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## The Roles of Principals in the Promotion of Entrepreneurship Education in Secondary School in Uyo Municipality

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### ABSTRACT

*This study sought to assess the roles of principals in the promotion of entrepreneurship education in secondary school in Uyo municipality. The study adopted an Expost facto research design. The study was conducted in Uyo. The population of the study comprised principals and vice principals (administration and academics) in secondary schools in Uyo. Simple random sampling technique was adopted in selecting 20 principals and 40 vice principals (20 in administration and 20 in academics), thus, giving a sample size of 180 respondents for the study. The main instrument used in this study was a questionnaire titled “Principals and Promotion of Entrepreneurship Education Questionnaire” (PPEEQ). Face and content validation of the instrument was carried out to ensure that the instrument has the accuracy, appropriateness, completeness and the language of the study under consideration. Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.84 and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as simple regression to test the hypotheses. The test for significance was done at 0.05 alpha levels. The study concluded that principals have great roles to play in the promotion of entrepreneurship education, as the realization of educational goals rests primarily on their shoulders. One of the recommendations made was that the State Government should provide the enabling environment that enhances this course to be worthwhile and enticing for students to appreciate and value it in order for them to be useful to self and functional to the society upon by their graduation.*

**Keywords: Principals, Entrepreneurship Education, Challenges, Mitigating Strategies**

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### Introduction

The word entrepreneur is derived from the French verb *entreprendre*, which means ‘to undertake’. This refers to those who undertake the risk of establishing new enterprises. An enterprise is created by an entrepreneur. It is the willingness to take risk and develop, organize and manage a business venture in a competitive global market place that is constantly evolving.

Entrepreneurship education is an important way for entrepreneurs to acquire resources, enhance innovative ability and innovative personality, and build multi-level learning channels for entrepreneurs by integrating various knowledge and value systems. From knowledge learning to skills improvement, entrepreneurship education includes general ability development and improvement of professional ability. Entrepreneurial competence, which is important for success, mainly refers to the ability to identify opportunities and develop the necessary resources and capital (Arthurs and Busenitz, 2006; Kettunen et al., 2013), in addition to technical, financial, and legal knowledge. Considering that entrepreneurship ability is diversified, Bacigalupo et al. (2016) build an entrepreneurial competency framework that includes opportunity identification, entrepreneurial skills that represent “resources,” action areas, and 15 competency lists. Education has been the axle for social, economic and political transformation in all societies. It acts as an integrative force in society, imparting values that foster individual excellence, social cohesion and national development. Recognising the importance of education in national development, the policy makers have placed an unprecedented focus on a recently identified concept in the field of education across all levels named as 'entrepreneurial skill development through education'. A great deal of interest has been shown in successful entrepreneurship education; expectations run high, and teachers play a central role in its realization. This is a good reason to study the principal's role as a key factor in the promotion of entrepreneurship education. It is a phenomenon that is worth researching, given its focal role in the development of social and economic well-being (Kuratko, 2005).

### **Statement of the Problem**

Entrepreneurship education is the surest means of attaining education for self-reliance. Much of the interest that is centered on entrepreneurship education arises from the fact that it exposes students to career awareness and equips them with adequate skills for useful employment. Different entrepreneurial courses are being taught in secondary schools in Uyo municipality, in order to equip the graduates with skills, abilities and competencies for self-reliance. Despite the bold step taken by the government in including entrepreneurship education into the school curriculum and the huge financial resources invested in procuring tools and equipment for vocational / technical workshops; there is still high rate of unemployment among school leavers and college graduates. This has been attributed to ineffective skills and inadequate competencies required to compete and survive in the labour market. The progressive decline in secondary school graduates in establishing themselves has been attributed to inadequate employable skills imparted to them. It is a truism that no training programme can be better evaluated than through the teachers who plan, implement and evaluate it. It is as a result of this background that this study seeks to ascertain the roles of principals in the promotion of entrepreneurship education in secondary school in Uyo municipality.

