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Assessing the Readiness for the Adoption of Early Entrepreneurship Education in Nigeria: Implications for Reducing Unemployment and Poverty

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Abstract: This study examined the readiness for the adoption of Early Entrepreneurship Education (EEE) in Nigeria as a strategic pathway for reducing unemployment and poverty among the youths. A quantitative survey design was employed, gathering data from 384 respondents comprising primary-school teachers, head teachers, and education administrators across Nigeria's six geopolitical zones. Data were analyzed using descriptive statistics, correlation, regression, and factor analysis to determine institutional readiness, perception levels, and the influence of socio-economic variables on adoption. Findings revealed a moderate level of readiness, with generally positive educator perception toward EEE but hindered by weak curriculum integration, inadequate teacher preparation, and limited infrastructure. Significant relationships were observed between teacher capacity, policy support, and community involvement in predicting readiness. The study recommends that the Universal Basic Education (UBE) curriculum be redesigned to include practical entrepreneurship modules from lower-basic levels; continuous professional development programs should be organized for teachers; and targeted funding mechanisms be introduced to strengthen institutional support. Collaboration among government agencies, private-sector partners, and local communities is vital for sustainability. Overall, early entrepreneurship education is presented as a sustainable framework for national development, employment generation, and poverty alleviation.

Keywords: **Entrepreneurship Education, Readiness, Poverty Reduction, Unemployment, Nigeria**

Introduction

Nigeria, Africa's most populous nation, continues to grapple with persistent unemployment, underemployment, and multidimensional poverty, despite its abundant natural and human resources. According to the National Bureau of Statistics (NBS, 2023), unemployment in Nigeria stands above 33%, with over 60% of the unemployed being youths aged 15–35 years. In addition, the World Bank (2022) reports that over 87 million Nigerians live in extreme poverty, earning less than $2.15 per day. These figures represent not only economic stagnation but also a structural failure to channel Nigeria's vast human capital into productive ventures.

The educational system, which should serve as the foundation for developing creativity, problem-solving, and self-reliance, remains largely oriented toward formal job preparation. This "certificate-driven" orientation produces graduates who seek employment rather than create it. Traditional schooling in Nigeria, especially at the primary education level, focuses on rote learning rather than nurturing entrepreneurial thinking. The Universal Basic Education (UBE) scheme, introduced in 1999, aimed to provide free and compulsory education for all children but has made little progress in integrating entrepreneurship education into the early curriculum.

Globally, many nations have begun integrating Early Entrepreneurship Education (EEE) into their learning systems as a tool for stimulating innovation and reducing youth

dependency. Countries like Mexico (through the My First Company initiative), South Africa (via The Sprouting Entrepreneurs Program), and several EU states have recognized that introducing entrepreneurship concepts at the primary-school level promotes creativity, financial literacy, and resilience among children. These examples demonstrate that early exposure to entrepreneurial thinking can lay the foundation for economic self-sufficiency, innovation, and job creation later in life.

In Nigeria, introducing EEE into the basic education curriculum represents a strategic step toward reversing poverty and unemployment trends. At an early age, children can learn fundamental concepts of innovation, self-efficacy, opportunity recognition, and value creation. These are skills that are critical for developing the next generation of entrepreneurs who can drive inclusive growth. Early exposure to entrepreneurship also strengthens self-confidence, creativity, and teamwork qualities that are essential in addressing Nigeria's socio-economic challenges.

Problem Statement

Despite the recognized role of entrepreneurship in stimulating employment and economic growth, entrepreneurship education in Nigeria remains limited to tertiary institutions. The neglect of entrepreneurship learning at the foundational (primary) stage is a critical gap in the nation's education and development policy. Pupils complete primary and secondary school without exposure to entrepreneurial skills or mindsets necessary for survival in an innovation-driven economy.

While the National Policy on Education (2004) highlights "the development of manipulative skills to function effectively in society" as one of the aims of primary education, this objective has not been effectively implemented. Entrepreneurship-related content is either missing or superficially addressed under vocational studies, with little emphasis on creativity, opportunity identification, or innovation. Teachers often lack the training and resources to deliver entrepreneurship-based lessons, and existing school infrastructure is grossly inadequate.

The consequences are evident:

• Rising youth unemployment and dependency on government or white-collar jobs.

