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STAKE HOLDERS' DISPOSITION TOWARDS INCLUSION OF ENTREPRENEURSHIP STUDIES INTO PRIMARY SCHOOL CURRICULUM IN MINNA, CHANCHAGA LOCAL GOERNMENT AREA OF NIGER STATE

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ABSTRACT

Entrepreneurship education has become very relevant in the light of the present challenge of unemployment and restiveness among the youths in Nigeria. Research into stakeholders' position with regard to stage and how models are introduced into school curriculum will have some implications for entrepreneurship education. This study was aimed at investigating stakeholders' disposition towards inclusion of entrepreneurship studies into primary school curriculum in Minna, Chanchaga Local Government Area of Niger State. The study adopted a descriptive cross-sectional survey research design, which allowed the collection of primary quantitative data through pretested semi-structured questionnaire. Stratified random sampling and simple random sampling techniques were used to select 403 stakeholders, which included teachers (117), parents (224), policy makers (12) and entrepreneurs (50). Data were collected using a pretested interviewer administered questionnaire. The study instrument has five sections including the socio-demographic, knowledge and disposition to entrepreneurship education Knowledge was assessed using a 22-points knowledge scale and disposition was also assessed with a 19-point scale. Categorisation of knowledge score as 0-9point as poor, >9-15points as fair and >15points as good while disposition scores were categorised into 0-5points as poor, >5-8points as fair and >8points as good. The data were analysed using both descriptive and inferential statistics, including Chi-square test at 0.05 level of significance. Respondents (21.3%) were parents, (43.1%) teachers, (12.2%) policy makers and (23.4%) were entrepreneurs. Respondents (62.4%) and 17.3% had fair and good knowledge of entrepreneurship education, respectively. Few (35.5%) and 50.8% respondents had fair and good disposition towards inclusion of entrepreneurial curricular, respectively. Majority (97.5%) indicated their support for the inclusion of entrepreneurship skill into primary school curriculum and (99.0%) respondents were in support of child's early exposure to entrepreneurship study. Respondents (86.6%) perceived themselves as the most influential figures in the children's career development and decisions and 84.3% indicated also that they were willing to influence their wards towards choosing entrepreneurship studies with education. About one third (33.0%) indicated that socio-economic factors and educational background influenced their disposition towards the disposition to include entrepreneurship education. The study also confirmed that the current economic recession/hardship could be motivating factors towards the inclusion as (39.1%) of respondents were in support. There was no significant difference between stakeholders' age and disposition towards inclusion and also between stakeholders' income and disposition towards inclusion of entrepreneurship studies into primary school curriculum. Majority of the stakeholders were quite knowledgeable and had good disposition towards inclusion of entrepreneurship studies into primary school curriculum. It is therefore recommended that government should embark on creation of awareness and mobilisation on entrepreneurship education. Interest of the child should be considered as the first precondition for encouraging him/her to choose a career in the entrepreneurship education. Policy makers in education

sector should consider the inclusion of entrepreneurship studies into the primary school curriculum.

Keywords: *Entrepreneurship Education; Stakeholders' disposition; Primary school education*

INTRODUCTION

Entrepreneurship is today recognised as the answer to the increasing burden of unemployment and growing societal unrest. Most of the developing economies of the world are facing significant challenges of rapid societal change, volatile economy and insufficient number of opportunities; and the set of individuals who discover, evaluate and exploit them. The deliverables of entrepreneurship education when properly imbibed by students and learners are: (a) ability to identify something happening in the environment (resources); and (b) ability to impart something new to trainees, such that their creativity, innovative abilities, beliefs and recombination skills would be enhanced (Sofoluwe, 2007; Fuduric, 2008). Entrepreneurship education can be described as a training that stimulates learners to better their lives by generating value through the creation or expansion of economic activity, identification and exploiting new products, processes or markets (organization for economic co-operation and development (OECD) Entrepreneurship Indicator Programme, 2009). Anything that can be taught is education. Since entrepreneurship can be taught, entrepreneurship education then, refer to pragmatic and meaningful interaction between learner and instructor for the purpose of developing the ability of the learners to identify, evaluate and generate ideas and solving business problems in a unique way (Towobola and Raimi, 2011). Entrepreneurship education, when effectively and efficiently taught, has the likelihood to precipitate self-employment among learners and accelerating sustainable growth and development. This is evident in some developed nations like Japan and United State of that utilise entrepreneurial (facilitative) education for improving their human capital as opposed to the traditional approach of teach-and-listen approach, which is prevalent in the third world nations (Witte & Wolf, 2003; Raimi *et al*., 2011). Besides, entrepreneurship education has also been viewed as a learning process that instills in the learners/students traits and competencies such as team spirit, leadership, problem solving, negotiation skills, self-direction and self-management, unlike the traditional stereotype education, which places less attention on skills and practical needs of the world of work (Soskice, 1993; Sofoluwe, 2007; Gabadeen & Raimi, 2012). From several definitions provided above, entrepreneurship education can be conceptualised as a specialised and all-round training programme designed by education authorities to change the worldview of skilled youths from job seekers to wealth creators by developing their latent talents and potentials.

Entrepreneurship has been recognised as an important aspect of organisations and economies (Aruwa, 2004; Dickson, Solomon & Weaver, 2008; Akpomi, 2008; Ossai & Nwalado, 2012; Ayatse, 2013; Baba, 2013 and Ojeifo, 2013). It contributes in an immeasurable ways toward creating new jobs, wealth creation, poverty reduction and income generation for both the government and individuals. (Schumpeter, 1984) argues that entrepreneurship is very significant to the growth and development of economies. Having understood the role of entrepreneurship in economic development, it becomes apparent that careful attention is needed to invest and promote entrepreneurship. Education is also seen as one of the preconditions for entrepreneurship development. It is said to be an important determinant of selection into entrepreneurship, formation of new venture and entrepreneurial success (Dickson, Solomon & Weaver, 2008; Nwachukwu & Nwamuo, 2010; Baba, 2013). (Oke and Shokunbi, 2013) further viewed entrepreneurship as a basis for

growth. However, it is equally assumed that there is a positive relationship between education and individual's choice to become an entrepreneur as well as the result and outcome of his or her entrepreneurial activity. There is certainly, a significant shift in perception as entrepreneurship is now widely recognised as an important skill to be acquired. By igniting the enterprise spirit, particularly in the younger generation, this skill can be imparted. In the absence of readymade jobs, the youths need to be channeled in the path leading to the creation of new and thriving businesses.

Entrepreneurship education according to (Akpomi, 2008) is aimed at producing graduates from basic to tertiary level of school with thinking and entrepreneurial attributes. Increasing the number of entrepreneurs among students involved in business acts as a catalyst for the achievement of economic transformation in the country from middle-to a high-income economy and at the same time produces academics with values, skills, thoughts and entrepreneurship attributes. Furthermore, entrepreneurship education will inculcate and expose students and potential entrepreneurs to entrepreneurial values and skills, which include aspects of leadership, innovation, creativity, resilience, competitiveness independence, calculated risk and the ability to identify and create opportunities, (Akpomi, 2008). Education can set the foundation for entrepreneurship, by fostering the right mind set, by raising awareness of carrier opportunities and by providing the relevant business skill. Entrepreneurial skills and attitude provide benefits to society, even beyond their application to business activities. In fact, personal quality that is relevant to entrepreneurship such as creativity and a spirit of initiative can be useful to everyone in their working activities and in their daily life. However, entrepreneurship is yet to become a common feature or a wide spread subject in the Nigerian educational system (Oke & Shokunbi, 2013). Hence, researchers in Nigeria still have to further investigate this subject matter. The current research therefore seeks to examine stakeholder disposition of inclusion of entrepreneurial curriculum at the primary school level.

According to Vermount (2014), work-based learning in entrepreneurial education represents preparing people to understand all aspects of running a business and learning about being their own boss. Student entrepreneurship may take the form of school-based businesses that students help to set up and run, curricula that guide students through the process of creating business plans, working with local entrepreneurs and other community resources to plan and run enterprises, or any combination of these activities. Entrepreneurship offers students an interdisciplinary experience in understanding small business. In order to succeed in university, students must graduate from secondary school ready for the demands of postsecondary education. Academic and Career Preparation Training research (ACT, 2008) highlights the importance to all secondary school students of taking a rigorous core preparatory curriculum regardless of whether their intent is to enter a workforce training programme or a four-year college or university after graduation. In addition, ACT believes that students should start career planning as early as primary school, by learning about their interests and their academic strengths and weaknesses as they begin to consider postsecondary and career options. As stated by the US Department of Labour (2015), career preparation and work-based learning experiences are essential in order to form and develop aspirations and to make informed choices about careers. The Department conceptualises that these experiences can be provided during the school days, or through after-school programmes, and will require collaborations with prospective organisations. All youths need information on career options which include:

i. Career assessment to help identify students' school and post-school preferences and interests.
ii. Structured exposure to post-school education and other life-long learning opportunities.
iii. Exposure to career opportunities that ultimately lead to a living wage, including information about educational requirements, entry requirements, income and benefits potential and asset accumulation, and
iv. Training designed to improve job-seeking skills and work-place basic skills.

From the foregoing, career preparation is very germane to career aspiration as choice of entrepreneurial subject must be complemented with career preparation which eventually leads to meaningful and beneficial career aspiration at secondary school level. Also, a learner that has a strong desire or has the zeal for a particular profession which is career aspiration, and which may influence the choice of an entrepreneurial subject in school will need to undergo classroom instruction and work-based learning, that is, career preparation. Career based curriculum in Nigeria have been proved effective at the level of secondary and tertiary education but its implementation at the level of primary school to rightly prepare and inspire primary school students to make beneficial career choice is yet to be proven, It is on this note that this research work is poised to investigate the disposition of the major stakeholders in the society and educational setting towards the inclusion of entrepreneurship studies into the primary school curriculum.

STATEMENT OF THE PROBLEM

Many reasons have been advanced to explain the rising level of unemployment amongst school leavers in Nigeria. This situation has deteriorated as a result of the global economic melt-down which has inhibited the ability of the public (government) and private sectors to employ and retain school leavers. Experts have also expressed concern about the mismatch between the type of education received in Nigerian schools and the actual needs of the industries and other employers of labour. This concern creates an impetus for stakeholders in education to introduce entrepreneurship education in Nigerian secondary schools to equip the students with business skills that would make them self-employed rather than seek for jobs at graduation. Earlier studies have explored only the effectiveness of entrepreneurial curriculum at post primary school level and have been proven effective. Developing countries like Nigeria are similarly coming to term with the need to foster entrepreneurial drive more vigorously. This is because the rising rate of unemployment in Nigeria has become a nagging concern. Survey shows that Nigeria's unemployment rate rose to 23.9% in 2011 from 21.7% in 2010 and 19.7% in 2009 (National Bureau of Statistics, 2012). Whereas the nation's economy is believed to be growing at about 7% annually, paradoxically, it has failed to provide job to its citizen, particularly the youths who constitute 43% of the entire population (Oke & Shokunbi, 2013). From recent statistics released by the Federal Ministry of Youth and Development, approximately 4 million young people enter the work force every year. The introduction of entrepreneurship education by the Federal Government of Nigeria represents one of the concrete efforts to stem the tide of rising school leavers' unemployment in the country. (Anyanwu, Obichere & Ossai-Onah, 2012) explained that entrepreneurship education is the process of inculcating the knowledge of creating value by pulling together a unique package of resources to exploit an opportunity. Certainly, one of the most important issues in Nigeria today is the development and proper distribution of trained manpower that can meet the critical needs of the country which can only be possible if the occupational aspirations of the children are in line with that of the country. Research indicates that

stakeholders have influence, perhaps the single most important influence, on the career and job choices that their children make. National Planning Commission (2004) found that while parents' roles are unrecognized by some school officials, parental influence is permanent in children's career decisions. On the other hand the socioeconomic status of parents influences their ability to guide their children in their occupational aspiration and their choice of occupation. Socioeconomic variables such as parent occupation income, professional status, educational status, and marriage status have been found to influence the occupational choice of the children. The questions is could this socioeconomic variables influence their occupational aspirations equally? How will these variables influence the disposition of stakeholders to inclusion of Entrepreneurship Studies into primary school curriculum in Chanchaga Local Government Area of Niger State? Following from this, the problem of the study is to investigate into the role of socio-economic background of stakeholders and its influence on their disposition to inclusion of Entrepreneurship Studies into primary school curriculum in Chanchaga Local Government Area of Niger State?

Justification of the Study

It is the assumption in this present study that if the entrepreneurial subject is properly implemented at the level of primary school, it will prepare primary school pupils to have right aspiration and enable them to make an informed choice of entrepreneurial subjects at the secondary school level so as to positively influenced and give holistic insight to how unemployment can be reduced and also create job opportunities. But the disposition and perception of the primary school stakeholders (teachers, parents, policy maker and entrepreneurs) are yet to be known. The outcome of this study may be of benefit to pupils, teachers, parents and the school administrators. First, to students it may make them know if the entrepreneurial subject they have chosen either by them or for them is what they aspire to become in future. It may also enable them to have focus on what they do after primary education. It may also benefit the teachers because it can help them to recognise the level of their preparation on the entrepreneurial subjects chosen by the students and also help them to be able to guide the students in the right direction. To school administrators, the study may provide empirical knowledge on the entrepreneurial subjects that are selected and what the students really want and also prevent them from imposing trade subjects on the students. The study outcome may also provide information for school administrators on how to improve on the implementation of the trade subjects so that the objectives of introducing them into the curriculum are achieved.

Research Questions

1. What is the knowledge and understanding of stakeholders on the concept of Entrepreneurship Education?
2. What is the stakeholders' disposition towards inclusion of entrepreneurship study into primary school curriculum?
3. What are the factors that can influence stakeholders' disposition towards inclusion of entrepreneurship study into primary school curriculum?
4. What are the stakeholders' influence on the career choice of the children?

