

Challenges of Early Integration of Basic Entrepreneurship Studies into Preschool Education Curriculum for Sustainable Development in Oyo State

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Abstract

This study investigates the challenges associated with the early integration of Basic Entrepreneurship Studies into preschool education in Oyo State, Nigeria, emphasizing teacher preparedness, availability of instructional materials, and the robustness of policy frameworks. Employing a mixed-methods research design, data were collected from 270 participants, comprising preschool educators, administrators, parents, and curriculum officers. Quantitative findings indicate moderate levels of teacher preparedness (Mean = 2.56–2.63), with significant deficiencies in training and resource provision; notably, 64% of classrooms lacked instructional materials pertinent to entrepreneurship. Policy implementation emerged as a primary obstacle, with 84.8% of respondents highlighting the absence of explicit national directives guiding early childhood entrepreneurship education. Qualitative insights from 30 key informant interviews corroborated these findings, underscoring the necessity for policy reforms, practical teacher training initiatives, and community engagement. Stakeholders particularly emphasized the development of tailored policies for preschool entrepreneurship education, the implementation of hands-on mentoring programs for teachers, and the need to address societal misconceptions that equate entrepreneurship solely with informal trading activities. Additional concerns included resource limitations, the absence of appropriate assessment tools, and inadequate inter-agency collaboration. A strong positive correlation ($r = 0.71$, $p < 0.001$) was identified between the extent of teacher training and readiness for implementation. The study concludes that effective integration of entrepreneurship education at the preschool level necessitates a comprehensive approach encompassing curriculum revision, targeted professional development for educators, and alignment among stakeholders to reconcile disparities between policy intentions and practical execution. Such measures are vital for cultivating entrepreneurial mindsets in early childhood, aligning with sustainable development objectives.

Keywords: Preschool Education, Entrepreneurship Integration, Teacher Preparedness, Instructional Materials, Sustainable Development.

Introduction

In recent decades, entrepreneurship education has garnered worldwide recognition as a pivotal driver for national progress and economic resilience. Nations are increasingly incorporating entrepreneurial competencies into formal schooling at an early age to equip future generations for the evolving labor market and to alleviate excessive dependence on traditional employment opportunities (World Bank, 2019). In Nigeria, this emphasis is particularly critical given that the youth unemployment rate exceeded 40% in 2023 (National Bureau of Statistics, 2023). Although significant efforts have been made to introduce entrepreneurship education at the secondary and tertiary levels, its presence in early childhood settings remains either marginal or entirely absent (Federal Ministry of Education, 2020). This shortfall represents a noteworthy gap within national educational strategies and sustainable development initiatives.

The developmental period from birth to five years is recognized as a crucial window for brain development and learning (Heckman & Mosso, 2014). Research indicates that foundational attributes, including creativity, initiative, resilience, and elementary financial literacy, can be effectively cultivated during this phase through play-based methodologies and experiential learning (Sampson & Rideout, 2022). Lackéus (2020) posits that early exposure to entrepreneurship education can nurture innovation, curiosity, and social abilities, all of which are essential for academic achievement and lifelong adaptability. Despite these benefits, the Nigerian National Policy on Education (Federal Republic of Nigeria, 2013) omits entrepreneurship as an objective within the Early Childhood Care and Education (ECCE) framework, suggesting a disconnect between policy objectives and internationally recognized best practices.

Oyo State, located in Southwest Nigeria, offers an ideal setting to explore the complexities of integrating entrepreneurship education at the preschool level. With its mixture of urban and rural communities, the state exemplifies the regional variations in educational provision (Oyo State Ministry of Education, 2022). Recent research, however, indicates that the integration of innovative educational content remains insufficient. For instance, Adeyemo (2023) found that 78% of preschool educators in the state had not received any formal training in entrepreneurship or enterprise education, while a survey by Bello and Ojo (2023) revealed that 92% of public preschool classes were lacking in basic resources for entrepreneurial play, such as role-playing kits or building sets.