• Escalating poverty levels and socio-economic inequalities.

• Increased social unrest, crime, and insecurity, especially among unemployed youths.

Nigeria's continued reliance on a non-practical educational system contributes to a mismatch between graduates' skills and labour-market needs. Without early intervention through entrepreneurship education, young Nigerians may continue to lack the confidence, initiative, and creativity required to become productive contributors to national development.

Hence, the problem this study addresses is the low level of readiness for adopting early entrepreneurship education in Nigeria. This low level of readiness is manifested in weak policy frameworks, poor teacher preparedness, limited curriculum integration, and inadequate institutional support. This study therefore seeks to evaluate Nigeria's readiness for the adoption of early entrepreneurship education as a sustainable approach to tackling the twin challenges of unemployment and poverty.

The main purpose of this study is to assess Nigeria's readiness to adopt early entrepreneurship education at the primary-school level and to examine how such adoption could reduce unemployment and poverty. The study specifically assesses educators' perceptions and attitudes toward the adoption of early entrepreneurship education and evaluates the role of parental and community support in fostering entrepreneurship education.

Literature Review

The Human Capital Theory, popularized by Becker (1964) and Schultz (1971), posits that education and training enhance individuals' productivity and earnings by developing skills, knowledge, and competencies. From this perspective, entrepreneurship education is an investment in human capital that yields long-term economic benefits for both individuals and society.

In the context of Nigeria, the theory implies that early Entrepreneurship Education (EEE) equips children with problem-solving, creativity, and innovation skills that can later translate into productive ventures (Akinbami & Oladipo, 2021). Early exposure to entrepreneurial learning therefore serves as a preventive strategy against unemployment and poverty, promoting self-reliance from a young age.

Furthermore, research has shown that the earlier individuals are introduced to entrepreneurial skills, the higher their likelihood of developing entrepreneurial intent and behavior later in life (Ojeifo, 2013; Izedonmi & Okafor, 2010). Thus, EEE becomes a strategic form of human capital investment capable of transforming Nigeria's youth population into an innovation-driven workforce.

The Theory of Planned Behavior (TPB) developed by Ajzen (1991) explains that entrepreneurial actions are influenced by three components: attitude toward behavior, subjective norms, and perceived behavioral control. This theory is particularly relevant in understanding how teachers, parents, and policymakers' attitudes toward entrepreneurship education influence its adoption.

When applied to early entrepreneurship education, TPB suggests that if teachers perceive entrepreneurship as valuable and feasible, and if the educational environment supports it, they are more likely to adopt and implement it effectively (Krueger et al., 2000). Therefore, readiness for EEE depends not only on policy and infrastructure but also on educators' behavioral intentions and confidence in delivering entrepreneurial content.

In the Nigerian educational context, where traditional teaching methods are predominant, adopting entrepreneurship education requires both institutional readiness and behavioral commitment from educators and administrators. These theoretical perspectives jointly explain how investment in human capacity and positive behavioral orientation contribute to the readiness and success of EEE in addressing unemployment and poverty.

A growing body of literature highlights the role of entrepreneurship education in economic transformation and poverty reduction. Globally, entrepreneurship education has been identified as a key mechanism for promoting job creation, innovation, and sustainable development (OECD, 2019; UNCTAD, 2020). Early entrepreneurship education focuses on nurturing creativity, financial literacy, and self-confidence among children (Fayolle & Liñán, 2014).

Studies in developed economies have demonstrated that early entrepreneurship exposure cultivates essential life skills. For instance, Peterman and Kennedy (2003) found that entrepreneurship education positively influences entrepreneurial intentions among students by increasing self-efficacy and opportunity recognition. In Finland and Norway, entrepreneurship education has been integrated into national curricula from the basic education level, emphasizing creativity, teamwork, and initiative (European Commission, 2016).

Similarly, in South Africa, the Sprouting Entrepreneurs Program has shown that early exposure to entrepreneurship concepts can significantly increase entrepreneurial awareness and problem-solving abilities among schoolchildren (Ndedi, 2012). These international experiences underscore the potential of EEE as a tool for socio-economic development in emerging economies like Nigeria.

In Nigeria, entrepreneurship education has gained attention mainly at the tertiary level, following the National Universities Commission (NUC) directive for all universities to establish entrepreneurship development centers (Adejimola & Olufunmilayo, 2009). However, at the basic and secondary levels, implementation remains weak.