### **Objectives of the study**

1. To fine out the roles of Principals in Promotion of Entrepreneurship Education in Secondary Schools.
2. To examine the Challenges of Promotion of Entrepreneurship Education by Principals.
3. To determine the Strategies needed to Mitigate Challenges of Promotion of Entrepreneurship Education by Principals.

### **Research questions**

1. What are the roles of Principals in Promotion of Entrepreneurship Education in Secondary Schools?
2. What are the Challenges of Promotion of Entrepreneurship Education by Principals?
3. What are the Strategies needed to Mitigate Challenges of Promotion of Entrepreneurship Education by Principals?

### **Concept of Entrepreneurship Education**

Entrepreneurship education focuses on the development of skills or attributes that enable the realization of opportunity, where management education is focused on the best way to operate existing hierarchies (Wikipedia, 2020). Entrepreneurship is also being developed as a way of developing skills such as risk-taking and problem solving that facilitate achievement of life goals and in education. Whether startup entrepreneurs or growing business owners, the challenge is much bigger than what we normally assume. It's critically important for us to know what we are getting into. Right education around the core pillars of entrepreneurship and professional business development - Mindset, Skills, Knowledge and Tools is important. Entrepreneurship education can be oriented towards different ways of realizing opportunities. The most popular one is regular entrepreneurship: opening a new organization (e.g. starting a new business). The vast majority of programs on secondary level teach entrepreneurship in a similar way to other business subjects. Here Enterprise is defined as an ability to develop multiple ideas and opportunities that can be made real, and entrepreneurship is defined as the development of business acumen that can realise the full potential (Kuratko, 2005). Another approach is to promote innovation or introduce new products or services or markets in existing firms. This approach is called corporate entrepreneurship or Intrapreneurship and was made popular by author Gifford Pinchot in his book of the same name (Wikipedia,2020).

Ngeremand Ezikpe, (2016) in their study concluded that financial management skill, risk taking skill, communication skill, and human relations skill and so on are the entrepreneurial skills required for economic development. They also discovered that entrepreneurship education empowers students to face the challenges of unemployment after graduation, help graduates to contribute meaningfully to economy of the country, exposes students to knowledge and skills for job creation after graduation, and exposes students to areas of interest in business ventures and so on.

### **Concept of Secondary School Administration**

Any formal effort geared towards the realization of set goals using human, material and financial resources is termed administration. Administration can be a discipline concerned with facilitating the accomplishment of goals through systematic utilization of available human and material resources. School administration is defined by experts as the arrangement of human and material resources and programmes available to education for the attainment of educational objectives. It holds that school administration involves a systematic utilization of available human and material resources to implementing educational programmes within the guidelines of educational polices in order to achieve the goals of education. Secondary school is the intermediate level of education which is an inevitable bridge between the primary school and higher institution. It can only be productive if there is effective and efficient management of human and material resources available to it. For any organization to achieve predetermined goals there must be effective and efficient leadership whose responsibility it is to plan, organize, coordinate, control,

budget and report the effort of others. In the secondary school, the principal is saddled with this responsibility. A superior (principals or instructional superior) is anyone assigned the function of helping others to improve on their instructional competence. He/she needs to be honest, objective, fair and firm. His/her charismatic disposition is a motivational strategy for success. There is serious need of capacity and professional development of school principals to meet with the ever-changing demands of the school system in this age of global competitiveness.