1.5 Objectives of the Study

The study examines stakeholders' disposition to inclusion of entrepreneurship studies into primary school curriculum with a view to achieving the following specific objectives.

i. To assess the knowledge and understanding of entrepreneurship education among the stakeholders.
ii. To know the stakeholders' disposition towards inclusion of entrepreneurship study into primary school curriculum.
iii. To examine the factors that can influence stakeholders' disposition towards inclusion of entrepreneurial curriculum in primary school.
iv. To determine the stakeholders' influence on the career choice of the children.

Hypotheses:

Null hypotheses (Ho)

1. Ho: There is no significant relationship between stakeholders' educational background and their disposition to inclusion of entrepreneurship education into primary school curriculum.
2. Ho: There is no significant relationship between type of stakeholders and their disposition to inclusion of entrepreneurship education.
3. Ho: There is no significant relationship between stakeholders' age and their disposition to inclusion of entrepreneurship skill.
4. Ho: There is no significant relationship between stakeholders' income and their disposition to inclusion of entrepreneurship skill.

LITERATURE REVIEW

Entrepreneurship education is the type of education which has the ability to impact on the growth and development of an enterprise through technical and vocational training (Tamuno and Ogiji, 1999). According to (Nwosu and Ohia 2009), entrepreneurship education is that aspect of education which equips an individual and creates in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquired in school. This means that entrepreneurship education helps to provide students with the knowledge, skills and motivation to encourage entrepreneurship in variety of settings. Entrepreneurship education creates the willingness and ability in a person to seek out investment opportunities in the society and be able to establish and run an enterprise successfully based on the identifiable opportunities (Fashua, 2006). (Okiti, 2009) describes entrepreneurship education as the gateway to job opportunities and job creation which would constantly enhance self-reliance and self-employment among university graduates. (Nwangwu, 2007) articulates the objectives of entrepreneurial education in schools to include:

- ✓ Offering functional education for youths so as to enable them to be self-employed and self-reliant
- ✓ Providing graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities
- ✓ Offering graduates adequate training in the acquisition of skills that will enable them to meet the manpower needs of the society

These objectives buttress the need for youth entrepreneurial empowerment through entrepreneurship education at all level to harness their potentials and intellectual creativity for job creation. (Ijaz et al. 2012) in their study pointed out that entrepreneurship education provides various opportunities for students in social interactions with their teachers and peer groups which effects on the entrepreneurial learning process and provides a source for entrepreneurial intention. They recommended that entrepreneurship education should be

included at all educational levels which develop entrepreneurship intention and can contribute in social development of entrepreneur as well as the country. In support of this, (Postigo and Tamborini 2002) maintain that entrepreneurship education stimulates and develops in the individuals the zeal to be an entrepreneur as well as equipping the person with the tools necessary to set-up of new ventures. This means that entrepreneurship education aims at empowering the youth through the adoption and promotion of problem-solving pedagogical approach, familiarity with information and communication technology, environmental awareness and entrepreneurship skills (Enaohwo, 2009). It is therefore, a major source of job creation, empowerment and economic dynamism in the globalizing world. In support of this, (Donaldson and Scannell, 2000) stress the need for the teacher to trigger the desire to learn in the learner by relating the benefits of learning to personal and job needs of the students. In this regard, entrepreneurial education program should be designed to meet the relevant needs of the students for job creation on graduation. (Singh and Sharma, 2011) describe entrepreneurship as the ability to create and build something from practically nothing and it involves the process of creating value by pulling together a unique package of resources to exploit an opportunity. According to them, the need of the time is to empower people technically through entrepreneurship training to cope with the changing times and productivity using their entrepreneurial skills for setting and sustaining enterprises. In a study carried out by (Etor et al. 2009), it was found that students were positive in their rating of the relevance of entrepreneurial studies to their learning need for entrepreneurship. It was also found that students agreed that inadequate skilled lecturers, lack of laboratory and conducive classroom for practical work, lack of training materials and textbooks were the operational problems affecting effective teaching of entrepreneurial studies. (Uche et al. 2009) in their study discovered that university students lack entrepreneurial skills. Out of 2,500 students that were used for the study, only 3% acquired time management skill, 3.2% acquired sale and marketing skill, 3.6% acquired self-motivation skill, 6% acquired communication skill, 5.6% acquired information skill and 84% said they did not acquire any skill. These findings suggest that our university graduates do not acquire adequate entrepreneurial skills for job creation. This finding is at variance with the idea of (Tulgan, 1999) that entrepreneurship education at the university level prepares students to acquire a variety of skills that can make the students to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers by immersing them in real life learning experiences where they can take risk, manage the results and learn from the outcomes. This will help them to be self-sufficient with potentials to create and manage businesses in which they can function as the employer of labor rather than merely being an employee (MadumereObike and Ukala, 2009).

Concept of Entrepreneurship Education

Entrepreneurship is the purposeful activity (including an integrated sequence of decisions) of an individual or group of associated individuals, under-taken to initiate, maintain, or aggrandize a profit-oriented business unit for the production or distribution of economic goods and services (Nwachukwu, 1990). Entrepreneurship at least in all non-authoritarian societies constitute a bridge between society as a whole, especially the non-economic aspect of that society, and the profit oriented institutions established to take off its economic development and to satisfy, as best they can, its economic desires. (Schumpeter, 1994) defines entrepreneurship as the ability to perceive and undertake business opportunities, taking advantage of scarce resource utilisation. In simplest form, entrepreneurship is the willingness and the ability to seek out investment opportunities and to run an enterprise for

profit. In this later sense, entrepreneurship takes premium over capital. It is equally more fundamental than capital because capital formation is the result of entrepreneurial activity. Entrepreneurs are therefore regarded as central figures in economic development. Their contributions run through labour actions, movement of capital goods and conversion of raw materials into finished products, and ultimately, effectual distribution of the products to final consumers. Entrepreneurs are therefore those who search and discover economic opportunities, marshal the financial and other resources necessary for the development of the opportunities, evaluate alternatives available in the environment and allocate resources to the most profitable ones and as well take the ultimate responsibility for the management and/or successful execution of opportunities. An Entrepreneur is somewhat comfortable with taking and assuming risks which are impassioned with the dream being pursued. He or she knows where to get help, and when it is needed, and as well as being ever ready to receive changes in the business surrounding environment (Schumpeter, 1994). Consequently, universities should commence training high level manpower whose characteristics are usually obsessive, focused, articulate, and resourceful. In this way graduates will turn out typically charismatic leaders, and tend to be introspective in the skills of job creation, wealth generation and innovative skill utilization. Empowering the Nigerian people towards wealth creation, employment generation, poverty reduction and value re-orientation (NEEDS, 2005), is a foremost cardinal point for strategic macro-economic framework. This also reflects in the recent increase in the demand for educational programmes in entrepreneurship in the country's tertiary institutions, parastatals and non-governmental paradigms. If fully satisfied, this new vision and values would shine the spotlight on small medium scale business activities in Nigeria. Thus, increased education on entrepreneurial skills would create that perfect opportunity to stimulate economic growth. Institutions are therefore to properly train individuals who will have the right tools necessary to commence and grow successful businesses with reduced risk of failure. Entrepreneurship is frequently a scarce resource because entrepreneurs are gap fillers and inputs completers and these are highly scarce talents. David C. McClelland of Harvard University, U.S.A., highlighted this paramount importance of entrepreneurship in his "Need Theory of Entrepreneurship". McClelland made a comprehensive contribution to the conceptualization of motivators to entrepreneurship development by identifying three types of basic motivating needs which he classified as need for power (n/PWR), and need for affiliation (n/AAF), and need for achievement (n/ACH).

Considerable research has been done on method of testing people with respect to these three types of needs, and McClelland and his associates have done substantial research, especially on the need for achievement drive. Research on achievement needs has been noteworthy and is often used by psychologists as a prototype of how knowledge should be researched and discovered in the behavioural science as a way of developing entrepreneurship. All three drives; power, affiliation and achievement, are of relevance to management since all must be recognised to make organised enterprise work well, because such enterprise and its departments represents group of individuals working together to achieve goals, hence the paramount importance of the need for achievement in entrepreneurship development. Entrepreneurship education is the inculcation of skills in business start up, business development and business expansion in individuals such that they have more opportunities to exercise creative freedom, higher self esteem and greater sense of control over life (Utopia, 2000).Wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses. (Siamatocre, 2008) further asserts that entrepreneurship education is made up of all kinds of

experiences that give students the ability and vision of how to access and transform opportunities of different kinds. Such education allows students to develop and use their creativity, and to take initiatives, responsibility and risks. This conception is an attempt not to make it enterprise education but to involve the entire attempt by the individual to exercise his freedom of creativity and turn it to wealth. Actually, the richest people globally are the entrepreneurs not the workers. Thus, it goes beyond business creation. It is about increasing students' ability to anticipate and respond to societal changes. According to the Consortium entrepreneurial education (2001) Entrepreneurship includes:

1. Improved financial literacy

Financial education has always been important for consumers in helping them budget and manage their income, save and invest efficiently, and avoid becoming victims of fraud. As financial markets become increasingly sophisticated and as households assume more of the responsibility and risk for financial decisions, financial education is increasingly necessary for individuals, not only to ensure their own financial well-being but also to ensure the smooth functioning of financial markets and the economy. Financial literacy refers to knowledge and skill related to money management. It includes the ability to balance a checkbook, manage a credit card, prepare a budget, take out a loan and buy insurance (Jacob, Hudson, and Bush, 2000). As concern about financial outcomes for youths has grown, nonprofit organizations have developed multiple-choice "test" of financial knowledge.

2. Workplace literacy

Workplace literacy means the mix of skills employees need to complete everyday tasks at work. Employees need these skills to communicate with customers, understand health and safety information, keep accurate records and follow production schedules. Workplace Literacy trains workers in the skills of Listening, Speaking, Reading and Writing in the English language in a real-life context. Each trainee will have to take a Pre WPLN Assessment on English literacy and numeracy before being placed into the most suitable level of training programme.

3. Awareness of career and entrepreneurial options, steps in business startup
4. Entrepreneurship process/business plan literacy, opportunity cost literacy financial literacy and wealth creation. this involves creativity in:

- ✓ Assessing opportunities
- ✓ Evaluating the feasibility of idea
- ✓ Identifying legitimate sources of capital
- ✓ Evaluating ownership structures
- ✓ Translating problems into opportunities
- ✓ Appling principles of Acquire skills in business start-up
- ✓ Business management/operation skills financial management ethical business practices accounting principles

It also involves creation of businesses developers' human relations manager. Managers of risk entrepreneurial thinkers who also have the skills and tools to start their own businesses, this means increasing ones horizon in terms of starting with a micro scale or a small scale through a middle scale to a large scale industries for total dependent on self for existence. This is more important now since the shift in the world is to a private sector driven economy.

The term entrepreneurship education is used interchangeably with entrepreneurship training and skill acquisition. Conceptually, entrepreneurship education refers to a specialised knowledge that inculcates in learners the traits of risk-taking, innovation,

arbitrage and co-ordination of factors of production for the purpose of creating new products or services for new and existing users within human communities (Acs & Storey 2004; 2007; Minniti & Lévesque 2008; Naudé; Kanothi, 2009). (Mauchi1 *et al*., 2011: 1307) defines entrepreneurship education "as the process of providing individuals with the ability to recognise commercial opportunities and the knowledge, skills and attitudes to act on them." Entrepreneurship education has also been described as a formal or informal structured learning that give students/trainees the ability to identify, screen and seize available opportunities in the environment in addition to skill acquisition (Sexton & Smilor, 1997; Jones & English, 2004). Entrepreneurship education is a product of the rising challenges in the society. Its curriculum content must be responsive enough to address the obvious short comings of our present school system. That is why (Ogunkunle, 2009) remarked that global changes in recent times call for innovations in the school curriculum. Entrepreneurship education is aimed at meeting the challenges of the Millennium Development Goals (MDGs). Curriculum must be responsive and relevant to the current and anticipated needs, problems and aspirations of the learner (Emah, 2009). Entrepreneurship education is an aspect of both responsive and functional curriculum and so the curriculum contents are mutually interrelating and overlapping.

The Development of Entrepreneurship Education – A Brief Overview

The history of entrepreneurship education could be dated back in 1938 when Shigeru Fijii, who was the teaching pioneer at Kobe University, Japan had initiated education in entrepreneurship (Alberti, Sciascia et al. 2004). Despite that, most of the entrepreneurship courses and programmes were pioneered and introduced in American universities. Many American universities have comparatively long tradition as entrepreneurship education providers through its business schools and have well documented entrepreneurship courses, paving the way for entrepreneurship studies as a legitimate area of academic programmes (Franke and Luthje 2004; Raichaudhuri 2005).Entrepreneurship education, according to (Binks,2005), refers 'to the pedagogical process involved in the encouragement of entrepreneurial activities behaviours and mindsets'. Functionally entrepreneurship education has been lauded as being able to create and increase awareness as well as promote self employment as a career choice among young people (Clayton 1989; Fleming 1996). Therefore the role of entrepreneurship education is mainly to build an entrepreneurial culture among young people that, in turn, would improve their career choices towards entrepreneurship (Deakins, Glancey et al. 2005). In other words, the objectives of entrepreneurship education are aimed in changing students' state of behaviours and even intention that makes them to understand entrepreneurship, to become entrepreneurial and to become an entrepreneur that finally resulted in the formation of new businesses as well as new job opportunities (Fayolle and Gailly, 2005; Hannon 2005; Venkatachalam and Waqif, 2005). In achieving this, the design of entrepreneurship education curriculum need to be creative, innovative and imaginative and most importantly is 'tying academic learning to the real world' (Robinson and Haynes 1991, p. 51).It worth noting that entrepreneurship education is the general term used in the North America while in the United Kingdom, Ireland and some European countries, the term enterprise education is widely used (Hagan, 2004).

