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Entrepreneurship Education: Pupils' Engagements in Entrepreneurship in Calabar Metropolis

Ewa, Moses Apie PhD

Department of Educational Foundations, Faculty of Education, University of Cross River State, P.M.B. 1123, Calabar, Nigeria

ABSTRACT: A survey was conducted to investigate how provisions for entrepreneurship education (EE) correlate the engagement of pupils in state primary schools in entrepreneurship in Calabar Metropolis, Cross River State, Nigeria. Three research questions and hypotheses were formulated at .05 level of significance for the study. 800 pupils, including 400 boys and 400 girls, were recruited to participate via cluster sampling. Data was gathered from respondents using the entrepreneurship education and pupil engagement questionnaire (EEPEQ). Based on the Schumpeter effect and human capital theories, the SPSS was deployed to analyse data using the Pearson product moment correlation coefficient. Findings indicate that the development of creative skills, innovative abilities and personal grit have a correlation with pupils' engagements in entrepreneurial activities. It is recommended thus: a revision of the curriculum of primary education to feature EE; the recruitment of competent teachers to teach EE is important, teaching and learning of the subject should be practical and action based; and that well fitted entrepreneurship workshops be built in primary schools to facilitate practical engagements of pupils in EE.

KEYWORDS: entrepreneurship education, pupils, participation, primary school, entrepreneurship

INTRODUCTION

Provisions for entrepreneurship education (EE) programme in primary schools have significant potentials for engaging pupils in a lifelong entrepreneurship in Nigeria. The implementation of EE programme at the primary level of education indicates a significant way to develop the mindset of children to be able to innovate and create ventures that possess social and commercial worth. Primary education occupies a strategic position in the efforts to develop and drive a sustainable education and development. Even in matters that concern human capital development, primary education forms the core of such efforts as the foundation. The Federal Government of Nigeria (FGN) (2013) acknowledges it as the critical sector that is key to the success and failure of the other levels of education. Learning of the basics of a concept at the childhood stage has the tendency to build strong motivation for learning it for life. Entrepreneurship education is a programme that has emerged from the realm of economics as a strategy of making education more relevant to address poverty in the society in the 21st century. The attention drawn towards EE has consequently been increasing in recent years and that is prompting changes in education policies and curricula to ensure learner engagement in entrepreneurship. Its actual implementation nonetheless follows an approach that tends to overlook the significance of primary school in national education.

Pupils are inquisitive, and creative too. That explains for why children learn by doing, and all these characteristics underlie the concept of entrepreneurship (Fayolle and Gally, 2015). Entrepreneurial activities are hands-on-tasks geared towards creating a craft that has economic value and leads to the generation of wealth. The shift towards EE is in realisation that public service cannot accommodate everyone. Besides, not everyone prefers white collar jobs. A considerable number of people like to own an enterprise solely or in partnership to become self-employed. This is an indication of self-reliance. Where there is a chance for inculcating such values at the formative years of children's education it is likely that the opportunity may enable the development of young entrepreneurs. Entrepreneurship has facilitated economic prosperity in some societies around the globe because it takes its roots firmly in the formative years of the entrepreneur. Due to that, government emphasises the inclusion of EE in public policies and education (O'Connor, 2013). However, the restructuring in Nigeria's education in favour of EE raises concerns about whether there are also provisions for driving such reforms at the primary education.

THEORETICAL FRAMEWORK

EE draws from the Schumpeter effect (Schumpeter, 2002; Gibbs, 2002) and the human capital analyses of Brown (2000). Schumpeter posits that provisions that commit to entrepreneurship provides avenues for addressing unemployment and poverty in

society. In other words, entrepreneurship serves as a measure on which government, institutions, individuals and agencies can leverage to avert economic meltdown and sustain economic stability. It has to be noted, however, that rhetoric and theorising may enable the production of an operational framework for entrepreneurship. Personnel and action combined are nonetheless the essential variables to activating it. Connected to this perspective, Brown's human capital theory provides more understanding about a functional EE. These analyses highlight human development and productivity. It is implicitly a recognition of the role of education, starting from the basic level, involving training, learning and skill acquisition to ease creativity and innovation in a child/pupil.