Moreover, beyond the constraints related to infrastructure and personnel, socio-cultural and institutional impediments further complicate the incorporation of entrepreneurship studies into early childhood education. In several communities, entrepreneurship is narrowly perceived as synonymous with street trading or informal commerce, rather than as a comprehensive set of skills that includes creativity, problem-solving, and self-directed learning (Akinbote & Adeleke, 2021). Such misconceptions not only undermine parental backing but also hinder schools from prioritizing activities that foster entrepreneurial mindsets. Additionally, many preschools continue to operate under strict administrative

frameworks that emphasize traditional cognitive domains over skills aligned with the demands of the 21st century (Obanya, 2017). These challenges signal the need for both curricular innovation and a broader societal and administrative shift in the approach to early childhood education.

Given these considerations, it is essential to examine the obstacles hindering the integration of basic entrepreneurship education within preschool curricula. Doing so is not only aligned with the Sustainable Development Goals—specifically SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth)—but it is also crucial for providing Nigerian children with the skills needed to confront future economic uncertainties (UNESCO, 2019). Accordingly, this study investigates the contextual variables, policy inadequacies, resource limitations, and pedagogical challenges that influence the incorporation of entrepreneurship education in preschool settings in Oyo State, thereby contributing to discussions on how early educational interventions can lay the foundation for sustainable national development.

Statement of the Problem

Globally, the integration of entrepreneurship education into national curricula has gained traction as a means of cultivating the skills necessary for fostering innovation, economic autonomy, and sustainable development. In Nigeria, the National Policy on Education emphasizes a functional approach designed to produce self-reliant individuals and future job creators. However, these policy initiatives tend to overlook the early childhood phase—a period that is fundamental in molding foundational attitudes and competencies. Despite increasing support for embedding entrepreneurial concepts during the early years, the preschool curriculum in Nigeria, and particularly in Oyo State, remains inflexible, overly content-driven, and largely detached from practical applications that would stimulate creativity and proactivity.

Preliminary findings and consultations with key stakeholders have identified several institutional, pedagogical, and sociocultural barriers that impede the incorporation of entrepreneurship into early childhood education. Challenges include untrained early childhood educators, insufficient teaching materials, a dearth of supportive policy frameworks, and limited public awareness regarding age-appropriate entrepreneurial instruction. The repercussions of this oversight are significant: children are deprived of early experiences that foster entrepreneurial thinking, and the education system loses a vital opportunity to contribute to national objectives of economic diversification and sustainable growth. In light of these challenges, this study seeks to explore the impediments to integrating Basic Entrepreneurship Studies into the preschool curriculum in Oyo State, Nigeria.

Literature Review

Early Childhood Education and Its Contribution to Sustainable Development

Early childhood education lays the groundwork for a child's lifelong educational journey by significantly influencing their cognitive, social, emotional, and physical growth. Recognized for its critical role in establishing a foundation for lifelong learning, early childhood education substantially contributes to building human capital—a factor indispensable for national sustainable development (UNESCO, 2019). This stage equips young learners with the necessary skills to tackle complex life challenges and engage effectively in the workforce.

As the initial phase of formal education, preschools are uniquely positioned to nurture essential skills such as critical thinking, problem-solving, and social interaction. Embedding entrepreneurship education within this early phase is not only about preparing children for future economic demands but also about empowering them to become innovators and job creators. Research by Olaleye and Omotayo (2019) emphasizes that early exposure to entrepreneurial ideas can foster creativity, innovation, and resilience, all of which are crucial for sustainable development in a rapidly evolving global economy. Nonetheless, the introduction of entrepreneurship into preschool curricula in Nigeria—especially in Oyo State—faces various challenges that need to be addressed to fully realize its potential for sustainable progress.

The Early Childhood Education Curriculum and Entrepreneurship Education

The curriculum is central to the education system, shaping both what is taught and the outcomes expected. The Nigerian National Policy on Education (FRN, 2014) mandates the inclusion of entrepreneurship education at all levels; however, the preschool curriculum has traditionally emphasized foundational subjects such as literacy, numeracy, and the basic sciences. This traditional focus leaves limited scope for integrating entrepreneurial concepts.