The Need for Entrepreneurship Education and Training

Research has been extensively focused on the field of entrepreneurship education, which has enjoyed exponential growth level internationally (Hill, Cinneide et al. 2003; Raichaudhuri, 2005). This is evident from the strands of studies which have been conducted on the ability of

entrepreneurship to create new jobs and the importance of entrepreneurship education in producing potential entrepreneurs from the educational system (Kourilsky 1995; Kuratko 2005; Venkatachalam and Waqif, 2005). For example, (Volery and Mueller, 2006) highlight the possibility of the role of entrepreneurship education in influencing an individual's decision to become an entrepreneur. Participation in entrepreneurship education, in this regard, has been associated with the increasing interest towards choosing entrepreneurship as a viable career option (Gorman, Hanlon et al., 1997). To this end, universities and other institutions of higher learning have been given the mandate to play a leading role in inculcating students with the entrepreneurial knowledge and skills that will be useful in their future career endeavours (Nurmi and Paasio, 2007). Entrepreneurship education has been recognised as one of the vital determinants that could influence students' career decisions (Kolvereid and Moen, 1997); Peterman and Kennedy, 2003). Due to that influence, there is a need to examine how entrepreneurship education could influence university students' propensity to entrepreneurship.

Rationales for Entrepreneurial Studies at the Primary School Level

Private sector development should also include the promotion of entrepreneurship. As Morris (2001) has observed, it is difficult for sustainable economic development to occur without entrepreneurship, or could society increase its GDP, stock of wealth, or improve its quality of life without an increase in entrepreneurship. Indeed, the effort of the government in encouraging opening of entrepreneurship/skill acquisition centre across the federation is one positive step, but that effort alone will not produce entrepreneurs needed in the private sector. There are many other steps to be taken. One effective strategy is to sow the concept of entrepreneurship among the youth by making it a legitimate subject of study in the primary, junior and senior secondary school curricula. Making entrepreneurship a legitimate subject at the primary school level suggests that pupils should be supplied with appropriate textbooks, competent teachers, well-designed curriculum, and made to write examination for it. Nevertheless, I am not suggesting that an introduction of entrepreneurial studies at the primary school level would automatically convert every primary pupil into entrepreneur. That would be so simplistic a vision and it would have shown my lack of understanding of human psychology in education. Like any school subjects, students may either love or hate entrepreneurial studies depending on instructional delivery style, learning activities, personal motivation, perceived usefulness of the subject, and peer or familial pressure. As (Kleppe,2002) rightly put it, "the vast majority of students will not go on to create new businesses, but the experience is still worthwhile, since students bring to companies they would work for an entrepreneurial skill set that would greatly benefit those companies". Similarly, (Southon & West, 2004) drawing on their field experiences stated that not all students could be entrepreneurs but the knowledge, skills, and abilities that students developed in entrepreneurship courses could be used in all walks of life. However, we cannot write off the fact that students who take courses in entrepreneurship have a favourable disposition toward entrepreneurship and venture creation in general than students who do not take such a course (Clark et at, 1984; see also Fayolle, 2000; Kolvereid & Moen, 1997). (Hytti, 2002) in his research in Finland about the teaching of entrepreneurship at the secondary school level divides students who enrolled in entrepreneurial education into two distinct groups. He states that there are students who enrolled in entrepreneurial studies out of sheer intellectual curiosity without any initial inkling to become future entrepreneurs. Nevertheless using the socialization perspective, it is possible that some of those students could develop a desire to become entrepreneurs as a result of their positive experiences with

the studies of entrepreneurship. The other category is made up of students, according to Hytti (2002), who want to learn to become entrepreneurs. Such students have several questions to which they want to explore appropriate answers. For example, they may have the following questions: Am I an entrepreneur? What are the characteristics of an entrepreneur? How do I become an entrepreneur? Which sector of the economy could I fit as an entrepreneur? For these students, entrepreneurial studies would be a process of self-discovery. It is logical to say that just as some students in the first category may eventually embrace entrepreneurship as a career choice, some students in the second category may give up their dreams to become future entrepreneurs. Some people may argue that entrepreneurs are born and not made. Such people are likely to use their observations of the Igbo group (an Igbo ethnic group) in Nigeria, to argue that those people have never completed any formal educational program in entrepreneurship, yet they are the most enterprising group in Nigeria. However, the fact that the Igbo ethnic group is very enterprising does not mean that they do not provide informal education for themselves. Accordingly, (Echtner, 1995) provides the following insight: Certainly, it is difficult to deny that some individuals seem to have innate entrepreneurial flair, just as others have natural talents for mathematics and music. Nevertheless, success in any endeavour requires the appropriate mix of ingrained characteristics and learned skills. Aspiring entrepreneurs not only need certain behavioural traits but also need to acquire knowledge of the venture creation process, including an understanding of the specific management tools. While many innovative individuals would like to become entrepreneurs, they often lack the techniques and skills to succeed. Thus, despite the fact that some students would have a natural inclination toward entrepreneurship, entrepreneurial education would also benefit such students tremendously by providing them opportunities to develop and hone their skills, abilities, and knowledge about running a business, introducing innovations, efficiency, productivity and government policies that impact on businesses. The argument is that the Nigerian government does not have to wait until the youth complete their education before they are provided entrepreneurial education. It should start right away while the youth are in school. Entrepreneurship as a primary school subject has the possibility of encouraging some pupils to become entrepreneurs after graduation from school rather than looking for non-existent government jobs. Consequently, entrepreneurship as a school subject is more likely to encourage self-employment among Nigerian youth as they develop positive attitude toward self-employment, personal responsibility, and self-reliance. Nigeria has a deep rooted culture of our school graduates always expecting the government to provide them jobs instead of creating jobs for themselves. This post-colonial mentality must be uprooted and entrepreneurial studies at the primary level would be a long-term approach to accomplish that goal. Indeed, a true private sector development is an idea that must be sown among the youth early in their schooling career in order to develop private businesses (small, medium or large), hence a market economy.

Entrepreneurship as a school subject has a better prospect of contributing to make that vision a reality. In addition, while the introduction of entrepreneurship as a primary school subject may encourage some students to set up businesses for themselves upon graduation, it would also encourage other students to study it at the university level in order to become researchers and consultants of entrepreneurship. This conclusion supports (Dzidonu's 2005) idea that "the private sector development is the engine of growth of the economy but research is the fuel which propels the engine". As well, the introduction of entrepreneurial studies at the primary school level would provide a practical context in which pupils would apply theoretical concepts they have learnt in other business subjects. As entrepreneurship is

an applied discipline, it requires students to solve practical business problems such as improving labour productivity or reducing business operating costs using a variety of ideas, concepts and approaches. Nonetheless, critics may charge that students in secondary schools in Nigeria have been doing very well in learning of austere business subjects such as economics, business management, commerce and accounting and that the introduction of entrepreneurship is superfluous. This argument flies on our faces when we realize that business students at the tertiary level demand that they want their business courses to be more applied (Hopkins & Feldman, 1989). Even if secondary students have been doing well in business subjects, as the critics may argue, there is nothing wrong with giving these students an opportunity to learn the craft of entrepreneurship, which will require them to solve real-life business problems by synthesizing ideas and concepts from other business subjects, along with their own practical observations, logical thinking and creativity skills. Finally, in Dana, (1996) study of entrepreneurs in an Alaskan town with a huge concentration of Inuit population, he came to the conclusion that entrepreneurship is not necessarily a function of opportunity, but rather a function of cultural perceptions of opportunity. To break down cultural barriers to entrepreneurship in that township, (Dana, 1996) suggests that entrepreneurial development programs should be designed to foster entrepreneurial values and culture among the indigenous population.

Stakeholders' Influence on Children Educational and Occupational Decisions

In order to understand the reasoning behind much of the research on parental influence of children's career choices, it is important to examine four main theories behind the development of children's career aspirations. These theories include those of Eli Ginzberg (1988), Robert Havighurst (1964), Anne Roe (1957), and Linda Gottfredson (1981). Of these four, Eli Ginzberg was the first to develop a theory about career choice that included the stages of childhood (Trice, 1995). Ginzberg's theory suggested that occupational choice is an ongoing process that occurs in a succession of three periods: fantasy choices (before age 11), tentative choices (between ages 11 and 17), and realistic choices (between ages 17 and young adulthood) (Ginzberg, 1988). It is during the first period of fantasy choice when children are most impulsive about their career choices and make "an arbitrary translation ... of needs into an occupational choice" (Ginzberg, 1988, 7 p. 360). In a review of Ginzberg's theory, Trice (1995) said that during fantasy choice, "children ... aspire widely and impulsively with the principal constraints being the father's occupation and parental suggestions". Ginzberg (1988) made no other allusion to parental influence except perhaps in the periods of tentative and realistic choice when he said that adolescents must, "work out a compromise between their interests, capacities, and values, and the opportunities and limitations of the environment" (p. 361). It seems that these opportunities and limitations of the environment might include parental influence; however, he did not allude to this specifically. Instead, Ginzberg (1988) said that the family was not doing enough and had developed too much of a "laissez-faire attitude" by saying to children: "You make any choice you want. All I want is for you to be happy" (p. 362). It seems that Ginzberg was suggesting that parents should become more involved in career planning with their children. Perhaps when he said that, "No adolescent ever makes an occupational choice alone," Ginzberg (1988) impelled other theorists to research who has the greatest influence over an adolescent's career decision (p. 362). Another theorist, Robert Havighurst (1964), also recognized vocational development, but he believed this to be a lifelong process rather than something that only occurs within the stages of childhood. Havighurst's vocational development model consisted of six stages, spanning the ages of five to seventy and older, however, only the first stage mentioned

parental influence (Havighurst, 1964). This stage was entitled, "Identification with a Worker" and included ages five to ten. While in this stage, children identified with a worker who was close to them such as their father, mother, or other significant person (Havighurst, 1964). While he did not make further mention of direct 8 parental influence in his model, Havighurst did recognize additional factors that parents could arguably influence during their child's first stage of vocational development. For instance, Havighurst believed that children must achieve certain developmental tasks at each stage in order to move onto the next level. After reviewing four case studies in regard to his theory, Havighurst (1964) noted that, "By age 10, it was clear to the practiced eye that ... work careers would be related to their performance of the intellectual, social, and moral developmental tasks of childhood" (p. 222). While not stated by Havighurst, other researchers have supported the idea that parents influence their child's intellectual, social, and moral development (Hesse-Biber & Carter, 2000; Otto, 2000).

Anne Roe (1957), a third theorist, believed parents had a more direct influence on career choice throughout their children's lives. Roe's theory was largely related to Maslow's Hierarchy of Needs. She believed that any needs that were not satisfied during childhood would either be eliminated from ones consciousness, or serve as unconscious motivators. For example, Roe (1957) stated that, "A child whose expressions of natural curiosity were thoroughly blocked, would cease to be curious" (p. 213). Therefore, Roe (1957) maintained that parental attitudes toward their children were more important than the career they possessed or their behaviors. Roe also believed that parenting styles were a major factor in determining a child's career choice. She included the following six parenting styles in her model: "overprotection," "overdemanding," "emotional rejection," "neglect of the child," "casual acceptance," and "loving acceptance" (Roe, 1957, p. 214). Roe (1957) hypothesized that children who experienced the parenting styles of "loving acceptance," "overprotection," and "overdernanding" would be orientated towards careers with persons, such as jobs dealing with service, culture, or entertainment (p. 216). On the other hand, children exposed to parenting styles of "casual acceptance," "neglect," and "emotional rejection" would be oriented towards careers with nonpersons, such as scientific and mechanical interests (Roe, 1957, p. 216). According to Trice (1995), Roe abandoned most of her hypotheses in 1964, suggesting that children pursued careers based on parental attachment. For instance, Roe stated that children with secure attachments most often pursued person-oriented occupations (Trice, 1995). The last of the four theorists was Linda Gottfredson (1981) who stated that children's career choices were influenced by seven major elements including gender, social class, background, intelligence, interests, competencies, and values. Each of these elements was thought to affect a child's self-concept at four different stages of cognitive development. Gottfredson (1981) proposed that at each stage, children began to restrict their career choices as they grew in understanding of who they were. The first of the four stages was called "orientation to size and power," which occurred between ages three and five (Gottfredson, 1981, p. 558). At this stage, children were able to grasp the concept of adulthood for the first time. The second stage occurred between age six and eight and was called "orientation to sex roles," followed by the third stage, "orientation to social valuation," between ages nine and thirteen (Gottfredson, 1981, p. 559). At the third stage, children developed more abstract concepts of self and thought about social class as well as their own abilities when considering a career.