As the propensity for creativity and innovation is formed in a pupil, it may stimulate action in the learner. Morris, Webb, Fu & Singhal (2013), Frese (2009), McMullen and Shepherd (2006) are of the view that, in the context of entrepreneurship, 'acting' serves as the 'engine' necessary to start and manage a business. Action, in this sense, is a quality and a precondition for entrepreneurial activity. It requires cognitive and personal elements. Fayolle and Gailly (2015) have made a list of such entrepreneurial characteristics. The mental component include creative thinking, positive thinking, opportunistic thinking and vision. Coupled with that it also necessary for the pupil to learn to exhibit patience, resilience, tolerance, intrinsic motivation, collaboration, and grit to be able to make a significant contribution in the business environment.

LITERATURE REVIEW

Education programmes that actively involve children is likely to create a strong succession plan to preserve the future of a society. EE is one of such programmes whose future correlates the functioning of entrepreneurship activities in the early stages of a learner (Global Entrepreneurship Monitor - GEM, 2014). A primary education curriculum that makes no provisions for entrepreneurship weakens the power of education and reduces youth employability. The engagement of pupils in EE at the formative stage is a vital way to develop the mindsets of children to be able to explore and discover their power of creativity and produce crafts and ventures from and for the environment in which they operate (European Commission, 2016). Childhood is a period where you can easily drive positive changes in attitudes and values in children. Any training at this stage directed at causing a change in them towards entrepreneurship has the tendency to produce lasting effects in terms of wealth creation and self-reliance. Most of the cognitive, physical, emotional psycho-social characteristics of a pupil begin to take shape at this stage (Paiva and Tadeu, 2017).

As such when business concepts are being introduced to children in the early years that education has the power to influence their perceptions, knowledge, capabilities, level of readiness and interests regarding entrepreneurship. Risk management and team work are sets of skills of which development in EE can facilitate in children (Mbeteh and Pelligrini, 2018; Organisation for Economic Co-operation and Development - OECD, 2009). The development of these attributes from the formative stage has the capacity to present a more potent and sustainable approach for undertaking entrepreneurship. Primary entrepreneurship education produces entrepreneurship drives in children to create business opportunities (*cf.* OECD, 2009). Being creative suggests the ability to develop ideas into tangible materials by identifying and applying the available resources within the environment for commercial purposes. It is a skill that differentiates humans from machines and artificial intelligence (Schumacher and Eimler, 2023). Such capability produces something practically from nothing. Creativity is a skill that is common among children because they like to produce objects at play. In this case creativity lacks economic value. EE has the capacity to channel that energy in children into something that leads to income generation, employment and tools that can meet human needs.

Furthermore, education in entrepreneurship is one in which learners are also developed to become innovative. It is an education that channels the skills, dispositions and mindsets of pupils towards producing something new. It has become a critical area, a dominant force in the contemporary Nigeria. EE curriculum occasions a continuum of young minds that keep generating improvements of goods and services (Kuratko, 2005). With this more value might be added to them and they can become more affordable, customer friendly, profitable and efficient. Researchers such as Assenova (2021) and Assenova (2020), suggest that early stage innovation can contribute to more significant growth in business start ups and scale ups. Children who are exposed to EE at the early stage of schooling are likely to constitute a workforce that can expand the frontiers of the business world by building a new ecosystem of entrepreneurship where crafts and ventures produced by children co-exist, and even compete with those made by the adults in the market place. In other words, this approach enables the inclusion of children in EE and entrepreneurship. That stimulates juvenile exploration that is likely to open up and set up a new vista of entrepreneurship e.g. new products, new markets, new industry and introduction of new sources of raw materials (Ajagbe, Kelechi, Kimuli & Cho, 2016).

A demand for EE curriculum in the primary education is an indication of the confidence reposed on the innovative abilities of children. The involvement of children in entrepreneurship education is a potential powerhouse of innovation for the country. By concentrating its provisions in the secondary and tertiary education levels nonetheless ignores the roles of children and makes the resourcefulness in them useless. The appeal for it intensifies the pressure to view and apply EE based on a comprehensive pattern so as to bridge the gap. In other words, any plan on EE that overlooks the primary school child is incomplete and exclusionary. It denies pupils who have innate abilities for innovation, love innovation and entrepreneurship the opportunity to express themselves and to contribute to solve societal problems. Opportunities for self-employment, however. increases greatly with the participation of young people in entrepreneurship (Kirby, 2006). In Ghana, for example, young people own about forty (40) per cent of the enterprises in that country (Roomi and Harrison, 2011).