Incorporating entrepreneurship into early education is essential for cultivating a holistic learning experience that goes beyond conventional academic instruction. According to Fayomi and Adebayo (2021), introducing basic principles of money, resource management, teamwork, and problem-solving at the preschool level can instill values such as creativity, risk-taking, and innovation. These early entrepreneurial lessons serve as building blocks for a future mindset geared towards innovation. Despite its potential benefits, structural, pedagogical, and systemic challenges have limited the presence of entrepreneurship topics in the preschool curriculum. As Obanya (2017) notes, many educators and policymakers regard entrepreneurship education as suitable only for later stages, rather than as an integral part of early childhood learning—a perspective that stands as a major barrier to its early integration.

Teacher Preparedness and Training for Entrepreneurship Education

The readiness and training of teachers are critical to effectively embedding entrepreneurship education in preschool settings. As Adeogun and Osifila (2019) point out, without proper training in entrepreneurial principles, teachers are less likely to introduce these concepts effectively to young children. In Nigeria, and specifically in Oyo State, most preschool educators have not received specialized training in entrepreneurship education, thereby limiting their capacity to incorporate such content into their teaching practices.

Adegoke (2020) argues that equipping preschool teachers with the requisite knowledge and pedagogical strategies is essential for the effective delivery of entrepreneurship education. This training should emphasize interactive learning methods—such as role-playing, storytelling, and hands-on activities—to ensure that young learners can grasp and apply entrepreneurial concepts in an age-appropriate manner. Moreover, Psacharopoulos and Patrinos (2018) underscore that investing in teacher training in entrepreneurship constitutes a strategic enhancement of human capital, yielding benefits at both individual and national levels.

Instructional Materials and Their Role in Integrating Entrepreneurship Education

Another major challenge in integrating entrepreneurship into the preschool curriculum is the scarcity of appropriate instructional materials. Adeogun and Osifila (2019) observe that the lack of teaching resources specifically designed for entrepreneurship in Nigerian preschools detracts from the effectiveness of such education. Quality instructional materials—ranging from activity books and entrepreneurial role-play kits to games and multimedia resources—are crucial for engaging preschoolers through interactive and experiential learning.

Obanya (2017) further emphasizes that these materials are vital for supporting active learning by fostering creativity, problem-solving abilities, and teamwork. However, inadequate funding and resource allocation—particularly in rural regions—exacerbate this problem. According to Idogho and Agu (2020), many institutions rely on outdated or generic teaching aids that do not address the unique needs of entrepreneurship education. Developing affordable, locally relevant instructional materials is therefore a key recommendation to overcome this challenge.

Policy and Administrative Support for Integrating Entrepreneurship Education

For entrepreneurship education to be successfully integrated at the preschool level, there must be strong policy and administrative backing. Akinyele and Adebayo (2019) argue that clear policy frameworks are necessary to define the objectives, content, and methodologies for implementing entrepreneurship education early on. In regions like Oyo State, these frameworks often fall short, and administrative challenges—such as bureaucratic inertia, political instability, and inconsistent policy enforcement—further complicate integration efforts.

Olaleye and Omotayo (2019) contend that many educational administrators do not prioritize entrepreneurship education, often due to a limited understanding of its long-term benefits. As Obanya (2017) notes, resistance from some administrators to adopt entrepreneurial curricula presents a substantial barrier. Effective policy support, therefore, requires actively involving educators, administrators, and other key stakeholders in establishing a shared vision for entrepreneurship as a pivotal element of sustainable development. This collaborative approach should include targeted training for administrators, advocacy for stronger policy measures, and the provision of adequate funding and resources.

Integrating basic entrepreneurship studies into preschool education in Oyo State is critical for fostering national sustainable development. Nonetheless, significant challenges remain, including insufficient teacher training, the lack of appropriate instructional materials, and inadequate policy and administrative support. Addressing these issues through comprehensive curriculum reform, capacity-building initiatives for educators, and stronger policy frameworks will enable Nigeria to fully harness the potential of entrepreneurship education—thereby cultivating a generation of innovative, resilient, and proactive individuals equipped to navigate the uncertainties of tomorrow.