The fourth stage began at age fourteen and was called "an orientation to the internal, unique self" (Gottfredson, 1981, p. 566). At this stage, Gofffredson (1981) believed that children

began to rule out certain careers that were not consistent with their self-concept including their personal interests, capacities, and values. While none of Gottfredson's four stages made a specific reference to the child's parents, she did mention that a college student was more likely to have knowledge of the skills necessary within their father's occupation compared to knowledge of other professions (Gottfredson, 1981). She also found that most children aspired to a career within their own reference group and said that, "A lower-class child is most likely to orient to the lower class and adopts its standards for success '" " (Gottfredson, 1981, p. 563). In addition, Gottfredson (1981) mentioned that children would adopt their parents' aspirations and their ideas of acceptable careers. She also found parental influence to be more significant for children of lower intelligence and social status. However, even children of higher intelligence and social status were more likely to plan for college if encouraged by their parents (Gottfredson, 1981). Therefore, it seems that even though Gottfredson suggested that career choice was largely impacted by children's self-concept, she also acknowledged the role of parental aspirations and encouragement. Parents from different groups have different types of influence on the educational and occupational decisions of both boys and girls in the family (Ajewole, 2004). Parents who believe that their own role is important for their children's achievement tend to be more controlling and to be keener in developing the child's interest (Georgion, 1999). The overall success of the Entrepreneurship education will depend not only on the inculcation of the relevant skills but also on the ability of the student to take on the appropriate career which will enhance the manifestation of these skills. That is where the problem of parents comes into play. Parental influence has been found to be a factor affecting occupational aspirations along with socio-economic status. (Ifeakor and Enemuo, 2009) stated that the key ingredient in a family's orientation toward achievement is a supportive home environment, regardless of socioeconomic status. Parental encouragement on basic education was found to be the primary predictor of career aspirations for African American and white, male and female sixth grades. In this study socioeconomic status was found to have a greater negative impact on males than females. (Piwuna and Osasebor, 2009), found that from a group of high ability, 11-year-old boys, only the boys from disadvantaged backgrounds has no plan of proceeding to college. More specifically, (Wasagu and Mohammed, 2009) found that socio-economically disadvantaged families in rural settings do not have access to resources that middle class parents have. Also, they find broken homes, friction due to one family member in jail, less frequent travel, less access to educational materials, and parents' enrolment in basic literacy courses as the characteristics of lower income families. Consistent with previous findings, (Taylor, et al. 2004) parents perceive themselves as the most influential figures in their children's career development and decisions. Parents overwhelmingly ranked themselves as the most influential people. The only other groups mentioned fairly consistently were teachers, followed by counselors. Therefore, it appears as if parents recognize their role in the career decision-making process. They may also have felt obligated to list themselves high and rank others lower because it may be disheartening to a parent to think that they are not influential in their children's development. Although they perceive themselves to have minimal influence on adolescent career decision-making, they, nevertheless, view themselves as being more influential than any other individual. They may be interpreting career choice as simply a process of trial and error that their children need to experience for themselves. When students become curious about pursuing a particular field of study or career plan, parents who feel that they should not interfere may appear aloof to their children, causing miscommunication between the two parties. This passivity may result from a lack of knowledge about careers, a desire to instill independence in their children, or a fear of

becoming dictatorial (particularly if a child is not content with the parents'choice). Regardless of their motives, parents need to be aware of their role in career development, since previous research (Taylor, et al. 2004) indicates that they have the most influential role.

Certainly, one of the most important issues in Nigeria today is the development and proper distribution of trained manpower that can meet the critical needs of the country which can only be possible if the occupational aspirations of the children are in line with that of the country. Research indicates that parents and teachers have influence, perhaps the single most important influence, on the career and job choices that their children make. National Planning Commission (2004) found that while parents' roles are unrecognized by some school officials, parental influence is permanent in children's career decisions. The world is fast changing, interdependent and certainly amongst the most interesting in human history (Enu, 2010). It is indeed an era of greater challenges. These challenges bring possibilities for those responsible for educating subsequent generations. On the strength of this, (Greig, Pike and Selby, 1991) asked the following questions: How should schools go about in the task of preparing young people for more informed and effective participation in world society? How can teachers best help develop global understanding in the face of this exciting yet daunting prospect of child's life in the 21st century? What kind of skills, capacities and insights pupils need to make sense of, cope with and handle an accelerating rate of change in this growing world? A synthesis of the above questions constitutes a rich content scope of Entrepreneurship Education. In a report of the Global Education Initiative (2009) on educating the next wave of entrepreneurs and unlocking entrepreneurial capabilities to meet the challenges of the 21st century, an aspect of the report states thus:

> Preparing today's students for success and eventual leadership in the new global market place is the most important responsibility in education today… Entrepreneurship education is an important tool to achieving these objectives (and)… Should be universally available to provide all students with opportunities to explore and fulfill their potentials.

Similarly, Toffler the popular futurist declared as follows: "our job is to prepare children for the future…. But the challenge is preparing them for the right future". To fit into the future perfectly and function with the skills needed in this dynamic and responsive society requires entrepreneurship education knowledge. The rapidly expanding nature of entrepreneurship education has become an evolving aspect of higher education. It is a culture that is meant to transform the Nigerian education system towards global trend. Disposition can be defined as a tendency to exhibit frequently, consciously, and voluntarily a pattern of behavior that is directed to a broad goal (RosVoseles & Moss, 2007). It is important to note that teacher education has moved from knowledge, skills, and attitudes to knowledge, skills, and dispositions (Villegas, 2007). This is because the world has changed and the new labour requirements need an all round person. Indeed, dispositions are an individual personal qualities or characteristics, including values, attitudes, beliefs, interests, behaviors, and performance that are required in the daily operations of an individual at work. These traits extend to professional modes of conduct and the ways in which beliefs and attitudes are displayed in and out of the classroom. Education gained during the learning process should be one that provides entrepreneurial skills to the learners. Equally, schools and other learning institutions must work toward accommodating the needs of diverse learners in all

classroom settings. This will be achieved through on-going professional development, support services through general education settings, direct and systematic instruction to all students, encouragement of teacher mentoring and collaborations, and encouragement of parents (Solomon, Weaver & Fernald, 1994; Solomon, Duffy & Tarabishy, 2002; Stevenson, 2000). The formulation of a school improvement plan must endeavour to look at the teacher-study ratio that guarantees one-on-one relationships during the process of teaching and learning. The following aspects constitute a workable plan of implementation:

(i) Documentation

a) Staff evaluation instruments to ascertain the teaching staff preparedness and willingness to adapt to changes in curriculum and world of technology.

b) Site-based school improvement plans to conform to global changes.

c) Assess curriculum reform guidelines.

d) Institute a state framework that works for all under the prevailing circumstances.

e) Establish a workable strategic plan to guide the instituted changes that work for the individual and society he is to serve.

(ii) Curricular and Academic Programs

(a) Establish a school-to-work programme that allows learners to apply their skills and perfect their operations after graduation.

(b) Ensure a working program with technology integration for that is where the world is heading and it is now an important tool of operation.

(c) Provide an academic program that advocates for the students' success plan based on an education system that is responsive to change.

(iii) Professional Development the educational programs should guarantee professional growth and development by:

(a) Addressing different learning styles that give the learners an opportunity to apply their knowledge and skills.

(b) Differentiating the curriculum to provide a wide range of opportunities to the learners rather than limiting them, that is, an education system offering both academic and vocational tracking rather than the current system that is examination oriented and academic in nature.

(c) Instructional strategies should be diversified and be more practical oriented to allow the learners operationalize their efforts in and out of school.

(d) Offer mentoring opportunities to allow novice learners a chance to concretize their skills.

(e) Provide teacher orientation and regular in-services to enhance learning of new changes in the teaching profession and labour market requirements.

(f) Allow technology training to meet the needs and desires of the young generations and the labour market demands.

According to Davis (200), in the early 19th century, the French economist Jean Baptiste Say described entrepreneurs as "the venturesome individuals who stimulated economic progress by finding new and better ways of doing things. Entrepreneurs serve as catalyst to graduates of all levels who desired to venture into any form of business start-up, they provides guides and mentorship roles to young entrepreneurs. Thus an individual after graduating from school must in all ways be certain to put into practice the knowledge and skills gained during schooling for the development of the individual and society at large. Education will not make any sense to an individual, the nation or society unless the graduate realizes the national goals of education as stipulated in the Nigeria school syllabi (Social Studies syllabus, 2006 edition). Davis (200) further argues that entrepreneurs optimize the allocation and use of resources to generate maximal profits. Therefore, the pertinent question to ask is "How can

education make the learner entrepreneurial after schooling?" Both formal and no-formal education should be harmonized and geared towards the mastery of knowledge and skills geared towards the development of the individual and society for the soci-economic, political and cultural development of a nation. The knowledge and skills taught in schools have to nurture innovativeness that meets the prevailing conditions of a given environment, but must also prepare the individual to adapt too existing global labour challenges since the society has become a global village (DeTienne, & Chandler, 2004; Brockhaus, Hills, Klandt, & Welsch, 2001). Individuals should be retooled easily due to changes in technology by undertaking education that prepares one for school – to –work philosophy. To achieve its socio-economic objectives, education should prepare the learner with the entrepreneur's mindset that must be innovative, creative and goal-oriented. According to Davis (2002), in the words of 20th century economist Joseph Schumpeter: The function of entrepreneurs is to reform or revolutionize the pattern of production, …by exploiting an invention or, more generally, an untried technological possibility for producing a new commodity or producing an old one in a new way, by opening up a new source of supply of materials or a new outlet for products, by reorganizing an industry and so on. The system of education offered at any one given time and in whichever society should guarantee that the graduate is prepared to thrive on problems and is motivated by the idea of altering an unpleasant situation to make the best out of it. Rather than waiting for instructions or assistance, the school-leaver can initiate direct action by being responsive, innovative and creative given the knowledge and skills gained during schooling. In fact, if the school-leaver sees a more effective method of doing things, he or she will not hesitate to do away with existing systems in favour of a whole new approach to a problem. The individual should have the courage to take calculated risks, sometimes even doing "things that others think are unwise or even undoable as long as the anticipated outcome is achieved. In situations where the individual carries projects through to completion and is uninhibited by occasional setbacks or challenges will mean that the education gained has transformed the individual positively.

The effect of role models on inclination towards entrepreneurship is widely discussed in the literature (see Ghazali, Ghosh et al. 1995; Deakins, Glancey et al. 2005; Van Auken, Stephens et al. 2006; Kirkwood 2007). According Hisrich, Peters, & Shepherd (2005), role models are *'individuals influencing an entrepreneur's career choice or styles'* (p. 68). They further accentuates that role models have vital influence on individuals in determining entrepreneurial careers as they would provide the useful business-related information, guidance as well as moral supports. Role models, in this context, are very imperative because they provide individuals a training for socialisation (Postigo, Iacobucci et al. 2006; Rajkonwar 2006). It is more credible for individuals to act of becoming a successful entrepreneur by having a good example that they can relate to (Bygrave 2004). It is based on the assumption that having to see successful persons in business, an individual would have the aspiration to imitate in order to become a successful person in business too (Caputo and Dolinsky 1998). Given the importance of role models, the role of educators and friends of university students are examined as to how they might influence students' inclination towards entrepreneurship (Peterman and Kennedy 2003; Wong and Lena 2005). The role of the teachers is indispensable in education as they *'prepare, encourage and cultivate students'* (Boyle 2007, p.12). According to Hytti and O'Gorman (2004), educators are a critical element to the development of effective enterprise education initiatives. The role played by educators, in this instance, is to actively guide and inspire students' interest towards entrepreneurship by providing real-life business experiences (Hannon 2005). This is because educators are given

the responsibility to mold the personality and characters of students, apart from imparting knowledge in the class. Educators' role, in the profession stance, as knowledge disseminator have significant effects on students' minds as they tend to absorb whatever an educator delivered and taught (Bligh 1998).On the other hand, friends are also found to influence individual's inclination towards entrepreneurship. Dillard and Campbell (1981) point out those American students seem to be influenced more by non-parental factors such as peers when deciding on their career development. This might due to students believe friends are the best source and place to seek advice and even capital (Schaper and Volery 2004). Nanda and Sorensen (2006) acknowledge the role of peers in influencing one's decision to become entrepreneurs. The so-called 'peer effects' who have had previous experiences in self-employment do have an impact on individual's decisions to consider entrepreneurship during their transitional career from present occupation. Djankov, Miguel, Qian, Roland, & Zhuravskaya (2004) in their studies on five countries about the development of entrepreneurship conclude that those who have childhood friends are most likely to follow their footstep to become an entrepreneur. Similarly, a survey on young Australians' attitudes towards entrepreneurship conducted by Sergeant and Crawford (2001) agree that friends are significantly influenced their decision to start a business

METHODOLOGY

This chapter focuses on the methodology adopted in carrying out the study. It could be described as the road map that guides the direction to finding answer to the stated research questions. The main issues discussed include research design, population and sample selection technique, data collection technique, data analysis technique and as well as justification of the methods adopted.

Study Area

The study was restricted to Minna, Chanchaga Local Government Area, Niger State. Although Nigeria has 36 States and 6 geopolitical zones, the choice of Minna in the North central zone was informed by the fact that the need to breed and raise young entrepreneurs within the zone is of utmost necessity. Minna is the capital of Niger State with the estimated population of 201,429 people (NPC 2006 Census), in the ratio of 95,626 female and 103,803 male. The city is located at 9.61^{0}N Latitude and 6.56^{0}E Longitude (Mongabay, 2016)

Figure 3.1: Map of Niger State showing Minna (the study area in red)
Source: Glocalism journal of culture (2016)

Research design

Since this study is meant to investigate the stakeholders' disposition towards inclusion of Entrepreneurship Study into primary school curriculum in Minna, Chanchaga local Government Area of Niger State. The study adopted descriptive cross sectional survey research design. The research design was preferred for the study because it is an effective and efficient means of accessing information from a large population. It also allowed the researcher to study the attitude, views and the knowledge of the stakeholders. This is in line with Tuckman's (1972) opinion of survey as a means of measuring what a person knows (knowledge or information), what a person thinks (attitudes and beliefs), what a person likes (values and preferences), and how a person feels (feeling) (quoted in Onwioduotkit, 2000: 16)

Study Population

In statistics, population means the totality of all elements, subjects, or members that possess a specified set of one or more common definite attributes (Ogundipe *et al*, 2006). In this work, the population includes Male and Female adult-Parents (father and Mother), Teachers, policy makers and Entrepreneurs domicile in the study's location. That is Minna in Chanchaga Local Government Area of Niger State.

Target Population

In order to ensure that individuals selected for the study do have the necessary knowledge to make contribution to the research, efforts were made in the selection to ensure they met at least one of the following criteria.

1. the individual must be a teacher
2. He/she must be a parent or married
3. A basic education policy maker with state or local education authority
4. An entrepreneur.

