

## Integrating Basic Entrepreneurship Studies into Primary Education Curriculum: Platform for Sustainable National Development

Chikwuo S. Udu

*Department of Commerce/Cooperative Education  
Federal College of Education (Technical), Umunze-Anambra State, Nigeria.*

Ugochukwu P.N. Amadi

*Federal College of Education (Technical), Umunze-Anambra State, Nigeria.*

Doi:10.5901/ajis.2012.v2n5p69

### Abstract

*This study was conceived as a direct reaction to the unabated state of truth unemployment in the country. This situation has been blamed on poor formulation pupils are given to at the primary school level with particular reference to entrepreneurship skilled and knowledge. It was thus envisaged that introducing entrepreneurship studies at the primary level would give a good start and it was on this premise, this study sought the options of teachers and entrepreneurs on possible benefits of inclusion. The study was a survey, using 90 Primary school teachers and 60 entrepreneurs totaling 150 as study sample. Three research questions and one null hypothesis guided the study. A structured questionnaire was used for data collection while frequency, mean and  $\chi^2$  were applied in data analysis. Findings indicated among others that teachers and entrepreneurs see such curriculum innovation of beneficial effects in the nation economy. Among the major challenges envisaged are death of qualified teachers, facilities and instructional methods. Recommendation included recruitment of young qualified graduate teachers, training and retraining of teachers among others.*

### Introduction

The introduction of entrepreneurship education from the primary school level is beloved will offer pupils the opportunity to acquire fundamental knowledge and skills that will help to equip them further in life to take life challenges. The idea will expose youth who transit from primary to secondary level of education and later who would join the labour market the confidence to do so.

Most countries of the world concentrated entrepreneurship education programs only in the higher institutions. But as the root of industrialization entrepreneurship development must be initialed at the very foundation of human schooling – the primary, as it is believed that formal instruction in concepts will lay a good foundation for further learning as the scholars progress.

Entrepreneurship could simply be defined as the process of creating value by bringing together a unique package of resources to exploit an opportunity (Willians, 2002), citting Egbenebor, Amusan (2001) sees entrepreneurship as the will vigross and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. Amadi (2010) varied slightly when the defined entrepreneurship as a construct meant to desirable the ability of person / persons to create or identify existing investment opportunities and mobilize resources for successfully launch into the business. According, Osisoma (28) sees entrepreneurship as a combination of initiative, innovation and calculated risk – taking associated with identifying market opportunities, mobilizing resources and managing them efficiently in the generation of productive, viable and socially responsible enterprise.

Entrepreneurship as defined by Adnidu and Olannye (2006) implies creating and building something of value from practically nothing, creating and distributing of something of value and benefit to individuals, group organizations and societies resulting in the growth of an enterprise which satisfies the expectations of stakeholders whose roles sustain the business.

Drawing from the above definitions it could simply be said that entrepreneurship means the ability to create new ideas – innovativeness, products or services for personal self reliance and to meet the needs of the society.

### **Constraints to Effective Entrepreneurship Skills Development**

Developing entrepreneurship skills by the instrumentally of schooling has faced a lot of challenges some of which border on instructional facilities, infrastructure, public attitude toward entrepreneurship, finding, staffing.

Instrumental facilities and infrastructure are basic requirements in effective vocational and entrepreneurial skills training. This is true to the extent that effective skill training can only be delivered when the training task and operations are carried out in the same way with same tools, the same way, with the same operations as in the occupation itself (Amandi, Orikpe & Osinem, 2007). But as indicated by Komolofe and Akibo (2002), most schools leavers required instructional facilities, no workshops, laboratories and even regular classrooms are where any exists they are grossly inadequate and obsolete. Electric power supply for instance in more of an aberration in rural areas.

On poor public attitude toward entrepreneurship development, Nwakalo (2002) avers that there is a generally poor public options on entrepreneurial education – being seen as meant for deschoolers or dropouts from regular systems. To the parents, it is education meant for the mental weak. This state of apathy has prevailed against effectiveness youth involvement in entrepreneurial studies under curricular auspices.

Funds and finding have remained in daunting challenge to education generally. Often times people live had cause to challenges budgetary provisions in favour of education which has remained for belongs the 26% approved by UNESCO funding threshold. Following up to this in a tacit claim by Komolafe (2005) that entrepreneurship studies have not been properly funded in Nigeria at the level it has so far been introduced. This he argues has seriously incapacitated institutions of learning from acquiring needed facilities.

The dearth of qualified and experienced teachers and support staff that would dispense with the entrepreneurial component of the curriculum is another daunting challenge. Most people engaged today as instructors in entrepreneurship lack the requisite knowledge, skill and most importantly, the pedagogy. In the light of this Agomuo (2002) clearing states that no matter the type of education designed without an adequate supply of qualified teachers, the noble objectives would not be realized.