Oviawe (2010) and Ojeifo (2013) found that most primary and secondary schools lack structured entrepreneurship curricula, trained teachers, and learning resources. Teachers often interpret entrepreneurship only as business start-up activities rather than as a lifelong skill of creativity, innovation, and resilience. Similarly, Nwabufo and Akpotu (2019) observed that the absence of teacher training programs, coupled with poor government support, hinders the inclusion of entrepreneurship concepts in primary education.

Recent studies (Okoye & Nwankwo, 2020; Nwachukwu, 2022) have emphasized that teacher motivation and professional development are key predictors of successful EEE adoption. Inadequate infrastructure, poor remuneration, and lack of teaching aids discourage educators from embracing entrepreneurship teaching. Moreover, policy inconsistency and funding limitations have been cited as major barriers to EEE integration (Osakwe & Oghuvwu, 2019).

In terms of outcomes, Eze (2021) demonstrated that exposure to entrepreneurial activities enhances pupils' problem-solving skills, creativity, and sense of responsibility. These findings affirm that effective entrepreneurship education can contribute significantly to youth empowerment, poverty reduction, and social stability.

Link between EEE, Unemployment, and Poverty Reduction

Entrepreneurship education equips learners with skills such as creativity, innovation, opportunity recognition, and risk management which are critical elements for employment creation (Fayolle & Liñán, 2014). By inculcating these values early, EEE can prevent dependency on formal jobs and empower young people to create opportunities for themselves and others.

In developing countries like Nigeria, where unemployment is structurally high, EEE represents a sustainable poverty-reduction mechanism (NBS, 2023). It promotes financial inclusion, strengthens local economies, and contributes to inclusive growth. Studies have shown that entrepreneurship training improves individuals' likelihood of self-employment and resilience in the face of economic challenges (Akanbi, 2013; Akinbami & Oladipo, 2021).

Methodology

Research Design

The study adopted a quantitative survey research design to assess Nigeria's readiness for the adoption of early entrepreneurship education (EEE) at the primary-school level. This design was chosen because it allows for the systematic collection and analysis of numerical data from a large sample to describe trends, opinions, and relationships among variables (Creswell, 2014).

The quantitative approach enabled the use of statistical tools to measure institutional readiness, teacher perception, and socio-economic factors influencing the adoption of EEE in Nigeria. The study design aligns with previous entrepreneurship education research that emphasizes empirical measurement of attitudes and readiness indicators (Fayolle & Liñán, 2014; Oviawe, 2010).

The population comprised primary-school teachers, head teachers, and education administrators within the Universal Basic Education (UBE) framework across Nigeria's six geopolitical zones (North-West, North-East, North-Central, South-West, South-East, and South-South).

Figure 1: Map of Nigeria showing the six Geopolitical

The choice of these respondents was informed by their central roles in policy implementation, curriculum delivery, and classroom practice. Teachers and administrators are the immediate agents responsible for translating educational reforms such as EEE into actionable teaching and learning experiences.

Sample Size and Sampling Technique

A multi-stage sampling technique was employed. First, two states were randomly selected from each geopolitical zone, giving a total of twelve (12) states. From each state, a proportional number of primary schools were chosen, and teachers or head teachers were selected using simple random sampling.

A total of 400 questionnaires were distributed to the respondents but only 384 were used for the analysis. The remaining 16 questionnaires were rejected due to insufficient information. This sample size was considered adequate based on Krejcie and Morgan's (1970) sample determination table, ensuring representation across the different geopolitical regions of Nigeria.

The data were collected using a structured questionnaire titled Readiness for Early Entrepreneurship Education Questionnaire (REEEQ). The instrument was developed by the researcher, drawing from previous studies on entrepreneurship education (Akanbi, 2013; Ojeifo, 2013; Osakwe & Oghuvwu, 2019). Items were measured on a five-point Likert scale ranging from 1 = Strongly Disagree, 2 = Disagree, 3 = Neural, 4 = Agree and 5 = Strongly Agree.

Validity and Reliability of the Instrument

To ensure content validity, the questionnaire was reviewed by three experts in entrepreneurship education, curriculum studies, and educational management. Their feedback helped refine the wording, relevance, and clarity of items.