Sample and Sampling Technique

Population is always too much to manage due to time constraint and inadequate resources. As a result, sample representation of the population is expedient. A representative of the sample will be selected using a combination of purposive (stratified) random sampling and simple random method of sampling. Purposive sampling allows for the selection of the best people who have first-hand information on the issue being considered in the study. On the other hand, simple random sampling gives members of the population equal opportunity of been selected to participate in the study without any element of influencing the chance of selecting the others. Thus the justification for the use of these sampling methods was informed by the researcher's knowledge of some respondents who are knowledgeable in the area of the study's subject matter as well as the need to check conscious and unconscious bias of the researcher in selection. In all, 200 stakeholders will be sampled.

Sampling Size

Based on the inventory that was carried out by the researcher, estimated target population of four hundred and three (403) stakeholders in Minna, Chanchaga LGA of Niger State were considered as a true representative. The sample size of stakeholders was determined by using Slovan's formula. The formula is given as:-

$$n = N/(1+Ne^2)$$

Where: - n = Sample size

N = population size, and
E = Marginal error at 0
$403/(1+403X0.05^2)$
$403/(2.0075)$
200.7
= 201

Sample procedure

Both stratified random sampling and simple random sampling were used for the study. First, effort was made to divide the population in Minna, Chanchaga LGA, Niger State into stratum. The sample frame consists of four (4) sub groups based on their stake on child's development. The subgroup comprised the following stakeholders:

1. Parents
2. Teachers
3. Policymakers
4. Entrepreneurs

The justification for choosing stratified sampling technique is that it produces estimates of the overall population parameters with greater precision and ensures that more representative sample is derived from a relatively homogeneous population. It also aims to reduce standard error by providing some control over variance.

Consequently, the researcher used simple random sampling to select two hundred (200) stakeholders from each stratum. The sample was selected such that each stratum was proportionately represented. According to Cooper and Schindler (2003), simple random sampling frequently minimises the sampling error in the population. This in turn increases the precision of any estimation methods used. Figure 3.1 indicates how the sampling size of two hundred (200) stakeholders was selected from the sample frame of four hundred and three stakeholders.

Table 3.1 Proportionate stratified sampling

N/S	Population Strata	Population Size	Proportion	Sample size
1.	Teachers	117	117/201x100 = 58.2089	58
2.	parents	224	224/201x100 = 111.4427	111
3.	Policy makers	12	12/201x100 = 5.9701	6
4	entrepreneurs	50	50/201x100 = 24.8756	25
Total		**403**		**200**

Methods of Data Collection

Due to the number of respondents that was involved in this study, the researcher engaged the services of research assistants in the administration and retrieval of the questionnaire. The research assistants were taken through formal training sessions to introduce them to the rudiments of semi structured instrument and how to collect data that are relevant to the objectives of the study. The sessions were conducted such that the research assistants were able to work independently. Given the array of concepts and activities that were used in this study, the research assistants were provided with manuals that explained various terminology and highlighted different protocols in order to ensure accurate data from the respondents in the most appropriate way.

Instruments and methods of primary data collection

Primary data was collected using semi structured survey questionnaire. How this will be used to collect data is explained below.

Questionnaire

The questionnaire had close-ended questions (dichotomous questions) as well as open-ended questions. Close-ended questions provided more structured responses to facilitate tangible recommendation and fast analysis of data. The open-ended questions provided additional information that might not have been captured in the close-ended questions. This questionnaire consists of four (4) parts. The first part (PTI) is designed to elicit information on respondents' socio-demographic information such as age, sex, marital status, educational qualifications. Part two (PT II) is structured to ask questions that will elicit information on the stakeholders knowledge and awareness (knowledge scale), the third section (PT III) question was to elicit information on the respondents' disposition to inclusion of Entrepreneurship study into primary school curriculum, and the last part which is part four (PT VI) focuses on gathering information on the stakeholders influence on children career choice. 200 copies of a semi structured questionnaire will be administered.

Validity of instrument

Validity relate to the extent to which the research data and the methods for obtaining the data are accurate, honest and on target. The face validity criterion are achieved by considering the following issues:

- Avoidance of offensive and ambiguous questions
- Avoidance of leading and loaded question will maintain neutrality
- Applicability of questions to all respondents
- Reduction of fatigue effect with easy to answer question
- Use of close-ended questions for quicker responses and easy analysis of data.

A critical investigation of the items on the questionnaire was carried out in order to ascertain the content validity of the questionnaire. Four (4) stakeholders (industry experts who are knowledgeable about primary school curricular and policies) were initially interviewed to determine if the test adequately covers the content areas which it is designed for or if any changes will be required. Necessary changes were effected prior to the administration of the questionnaire on the sample size. The purpose of the test will be to:

- ✓ Determine the clarity of the instruments
- ✓ Confirm that the questions are clear and not ambiguous
- ✓ Ensure that the questions are not offensive and inappropriate.

Reliability of Instrument

In order to test for the reliability of the instrument, Cronbach Alpha will be used. Cronbach alpha, which is expressed as a number between0 and 1, is generally used to provide a measure of the internal consistency of a test or scale. Internal consistency refers to the uniformity of all items in a test as regards a concept and hence refers to the inter-relatedness of the items within the test. High values of alpha suggest the redundancy of some items, which may imply them testing the same question but in a different guise. A maximum alpha value is usually recommended. However, a low value of alpha could be due to a low number of questions, poor inter-relatedness between items or heterogeneous constraints. Generally, the acceptable value of alpha is in ranges of 0.70 to 0.95.

The reliability of the instrument was completed by using the cronbach's Alpha coefficient test in order to evaluate the uni-dimensionality of the set of scale items. It helped to measure the extent to which all variables in the scale are positively related to one another. The Cronbach's Alpha value of the study was calculated to be 0.726 which was beyond the set minimum of 0.7

Method of Data Analysis

Questionnaire was collected, edited, coded and entered into computer software called statistical package for social science (SPSS) version 20. Collection, editing and sorting of the questionnaire was carried out. However, out of the total number of 200 copies of questionnaire that was administered, 194 copies of questionnaire were devoid of errors, representing 97% turnout, which is a reasonable return rate.

Then descriptive statistics such as percentage, frequency distribution tables and chart were used to analyse data obtained from the socio-economic and demographic features of the respondents as regards to their age, sex, religion, marital status, place of residence, occupation, educational qualification, employer type, type of stakeholder and monthly income. In order to test the hypothesis, the Chi-Square Test for independent was used to determine if there were any significant relationships between the variables.

Measurement of Stakeholder's Knowledge of Entrepreneurship Education

A number of studies on level of respondent's knowledge have been conducted, resulting in numerous knowledge "scales" (Ware and Hays, 1988). Extensive research in this area of study has led to the development of functional measures that can be administered directly to determine the level of knowledge and disposition of respondents very efficiently and with excellent reliability. Respondents were provided with twenty two points Knowledge Scale (22 point knowledge scale) questions, this twenty two point scale constituted the rating scale. Each point of the scale carries a score. (1) Indicating the lowest, (2) indicates fair and (3) indicating the good on which to categorise their knowledge levels respectively. Stakeholders' responses to section B and C will indicate their levels of knowledge and disposition towards entrepreneurship education. This model was adopted because it is an objective way of measuring respondents' knowledge and disposition. Each response is given a numerical score and the total of respondents is found out by summing up his different responses and calculating the mean. The total score indicate the position on the continuum. This has been found to have the greatest salience for respondents, a result supported in various studies (Ware, Synder & Wright, 1983; Ware & Hall, 1988)

Stakeholders' Knowledge Assessment

The study adapted kibikiwa (2010) model of students' knowledge which categorises measures of students' knowledge as;

Poor knowledge
Fair knowledge
Good knowledge

The scoring system takes into consideration the maximum and minimum scores used for finding the level of knowledge and the disposition of the stakeholder. The highest total mark (maximum) score that is obtainable using Knowledge scale is 22 while the minimum score that is obtainable using knowledge scale is 5.

Finding the average, the range was calculated as follows;

This scoring system was used in finding the levels of knowledge of the stakeholders

The highest total marks (maximum) obtainable = 22 on the knowledge scale

Minimum = 9
The range was as follows:

Categorisation of Score on Knowledge Scale
0- 9points = Poor → (1)
>9-15points = Fair → (2)
>15points = Good → (3)

Depending on the score obtained by the respondent, stakeholders' knowledge level is divided into 3 levels: low, fair and high.

Table 3.2 Summary of how variables were measured (Level of Knowledge of entrepreneurship education)

What to Measure	**Level**	(Indi**cators) What to Measure with**
-Knowledge and of entrepreneurship education	- **Good: S**core = (>)15 and above) **Fair: Score =** (>9 – 15) **Poor Knowledge:** Score = 0-9	1. Knowledge of the concept of entrepreneurship Education? 2. Knowledge of the benefits of Entrepreneurship Education 3. Knowledge of types of entrepreneurship you know? 4. Knowledge of who is an Entrepreneur? 5. Knowledge of types of people who may engage/take part in entrepreneurship? 6. Knowledge of common characteristics of an Entrepreneur 7. Knowledge of possible inhibitions to entrepreneurship?

Categorisation of score on Stakeholders' disposition towards inclusion of entrepreneurship education.
16points attitude (disposition) scale
0-5points = Poor → (1)
>5-8points = Fair → (2)
>8points = Good → (3)

Table 3.3 Summary of how Variables were measured (stakeholders' disposition towards entrepreneurship education)

What to Measure	Level	(Indi**cators) What to Measure with**
-stakeholders' disposition towards entrepreneurship education	**Poor Disposition: Score = 0-5**	These indicators are characteristics of the variables of respondents' expectations from entrepreneurship studies that served as measure of the disposition and bases for assessment. They are based on the inherent characteristic of interest.
	Fair Disposition: Score = (>)**5- 8**	. The positive effects entrepreneurial education may have on a child's formal education? . The negative effects entrepreneurial education may have on a child's formal education . Reasons why stakeholders prefer the inclusion of entrepreneurial curricular.
	Good Disposition: Score = (>)**8 and above**	. Reasons why stakeholders will not prefer the inclusion of entrepreneurial curricular . stages in which a child should get exposed to entrepreneurship education . What is your disposition to career-based curriculum?

Limitation of the Study

The main limitation of the study is the unwillingness on the part of respondents to receive the questionnaire as a result of the way it was structured. Many complained that it is not the usual pattern they were familiar with, which is Likert scaling format. As a result of the aforementioned many respondents were not willing to answer all sections of the questionnaire.

RESULTS

The analyses and interpretations of the tests conducted on the data collected for the study are presented in this chapter. The chapter begins with the presentation of the descriptive statistics of the data for the study. This is followed by the analysis and interpretation of results of the inferential statistics, from which relevant inferences are drawn and the test of hypotheses formulated for the study is conducted. The analyses were based on 197 copies of the questionnaire. The findings of the research are shown in tables, simple percentages and Chi-square test because independence was used to test the research hypotheses.

Demographic and Socio-Economic Characteristics

Respondents' demographic and socio-economic characteristics are presented first to facilitate the interpretation of key variables relating to stakeholders disposition which are presented in the later part of the data presentation for the study. Socio-economic and demographic characteristics of respondents are very important in analysing the different patterns and structures of relationship that exist among people. They give insight into the socio-cultural and economic life of the people and are significant in explaining and understanding the patterns and structures of relationships. Furthermore different attributes of the socio-demographic and socio-economic characteristics could have influence on social relationships and stakeholders disposition toward inclusion of entrepreneurship study into primary school curriculum. The analyses of data in this section cover socio-economic and demographic variables and consist of sex, age, education, religion, area of residence, monthly income and

occupation. Others are marital status and employer type, type of stakeholder, business ownership.

Distribution of Respondents by Socio-Demographic Characteristics

Table 4.1 shows that male respondents were 114 (57.9%), while females were 83(42.0%). The result shows just a little difference - with regard to gender – in the number of individuals that were involved as stakeholders in basic education. With respect to age, respondents between 21-30 years are 93(47.2%), However, respondents between the ages of 31-40 years are 86(43.7%), closely followed by the age range of 41-50 years, which are 17(8.6%) and 51-60 years was a single person(0.5%). Based on the available data, primary education is rarely managed by stakeholders/individuals whose age is below 21 years or above 65 years. The table also shows that 121 (61.4%) respondents were Christians and 76 (38.6%) were Muslims; this gives an unbiased representation of religious view of stakeholders on the study. Table 4.1 represents the marital status of the respondents as thus; 99(50.3%) as married, while 90(45.7%) are single, 5(2.5%) divorced, 1(0.5%) separated and 2(1.0%) widowed. Based on the available data, 50.3% of the respondents are married and 25.9% of them have children in primary school while only 45.0% are single. The table also shows the area of residence of respondents as 20(10.2%) reside in rural areas, 151(76.6%) urban while 25(12.7%) dwell in semi-urban area. With the data obtainable from the study, 76.6% respondents reside in urban area.

