideas regarding the ideal nursery which illustrated the importance of health and safety, the curriculum, and required resources. Further, it could be said that the training received in the boot camp had been appropriate for the development of the concept among the candidates regarding the environment needed for the children in a nursery as per which they could further base their business ideas. This proved that the training of the boot camp has been fruitful for developing the business and entrepreneurial skills of the respondents.

The effect of facilitating this Bootcamp was positive for all participants. Providing and interfering with more entrepreneurial Bootcamp programs in the education institutes would bring such benefits to the economy, individuals, and society (Marques, 2020). If the Bootcamp program considers a mandatory course to be taken in educational institutes, it would improve youth higher thinking skills, entrepreneurship competition would increase and thus there would be a high demand to encourage learners from all levels to participate in this field. Educational universities should measure the effect of students' entrepreneurship learning and also their intentions towards making a business. Probably, if they would interfere with new insights into pedagogical improvement as this would help students obtain lots of learning skills. Emphasizing developing personal attributes and needed skills would help to increase their creativity, risk-taking, self-confidence, and autonomy.

8. Conclusion and Recommendations for Future Research

The present study focused on providing an entrepreneurship program to assist the Education Alumni to start up the process of acquiring knowledge and abilities to run and lead enterprises with high proficiency through concentrating on particular essential modules. The study encountered some challenges such as difficulties in completing the questions for each module, filling out the survey that was meant to obtain information regarding the Bootcamp experiences as well as the absence of some participants in attending the online sessions delivered by experienced trainers. From the data collection tools used in this study, the research questions were covered, and participants had positive feedback and were thankful and grateful to offer this learning opportunity and wish to have more successful programs that encourage and inspire to develop and improve in leadership and entrepreneurship fields. This entrepreneurial mentorship program would influence the economy of the country and raise the effective role of women in leadership.

Some recommendations for further improvement of the program were provided based on the participants' responses that first of which was to invite entrepreneurs who experienced starting up nursery businesses to talk about the establishment, challenges faced and important points to consider in running a childcare center. It is significant to support women to take a step forward and grasp any existing opportunity. Second, maintain the evaluation sheets and any other important documents related to the program's inaccessible places so participants can refer to them. Third, provide participants with sufficient time to answer the questions for each module and provide examples. Eventually,

Stakeholders in the education sector should consider the real needs of these graduates to relaunch already-closed business, which ultimately reflects of the UAE vision to boost business women.

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Appendix A: Questions in Each Module

<ul style="list-style-type: none"> Module 1: Start-ups & Re-launching nurseries in the UAE. <ol style="list-style-type: none"> 1. What is a nursery school? What do you know about establishing a nursery school? (2 paragraphs, 5 points) 2. Discuss any three main factors that impact on opening or re-launching a nursery? (3 factors , 5 points) 3. What are the requirements that an owner need to do to establish a nursery?(1 paragraph , 2.5 points) 4. What does an ideal or best nursery look like? (1 paragraph , 2.5 points)
<ul style="list-style-type: none"> Module 2: Market analysis and marketing strategies for establishing a nursery. <ol style="list-style-type: none"> 1. What are the special features you will offer in your nursery? What is your competitive advantage? (3-5 features with explanation, 5 points) 2. How are you going to market your nursery? What are your marketing strategies? (2 paragraphs, 5 points) 3. What is the possibility of opening a nursery in your region? (1 paragraph, 5 points)
<ul style="list-style-type: none"> Module 3: Create a project business plan and finance management strategies for a Nursery. <ol style="list-style-type: none"> 1. What are the essential components of writing a good project plan for a nursery?(2 paragraphs, 5 points) 2. Insert ideas of your nurseries using the slide 7 from the PPT. 3. Create a brief project plan for a nursery that you would like to establish/ run in your region.(Use the project plan template provided here, 5 points). There is an example provided for you. 4. How do you create a profit/loss financial statement for your nursery? (Use the financial statement template provided here, 5 points). There is also an example provided for you.
<ul style="list-style-type: none"> Module 4: Health and Safety Policy in a Nursery setting and Childcare Center. <ol style="list-style-type: none"> 1. What are the health and safety measures required for a nursery?(2 paragraphs, 5 points) 2. What are the types of licenses you need to have for your nursery? (1 paragraph, 5 points) 3. What is an emergency in a nursery? How do you handle it? discuss with an example. (2 paragraphs, 5 points)
<ul style="list-style-type: none"> Module 5: Business leadership challenges and opportunities for women entrepreneurs in early years education sector in the UAE <ol style="list-style-type: none"> 1. How would you define Entrepreneurship? and what are it's skills and characteristics? (2 paragraphs, 5 points) 2. What are the expected challenges you might encounter while running your nursery? (1 paragraph, 5 points) 3. How are you going to lead and manage your nursery school, staff and children? (2 paragraphs, 5 points) 4. What are the opportunities you see for women entrepreneurs in the UAE ? you may link it to a nursery. (1 paragraph , 5 points)