The teaching of entrepreneurship in the primary schools sharpens pupils' competencies to innovate. A more fitting method during such instruction is the one which can generate in them the capacity to identify resources (Ajagbe et al., 2016; Gibbs, 2002) and opportunities for business as well as to be able to manage and overcome risks. Role models, guest speakers, didactic (directed) and case studies (Wilson, Kickul & Marlino, 2007; Solomon, 2007) are instructional approaches that possess the potentials to inspire the primary school child to aspire for entrepreneurial innovations. These strategies combine theories and practice in the teaching and learning of entrepreneurship, and are capable of encouraging active participation and inclusion as well as nurturing the zeal for business in children across social backgrounds. Their application is likely to motivate both boys and girls to engage in business, beginning from the micro level, and to develop necessary synergies for the business to thrive. The operation of EE at the formative years of education is a means to restructure the curriculum of primary education in ways that facilitate the development of children, thus making them become inclined to business. It is adjusting the culture of practice towards building capacities for business in children. That allows for the cradling of entrepreneurship and innovation in a country.

Creativity and innovation are nonetheless the constructs, which often appear in EE as the common personality determinants of entrepreneurial behaviour. Although the importance of these two traits are well established in education as they demonstrate the application of human cognition in business development (Zahra and Dess, 2001), it is also worthy to note that intellect alone may not guarantee a very effective engagements of children in entrepreneurship. Grit is a strong complement for these regular attributes of entrepreneurial programmes. Grit stands as a potent psychological mechanism, which lubricates an entrepreneurial mindset. In fact, as a part of the various constellations of elements that constitute entrepreneurial attitude, it urges a dogged resolve to convert ideas and knowledge into products and services for commercial purposes. Some children have a tenacity to sustain an action until the objective is achieved. That kind of energy is goal-directed. It is not bothered by any obstacles that may be encountered. Baum and Locke (2004) find that to be synonymous with or a component of grit.

As a construct, grit has been defined by champions of the concept, Duckworth, Peterson, Matthews & Kelly (2007) and Von Culin, Tsukayama & Duckworth (2014) as the capacity to pursue long-term goals with sustained zeal and hard work. This goes beyond cognitive prowess that is measured by the intelligence of a pupil. High achievements in entrepreneurship lessons cannot serve as the sole predictor of the person's performance in real life situations on entrepreneurship. More so, the ability to produce a venture and craft is not enough to sustain the success of the individual in entrepreneurship. A crucial aspect that inherently makes the difference among the children is perseverance. Grittier pupils are more likely to thrive in entrepreneurial engagements than the less gritty ones (Duckworth et al., 2007). It surmises that in entrepreneurship you do not make emphasis that pupils should rely on good grades alone, but more to also develop the skills to be able to weather the challenges and adversities in the market place. Entrepreneurial grit stands as a core psychological characteristic for predicting pupil participation in entrepreneurship and the fuel that sustains the drive for self-employment (*cf.* Arco-Tirado, Bojica, Fernandex-Martin & Hoyle, 2019).

STATEMENT OF THE PROBLEM

EE has evolved as a socioeconomic measure that plays a key role in poverty alleviation to benefit individuals, communities, and societies. It is an educational programme by which learners can acquire skill sets that facilitate creativity and innovation, resource identification, management, and negotiation. All the contents of EE are carefully selected to encourage learners to engage in economic activities that involve job creation, wealth creation, self-reliance and to become entrepreneurs. It has been observed, however, that substantial research, literature, policies, and curricula on the subject have yet to produce a comprehensive EE plan to also benefit learners in the formative years of education in Nigeria.

Primary school children constitute a significant per cent of a country's population. Yet, their interests and needs for entrepreneurship are often overlooked. Provisions for EE in the country are mostly focused on post primary and tertiary education. Even though it is being recognised as having a cross-curricular dimension, it has yet to feature (strongly) in the curriculum of primary education in Calabar Metropolis in Cross River State, Nigeria. A lack of strong entrepreneurship mindset among graduates and poor disposition in advancing entrepreneurship in the country are attributable to the failure to also operate EE in primary schools in the context. In consequence, a considerable number of pupils receive an education and upbringing that is anti-entrepreneurship, and this is a risk to the efforts to build a sustainably prosperous economy in the future.