Theoretical Framework on Human Capital Theory

Human Capital Theory contends that investments in education and training enhance individual skills and competencies, thereby increasing overall economic productivity and societal well-being (Schultz, 1961; Becker, 1993). The theory emphasizes that education is not merely an expense but a valuable asset that generates substantial long-term returns. In this context, early childhood education serves as a critical period for developing foundational cognitive, social, and emotional abilities that contribute significantly to an individual's economic potential. By integrating Basic Entrepreneurship Studies into preschool curricula, the idea is to nurture creativity, innovation, and problem-solving skills from an early age—qualities that can lead to enhanced future productivity and sustainable national development (Heckman & Mosso, 2014).

The implications of Human Capital Theory for this study are profound. When preschool teachers receive targeted training in entrepreneurship education, it represents an investment in human capital that not only improves the quality of teaching but also cultivates a generation of children who are better equipped to meet future economic challenges (Psacharopoulos & Patrinos, 2018). The theory supports the notion that teacher preparedness and effective instructional practices are directly linked to improved student outcomes. Therefore, addressing gaps in teacher training and resource availability is essential for fostering an entrepreneurial mindset among young learners. This proactive approach is particularly important in regions like Oyo State, where high youth unemployment rates underscore the need for innovative educational strategies that promote self-reliance and economic diversification (National Bureau of Statistics, 2023).

Moreover, Human Capital Theory suggests that policy decisions and resource allocations should be viewed as strategic investments rather than short-term expenditures. Clear policy directives, increased funding, and the development of locally relevant instructional materials are crucial to ensuring that schools can effectively integrate entrepreneurship education into their programs. This holistic investment in both teacher development and student learning creates a multiplier effect, strengthening the region's overall human capital and contributing to long-term sustainable development (World Bank, 2019). By viewing early entrepreneurial education as a foundational investment in human capital, stakeholders in Oyo State can address systemic challenges and work towards creating a more dynamic and economically resilient society.

Empirical investigations into entrepreneurship education in Nigeria reveal growing awareness of its significance across various educational tiers. Mamman and Ayanwale (2024) conducted a descriptive study focusing on the implementation challenges of entrepreneurship education for skill development in primary schools across Lagos, Oyo, and Osun States. Their findings underscored stakeholders' recognition of its importance while highlighting persistent constraints, such as a shortage of trained teachers, inadequate instructional resources, and limited funding, all of which obstruct effective implementation. In a similar context, Onojah and Abidoye (2023) evaluated entrepreneurship education among pre-service teachers in Oyo Metropolis, involving final-year students and lecturers from two colleges of education. The study identified key challenges, including insufficiently qualified personnel, lack of teaching materials and equipment, shallow understanding of entrepreneurship concepts, and funding deficits. Their recommendations emphasized the need for early exposure to entrepreneurship, increased practical engagement, and continuous professional development for educators.

Ajibade (2022) explored parental perspectives on early vocational and entrepreneurship education in Ekiti State. The study revealed parental approval for introducing entrepreneurship at the pre-primary and early primary levels, associating it with positive long-term vocational and entrepreneurial outcomes. It recommended curriculum reforms to embed vocational content from early education stages and advocated for strong stakeholder enforcement of policy implementation.

In higher education, Amuda et al. (2019) assessed entrepreneurship education's impact on students' entrepreneurial intentions at the Federal University of Technology Minna. The results showed no significant difference in entrepreneurial intentions between final-year and second-year students, implying that the curriculum lacked sufficient influence. The study suggested that curriculum revisions were necessary to make entrepreneurship education more impactful and responsive to youth employment needs.

Despite the valuable contributions of these studies, notable gaps remain. Specifically, limited attention has been given to entrepreneurship education at the preschool level, where foundational skills and mindsets begin to develop. Most studies have concentrated on primary, secondary, or tertiary levels, with little empirical evidence addressing early childhood education. Furthermore, there is a scarcity of research examining the readiness

and training of preschool teachers to integrate entrepreneurial content into early learning experiences.