Table 4.1 Socio-Demographic Characteristics

Socio-Demographic Characteristics		**Frequency**	**Percentage (%)**
1	**Gender**		
	Male	114	57.9
	Female	83	42.1
	Total	**197**	**100.0**
2	**Age in years**		
	21-30	93	47.2
	31-40	86	43.7
	41-50	17	8.6
	51-60	.1	0.5
	61-70	0	0.0
	Total	**197**	**100.0**
3	**Religion**		
	Christianity	121	61.4
	Islam	76	38.6
	Traditionalist	0	0.0
	Others	0	0.0
	Total	**197**	**100.0**
4	**Marital status**		
	Married	99	50.3
	Single	90	45.7
	Divorced	5	2.5
	Separated	1	0.5
	Widowed	2	1.0
	Total	**197**	**100.0**
5	**Area of residence**		

	Rural	20	10.7
	Urban	151	76.6
	Semi-Urban	25	12.7
	Total	**197**	**100.0**

Distribution of respondents by socio-demographic characteristics

Table 4.1.2 show the type of stakeholders with parents having 42 (21.3%), followed by teachers 82(43.1%), policy makers 24 (12.2%) and entrepreneurs 46 (23.4%). Teachers have higher percentage of 43.1% respondents followed by parents with 21.3%, these two stakeholders were identified to have more influence on the child's career aspiration and decision than the policy makers and entrepreneurs. The table below represents the educational qualification of the sampled stakeholders. From this table, only four (2.0%) of the respondents had primary education qualification. 24(12.2%) of the respondents had secondary education, while 167(84.8%) of the respondents has tertiary qualification (NCE, ND, HND, B.Sc, M.Sc and Ph.D) degrees. The remaining 2(1.0%) respondents were illiterates, without any formal or non-formal education. Data distribution of respondents by occupation indicates that respondents employed made up 145 (73.6 %,) while unemployed were 37 (18.8%), and retired respondents made up 15 (7.1%), housewife were 1 (0.5%). Critically speaking, 18.8% of the respondents were unemployed. The income distribution of respondents on Table 4.5 shows that 116 (58.8%) earned less than ₦50,000 as monthly income, 54 (27.4%) earned ₦50,001- 100,000 and 13 (6.6%) earned ₦100,001-150,000. Other monthly income of respondents included ₦150,000-200,000, 7 (3.6%), ₦200,000 and above 7 (3.6%). The findings on personal income showed that most (82.3%) earned less than ₦60,000 monthly and 17.7% earned above ₦60,000. Table 4.1.1. Show the employer type with respect to the types of institution they are involved with. Respondents working with the organisations referred to as 'for profit organisation' has 45(22.8%) responses, charitable/not for profit organisation 16(8.1%), local government employee 32(16.2%), state government employee 42(21.4%), Federal government employee 21(10.7%), self employed (family business) 41(20.8%). This implies that 156 (79.1%) respondents are employees of either NGOs or Government establishments while only 41 (20.8%) of the respondents are self employed.

Table 4.2 Socio-Demographic Characteristics

Socio-Demographic Characteristics		**Frequency**	**Percentage (%)**
1	**Stakeholders by their type**		
	Parent	42	21.3
	Teacher	85	43.1
	Policy Maker	24	12.2
	Entrepreneur	46	23.4
	Total	**197**	**100.0**
2	**Educational background**		
	Primary	4	2.0
	Secondary	24	12.2
	Tertiary	167	84.8

	Others	2	1.0
	Total	**197**	**100.0**
3	**Occupation**		
	Employed	145	73.6
	Unemployed	37	18.8
	Retired	14	7.1
	House Wife	1	.5
	Total	**197**	**100.0**
4	**Monthly income**		
	Below 50,000	116	58.8
	50,000-100,000	54	27.4
	100,000-150,000	13	6.6
	150,000-200,000	7	3.6
	200,000 and Above	7	3.6
	Total	**197**	**100.0**
5	**Stakeholders' employer**		
	For Profit Organisation	45	22.8
	Not For Profit Organisation	16	8.1
	Local Government Employee	32	16.2
	State Government Employee	42	21.4
	Federal Government Employee	21	10.7
	Self Employed	41	20.8
	Total	**197**	**100.0**

Respondents with children in primary school

Data distribution of respondents by number of children the respondents have in primary school indicates that respondents with children in primary school are 51(25.9 %,) while those without children in primary school made up 146(74.1%). This suggests that the respondents without children in primary school are two third of those with wards in basic school.

Table 4.3 Percentage Distribution of Stakeholders' Occupation

Variable	Frequency	Percent
YES	51	25.9
NO	146	74.1
Total	**197**	**100.0**

4.2.3 Respondents number of children in primary school

The pie chart shows the number of children that stakeholders have in primary school. Respondents without children in primary school are 130(66.0%), those with one child are 33(16.8%), those with two are 27(13.7%), and those with three and above are 7(3.5%).

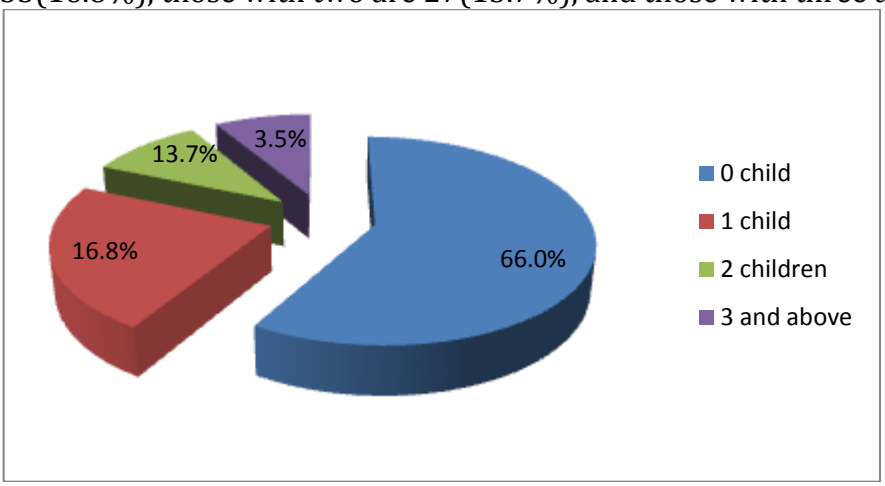

Fig. 4.1 Parents and Number of Children they have in school

Respondents with Business Ventures

Table 4.9 indicates the respondents who owned a business. Findings showed that 66 (33.5%) owned at least a business, while 131 (66.5%) did not own any form of business. This report shows that majority of the people within the study area are civil servants working for the Local, State or Federal government. This finding may also confirm the assertion that Niger state is a civil service state.

Table 4.4 Percentage Distribution of Stakeholders with Business Ventures

Variables	Frequency	Percent
YES	66	33.5
NO	131	66.5
Total	**197**	**100.0**

Respondents' types of business

Table 4.10 also shows the type of businesses undertaking by the respondents as thus; Agro-business, 26 (13.2%), petty trading, 15 (7.2%), fashion, 10 (5.1%), private School, 2 (1.0%), Artisan, 7 (3.5%) and others, 2 (1.0%). Based on the available data, it is clear that 131 (66.5%) representing a large percent of the respondents are not involved in any form of business.

Table 4.5 Percentage Distribution of Stakeholders' Type of Business

Variables	Frequency	Percent
No business	131	66.5
Agro-business	26	13.2
Petty trading	15	7.6
fashion	10	5,1
grinding	4	2.0
private school	2	1.0
artisan	7	3.6
others	2	1.0
Total	**197**	**100.0**

Respondents supporting the inclusion of entrepreneurship skill

The table below presents respondent's support for the inclusion of entrepreneurial skill into school curricular. 192 respondents representing (97.5%) support the inclusion while only 5 (2.5%) respondents did not support the inclusion of entrepreneurial skill into school curriculum.

Table 4.6 Percentage Distribution of Stakeholders' Support for Entrepreneurship Skill

Variables	Frequency	Percent
YES	192	97.5
NO	5	2.5
Total	**197**	**100.0**

Support for child's early exposure to entrepreneurship skill

The respondents were also asked to indicate whether they support the proposition to expose their wards to any entrepreneurial skill while in school. 195 (97.5%) respondents accepted the proposition and agreed with the idea of exposing children to entrepreneurial skill while in school. However, 2 (1.0%) respondents disagreed with the idea of exposing children to entrepreneurial skill in school.

Table 4.7 Percentage Distribution of Stakeholders' Support for Child's Early Exposure

Variables	Frequency	Percent
YES	195	99.0
NO	2	1.0
Total	**197**	**100.0**

Stakeholders' knowledge of entrepreneurship education

The table above presents data on the knowledge scale of the respondents on whether or not the respondents have knowledge of the concept of entrepreneurship education. Table 4.13 shows the categorisation of the scores as 40 respondents representing 20.3% scored low

points in the range of 0-9. Indicating that 20.3% of the stakeholders in the study area have poor knowledge of entrepreneurship education. 123 respondent representing 62.4% had average score within the range of >9-15 points, which indicates that they have a fair knowledge of entrepreneurship education. While 34 respondents representing 17.3% had a good knowledge of entrepreneurship education with the score range of 15 points and above. From the data obtained from this study, it shows that majority of the respondents only have fair/moderate understanding of the concept of entrepreneurship education as many of the respondents confused entrepreneurship education with vocational skill. Despite this outcome, it is very important to note that majority of the respondents under this category preferred and have positive disposition towards the inclusion of entrepreneurship study into primary school curriculum.

Table 4.2 also reveals that 34 (17.3%) of the respondents have sound knowledge of entrepreneurship education simply as a result of their participation on a formal training and learning of the entrepreneurship education as a course or as a result of their personal engagement in entrepreneurial activities.

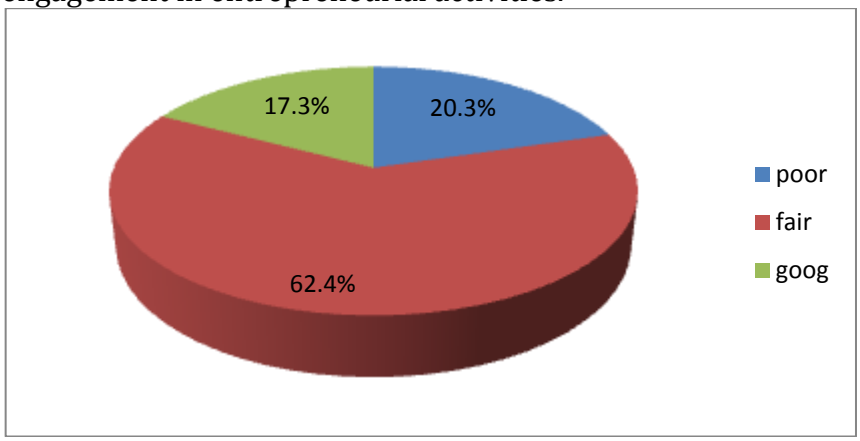

Fig. 4.2 Respondents' Knowledge of Entrepreneurship Education

Respondents Disposition by Categorization Scores

Table 4.12 present data on the disposition of respondents towards inclusion of entrepreneurship study into primary school curriculum in Minna, Chanchaga Local Government area of Niger State. The table above indicates that 27 (13.7) respondents whose scores ranged between 0-5 points have poor or low disposition towards the inclusion of entrepreneurship curriculum in the study area. The respondents with 70 (35.5%) scored between >5-8 points, indicating that they have average or fair disposition towards the inclusion of entrepreneurship education. The last categorisation is for those respondents that scored between >8 and above points representing 100 (50.8%).

Table 4.8 Percentage Distribution of Stakeholders' Disposition by Categorisation

Level of Disposition	Frequency	Percent
POOR (0-5)	27	13.7
FAIR (>5-8)	70	35.5
GOOD(>8 and above)	100	50.8
Total	**197**	**100.0**

Stakeholders' Disposition towards Inclusion of Entrepreneurship Study

The findings presented in the table 4.15 showed that when respondents were asked to state factors that may influence their disposition towards entrepreneurship education. 65 (33.0%) indicated that socio-economic factors are the major factors that influence their disposition, 38 (19.3%) indicated educational/professional background, 37 (18.8%), occupation, 16 (8.1%), unemployment and 41 (20.8%) indicated family background. With the data available from the study, there was an indication that socio-economic factors are the major factors influencing the disposition of stakeholders towards the inclusion of entrepreneurship study into primary school curriculum. The table also showed that 71 (36.0%) respondents indicated that child's interest is the major reason why they will allow their wards to engage in entrepreneurial education, 40 (20.3%) respondents indicated that government policy requirement is the main reason, while 50 (25.4%) respondents indicated that they will only allow their children to engage in entrepreneurial education because of the financial rewards. 33 (16.8%) of the respondents indicated that they will allow them for the purpose of knowledge acquisition while only 3(1.5) respondents indicated that they will allow the children to engage in it because it solves unemployment problem. Table 4.4 represent the condition to consider when guiding a child to choose entrepreneurship education, 60(30.5%) respondents indicated that availability of human resource/materials may influence stakeholders' decision in guiding the child to choose a career. Fifty-five (27.9%) indicated child's interest/orientation, 37(18.8%), financial implication/reward, 31(15.7%), social acceptability, 12(6.2%), prestige while 2(1.0%) respondents indicated economic challenges. This table also shows the entrepreneurial skill the stakeholders will like the child to acquire. 12(6.1%) respondents indicated agricultural skill, 42(21.3%), technological skill, 109(55.3%), business/marketing skill, 29(14.7%), vocational skill while 5(2.5%) respondents indicated knowledge skill.

Table 4.9 Percentage Distribution of Stakeholders' Disposition towards Inclusion of Entrepreneurship study into Primary School

Respondents		**Frequency**	**Percentage (%)**
1	**Factors that may influence disposition towards entrepreneurship education.**		
	Socio-Economic Factors	65	33.0
	Educational/professional background	38	19.3
	Occupation	37	18.8
	Unemployment	16	8.1
	Family Background	41	20.8
	Total	**197**	**100.0**
2	**Reasons allowing the child to engage in entrepreneurial education**		
	Childs Interest	71	36.0
	Government policy Requirement	40	20.3
	Monetary Reward	50	25.4
	Knowledge/Skill Acquisition	33	16.8
	Solve Unemployment Problem	3	1.5

	Total	**197**	**100.0**
3	**Conditions for guiding a child to choose entrepreneurship education.**		
	Availability of Human and Material Resources	60	30.5
	Childs Interest/Orientation	55	27.9
	Financial implications/rewards	37	18.8
	Social acceptability	31	15.7
	Prestige	12	6.1
	Economic Challenges	2	1.0
	Total	**197**	**100.0**
4	**Entrepreneurial skill for the child to acquire**		
	Agricultural Skill	12	6.2
	Technological / ICT Skill	42	21.3
	Business/ Marketing Skill	109	55.3
	Vocational Skill	29	14.7
	Knowledge Skill	5	2.5
	Total	**197**	**100.0**

Situation Motivating Stakeholders to Encourage Entrepreneurial Education

Fig. 4.3 Represent the respondent's responses to situation motivating stakeholders towards entrepreneurship education. 77(39.1%) respondents indicated that current economic hardship/recession are the motivating factors toward entrepreneurship education, 67(34.0%) indicated unemployment, 19(9.6%) went for social stratification, 26(13.2%) settle for political instability, while 8(4.1%) respondents indicated that retirement/retrenchment are the situations that may motivate them towards entrepreneurship education.