Table 1: Reliability Statistics for REEEQ

Item	Cronbach's Alpha (α)
Institutional Readiness	0.82
Teacher Capacity and Attitude	0.87
Community and Parental Involvement	0.79
Overall Instrument Reliability	0.84

A pilot study involving 40 teachers from two states not included in the main sample was conducted to assess the instrument's reliability. Using Cronbach's Alpha, the internal consistency of the instrument was established at α = 0.84, indicating high reliability (Nunnally, 1978).

Results

This section presents the analyzed results of data collected from 384 respondents across Nigeria's six geopolitical zones. The results are organized around the key research objectives.

Demographic Characteristics of Respondents

The demographic profile of respondents provides insight into the distribution of teachers and administrators who participated in the study.

Table 3: Demographic Characteristics of Respondents

	Frequency (f)	**Percentage (%)**
GENDER:		
Male	172	43.0
Female	228	57.0
QUALIFICATION:		
NCE	144	36.0
B.Ed./B.Sc. (Ed.)	182	45.5
M.Ed./M.Sc.	54	13.5
Others	20	5.0

Source: Field Survey

Table 1 indicates that most respondents were female representing 57%, with B.Ed./B.Sc. (Ed.) qualifications (45.5%) while the male respondents were lower representing 43% of the sample.

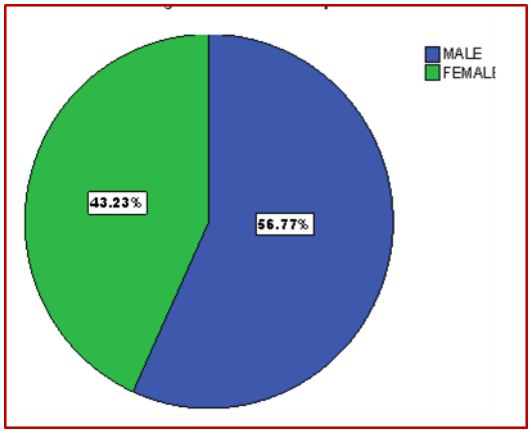

Figure 2: Gender of the Respondents

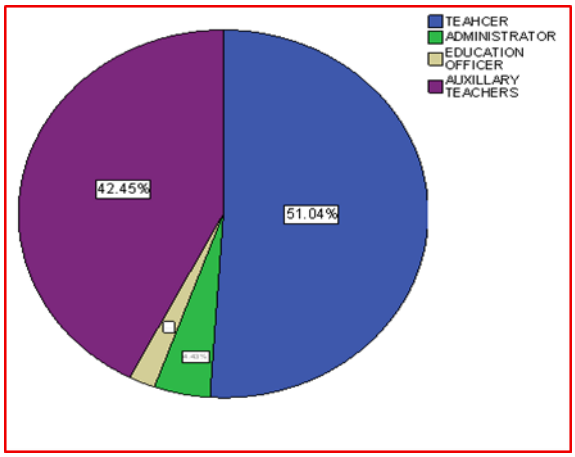

Figure 3: Educational qualifications Respondents

Source: SPSS Data Analysis

Figure 3 presents the educational qualifications of the respondents. 30.7% of the respondents attained BSc. (N = 118), 43.0%, MSc. (N = 165) and 10.4%, Ph.D. while 15.9% of respondents have O' Level (N = 61). Overall educational qualifications of the respondents is high with NCE, B. ED/B.SC., and M. ED/M.SC. representing about 95%. This suggests a knowledgeable respondent base capable of assessing readiness for entrepreneurship education integration.

Institutional Readiness for Early Entrepreneurship Education

Respondents were asked to indicate their level of agreement with statements relating to institutional readiness—policy support, curriculum inclusion, availability of teaching aids, and administrative backing.

Table 5: Institutional Readiness Indicators

Questionnaire Items	Mean (x̄)	Std. Dev.	Interpretation
Entrepreneurship concepts are included in the primary curriculum	2.74	0.83	Low
Schools receive adequate government support for entrepreneurship programs	2.66	0.90	Low
Teaching materials and resources for entrepreneurship education are available	2.81	0.85	Low
School administrators encourage entrepreneurship-based activities	3.32	0.78	Moderate
Infrastructure supports practical learning	2.88	0.79	Low

Source: Result of Data Analysis

The overall institutional readiness mean of 2.88 indicates that Nigerian primary schools show low to moderate readiness for adopting EEE. While administrators display interest, systemic challenges such as a lack of resources and curriculum content hinder implementation.