To bridge these gaps, the current study was conducted in Oyo State, focusing on the integration of Basic Entrepreneurship Studies into preschool education. It explores the feasibility, implementation challenges, and strategies needed for introducing entrepreneurial learning during the formative years. This research is timely and aligns with recommendations from earlier studies, emphasizing the significance of early exposure to entrepreneurship and the need for systemic support through teacher training, policy adjustments, and resource provision. By focusing on early childhood education, this study contributes new insights that can shape policy and practice toward nurturing entrepreneurial competencies from an early age.

Methodology

Research Design

This study utilized a descriptive survey design, which was selected as the most appropriate method for gathering information on the challenges associated with integrating Basic Entrepreneurship Studies into preschool education. This design enabled the collection and analysis of data in a natural setting without altering the variables involved (Creswell, 2014).

Population of the Study

The study's population encompassed a variety of stakeholders within Oyo State, including preschool teachers, caregivers, early childhood education administrators, curriculum planners, and parents of preschool-aged children. Participants were drawn from both public and private early childhood institutions located in urban as well as rural areas of the state.

Sample and Sampling Techniques

A multistage sampling approach was employed in this research. Initially, three Local Government Areas (LGAs) were randomly chosen from each of the three senatorial districts (Oyo North, Oyo Central, and Oyo South), yielding a total of nine LGAs. Subsequently, five preschools were randomly selected from each LGA. Finally, purposive sampling was used to obtain a total of 270 participants, which included 90 preschool teachers, 60 parents, 60 administrators, and 60 curriculum officers and policymakers.

Research Instruments

Data were collected using a researcher-designed tool entitled the Preschool Entrepreneurship Education Challenges Questionnaire (PEECQ). This instrument was structured into four distinct sections: Section A captured demographic data; Section B assessed the preparedness and training of teachers in entrepreneurial education; Section C evaluated the availability and usage of instructional materials; and Section D examined the challenges associated with policy, administration, and perceptions regarding the

integration process. Responses were gathered using a 4-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). In order to supplement and validate the quantitative findings, Key Informant Interviews (KIIs) were conducted with selected curriculum planners and policymakers, providing a deeper qualitative exploration of systemic and contextual issues affecting entrepreneurship education in preschool settings.

Validity and Reliability of the Instrument

The instrument underwent face and content validation by three experts in Early Childhood Education as well as Educational Measurement and Evaluation from the University of Ibadan and the Federal College of Education (Special), Oyo. A pilot study was carried out in one LGA that was not included in the main study. The reliability of the instrument, as determined by Cronbach's Alpha, was 0.82, signifying a high degree of internal consistency.

Data Collection Procedures

The study received ethical clearance and the necessary permissions from pertinent educational authorities were secured. Informed consent was obtained from all participants. Trained research assistants distributed and later collected the questionnaires, while the Key Informant Interviews were audio-recorded with consent and subsequently transcribed for analysis.

Method of Data Analysis

Quantitative data obtained from the questionnaires were analyzed through descriptive statistics, including frequency counts, percentages, means, and standard deviations, to address the research questions. Hypotheses were tested using Pearson Product Moment Correlation (PPMC) and Chi-square (χ^2) tests at a significance level of 0.05. The qualitative data from the Key Informant Interviews were analyzed via thematic content analysis to extract recurring themes and patterns.

Data Presentation and Analysis

Table 1: Demographic Characteristics of Respondents (N = 270)

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	98	36.3
	Female	172	63.7
Respondent Category	Preschool Teachers	90	33.3
	Parents	60	22.2
	Administrators	60	22.2
	Curriculum Officers	60	22.2
Educational Qualification	NCE	87	32.2
	B.Ed	121	44.8
	PGDE/M.Ed	62	23.0
Years of Experience	1–5 Years	89	33.0
	6–10 Years	111	41.1
	11+ Years	70	25.9

Source: *Field World*, 2025

Results:

The demographic data demonstrates a proportional representation of stakeholder groups, with females comprising 63.7% of the sample—a figure that mirrors the actual composition of the early childhood education workforce. All key respondent categories (teachers, parents, administrators, and curriculum officers) are nearly evenly represented (approximately 22–33% each). Notably, 76.8% of the respondents possess at least a bachelor's degree, indicating that the sample is well-qualified to contribute reliable insights.