PURPOSE OF THE STUDY

This study investigated the way provisions for entrepreneurship education correlate the engagement of pupils in state primary schools in entrepreneurship in Calabar Metropolis, Cross River State, Nigeria. It specifically examined the correlation between:

1. Creative skills and pupils' engagements in entrepreneurship.
2. Innovative abilities and pupils' engagements in entrepreneurship.
3. Personal grit and pupils' engagements in entrepreneurship.

RESEARCH QUESTIONS

The following questions were posed for the study:

1. How do creative skills correlate pupils' engagements in entrepreneurship?
2. What is the correlation between innovative abilities and pupils' engagements in entrepreneurship?
3. How does personal grit correlate pupils' engagements in entrepreneurship?

RESEARCH HYPOTHESES

These null hypotheses were formulated at .05 level of significance for the study:

1. Creative skills have no correlation with pupils' engagements in entrepreneurship.
2. There is no correlation between innovative abilities and pupils' engagements in entrepreneurship.
3. Personal grit has no correlation with pupils' engagements in entrepreneurship.

RESEARCH METHODS AND DESIGN

The quantitative research strand (Muijs, 2004; Creswell, 2003) is adopted for this study. It is a methodology that is able to address stated research hypotheses. Furthermore, quantitative researches follow the positivist philosophy ensuring that scientific values are taken into consideration all through the process of generating and analysing data as well as in establishing trustworthiness in the study.

Research design

In line with the quantitative direction of the study, the survey research design (Muijs, 2004) was being employed to enable the use of paper pen questionnaire to gather numerical data from the participants. Also, this design helps the researcher to take a snapshot of the overall issue under investigation. It implies that all non-quantitative measures are non-aligned herein and consequently jettisoned.

Area of study

Calabar Metropolis hosted the research area. The city is the administrative headquarters of Calabar Municipality in Cross River State, Nigeria. It is located in the south southern part of Nigeria, near the Atlantic Ocean. The place is home to a diverse population having different ethnic, lingual and cultural identities. Children, including boys and girls from these backgrounds, receive formal education in state primary schools sited in various locations across the city. Eight (8) public primary schools were established in the city as at the time of this study (Cross River State Universal Basic Education Board - CRSUBEB, 2022).

Study population

8320 pupils, including 4215 boys and 4105 girls, were enrolled across the primary schools (CRSUBEB, 2022). Children in primary 5 aged 9 years+ participated in the study. At this stage of education and age, pupils can read and write simple sentences in English Language. As such they can also provide rich data to support the study. Their peers in other grades and age were excluded. This is because those in the lower grades are younger and may not be proficient in English. Also, the older pupils in the higher grade than primary 5 were preparing for their graduation examination, and there was the need not to bother them.

The sample

800 pupils, composed of 400 males and 400 females, were recruited for this study. The sample represented almost10 per cent of the population. It is a sample size that was drawn in a way that could enable an effective feedback and representation of the universe based on gender.

Sampling procedure

These 800 respondents were selected via the cluster sampling approach (Muijs, 2004). This sampling technique is adopted because it is a probability sampling method and matches the quantitative trajectory of the study. Consequently, the population was separated into two clusters: boys and girls. 400 members were then selected from each group to participate. Doing that ensured the selection of an equal number of participants from each of the two genders for the study. Other sampling procedures such as quota, systematic, purposive, convenience, stratified and simple random sampling (Creswell, 2003) were unsuitable for use herein and as such were jettisoned.

Data source

The entrepreneurship education and pupil engagement questionnaire (EEPEQ) was employed to collect data. Its adoption is informed by the fact that children are in the area are familiar with him and can work with it. It had three sections in design: the information, demographics and scaling items parts. EEPEQ is a modified version of others that had been used in other studies that are almost similar to the present one. The modification is to make the EEPEQ able to address stated research questions and reflect context. Furthermore, it is a document that is worded in clear and simple sentences. Also, it is a-15-item-questionnaire attached to two Likert scale questionnaire of 'YES' and 'NO'. All features of the questionnaire were simplified so that children can easily respond to it.

Evaluation of the study

Three positivist based canons: validity, reliability and generalisability (Creswell, 2003), were being followed to evaluate this study. The developer of EEPEQ is research active and possesses the skills to design the instrument. Experts in Measurement and evaluation also examined the questionnaire to be sure it is appropriate and adequate for the primary study. A member check was employed too, thus giving opportunity for research peers to scrutinise the document. The EEPEQ was trialed in one state primary school in the research location. 20 pupils including 10 boys and 10 girls participated in the pilot study. Data from the study was subjected to a reliability test using the Cronbach Alpha. The outcome of data analysis was .78 and this suggests that the instrument is consistent and suitable for use in the main research. Findings from the primary study were generalised to the population.