Teacher Capacity and Perception toward EEE
Teacher competence, attitude, and willingness to teach entrepreneurship content were evaluated.

Table 6: Teachers' Capacity and Perception

Questionnaire Items	Mean (x̄)	Std. Dev.	Interpretatio
I have received training on entrepreneurship education	2.45	0.88	Low
I am confident in teaching entrepreneurship-related topics	3.44	0.82	Moderate
Entrepreneurship education is essential for primary pupils	4.32	0.67	High
I am willing to teach entrepreneurship if given the opportunity	4.18	0.74	High

I believe entrepreneurship will reduce youth unemployment	4.51	0.59	High
Overall Mean Score	3.78	—	Moderately High

Source: Result of Data Analysis

Teachers' perceptions of EEE are highly positive, with strong agreement on its relevance to youth empowerment and poverty reduction. However, the low means on training (2.45) suggests that inadequate professional development remains a major constraint.

Community and Parental Involvement

Table 7: Community and Parental Support for EEE

Questionnaire Items	Mean (x̄)	Std. Dev.	Interpretation
Parents encourage entrepreneurial behavior in children	3.21	0.81	Moderate
The local community supports school-based entrepreneurship programs	3.08	0.84	Moderate
Parents are willing to collaborate with schools for entrepreneurship projects	3.12	0.77	Moderate
Community members serve as mentors for pupils	2.89	0.79	Low
Overall Mean Score	3.08	—	Moderate

Source: Result of Data Analysis

Community and parental support for EEE is moderate, showing potential for improvement through awareness and stakeholder engagement programs.

Correlation Analysis

To determine the relationships between the key variables (institutional readiness, teacher capacity, and community involvement), Pearson's correlation analysis was performed.

Table 8: Correlation Matrix of Major Variables

Variables	Institutional Readiness	Teacher Capacity	Community Involvement	EEE Adoption Readiness
Institutional Readiness	1.000	.482**	.394**	.615**
Teacher Capacity	.482**	1.000	.431**	.648**
Community Involvement	.394**	.431**	1.000	.567**
EEE Adoption Readiness	.615**	.648**	.567**	1.000

Note: p < 0.01 (2-tailed)

Source: Result of Data Analysis

There is a strong positive correlation between teacher capacity (r = 0.65) and EEE readiness, followed by institutional readiness (r = 0.62) and community involvement (r = 0.57). This implies that improving teacher competence and policy/institutional frameworks significantly enhances readiness for EEE adoption.

Regression Analysis

A multiple regression analysis was conducted to determine the extent to which institutional readiness, teacher capacity, and community involvement predict overall readiness for EEE adoption.

Table 9: Regression Analysis Summary

Regression Variables	B	β	t	Sig.
(Constant)	1.028	—	3.021	0.003
Institutional Readiness	0.321	0.294	4.358	0.000
Teacher Capacity	0.389	0.372	5.127	0.000
Community Involvement	0.267	0.248	3.601	0.001
R = 0.742; R² = 0.551; F (3,396) = 54.32; p < 0.001				

Source: Result of Data Analysis

The model explains approximately 55.1% of the variance in EEE adoption readiness. All three predictors—teacher capacity (β = 0.372), institutional readiness (β = 0.294), and community involvement (β = 0.248)—significantly contribute to readiness. Teacher capacity emerged as the strongest predictor, emphasizing the importance of professional development.

Summary of Findings

1. Institutional readiness for EEE in Nigerian primary schools is low to moderate, hindered by weak policy support and inadequate resources.

2. Teachers display high enthusiasm for EEE but lack adequate training and exposure to entrepreneurship pedagogy.

3. Community and parental involvement are moderate, indicating the need for stronger partnerships between schools and communities.

4. Statistical analysis confirms that teacher capacity, institutional readiness, and community support significantly predict Nigeria's readiness for adopting EEE.

These results collectively demonstrate that while awareness and interest in early entrepreneurship education exist, the system lacks the structural and professional capacity for effective implementation.