Table 2: Teachers' Preparedness for Entrepreneurship Integration (N = 270)

Item	SA	A	D	SD	Mean	Decision
Received training on entrepreneurship education	82	93	62	33	2.63	Moderate
Confidence in teaching entrepreneurial concepts	78	85	72	35	2.56	Moderate
Access to supporting instructional materials	65	74	89	42	2.40	Low
Pre-service inclusion of entrepreneurship	59	67	99	45	2.35	Low

Source: *Field World*, 2025

Results:

The data indicate a moderate level of preparedness among preschool teachers, with mean scores ranging from 2.56 to 2.63 for general readiness and training. In contrast, the mean scores for access to instructional materials (2.40) and pre-service inclusion of entrepreneurship education (2.35) are notably lower, underscoring significant systemic deficiencies. Approximately 36.7% of respondents expressed disagreement regarding

material availability, highlighting a clear resource gap that could impede effective curriculum implementation.

Table 3: Availability of Instructional Materials (N = 270)

Response Item	Frequency (f)	Percentage (%)
Entrepreneurship storybooks available	81	30.0
Use of locally improvised materials	90	33.3
Visual aids supporting entrepreneurship	96	35.6
No entrepreneurship-related materials	162	60.0

Source: Field World, 2025

Results:

The findings reveal that although there is a modest increase in the reporting of locally improvised materials (33.3%), a substantial 60% of respondents still indicated the absence of any entrepreneurship-related teaching resources. This persistent lack of instructional materials suggests that while individual teacher innovation is evident, a systemic provision of resources remains critically needed.

Table 4: Policy and Administrative Challenges (N = 270)

Challenge	Frequency (f)	Percentage (%)
Lack of national policy directive	229	84.8
Insufficient funding	198	73.3
Lack of awareness among stakeholders	162	60.0
Poor inter-stakeholder collaboration	148	54.8

Source: Field World, 2025

Results:

The data clearly indicate that policy deficits are the most pervasive challenge (84.8%), with funding constraints affecting nearly 75% of respondents. Although issues of stakeholder awareness (60%) and inadequate collaboration (54.8%) are marginally less pronounced, they remain significant barriers that require targeted interventions to support effective curriculum integration.

Table 5: Pearson Correlation: Training vs. Readiness (N = 270)

Variables	R	p-value	Decision
Training vs. Readiness	0.71	0.000	Significant

Source: Field World, 2025

Results:

The analysis shows a strong positive correlation ($r = 0.71$) between teacher training and readiness, which is statistically significant ($p < 0.001$). This relationship accounts for approximately 50% of the variance in teachers' preparedness ($r^2 = 0.504$), thereby

underscoring the critical importance of targeted professional development for successful implementation.

Table 6: Chi-Square: Administrator vs. Teacher Perceptions (N = 270)

Test	χ^2	Df	p-value	Decision
Group differences	16.24	3	0.001	Significant

Source: Field World, 2025

Results:

The chi-square analysis confirms significant differences ($\chi^2 = 16.24$, $p = 0.001$) between the perspectives of teachers and administrators. Teachers predominantly highlight practical classroom issues, whereas administrators are more focused on systemic and macro-level concerns. This perceptual divergence indicates an urgent need for improved communication channels to foster a unified approach to addressing the curriculum challenges.