ETHICAL ISSUES

All relevant authorities including staff of CRSUBEB, parents, head teachers, teachers and pupils gave informed consent and granted access to participants and needed data. Participants were also given the opportunity to withdraw participation from the study without giving a reason. A contingency plan was put in place to prevent any unpleasant circumstance that may halt the study. On that note, an extra school was placed on standby for that purpose. Caution was observed to ensure the items in the EEPEQ were phrased in ways that would not raise emotive issues in the respondents. Names of schools and pupils were pseudomysed and their data held securely.

DATA ANALYSIS

All questionnaires were completed and returned by the respondents. There was no attrition. Data from the demographic section of the EEPEQ were subjected to statistical analysis using the simple percentage (*see table 1)*. However, Pearson product moment correlation coefficient was applied to analyse data from the scaling item area of the questionnaire hypothesis-by-hypothesis (*see tables 2, 3 and 4*). Data was analysed via the Statistical Package of the Social Sciences (SPSS).

Table 1: Participants' Demographics

Variable	Description	Number	Percentage (%)
Gender	Boys	400	50
	Girls	400	50
	Total	**800**	**100**
Age	9-10 years	300	37.5
	11-12+	500	62.5
	Total	**800**	**100**

Data on table 1 above indicate that 400 boys representing 50% and 400 girls representing 50% of the sample took part in the research. In terms of age, 300 pupils aged 9-10 years representing 37.5 per cent and 500 of their peers aged 11-12+ representing 62.5 per cent of the sample were in participation. It implies that an equal number of boys and girls, and among them, more of the older pupils than the younger ones participated in the study. That indicates also that a significant number of older children were in primary or grade 5 at the time of the study.

Table 2: Pearson product moment correlation coefficient analysis of creative skills and pupils' engagements in entrepreneurship.

Variable	N	∑x ∑Y	∑x2 ∑Y2	∑xy	rcal	rcrit	df	CI	P
Creative skills	800	260502	67861292004	43103442426	7.24	3.47	799	95%	<.05
Pupils' engagements in entrepreneurship		165463	27378004369						

Data on table 2 above indicate that at 95% CI and 799 df, rcal (7.24) is higher than rcrit (N = 800, r = 3.47, p<.05). Null hypothesis that states that creative skills have no correlation with pupils' engagements in entrepreneurship is rejected while the alternative hypothesis is accepted. It suggests therefore that creative skills have a correlation with pupils' engagements in entrepreneurship in Calabar Metropolis. It simply means that the provision of entrepreneurship education helps to develop creative abilities in pupils and enables them apply such skills as they participate in entrepreneurial activities.

Table 3: Pearson product moment correlation coefficient analysis of innovative abilities and pupils' engagements in entrepreneurship.

Variable	N	∑x ∑Y	∑x2 ∑Y2	∑xy	rcal	rcrit	df	CI	P
Innovative abilities	800	221702	49151776804	38471061252	6.15	3.21	799	95%	<.05
Pupils' engagements in entrepreneurship		173526	30111272676						

Data on table 3 above illustrate that at 95% CI and 799 df, rcal (6.15) is higher than rcrit (N = 800, r = 3.21, p<.05). Null hypothesis that states that there is no correlation between innovative abilities and pupils' engagements in entrepreneurship is jettisoned while the alternative hypothesis is retained. It suggests therefore that innovative abilities have a correlation with pupils' engagements in entrepreneurship in the research area. In a simple term it means that the provision of entrepreneurship education helps to develop innovative abilities in pupils and enables them apply such skills as they participate in entrepreneurial activities.

Table 4: Pearson product moment correlation coefficient analysis of personal grit and pupils' engagements in entrepreneurship.