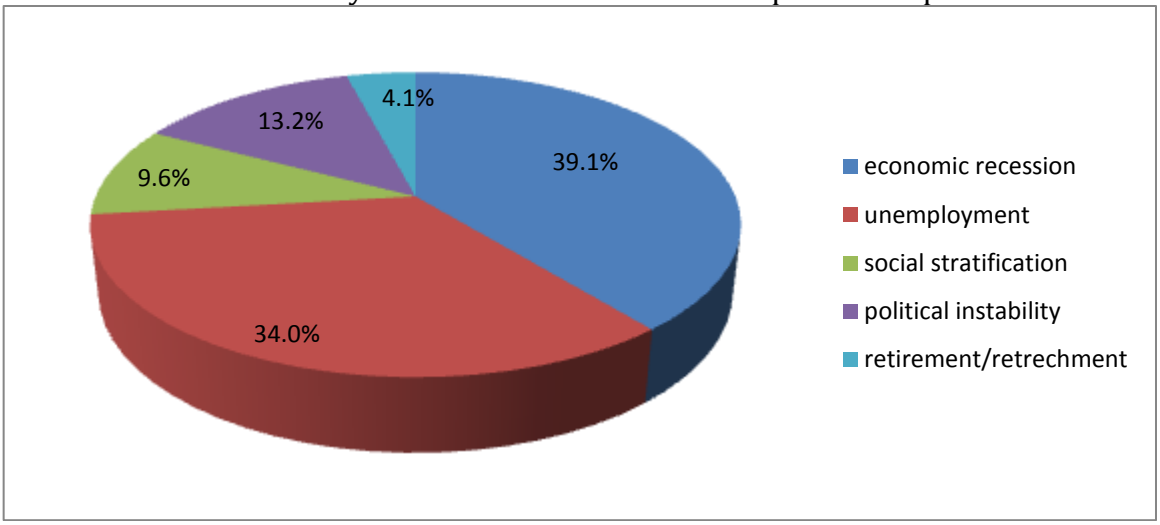

Fig. 4.3: Situations Motivating Stakeholders to Encourage Entrepreneurial Education

Stakeholders' Influence on the Child's Choice of Career

The table above, is a description of the stakeholders influence on the child's choice of a career, with most of the respondents, 171 which is about 86.8%, indicating that they believe stakeholders have an influence on the child's choice of a career

Table 4.10 Stakeholders' Influence on the Child's Choice of Career

Variable	**Frequency**	**Percent**
YES	171	86.8
NO	26	13.2
Total	**197**	**100.0**

Stakeholders' Extent of Influence on the Child's Choice of Career

The table below is a description of the extent of stakeholders' influence on the child's choice of career. it shows that 92 respondents representing 46.7% indicated that stakeholders should have 50.0% influence on the child's choice of a career, this was followed by 52 (26.4%) of the respondents who indicated that stakeholders should have 75% influence on the child's choice of a career. This study revealed that stakeholders were not just part of the career aspiration of the child but they influence about 75% of child's career aspiration.

Table 4.11 Extent of Stakeholders' Influence on the Child's Choice of Career

Variables	**Frequency**	**Percent**
0% Influence	6	3.0
25% Influence	27	13.7
50% Influence	92	46.7
75% Influence	52	26.4
100% Influence	20	10.2
Total	**197**	**100.0**

4.6.3 Stakeholders' Influence on the Child's Choice of Career

The Table 4.18 above indicated clearly, with the majority to talling 148(75.1%) affirming that stakeholders should not in any way influence the child's choice of career, 49(24.9%) indicated that stakeholders may influence the career decision of the child. This finding further confirmed that child's interest should be the major factor to be considered when guiding the child to choose career.

Table 4.12 Frequencies and Percentages of Stakeholders' Influence on the Child

Variables	Frequency	Percent
YES	49	24.9
NO	148	75.1
Total	**197**	**100.0**

Effect of Stakeholders' Influence on the Child's Choice of Career

The table below, is a description of the effect stakeholders' influence have on a child's career aspiration, with 110 respondents representing 55.8% indicating that stakeholders influence affect the child's choice of career positively. 65 respondents representing 33.0% were indifferent about stakeholders influence on the child's choice of a career, while 22(11.2%) indicated that stakeholders influence affects the child's career aspiration negatively.

Table 4.13 Frequencies and Percentages of the Effect of Stakeholders' Influence on the Child's Choice of Career

	Frequency	Percent
Affect The Child Positively	110	55.8
Indifferent	65	33.0
Negatively	22	11.2
Total	**197**	**100.0**

Stakeholder who had more influence on the child

Table 4.20 above, is a description of the stakeholders' opinion on who should have more influence on child's choice of career, with most of the respondents, 95(48.2%), indicating that parents should have more influence on the child's choice of career, followed by 66(33.6%) indicating teachers, while 6(3.0%) indicated policy makers and 30(15.5%) opined entrepreneurs should have more influence on the child's choice of a career.

Table 4.14 Frequencies and Percentages on Stakeholders with more Influence on the Child's Choice of Career

Stakeholders	Frequency	Percent
Parents	95	48.2
Teachers	66	33.6
Policy Makers	6	3.0
Entrepreneurs	30	15.2
Total	**197**	**100.0**

Stakeholders Influence on the Child to Choose Entrepreneurship Education

The table above is a description of the stakeholders' opinion on if they would like to influence their ward to choose entrepreneurship as a career. Most of the respondents, 164 which is about 83.2%, indicated that they will like to influence their ward to choose entrepreneurship, followed by 30(15.2%) who would not like to influence their ward to choose entrepreneurship.

Table 4.15 Frequencies and Percentages on Stakeholders Influence on the Child to Choose Entrepreneurship Education

Responses	**Frequency**	**Percent**
YES	166	84.3
NO	31	15.7
Total	**197**	**100.0**

4.7 Testing the Hypotheses (Null)

The hypotheses for the study were tested and the results were discussed one after another.

Hypotheses 1:

Table 4.16: Educational Background and Stakeholders' Disposition towards Entrepreneurship Education

CHARACTERISTICS		DISPOSITION SCORE			Total
		POOR (0-5)	FAIR >(5-8)	GOOD >(8)	
Educational Background	Primary	5	6	5	16
		0.0%	75.0%	25.0%	100.0%
	Secondary	5	7	15	27
		8.3%	29.2%	62.5%	100.0%
	Tertiary	12	50	74	136
		15.0%	35.3%	49.7%	100.0%
	Others	5	7	6	18
		0.0%	50.0%	50.0%	100.0%
Total		27	70	100	197
		13.7%	35.5%	50.8%	100.0%

(X^2 (6) > = 4.881, P = 0.559.

There is no significant difference between stakeholders' educational background and their disposition to inclusion of entrepreneurship education into primary school curriculum.

The null hypothesis is thereby upheld. This implies that there is no statistically significant difference between stakeholders' educational background and their disposition towards inclusion of entrepreneurship studies into primary school curriculum. Therefore, the alternative hypothesis which states that there is a significant relationship between educational background and stakeholders' disposition towards inclusion of entrepreneurship studies into primary school curriculum is rejected.

Hypotheses 2

There is no significant difference between type of stakeholders and their disposition towards inclusion of entrepreneurship education into primary school curriculum.

Table 4.17 Cross-tabulation on type of Stakeholders and their Disposition towards Inclusion of Entrepreneurship kill

TYPE OF STAKE HOLDER * DISPOSITION SCORE Crosstabulation

Variables		DISPOSITION SCORE			Total
		Poor (0-5)	Fair (>5-8)	Good (>9)	
TYPE OF STAKE HOLDER	PARENT	5	13	24	42
		11.9%	31.0%	57.1%	100.0%
		18.5%	18.6%	24.0%	21.3%
		2.5%	6.6%	12.2%	21.3%
	TEACHER	12	39	34	85
		14.1%	45.9%	40.0%	100.0%
		44.4%	55.7%	34.0%	43.1%
		6.1%	19.8%	17.3%	43.1%
	POLICY MAKER	5	5	14	24
		20.8%	20.8%	58.4%	100.0%
		18.5%	7.1%	14.0%	12.2%
		2.5%	2.5%	7.1%	12.2%
	ENTREPRENEUR	5	13	28	46
		10.9%	28.3%	60.8%	100.0%
		18.5%	18.6%	28.0%	23.4%
		2.5%	6.6%	14.2%	23.4%
Total		27	70	100	197
		13.7%	35.5%	50.8%	100.0%
		100.0%	100.0%	100.0%	100.0%
		13.7%	35.5%	50.8%	100.0%

(X^2 (6) > = 9.697, P = 0.138

The null hypothesis is thereby upheld. This implies that there is no statistically significant difference between stakeholder type and their disposition towards inclusion of entrepreneurship studies into primary school curriculum. Therefore, the alternative hypothesis which states that there is a significant difference between stakeholder type and their disposition towards inclusion of entrepreneurship studies into primary school curriculum is rejected.

Hypotheses 3:

There is no significant difference between stakeholders' age and their disposition to inclusion of entrepreneurship skill.

Table 4.18 Stakeholders' Age and Disposition towards Inclusion of Entrepreneurship kill

AGE IN YEARS * DISPOSITION SCORE Crosstabulation

Variables		DISPOSITION SCORE			Total
		POOR (0-5)	FAIR (>5-8)	GOOD (>8)	
AGE IN YEARS	21-30	9	26	47	82
		10.8%	33.3%	55.9%	100.0%
		37.0%	44.3%	52.0%	47.2%
		5.1%	15.7%	26.4%	47.2%
	31-40	7	32	36	75
		15.1%	43.0%	41.9%	100.0%
		48.1%	52.9%	36.0%	43.7%
		6.6%	18.8%	18.3%	43.7%
	41-50	6	5	12	23
		17.6%	11.8%	70.6%	100.0%
		11.1%	2.9%	12.0%	8.6%
		1.5%	1.0%	6.1%	8.6%
	51-60	5	7	5	17
		100.0%	0.0%	0.0%	100.0%
		3.7%	0.0%	0.0%	0.5%
		0.5%	0.0%	0.0%	0.5%
Total		27	70	100	197
		13.7%	35.5%	50.8%	100.0%
		100.0%	100.0%	100.0%	100.0%
		13.7%	35.5%	50.8%	100.0%

(X^2 (6) > = 14.538, P = 0.024

This implies that there is a statistically significant difference between stakeholders' age and their disposition towards inclusion of entrepreneurship studies into primary school curriculum. Therefore, the alternative hypothesis which states that there is no significant difference between stakeholders' age and their disposition towards inclusion of entrepreneurship studies into primary school curriculum is accepted.

Hypotheses 4:

There is no significant difference between stakeholders' income and their disposition to inclusion of entrepreneurship skill.

Table 4.19 Cross-tabulation on Stakeholders' Income and their Support for the Inclusion of Entrepreneurship education

MONTHLY INCOME * DISPOSITION SCORE Crosstabulation

Variables		DISPOSITION SCORE			Total
		Poor (0-5)	Fair >(6-8)	Good >(9)	
Monthly Income	Below 50,000	7	34	45	86
		15.5%	37.9%	46.6%	100.0%
		66.7%	62.9%	54.0%	58.9%
		9.1%	22.3%	27.4%	58.9%
	50,000-100,000	6	20	32	58
		3.7%	37.0%	59.3%	100.0%
		7.4%	28.6%	32.0%	27.4%
		1.0%	10.2%	16.2%	27.4%
	100,000-150,000	5	7	11	23
		7.7%	7.7%	84.6%	100.0%
		3.7%	1.4%	11.0%	6.6%
		0.5%	0.5%	5.6%	6.6%
	150,000-200,000	4	5	7	16
		57.1%	14.3%	28.6%	100.0%
		14.8%	1.4%	2.0%	3.6%
		2.0%	0.5%	1.0%	3.6%
	200,000 And Above	5	4	5	14
		28.6%	57.1%	14.3%	100.0%
		7.4%	5.7%	1.0%	3.6%
		1.0%	2.0%	0.5%	3.6%
Total		27	70	100	197
		13.7%	35.5%	50.8%	100.0%
		100.0%	100.0%	100.0%	100.0%
		13.7%	35.5%	50.8%	100.0%

(X^2 (8) > = 26.817, P = 0.001

This implies that there is a statistically significant relationship between stakeholders' income and their disposition towards inclusion of entrepreneurship studies into primary school curriculum. Therefore, the alternative hypothesis which states that there is no significant difference between stakeholders' income and their disposition towards inclusion of entrepreneurship studies into primary school curriculum is accepted.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The research was carried out with the general objective of examining stakeholders' disposition towards inclusion of entrepreneurship studies into primary school curriculum in Minna, Chanchaga Local Government Area of Niger State. The specific objectives of this research were to assess stakeholders' knowledge of entrepreneurship education, to know their disposition towards inclusion of entrepreneurship study, to examine the factors that can influence stakeholders' disposition towards inclusion of entrepreneurial curriculum in primary school curriculum and to determine stakeholders' influence on child's career choice.
This chapter is principally devoted to the discussion of the findings from the studies, which are presented under the following headings: the discussion of the findings, the conclusions, recommendations and the suggestions on possible areas of further study.