Discussion

The findings of this study provide compelling evidence on Nigeria's readiness and challenges in adopting early entrepreneurship education (EEE) as a national strategy for reducing unemployment and poverty. While there is increasing awareness and support for entrepreneurship education at higher levels of learning, its introduction at the primary-school level remains limited, reflecting systemic gaps in policy, curriculum, and capacity development.

The results revealed a low to moderate level of institutional readiness among primary schools in Nigeria, with an overall mean of 2.88. This aligns with previous studies (Oviawe, 2010; Osakwe & Oghuvwu, 2019) that identified weak policy enforcement, limited resource allocation, and poor curriculum integration as major barriers to entrepreneurship education at the foundational level.

The finding underscores the disconnect between policy intent and implementation. Although the National Policy on Education (2013) and the UBE Act (2004) emphasize functional education and skill acquisition, entrepreneurship content is yet to be effectively mainstreamed within the basic education curriculum.

The absence of dedicated teaching materials, inadequate infrastructure, and limited government funding further constrain readiness. According to Nwabufo and Akpotu (2019), without institutional support systems—such as teacher guides, instructional materials, and continuous assessment frameworks—EEE adoption will remain a theoretical aspiration rather than a practical reality.

This gap in institutional readiness reflects broader issues in Nigeria's education governance structure, where curriculum reforms are often introduced without adequate stakeholder sensitization or resource backing. The implication is that policy innovation must be matched with institutional preparedness, funding, and teacher support mechanisms.

Teacher Capacity as the Core Predictor of Readiness

Teacher capacity emerged as the strongest predictor of EEE adoption readiness ($\beta = 0.372$, $p < 0.001$), consistent with findings from Akanbi (2013) and Nwachukwu (2022) that teachers' competence and motivation directly influence entrepreneurship education outcomes.

Although teachers in this study expressed high positive perception toward EEE (overall mean = 3.78), their training exposure was low (mean = 2.45). This indicates enthusiasm but limited practical skills in entrepreneurship pedagogy. As Ajzen's (1991) "Theory of Planned Behavior" posits, even when individuals hold positive attitudes, their ability to act depends on perceived behavioral control. This is represented by teacher competence and resource availability.

This finding implies that readiness for EEE adoption cannot rely on policy directives alone; it requires strategic capacity building. Regular in-service training, workshops, and inclusion of entrepreneurship modules in teacher education programs are essential. As Fayolle and Liñán (2014) argue, entrepreneurship education must be taught by competent facilitators capable of fostering creativity and experiential learning rather than rote instruction.

Moreover, the study reveals that teachers are willing to integrate entrepreneurship if given proper support, demonstrating a latent potential within the existing education workforce that can be harnessed through targeted training and incentives.

Community and Parental Involvement

The study also found a moderate level of community and parental involvement (mean = 3.08). Parents and community stakeholders recognize the value of entrepreneurship but have limited direct participation in school-based programs. This corroborates the observations of Okoye and Nwankwo (2020), who noted that public awareness of entrepreneurship education remains low in many Nigerian communities.

For EEE to thrive, education must transcend the classroom to involve family and community contexts. Local entrepreneurs, artisans, and business owners can serve as mentors or resource people, exposing children to real-life entrepreneurial experiences. Such community engagement aligns with global best practices, such as South Africa's Sprouting Entrepreneurs Program, which integrates local mentorship and school-community projects (Ndedi, 2012).

The study therefore suggests that effective EEE implementation requires a tripartite collaboration among schools, families, and local businesses. Building community ownership will help sustain entrepreneurship initiatives beyond government interventions.

Implications for Poverty Reduction and Youth Employment

The study's findings have profound implications for Nigeria's broader struggle against poverty and unemployment. Introducing entrepreneurship education at the primary-school level can cultivate creativity, self-efficacy, and resilience—qualities that are crucial for sustainable livelihoods (Fayolle & Liñán, 2014; Nwachukwu, 2022).

By nurturing entrepreneurial mindsets early, pupils can develop the orientation to create jobs rather than seek them, aligning with SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth). Over time, such interventions can generate a multiplier effect, as children exposed to entrepreneurship grow into innovative adults capable of initiating small and medium enterprises (SMEs), thus reducing dependence on government employment.

In this context, EEE becomes not just an educational innovation but a national poverty-alleviation strategy, linking classroom learning with long-term economic empowerment.