Effective entrepreneurship demands an ability to differentiate business opportunities from existing ones by proving products that have the ingredients of meeting needs in the immediate environment (Emmanuel, 2006). Teachers involved in the teaching of entrepreneurship need to be successful and should therefore be in regular improvement through attendance to business programmes, seminars, workshops and conferences.

### **Rationale for Introducing Entrepreneurship Studies in Primary School**

Hermann (2005) argues that the place of life which people spend in school can make important contribution to their awareness of future plans and aspirations. It is on this basis their is reasoned that introducing entrepreneurship studies at the rudimentary level of primary schools in a strategies intervention initiative that coned lay a social foundation for future advancement. This call may not be out of place considering that some countries of the secondary level are today repeating the benefits. In Japan presently, primary schools

---

concentrate on teaching of startup – related contents. This done partly in the course of conventional instruction and in the curriculum but also in the form of new education focuses and projects.

In summary, the need to further the cause of introduction of entrepreneurship contents into the primary education curriculum is a welcome idea that should be trial out in the Nigeria context.

### **Problem Statement**

The rate of youth unemployment in Nigeria rising unabated and this has led to high rates of social insecurities over the country. For instance, most social ones like robbery, kidnapping, and prostitution and recently in militancy and religion insurgences have been blamed on youth unemployment and poverty. The government efforts past and present to manage the situation have proved not guiding substantial dividend. This situation Amadi (2010) blamed on poor foundation in education basically, the primary level which curriculum appear over loaded with less important content while leaving out others that should normally be included. Entrepreneurship studies is one such component and it is argued that if initiated at the primary level and successfully too, youth unemployment and related challenges will gradually become a thing of history.

### **Purpose of the Study**

The study was generally intruded to determine the possibility of a successful launch of entrepreneurship studies at the primary school level. Specifically the following objectives were addressed.

1. To determine to the possibility of including entrepreneurial studies in the primary school curriculum.
2. To determine possible challenges to be encountered with this curricular innovation
3. Make recommendations on how to ensure effective introduction of entrepreneurial studies in primary schools.
- 4.

### **Significant of the study**

It is believed that the findings and recommendation of the study will effectively guide the government in the process of reviewing the primary school curriculum. They will also guide teachers and schools on the best way to implement the curriculum so as to achieve the intent of the innovation it is believed that this singular innovation if successfully prosecuted, will avail pupils ample opportunity to acquire more life survival skills that will carry them through the challenges of later life.

### **Research Questions**

1. What is the mean opinion of teachers and entrepreneurs on the proposal to introduce entrepreneurship studies at the primary level of education in Nigeria?
2. What are the possible challenges that are envisaged by this curricular innovation at the primary education level?
3. What are the strategies that can be adopted in ensuring effective integrative of entrepreneurial studies into primary education in Nigeria?
- 4.

### **Research Hypothesis**

**Ho:** Mean opinion of teachers and Entrepreneurs on the profitability of introduction of entrepreneurship studies at the primary school level will not differ significantly. ( $P = 0.05$ ).

## Methodology

This study was conceived as an opinion survey, using entrepreneurs and primary school teachers as respondents. As a matter of fact, the exact population of entrepreneurs in the study areas could not be ascertained. On a convenience basis therefore 60 identifiable entrepreneurs and 90 teachers were randomly selected to constitute the study sample. The study was localized within Ideato North Local Government Area of Imo State, Nigeria. A structured questionnaire was used for generating data based on the problem of the study and data was analyzed using frequency and mean. The null hypothesis was tested with the chi-square statistics.

## Results

Research Question I: What is the mean opinion of teachers and entrepreneurs on the benefit of introduction of entrepreneurial studies at primary school level?

**Table I:** Mean Responses of teachers and entrepreneurs on the benefits introduction of entrepreneurial studies with primary school curriculum.

S/N	Item Description	Response		Remark
		$\bar{X}$	SD	
1.	It will lay a good foundation in entrepreneurship	2.50	.42	Agree
2.	Pupils shall be exposed to fundamentals of entrepreneurship	2.78	.38	Agree
3.	Encourage mastery of business skills and habit early in life.	2.82	.66	Agree
4.	It will be a burden on pupil being exposed to business life too early	1.28	.47	Disagree
5.	It can lead to poor academic performance	1.22	.31	Disagree

Results in the table I as show that both teachers and entrepreneurs agree on the possible benefits of early introduction of entrepreneurial studies.