Discussion on Findings

Socio-Demographic Characteristics of Respondents

The result**s** of these findings showed that males were in the majority as against females. This implies that there was a disparity – with regards to gender – in the number of individuals that were involved as stakeholders of primary school education within the study area, although it was expected that both male and female should have equal participation on children career decision but the result from the study revealed otherwise. This may be as a result of the gender inequality in Nigeria which may have been influenced by culture and the general believe that women are best suited as home keepers. In another vein, it may also be as a result of the notion that women are considered as subordinate to their male counterparts, especially in northern Nigeria. Hopcroft, (2009). This result concurs with the studies by Elsevier, (2009), Babalola, Abegunde, (2014), Einwechter, William, (2016), they opined that gender inequality appears everywhere embedded in economic inequality, in the sense that a critical aspect of gender inequality involves unequal access to economic resources and positions, and sometimes this unequal economic access is understood as an expression of gender inequality and sometimes as a cause of gender inequality. Furthermore, the study also showed that respondents' age ranged between 21 to 65 years, indicating that primary education is rarely managed by the stakeholders whose age were below 21 years or above 65 years. This age group also falls within the most active age contributing to economic development in Nigeria. Given that the age distribution of the respondents in Table 4.1 above reflect a relatively older population, it follows that majority of them were married. This could be attributed to the fact that most of the men were aged 35 years or older. Similarly, in African culture, men in this age group are expected to have been married and have children in primary school. One could infer from the result that the respondents' disposition toward inclusion of entrepreneurship may be positive. And this may motivate them to allow their children to engage in entrepreneurial study, so doing it may further result in children's self reliant at the long-run. The result with regards to the income level of the respondents showed that majority had very low income. It is pertinent to note that income determines many things in human life. It defines the quality of life and life chances. Access to entrepreneurial education and its expectations is one of the life chances of most people's expectations. However, it appears that more people especially in the context of the study area may have been denied such opportunity because of the income earned. Similarly, 80.6% earned less than ₦60,000 monthly and 19.2% earned above ₦60,000. Looking at income reported by respondents especially in the context of Nigeria standard of living and cost of living, it can be stated that most respondents were on low income, and may have positive disposition towards the inclusion of entrepreneurial curriculum.

Knowledge of Entrepreneurship Education among Stakeholders

From the result, majority of the stakeholders had fair knowledge of entrepreneurship education. This implies that it may have been as a result of poor awareness and mobilisation on entrepreneurship education in Nigeria. Another reason for the fair knowledge might be the stakeholders' nonchalant attitude towards entrepreneurship education. It is expedient to note that choices and good decisions are largely dependent on the level of individuals' knowledge of the subject matter; therefore, stakeholders' disposition to the inclusion of entrepreneurship studies is dependent on their knowledge of entrepreneurship education. This is consistent with Kirzner, (1979), who opined that entrepreneurial knowledge is defined as a 'rarefied abstract type of knowledge - the knowledge of where to obtain information (or other resources) and how to deploy it.' Acquired knowledge generates routines and decisional procedures. This shows how enterprising individuals continuously develop their entrepreneurial knowledge throughout their professional lives. It is still worthy to note that majority of the stakeholders still confused the concept of entrepreneurship education with vocational education, This result concurs with the studies by Mulder, (1997); Onstenk, (2000). The reason for this confusion may also be attributed to the poor knowledge of the respondents. An examination of the responses to the items expressing support for the inclusion of entrepreneurship education into primary school curriculum showed majority of the stakeholders indicating their support for the inclusion, recognising that it will prepare the children for work-based learning experiences, develop their aspirations and help them to make informed choices about careers. This result is consistent with the study of Sofoluwe, (2007); Fuduric, (2008). This result posed a constraint of conflict between their knowledge level and disposition. Hence their knowledge level is fair yet majority of them still indicated their support for the inclusion. This is also consistent with Kirzner, (1979). This also revealed that knowledge in entrepreneurship does not determine the disposition of the stakeholders to the inclusion of entrepreneurship studies into primary school curriculum. Again the possible explanation is that knowledge about a particular concept may not automatically facilitate positive disposition to it. However, Luthje and Frank, (2004), Charney and Libecap, (2000), Robinson and Sexton, (1994) all contend that a positive correlation exists between Education (knowledge), Disposition and Business Creation. This is contrary to the outcome of this study. This result of this study support the idea of exposing the pupils to any form of entrepreneurial skill, simply because this is the critical stage in the developmental phase of a child, where certain major elements like interest, intelligence, competencies, values among others affect the child's self-concept at different stages of cognitive development, Gottfredson, (1981). The idea of exposing the child early to entrepreneurial skill is also in corroboration with Amadi, (2012) and Dzidonu's, (2005), they opined that a "true private sector development is an idea that must be sown among the youth early in their schooling career in order to develop private businesses.

Stakeholders' Disposition towards Inclusion of Entrepreneurship Study

Disposition can be defined as a tendency to exhibit frequently, consciously, and voluntarily a pattern of behavior that is directed to a broad goal. RosVoseles & Moss (2007).The result of this study showed stakeholders' positive disposition towards inclusion of entrepreneurship education. This disposition may be for the purpose of facilitating the social development of the child or could have emanated from the idea that inclusion of entrepreneurship education promotes team spirit, leadership, problem solving, negotiation skills, self direction and self management. Ballard, (1999); Chakuchichi *et al.,* (2003), Nurmi and Paasio, (2007). Again, the views shared by the majority of stakeholders in this study could have been due to their

understanding that as children take classes on entrepreneurship study, they will also develop business/marketing skill, social interaction skills like conduct (respect for authority, honesty and opportunity sporting), interpersonal relations (cooperation, teamwork, competition), self fulfillment (confidence, self actualisation and self image) and emotional stability Ballard, (1999); Kanhukamwe & Madondo, (2003). The data in this study showed that the most appropriate stage to expose the child to entrepreneurial education is at primary school stage. This is because the primary school level is believed to be the formative age that offer pupils the opportunity to acquire fundamental knowledge and skills that will help to equip them further in life to take life challenges. This is in corroboration with the study of Akpomi, (2008). The idea will expose some of these children who transit from primary to secondary level of education and later who would join the labour market the confidence to do so. Although most countries of the world, like Nigeria, concentrated entrepreneurship education programs only in the higher institutions. But as a root of industrialisation, entrepreneurship development must be initialled at the very foundation of human schooling – the primary. Hence Amadi, (2010) opined that formal instruction in concepts will lay a good foundation for further learning as the scholars' progress. In addition, the findings also agreed with Academic and Career Preparation Training research (ACT, 200), they believed that students should start career planning as early as primary school, by learning about their interests and their academic strengths and weaknesses as they begin to consider postsecondary and career options.

Factors Influencing Stakeholders' Disposition towards Inclusion of Entrepreneurial Education

From the findings, it was revealed that certain factors such as educational/professional background, socio-economic factors, family background, unemployment and occupation influences stakeholders towards inclusion of entrepreneurship education. This study corroborates Davidson, (1995), Kuratko and Hodgetts, (2004), Kangas and Tervo, (2002). Investigation had proved that these factors can influence an individual's disposition towards entrepreneurship education, this was supported by previous study of Robinson, Stimpson, Huefner and Slatter, (1991). The findings of this study also revealed the reason why children should be allowed to engage in entrepreneurship education and amazingly majority indicated that child's interest towards entrepreneurial education should be the main reason. This result is consistent with previous findings of Georgion, (1999) and Dex, (2009) but negate the studies by Arganawu and Ukpong, (2009), Ifeakor and Enemuo, (2009), they opined that children who are between the ages 1 to 9 are classified as minor, therefore, decisions are to be made on their behalf by the stakeholders. Other factor includes Government policy requirements which are often considered to be external factor that may not be within the control of an individual.

Entrepreneurial Skill for Child to Acquire

Extensive research had been done on individual's attitude to entrepreneurial skills because attitude is assumed to be a better explanatory factor for a career choice than demographic variables (Robinson, Stimpson, Huefner and Slatter, 1991). This is because attitude influences confidence, enthusiasm, inclination and aspiration towards entrepreneurship. In this study, majority of the stakeholders indicated business/marketing skill as their preferred skill for the child. This implies that most of the respondents will prefer their children to acquire business/marketing skill in order for them to be self-reliant and independent. Although It is worth noting that not all children may end up been entrepreneurs but the knowledge, skills,

and abilities that they developed in entrepreneurship course could be used in all works of life and also to shape their attitude, (Southon & West, 2004).

Stakeholders' Influence on the Career Choice of the Children

The findings of this study indicated that the stakeholder has a great deal of influence on the child's choice of career and this is consistent with the previous study of Ifeakor & Enemuo, (2009). Piwuna and Osasebor, (2009) had also discovered that children's apparent lack of information about the occupations they should choose may be due to the fact that their major source of job information is not the school, but the family. Opportunity for career success will depend on the vocational stimulation of the child. Most brilliant children may not even have the opportunity for successful career. It is the type of parental background an individual has that structures his vocational aspirations. A child who comes from an environment where he has no model to copy, or where he is not familiar with various jobs, will not be able to consider prestigious jobs while formulating his occupational goals. Thus, poor background may limit an individual's success in life. The available findings also revealed that the extent of stakeholders influence should be directly proportionate to the child's interest towards a giving career. This result is not consistent with the findings of Taylor, *et al*. (2004). They opined that some of the stakeholders perceived themselves as the most influential figures in their children's career aspiration, most essentially parents. They therefore play a significant role in the occupational aspirations and career goal development of their children. Without parental approval or support, children are often reluctant to pursue, or even explore diverse career possibilities. Although parents acknowledge their role and attempt to support the career development of their children, parental messages contain an underlying message of —don't make the same mistakes that I did. These interactions may influence children to select specific collegiate majors or pursue particular occupations. This is in corroboration with Ajewole, (2004), Georgion, (1999). Furthermore, majority affirmed that stakeholders should not in any way attempt to influence the choice of career for the children but rather, as identified in this study earlier, that the choice of career by the children should be dependent on the child's interest towards such careers. The findings also revealed the stakeholders (parents, teachers, policy makers and entrepreneurs) that had more influence on the child's career decision, and majority indicated that parental influence is a factor that affects not only occupational aspiration of the child above all others, but every developmental stage of the child's life, (Ifeakor & Enemuo, 2009, Piwuna and Osasebor, 2009). This may be because parents recognise their role in the career decision-making process of their wards. In line with previous findings of Taylor, et al. 2004 and Gottfredson, 1981, the result of this study showed that parents overwhelmingly ranked themselves as the most influential people among the stakeholders. The other groups mentioned fairly consistently were teachers, followed by role models (Entrepreneurs) and policy makers. The career choice process of young people can be compared to rocks in a polisher. —All kinds of people grind away at them but, parents are the big rocks in the tumbler Otto, (1989). Parents serve as major influences in the lives of their children. According to a large body of research, family factors often influence career development and decision-making (Keller, 2004).

CONCLUSION

Premised on the findings of this study is the evidence that stakeholders were positive in disposition towards inclusion of entrepreneurship studies into basic education curriculum within the study area despite the level of knowledge which was fair. They perceived entrepreneurship studies as a means of empowering the children through acquisition of

appropriate entrepreneurial skills to be job creators, employers of labour and to contribute meaningfully to the economic development of the nation. Stakeholders also identified information, business/marketing skill, financial management skill, vocational skill among others as major entrepreneurial skill that the children should acquire.

Consistent with previous findings by Georgion, 1999 and Dex, 2009, this study also confirmed that the most important factor to consider when guiding a child to choose entrepreneurship study is the child's interest and not what the stakeholders feel is the best for the child. In corroboration with Taylor, *et al.* 2004 and Gottfredson, 1981, it was revealed that parents perceived themselves as the most influential figures in their children's career development and decisions. Parents overwhelmingly ranked themselves as the most influential people in the child's career aspiration which was also supported by Otto, 1989 when he asserted that even if schools had the resources with which to meet young people's career guidance needs, neither teachers nor counsellors can replace the influence parents have on their sons and daughters' career plans.

RECOMMENDATIONS

The following recommendations are made:

1. Form the study it was discovered that majority of the stakeholders were unable to differentiate between entrepreneurship education and vocational education, it is therefore expedient that the government and private organisations should embark on creation of awareness and mobilisations on the concept of entrepreneurship education and its benefit to the development and growth of the economy.
2. In addition, the level of stakeholders' knowledge and awareness on the concept of entrepreneurship education and its benefit will result in many of them developing positive disposition towards inclusion of entrepreneurial curricular at the primary school level which when integrated will at the long run solve the problem of youth unemployment, restiveness among young people and create jobs and generate income that will impact the society at large.
3. The outcome of this study also shows that the appropriate stage to expose the child to the study of entrepreneurship studies is at the basic level. Therefore, it is recommended that teachers should involve the pupils in entrepreneurial skill learning early, hence this will encourage them to start career planning as early as primary school, by learning about their interests and their academic strengths and weaknesses as they begin to consider posts primary/secondary career options. As stated by the US Department of Labour (2015), career preparation and work-based learning experiences are essential in order to form and develop aspirations and to make informed choices about careers.
4. Many factors have been identified to influence career choice of a child, and each of these factors has certain degree of control over the career aspiration of the child, but consequent to the findings of this study. t is therefore, recommended that parents and teachers alike should consider the child's interest when guiding the child to choose entrepreneurship education as a career.
5. Curriculum planners should integrate entrepreneurship skill acquisition into the curriculum of basic education as a giant strive towards curbing unemployment. Policy makers in collaboration with all stakeholders in educational system should pay more attention to the issue of implementation of entrepreneurship skill acquisition. They should set aside enough time for learning the skills within the curriculum.

6. It is also important to get entrepreneurs into classrooms to share their expertise and entrepreneurial successes to motivate the children to have interest in developing their abilities.

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