However, achieving this potential requires addressing systemic barriers: lack of curriculum integration, inadequate funding, and weak teacher training. Without deliberate government intervention and stakeholder collaboration, Nigeria risks missing an opportunity to convert its vast youthful population into a productive asset for development.

Comparison with Global Practices

Comparatively, countries that have successfully integrated EEE, such as Finland, Norway, and Singapore, adopted a bottom-up approach—starting with teacher training, curriculum redesign, and resource development (European Commission, 2016). In contrast, Nigeria's education reforms often follow a top-down policy model, emphasizing directives without equipping implementers.

To bridge this gap, Nigeria must adopt a contextualized EEE model that aligns global best practices with local realities that focuses on experiential learning, mentorship, and innovation clubs at the basic school level. As Akinbami and Oladipo (2021) noted, entrepreneurship education succeeds where the learning process is participatory, creative, and linked to real-world problem-solving.

Thus, adopting early entrepreneurship education represents a paradigm shift from rote learning to competency-based education, capable of preparing Nigerian children for productive and innovative futures.

Conclusion

This study assessed Nigeria's readiness for the adoption of Early Entrepreneurship Education (EEE) as a strategic instrument for reducing unemployment and poverty. The findings demonstrated that while there are strong awareness and positive perception of entrepreneurship education among teachers and administrators, the institutional and policy environment remains inadequately prepared for full-scale implementation.

Specifically, the study found low to moderate institutional readiness, reflecting poor curriculum integration, inadequate resources, and weak policy coordination. Teachers displayed high enthusiasm toward entrepreneurship education but lacked the required training, pedagogical tools, and incentives to effectively deliver entrepreneurship content. Community and parental involvement were moderate, signaling partial awareness but limited structured participation.

Statistical analyses confirmed that teacher capacity, institutional readiness, and community involvement significantly predict overall readiness for EEE adoption. These findings affirm the propositions of Human Capital Theory and Theory of Planned Behavior, underscoring that the combination of human skill, motivation, and supportive environments determines educational reform success.

The study concludes that Early Entrepreneurship Education (when properly implemented) has the potential to transform Nigeria's educational and economic landscape by cultivating entrepreneurial mindsets, fostering innovation, and reducing dependency on government jobs. Early exposure to entrepreneurial values among children will lay the foundation for self-employment, job creation, and sustainable livelihoods—thereby addressing the twin challenges of unemployment and poverty that continue to hinder Nigeria's national development.

Nigeria stands at a critical juncture where its large youthful population can be a demographic dividend or a liability. The adoption of Early Entrepreneurship Education provides a transformative pathway for converting this demographic strength into economic productivity and social stability. With deliberate policies, committed teachers, and supportive communities, Nigeria can lay the foundation for a self-reliant, entrepreneurial generation capable of driving sustainable development and prosperity.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed:

1. Curriculum Integration and Policy Reform

The Federal Ministry of Education and the Nigerian Educational Research and Development Council (NERDC) should urgently revise the Universal Basic Education (UBE) curriculum to incorporate structured entrepreneurship content from the lower primary level. Such integration should go beyond theoretical knowledge to include practical components

such as school gardens, craft clubs, innovation days, and business simulation activities.

2. Teacher Capacity Building

There is a pressing need for systematic teacher training and retraining. Teacher Education Institutes, Colleges of Education, and Faculties of Education in the Universities should graft entrepreneurship pedagogy into their curricula. In-service teachers should also benefit from Continuous Professional Development (CPD) programs, workshops, and mentorship opportunities to strengthen competence and teaching confidence.

3. **Institutional and Infrastructure Support**

Government and private stakeholders should invest in infrastructure and learning materials that promote experiential learning—such as model classrooms, learning kits, and digital entrepreneurship resources. Effective implementation requires adequate funding through special intervention grants and partnerships with donor agencies, NGOs, and corporate organizations under their Corporate Social Responsibility (CSR) schemes.

4. **Community and Parental Engagement**

Community participation is vital for sustainability. Schools should actively involve parents, artisans, local entrepreneurs, and business associations in developing school-based entrepreneurship projects. Sensitization campaigns and community-school partnerships can help reinforce the value of entrepreneurship learning at home and within the local environment.

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