Appendix B: Informed Consent Form**INFORMED CONSENT FORM**

Research Project Title: Entrepreneurship Mentorship for HCT Education Alumni to transition as Lead Business Women in the UAE Education Sector.

Fujairah Women's College, Fujairah

DESCRIPTION:

I am Amal Al Yammahi, a lecturer in the Education Department at Higher Colleges of Technology, Fujairah. I am conducting research with HCT education graduates that deals with preparing future nursery entrepreneurs and leaders for the UAE.

Initially, I am planning to approach 50 education graduates from across all five HCT campuses. Then, a survey will be given to explore their interest in becoming future nursery entrepreneurs and leaders. Based on the survey responses, only 10 graduates will be recruited as participants in the study. The participants will go through a Bootcamp consisting of five brief learning modules, each requiring no more than 3 hours of participation.

One-on-one interviews will be conducted asking them about their Bootcamp learning experiences and dispositions on nursery entrepreneurship knowledge and skills, such as soft skills, problem-solving, communication, and leadership skills. The interview will last for approximately 30-45 minutes. Finally, an exit survey will also be given to evaluate their experiences as well as the program's effectiveness.

CONFIDENTIALITY:

Your name will not be attached to your interview and survey responses. Your name and any other identifiers will be kept in a locked file that is only accessible to me or my research associates. Any information from this study that is published will not identify you by name.

AUDIO-TAPING OF THE INTERVIEWS:

The interviews will be audio taped using a recorder. The tapes will be typed out as word-for-word transcripts of the interviews. The tapes will then be erased after the transcription.

BENEFITS:

The results of this study may benefit the participants to help them open and run their own nurseries. Furthermore, it may benefit many aspiring future women education entrepreneurs and leaders in the UAE.

RISKS:

It is possible that the discussion of experiences, learning, and perceptions about your involvement in the Bootcamp training might make you feel uncomfortable. However, there are no other known risks to you.

CONTACT PEOPLE:

If you have any questions about this research, please contact the Principal Investigator at the email address or phone number listed above.

VOLUNTARY NATURE OF PARTICIPATION:

Your participation in this study is voluntary. If you don't wish to participate, or would like to end your participation in this research study, there will be no penalty or loss of benefits to you to which you are otherwise entitled.

SIGNATURE:

I understand that the primary investigator may ask for permission to use information that I have disclosed.

Name: _____

Signature

Date: _____

(A copy of this consent form is available for you to keep.)

Appendix C: Interview Questions

1. What were the things you liked most about the Bootcamp training?
2. What were the aspects that you expect to be presented in the Bootcamp, but they weren't mentioned in the Bootcamp? Were there any things that you believed to be important not covered during the Bootcamp training?
3. How did the Bootcamp training help you think and plan for establishing your own business?
4. Would you like to encourage Education Alumni to join such Entrepreneurship programs and Bootcamps on how to run their own business after graduation? Why?
5. How did the Bootcamp help you improve your business and leadership skills?
6. How can this Bootcamp be further improved in future?

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