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Fostering Entrepreneurship and Building Entrepreneurial Self-Efficacy in Primary and Secondary Education

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FOSTERING ENTREPRENEURSHIP AND BUILDING ENTREPRENEURIAL SELF-EFFICACY IN PRIMARY AND SECONDARY EDUCATION

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Abstract

This paper focuses on the positives of introducing entrepreneurship education at the primary and secondary levels of education. Specifically, its central focus deals with building children’s entrepreneurial self-efficacy at a young age. Several benefits, of increasing self-efficacy at a young age, are outlined. Benefits, such as entrepreneurship training, not only train students but, it helps to prepare them for the new knowledge based economy. Further, entrepreneurship education should help increase the success and survival rates of women and minority entrepreneurs. Essential to this process, a new curriculum needs to be devised including its means of assessment. Lastly barriers to an entrepreneurship program are discussed; this includes financial, political and negative perceptions of entrepreneurship education.

Keywords: entrepreneurship, entrepreneurship education, entrepreneurial self-efficacy, education system

JEL Classification: M15, M2
Introduction

Entrepreneurship education is often taught and researched at the university level. Generally most academic and mainstream articles, when discussing entrepreneurship education, approach it from a post secondary education perspective. Very few articles discuss entrepreneurship education with the central focus placed on the primary and secondary levels of education. The articles that do, often examine entrepreneurship programs sponsored outside of the mainstream K-12 school environment. Organizations however, such as the Kauffman Center for Entrepreneurial Leadership, have indicated that more instruction in entrepreneurship education needs to occur at the primary and secondary levels of education (Business Wire, 1999).

Central to this purpose, this paper explores the benefits of fostering entrepreneurship at the primary and secondary school levels. Specifically, it examines how entrepreneurship education contributes to a young person’s self-efficacy skills in preparation for future entrepreneurial and/or other employment opportunities, in view of the changing nature of work in a global society. Finally, this paper deals with the practical aspects of entrepreneurial education. This practical perspective recognizes that entrepreneurship education requires a more non-traditional method of teaching and that there may be financial, political, and/or perceptional barriers to offering entrepreneurship education in the K-12 environment.

Entrepreneurship for the new economy

It is generally known that entrepreneurship contributes substantially to the local, national, and global economies. It is also the primary means of fostering economic development. Further, there has been a rise in the number of women and minorities choosing an entrepreneurial career path. Recent mainstream publications have indicated that young people increasingly see entrepreneurship as a critically important mechanism to operate in today’s economy (Gerber, 2012). Moreover, young people are looking at engaging in more entrepreneurial training programs and learning as much as possible about the entrepreneurial process (Consortium for Entrepreneurship Education, 2013; Gerber, 2012). Statistics indicate that one-third of new entrepreneurs are younger than age 30 and more than 60% of 18-29 year olds state an interest in pursuing an entrepreneurial career (Kuratko, 2004). However, generally entrepreneurial training is offered primarily at the university level (Neck & Greene, 2011) and at times the training at the university level is lacking and only found in the business discipline (Neck & Greene, 2011; Kuratko, 2004). It has been concluded that entrepreneurship education would also assist in accelerating the rate of business ownership, and that the number of firm failures would decrease and firm efficiency increase if more entrepreneurship education were available (Business Wire, 1999).

Recently, there has been some discussion about the significant impact of entrepreneurial education on an individual’s life other than its use solely in an entrepreneurial career/environment. The debate centers itself on whether thinking and acting like an entrepreneur may impact one’s broader work performance and life perspective. This debate could be especially relevant in view of the changing nature and scope of work from an industrial based economy to an economy driven by technology, contingent labor, information, and knowledge (DOL, 1999). With the primary nature of work no longer centered on the industrial revolution, today’s workers are more distinguished by knowledge oriented requirements rather than physical ability. Workers are no longer guaranteed long term employment with one company. Today, they encounter a more contingent workforce compared to past generations who depended on one or two sole employers to provide their main economic security (DOL, 1999). Currently, it is estimated that an individual will remain with their employer only 3-5 years (Bialik, 2010). In this new economy, temporary employment restrictions are profoundly increasing for workers (DOL,
As such, with the changing nature of work, it is essential for individuals to possess entrepreneurial drive, determination, and initiative. Today’s workers must seek opportunities to enhance their creative skills and become more proactive rather than reactive to environmental changes. Business leaders seek workers, in today’s market, with an entrepreneurial spirit; some of these corporations face increasing pressure in embracing an entrepreneurial culture (Kuratko, Ireland, & Hornsby, 2001; Morris & Kuratko, 2002; Zahra, Kuratko, & Jennings, 1999). Consequently, they seek to hire entrepreneurially minded employees (Morris & Kuratko, 2002).