Ho:1 The mean responses of Teachers and Entrepreneurs on the profitability of the integration of Entrepreneurship studies into primary education curriculum will not differ significantly ( $p=0.05$ )

**Table A: Contingency Table**

Responses	SA	A	D	SD	Total
Teachers	29(23.61)	19(17.22)	17(22.33)	11(22.37)	76
Entrepreneurs	11(14.38)	7(11.66)	19(13.61)	11(8.22)	38
<b>Total</b>	<b>40</b>	<b>26</b>	<b>36</b>	<b>22</b>	<b>114</b>

**Table B: Calculation of  $X^2$**

Observed	Expected	$O_1 - E_1$	$(O_1 - E_1)^2$	$(O_1 - E_1)^2 / E$
$(O_1)$	$E_1$			

29	23.61	4.37	27.833	1.178
19	16.22	1.66	6.573	0.444
17	22.37	-5.27	26.777	1.191
11	13.66	5.38	6.562	0.518
7	11.66	2.66	27.833	1.771
19	13.61	4.37	6.562	0.711
12	8.22	1.66	2.755	0.830
				<b>7.626</b>

$$\begin{aligned}
 X^2_{cal} &= 7.626 \\
 X^2_{crit} &= 7.81 \\
 Df &= (3.1) (3-1) = 2 \\
 D &= 0.05
 \end{aligned}$$

### Decision Rule

Since the calculated  $X^2$  (7.626 is less than the critical  $X^2$  value (7.81) at  $P = 0.05$  and 2 degrees of freedom the  $H_0$  of no significant opinion difference is accepted.

Research Question 2: What are the possible challenges envisaged in the introduction of entrepreneurship studies into primary schools curricular.

		Response n = 150		
S/N	Item Description	$\bar{X}$	SD	Remark
1.	Dearth of qualified teachers	2.98	0.34	Agree
2.	Inadequate instructional facilities	2.87	0.41	Agree
3.	Over loading of teachers	2.67	0.47	Agree
4.	Over loading of pupils	2.60	0.43	Agree
5.	Pupils are too tender to grapple with business concepts.	2.55	0.31	Agree
6.	Inadequate time allowance	2.90	0.57	Agree
7.	Inadequate teacher motivation	2.66	0.42	Agree

From the results present above, it could be observed that all the 7 items were accepted as possible challenges envisaged in the introduction of entrepreneurial studies into primary school curriculum.

### Summary of Findings

The results of the study indicate that introduction of entrepreneurship studies into primary school curriculum is welcome idea as attested to by both teachers and entrepreneurs insolated into this study. The results further indicated that such integration will be laudable as it would help to lay a solid foundation for future entrepreneurial development. Anticipated challenges include inadequacy of qualified teachers, instructional facilities as well as defective delivery system. Recruitment of qualified graduate teachers and retraining of practicing teachers in entrepreneurship skills and knowledge are recommended as strategies for successful launch of entrepreneurship studies at the primary school level.

### Conclusion

The level of development of any nation depends on its resource inventory which includes human and

---

material. Entrepreneurship is required to mobilize these resources for eventual translation into useful products and services. It is strongly advocated that entrepreneurship development be started early in the life of every child through the instrumentality of primary schooling.

### Recommendations

Based on the results and significance of the study, the following recommendations are made:

1. Primary school curriculum should be reviewed to integrate basic entrepreneurial concepts
2. Primary school teachers should be encouraged to undergo professional training in entrepreneurship through regular workshops, seminars and conferences.
3. Young graduate teachers with experience to entrepreneurship studies should be employed into primary schools

### References

- Adindu, F.A & Olanye P.A. (2006): *Basic of Small Business Entrepreneurship*. Agbor: Royal Publications.
- Agomuo, E.E. (2002): Entrepreneurship skills Acquisition models for small scale Business Management. *Book of Reading in Business Education* (1) 58-63
- Amadi, U.P.N (2010). *Foundations of Entrepreneurship Development*. Unpublished lecture note Mimeograph Federal College of Education (Tech.) Umuze.
- Amadi, UPN, Orikpe E.A. & Osinem, E.C. (2007): *Theoretical Foundations of Vocational and Technical Education*. Umuze: Annyco Printers and Publishers.
- Emmanuel, C.L. (2006). *Entrepreneurship: A conceptual Approach* Lagos: Concept publications.
- Herman F. (2005). Entrepreneurial Orientation and Education in Australia secondary schools. Department of Entrepreneurial and Small business management, Vienna,
- Komolade, L.A. and Akibe L.A. (2002) Business Education as a panacea for youth Employment. Paper presented at National conference of National Association of Business Educators (Ede-Osun State 2002).
- Osioma, B.C. (2008) "*Entrepreneurship, A conceptual Approach*" Lagos. Concept publications.