### **Roles of Principals in Promotion of Entrepreneurship Education in Secondary Schools**

Entrepreneurship education cultivates innovative talents, which are an important driving force for future development. At present, innovation-driven development strategies place new demands on entrepreneurship education. Principals as school leaders are responsible for following the national curriculum. (Basic Education Act 628/1998, 1998). Because entrepreneurship education is supported by national norms, we expect that principals are aware of the concept and the expectations set to its implementation. In many cases, teachers independently use different entrepreneurial methods and tools in their teaching. However, there are certain school level practices whose use is in discretion of principal. For example, is entrepreneurship education included in the annual plan of the school, are on-the-job-training offered for teachers, have the student's possibility to participate the entrepreneurship-related work placement, is there school-business partnership, does the school have theme days, theme lessons or elective entrepreneurship courses on entrepreneurship. Furthermore, it also depends on principal's intention whether he/she brings up entrepreneurship education related topics in teachers' meetings, just to name a few (Ruskovaara & Pihkala, 2013; Johansen & Schanke, 2013). Furthermore, there are certain activities related to principals' own development in sense of entrepreneurship education, but also how he/she involves teachers to take part in development. For example, has the principal taken part in enterprise-related courses or training; has he/she taken into account the regional and/or local industry strategies when developing school's entrepreneurship education practices; is he/she developing the school's enterprise-oriented culture; is he/she encouraging or supporting teachers to broaden their understanding of entrepreneurship education; or is he/she involving teachers to develop schools, local or national enterprise education plans, curricula or strategies.

### **Challenges of Promotion of Entrepreneurship Education by Principals**

Students learn at different rates, have different motivations, start with different bases of knowledge and experience, and have access to different resource networks. Similarly, educators have different discipline specialties, different levels of capability, and different resource networks. Notwithstanding the intimidating variety of factors leading to the perception of successful entrepreneurship, entrepreneurial education is continuing its increase globally in both quantity and quality (Henry, Hill, and Leitch 2005). Thus, its education poses great challenges to its promotion on schools.

It is for this reason that Okezie et al. (2013) suggest the need to find out the problems with the program and how it can be managed and delivered so as to meet its goals and objectives. If entrepreneurship education is expected to attain the desired goals of the country, then the many challenges Nigerian secondary schools are facing need to be discussed and addressed. Among the challenges identified are: (a) Wage-earner culture of society: (b) Ignorance of school administration: (c) What to teach and to who: (d) Who is to teach entrepreneurship: (e) Lack of

teaching Materials: (f) Government and policy-makers: (g) Systemic Corruption: (h) Poor access to vocational skills: (i) Absence of regulatory mechanisms: (j) Administrative and trade barriers: (k) Infrastructural deficits: (l) Lack of a proactive regulatory environment

As such, entrepreneurship education, in part, must be provided at an individual level and there cannot be a generalized optimal process that can be introduced into any given higher education institution. When considering this individual-level focus and analyzing an individual entrepreneur, there may be a unique combination in the current skill level, the innate skill, the rate of skill adoption, and the “coach-ability” in contrast to other individuals, potentially within the same entrepreneurship education program (Kuratko 2005). Though most students will benefit greatly from a program that can adapt to their individual personal traits and experiences, often they will not require the presence of specialists. The program in which the entrepreneur is learning should strive to provide access to specialized resources but may not need a cadre of in-house specialists. This serves both the entrepreneur and the institution in that specialist skills in demand are as dynamic and fast changing as the field of entrepreneurship education itself.

### **Strategies to Mitigate Challenges of Promotion of Entrepreneurship Education by Principals**

Ojejifo (2012) as quoted by Enu (2012) observe that entrepreneurship education is essential not only to shape the mindsets of young people but also to provide the skills, knowledge and motivation to start up their own businesses. Fayole et al. (2006b), as he further quoted, argue that for this to be achieved there is need to introduce entrepreneurship education right from early childhood. It is therefore necessary to encourage entrepreneurship education given that it is accompanied by massive employment creation (Fadeyi et al., 2015). The following strategies are necessary to mitigate challenges of promoting of entrepreneurship education in schools.

#### **Enterprise-related training**

Managing the development of entrepreneurship in their schools, principals benefit from a wider understanding of the development needs within and beyond the school (Robinson, 2010). To enable this, principals gain from involvement in the development of the regional and/or local school curriculum from the point of view of entrepreneurship education (Hynes & Richardson, 2007; Neck & Greene, 2011). Along this line, principals may be involved in the development of regional and/or local entrepreneurship education plans (Drakopoulou et al., 2012; Hynes & Richardson, 2007). Understanding the regional and local development supports the shaping of a personal vision guiding the development. Different initiatives between educational institutions and small businesses can benefit students, schools and companies in many ways. For example, taking into account local companies’ needs, the school can achieve a more relevant curriculum and the students can learn from real-life practical experiences and acquire skills that are needed when they start working after graduating (Johansen & Schanke, 2013; Johansen & Somby, 2015).