Variable	N	∑x ∑Y	∑x2 ∑Y2	∑xy	rcal	rcrit	df	CI	P
Personal grit	800	231601	53639023201	35646173112	6.01	3.02	799	95%	<.05
Pupils' engagements in entrepreneurship		153912	12688903744						

Data on table 4 above illustrate that at 95% CI and 799 df, rcal (6.01) is higher than rcrit (N = 800, r = 3.02, p<.05). The null hypothesis that states that personal grit has no correlation with pupils' engagements in entrepreneurship is rejected while the alternative hypothesis is upheld. It surmises therefore that personal grit has a correlation with pupils' engagements in entrepreneurship in the research site. It simply means that provisions for entrepreneurship education help to develop grit in pupils enabling them to apply the skill as they take part in entrepreneurial activities.

RESULTS

The following results were obtained from data analyses:

1. Creative skills have a correlation with pupils' engagements in entrepreneurship (N = 800, CI = 95%, df = 799, rcal = 7.24, rcrit = 3.47, p<.05);
2. Innovative abilities have a correlation with pupils' engagements in entrepreneurship (N = 800, CI = 95%, df = 799, rcal = 6.15, rcrit = 3.21, p<.05); and
3. Personal grit has a correlation with pupils' engagements in entrepreneurship (N = 800, CI = 95%, df = 799, rcal = 6.01, rcrit = 3.02, p<.05).

DISCUSSION

Findings from the study are discussed based on hypothesis as follows:

Hypothesis one

Findings from data analysis on hypothesis one indicate that creative skills have a correlation with pupils' engagements in entrepreneurship. It is consistent with the view from OECD (2009) that entrepreneurship education produces entrepreneurship drives in children to create business opportunities. Creativity is positively related to a pupil's purpose to start his or her own business (Hamidi, Wennberge & Berglund, 2008). EE has the capacity to pool the energy in children into creating something that can lead to income generation, employment and tools that can meet human needs in the society.

Hypothesis two

The outcome of data analysis of hypothesis two suggests that innovative abilities have a correlation with pupils' engagements in entrepreneurship. In line with this, Kuratko (2005) stated that EE curriculum occasions a continuum of young minds that keep generating improvements of goods and services. A critical benefit of EE is that children contribute to enabling newness of a craft and venture that can affect the market place (Davidsson, 2002). With this more value may be added for them to become more

affordable, customer friendly, profitable and efficient. Researchers such as Assenova (2021) and Assenova (2020), suggest that early stage innovation can contribute to more significant growth in business start ups and scale ups.

Hypothesis three

Data analysis of hypothesis three reveals that personal grit has a correlation with pupils' engagements in entrepreneurship. It is in connection wit this finding that Von Culin, Tsukayama & Duckworth (2014) stated that grit is the capacity to pursue long-term goals with sustained zeal and hard work. Implying that having grit is a personal issue. As such, earning goods in entrepreneurship education lessons in not enough. The development of an appreciable amount of grit is important. What inherently makes the difference among the children is perseverance. Grittier pupils are more likely to thrive in entrepreneurial engagements than the less gritty ones (Duckworth et al., 2007).

CONCLUSION

Entrepreneurship education (EE) is being adopted in school curriculum today as a measure to alleviate poverty and joblessness in Nigeria. Its provision in the primary school creates better potential for sustaining economic prosperity. The primary school provides education for children in the formative years. Such a foundation is critical for the development and sustenance of entrepreneurship in the country. At that level of education, it is easier to mould the knowledge, talents and skills of the child and direct them in ways that can benefit the economy, and to instil entrepreneurial mindset in them. A focus in favour of EE in the primary school is therefore a call for a review of the curriculum of primary education to feature EE as an economic strategy to develop the skills of the children to be able to create and innovate a business venture from within the available resources in the person's environment, and make it thrive even in the face of challenges. That guarantees a more sustainable means of ensuring self reliance and alleviating poverty and unemployment in a society.

RECOMMENDATIONS

Based on the findings above, the following recommendations were made:

1. The curriculum of primary education has to be revised to feature EE, not as an extracurricular activity, but as a major subject for all pupils to learn.
2. Recruit teachers who are competent to teach entrepreneurship education in primary schools.
3. Teaching of the subject has to be based more on practical and action than on theory. Relevant instructional materials such as monopoly has to be deployed during teaching and learning of EE.
4. Well equipped entrepreneurship workshops should be built in primary schools to enable pupils conduct practical learning on woodwork, mechanical works, building, confectionery, garment works, craftsmanship and computer. Teaching and learning has to be conducted in a manner that will match the age, stage and interests of the children.
5. The child labour act needs review to support the engagement of children entrepreneurs in entrepreneurial activities.

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