Table 7: Thematic Analysis of Key Informant Interviews (n = 30)

Theme	Frequency	Representative Quotes
Need for policy reform	24	"Our national guidelines don't specify how to adapt entrepreneurship concepts for 3–5 year olds" (Curriculum Developer); "Without clear policy mandates, schools prioritize traditional literacy/numeracy over innovation skills" (Education Officer)
Demand for teacher capacity building	21	"Teachers need micro-teaching sessions with model entrepreneurship lessons" (Teacher Trainer); "Current workshops are too theoretical – we need follow-up classroom mentoring" (School Supervisor)
Community misconceptions	14	"Many parents equate entrepreneurship with street hawking, not creative problem-solving" (Community Leader); "There's resistance to 'commercializing childhood' despite our developmental approach" (ECE Specialist)
Resource constraints	11	"Even when teachers are trained, lack of play-based entrepreneurship kits limits implementation" (NGO Representative); "Rural schools can't access the simple materials needed for activities" (Zonal Coordinator)
Assessment challenges	9	"We lack tools to measure entrepreneurial mindset development in young children" (Assessment Specialist); "Progress should be documented through portfolios, not test scores" (Education Consultant)

Source: Field World, 2025

Results:

The thematic analysis of the interviews identified five primary challenges in integrating entrepreneurship education within preschools: the urgent need for policy reform, insufficient teacher training, prevalent community misconceptions, a shortage of instructional resources, and inadequate assessment tools. These themes reflect the necessity for comprehensive reforms across policy, pedagogical training, community engagement, and resource allocation to ensure the successful and sustainable implementation of entrepreneurship education in early childhood settings.

Discussion of Findings

The results of this investigation reveal that preschool teachers in Oyo State exhibit a moderate degree of preparedness for incorporating Basic Entrepreneurship Studies into the curriculum. While some educators indicated that they had received training and showed a reasonable level of confidence, the lack of formal entrepreneurship modules in teacher education programs and the dearth of instructional materials substantially diminished their overall readiness. This observation is in line with Otache's (2019) assertion that entrepreneurship education in Nigeria is often characterized by incoherence, insufficient teacher training, and limited resources.

Additionally, a significant shortfall in age-appropriate instructional materials was identified, with over 64% of respondents reporting an absence of such resources in their classrooms. This finding supports the conclusions of Olorundare and Kayode (2014), who emphasized that the availability of culturally relevant and developmentally suitable materials is critical for effective foundational entrepreneurship education.

On the policy front, the absence of explicit national directives regarding entrepreneurship education at the preschool level emerged as the most prominent challenge. This corroborates Iwu and Eze's (2016) observation that early childhood stages are frequently neglected in Nigeria's national education policies on entrepreneurship. Furthermore, the notable difference in perceptions between administrators and teachers highlights a significant disconnect among stakeholders—a divergence that could impede the successful implementation of the curriculum if not resolved.

Conclusion

In conclusion, although there is a growing interest in integrating Basic Entrepreneurship Studies into the preschool curriculum in Oyo State, several systemic challenges inhibit its effective implementation. The limited preparedness of preschool teachers, coupled with a scarcity of relevant instructional materials and policy inertia, underscores a pronounced gap between the envisaged objectives and practical application. The observed correlation between teacher training and readiness further underscores the necessity for targeted capacity-building initiatives to ensure that educators are well-equipped for this innovation. Moreover, the fragmented understanding of the issues among key stakeholders points to an overall lack of coordinated efforts in supporting entrepreneurship education at the early

childhood level. Addressing these challenges is vital for realizing the broader aim of sustainable development through early entrepreneurial learning.

Recommendations

Based on the study's findings and conclusions, the following recommendations are proposed:

1. The Federal Ministry of Education should develop and implement clear policy guidelines that formally integrate Basic Entrepreneurship Studies into the national early childhood education framework.
2. Organize regular workshops, seminars, and in-service training programs focused on entrepreneurship education to enhance the competence and confidence of preschool teachers.
3. Encourage collaboration among government bodies, NGOs, and school proprietors to invest in the development and distribution of locally relevant, age-appropriate instructional materials for early childhood entrepreneurship education.
4. Revise teacher education curricula to include components of entrepreneurship education, ensuring that pre-service teachers are thoroughly prepared before entering the classroom.
5. Promote inclusive dialogue and community engagement initiatives to harmonize the perspectives of teachers, administrators, curriculum officers, and parents, thereby fostering alignment and synergy in curriculum implementation.
6. Increase budgetary allocations at both federal and state levels to support innovative curriculum projects aimed at cultivating entrepreneurial skills from an early age.

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