#### **Principals’ personal business experience**

The principal’s personal experience in business increases the principal’s understanding of the needs of the business. It also forms a resource base for the principal in the form of increased networking possibilities

and school-business cooperation initiatives (Ruskovaara et al., 2016; Drakopoulou et al., 2012; Fuchs et al., 2008). Evidence about the role of principals' experiences in entrepreneurship education seems contradictory. For example, related to the general performance of principals, Ballou & Podgursky (1995) found no relationship between business experience and principal performance. However, Penaluna, Penaluna & Jones (2012) together with Sánchez (2013) suggest that a teacher's personal experience supports entrepreneurship education in schools. Very recently, Ruskovaara et al. (2016) have reported that the principal's business background is not related to the level of entrepreneurship education in schools.

### **Principals leading entrepreneurship education practices**

As the administrative, pedagogical and visionary leader, the principal affects the practices in many ways. The principal's development activities are the main factor explaining entrepreneurship education practices in the school. One of the main structures and practices of the school is to follow the annual plan (Cooper et al., 2004; Frank, 2007; Gibb, 2011). The principal can ensure the successful implementation of entrepreneurship education by including it in the plans. For teachers, the annual plan works as the backbone for offering enterprise theme days, elective entrepreneurship courses or enterprise-oriented periods of work placement or on-the-job training. Additionally, entrepreneurship theme lessons can provide possibilities to learn creativity and collaboration as well as project management (Neck & Greene, 2011; Gartner, 2008; Hytti & O'Gorman, 2004; Johansen & Schanke, 2013; Shepherd, 2004). The other effects may include an individual teacher's autonomous entrepreneurship education activities or students' own projects. However, even these activities will require approval by the principal in the long run.

### **Developing enterprise-oriented activity in the school**

Studies emphasize the principal's role in developing the school's culture and organizational structure (Birdthistle et al., 2007; Kothari & Handscombe, 2007). Enterprise-oriented activity should be implemented in schools as this will foster effective entrepreneurship education.

### **Method**

The study adopted an Expost facto research design. The study was conducted in Uyo. The population of the study comprised principals and vice principals (administration and academics) in secondary schools in Uyo. Simple random sampling technique was adopted in selecting 20 principals and 40 vice principals (20 in administration and 20 in academics), thus, giving a

sample size of 180 respondents for the study. The main instrument used in this study was a questionnaire titled “Principals and Promotion of Entrepreneurship Education Questionnaire” (PPEEQ). Face and content validation of the instrument was carried out to ensure that the instrument has the accuracy, appropriateness, completeness and the language of the study under consideration. Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.84 and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as simple regression to test the hypotheses. The test for significance was done at 0.05 alpha levels.

## Result

### Research Questions 1

The research question sought to find out the roles of Principals in Promotion of Entrepreneurship Education in Secondary Schools. In order to answer the research question, percentage analysis was performed on the data (see table 1).

**Table 1: Percentage analysis of the roles of Principals in Promotion of Entrepreneurship Education in Secondary Schools**

<b>ROLES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Principal taking part in enterprise-related courses or training	41	22.78**
Taking into account the regional and/or local industry strategies	22	12.22*
Local industry strategies when developing school’s entrepreneurship education practices	33	18.33
Developing the school’s enterprise-oriented culture	26	14.44
Encouraging or supporting teachers to broaden their understanding of entrepreneurship education	28	15.56
Involving teachers to develop schools, local or national enterprise education plans, curricula or strategies	30	16.67
<b>TOTAL</b>	<b>180</b>	<b>100%</b>

\*\* **The highest percentage frequency**

\* **The least percentage frequency**

**SOURCE: Field survey**

The above table 1 presents percentage analysis of the roles of Principals in Promotion of Entrepreneurship Education in Secondary Schools. From the result of the data analysis, it was observed that the roles tagged “principal taken part in enterprise-related courses or training” 41(22.78%) was rated the highest as affirmed by the respondents while the role tagged “taking into account the regional and/or local industry strategies” 22(12.22%) was rated the least by the respondents.

## **Research Questions 2**

The research question sought to find out the Challenges of Promotion of Entrepreneurship Education by Principals. In order to answer the research question, percentage analysis was performed on the data (see table 2).

**able 2: Percentage analysis of the Challenges of Promotion of Entrepreneurship Education by Principals**

CHALLENGES	FREQUENCY	PERCENTAGE
Problem of who is to teach entrepreneurship	8	4.44
Lack of teaching Materials	32	17.78**
Attitude of government and policy-makers	29	16.11
Systemic Corruption	12	6.67
Poor access to vocational skills	26	14.44
Absence of regulatory mechanisms	27	15
Administrative and trade barriers	6	3.33*
Infrastructural deficits	25	13.89
Lack of a proactive regulatory environment	15	8.33
<b>TOTAL</b>	<b>180</b>	<b>100%</b>

\*\* The highest percentage frequency

\* The least percentage frequency

**SOURCE: Field survey**

The above table 2 presents percentage analysis of the Challenges of Promotion of Entrepreneurship Education by Principals. From the result of the data analysis, it was observed that the challenge tagged “lack of teaching materials 32(17.78%) was rated the highest as affirmed by respondents while the challenge tagged “administrative and trade barriers” 6(3.33%) was rated the least by the respondents.

### Research Questions 3

The research question sought to find out the Strategies needed to Mitigate Challenges of Promotion of Entrepreneurship Education by Principals. In order to answer the research question, percentage analysis was performed on the data (see table 3).

**Table 3: Percentage analysis of the Strategies needed to Mitigate Challenges of Promotion of Entrepreneurship Education by Principals.**

STRATEGIES	FREQUENCY	PERCENTAGE
Enterprise-related training	52	28.89
Principals’ personal business experience	56	31.11**
Principals leading entrepreneurship education practices	40	22.22
Developing enterprise-oriented activity in the school	32	17.78*
<b>TOTAL</b>	<b>180</b>	<b>100%</b>

\*\* The highest percentage frequency

\* The least percentage frequency

### **SOURCE: Field survey**

The above table 3 presents percentage analysis of the Strategies needed to Mitigate Challenges of Promotion of Entrepreneurship Education by Principals. From the result of the data analysis, it was observed that the strategy tagged “principals’ personal business experience” 56(31.11%) was rated the highest while the strategy tagged “developing enterprise-oriented activity in the school” 32(17.78%) was rated the least strategy by the respondents.

### **Conclusion**

**Based on the study the following conclusion was made**

### **Recommendations**

Based on the findings the following recommendations were made:

1. The State Government should provide the enabling environment that enhances this course to be worthwhile and enticing for students to appreciate and value it in order for them to be useful to self and functional to the society upon by their graduation.
2. The Ministry of education should make available the adequate human and material resources such as employing qualify-competent teachers to handle the course, provision of adequate classrooms that promote individualized teaching-learning, workshop centers, standby power supply and effective instructional materials needed for positive transfer of entrepreneurial knowledge, skills, abilities and competencies.
3. Teachers should devote their time and energy to their students by using the best instructional methodologies and materials that are suited in delivering the course curriculum contents in teaching Entrepreneurship education.
4. The Government, NGOs, Educationists, Scholars, Parents and Guidance should through the different mass media sensitive students the need to embrace entrepreneurship education as a catalyst to one’s economic development for self-reliance.
5. Students should assimilate those entrepreneurial skills such as financial management skill, risk taking skill, communication skill, human relations skill etc. that are been taught to them no matter their proposed discipline of study for they are useful and applied in all field of study.

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