Further, the same skill sets valued by entrepreneurs may also begin to assist those who pursue higher education goals. As the changing nature of work evolves and employers begin to insist that college graduates possess prescribed skill sets, higher education requirements will need to change to meet the demands of a changing workforce environment. Moreover, the current K-12 system echoes remnants of the industrial revolution (Hess, 2007). However, due to the continuous development of a highly technically oriented workplace, implementation of a new education system will be required at both the K-12 and post-secondary levels (Consortium for Entrepreneurship Education, 2013).

Entrepreneurship education involves building a variety of skill sets such as leadership (Vesper and McMullen 1988), adaptability (Timmons & Spinelli, 2009), creativity (Timmons & Spinelli, 2009), perseverance (Markham, Baron, & Balkin, 2005) and financial literacy (Timmons & Spinelli, 2009), just to name a few. These skill sets are needed not only for entrepreneurs but also by those engaging in the new workforce. Entrepreneurship education has also been found to improve student performance by demonstrating the relevance for learning and engaging them in the learning process (Consortium for Entrepreneurship Education, 2013). It has been discovered that students perform better in school when engaged in interesting subjects or key subjects that lead to more ambitious careers and educational goals after school (Bandura, 1997).

There are examples of entrepreneurship programs already at the secondary level. In addition, entrepreneurship development programs are also held outside of the traditional school environment. For example, the Start Up America program, created by the White House focuses on encouraging and producing high-growth entrepreneurship throughout the United States (whitehouse.gov; 2013). It involves entrepreneurs, corporations, universities, foundations, and other leaders from the public and private sectors collaborating to create successful entrepreneurs in America (whitehouse.gov; 2013). Specifically, one of its initiatives is the expansion of entrepreneurship education (whitehouse.gov; 2013).

The Kauffman Foundation emphasizes education through its Kauffman Campuses’ initiative. Its goal is to transform education by equipping students with essential entrepreneurial skills that will impact the national economy (Kauffman.org; 2013). Specifically, focus is placed on youth located primarily in urban areas with the foundation’s goal geared toward increasing student involvement in being entrepreneurial in the science, technology, engineering and math (STEM) fields (Kauffman.org; 2013)

Network for Teaching Entrepreneurship is a program that focuses on instituting entrepreneurship education directly into schools (NFTE, 2013). NFTE is a non-profit organization that focuses on entrepreneurship education for at-risk students in low-income communities. In a partnership with Ernst & Young, LLP and NFTE sponsor young entrepreneurs; this allows them to participate at the regional Ernst & Young Entrepreneurs Of The Year Award galas. These awards are designed to celebrate young entrepreneurs across the nation. NFTE has also helped in incorporating entrepreneurship education into several middle and high schools’ curriculums throughout the world (NFTE, 2013).
The Mind Trust is an entrepreneurship education fellowship program designed to empower talented individuals to transform K-12 education. This program has demonstrated considerable success in its various approaches to entrepreneurship education. The Trust has received over 3,000 applications for fellowships from students throughout 48 states and 36 countries since it began in 2008. Some of its most successful initiatives include: Its 1) Summer Advantage USA, which provides students with rigorous academic and enrichment opportunities; 2) The Expectations Project, which was launched for people of faith to provide students access to high quality pre K-12 education; and, 3) the global Citizen Year, where GCY Fellows virtually share their experiences with K-12 classrooms throughout the nation (themindtrust, 2013).

These in-school and out of school programs are just a sampling of organizations attempting to demonstrate the need for entrepreneurship education at the primary and secondary education levels. Here then is a significant starting point in acknowledging the benefits of an entrepreneurial education, not only for university students, but for students at the primary and secondary educational levels. As such, the following proposition is presented.

**Proposition:** Entrepreneurship education at the primary and secondary levels will not only increase the skill levels of future entrepreneurs but will also increase the skill levels of those pursuing non-entrepreneurial careers in the new economy.

**Entrepreneurial self-efficacy starting at a young age**

Self-efficacy is the perception an individual has of his/her ability to perform a particular task (Bandura, 1997; 1977a; 1977b). Bandura (1997; 1977a; 1977b) stated four sources influencing self-efficacy beliefs: 1) enactive mastery, 2) role modeling and vicarious experience, 3) social persuasion, and 4) an individual’s judgment of his/her psychological state such as anxiety and arousal. Bandura discovered that when an individual’s personal efficacy was low, the individual was less likely to attempt any action. The higher the self-efficacy the more likely the individual would take action. In recent years, the concept of self-efficacy has been examined to be related to more specific task oriented behavior (Bandura, 1997).

Moreover, entrepreneurial self-efficacy could be a factor in increasing a K-12 student’s drive to become an entrepreneur or display entrepreneurial skill sets. Bandura (1997) found that self-efficacy, studied in elementary school children, positively influenced their academic achievement, motivation, social development, and the development of interest in certain subjects. Further, the development of self-efficacy in young children influences future goal orientation and their belief in future performance capability. Bandura (1997) also found that for adolescents development, certain self-efficacy tasks can begin to influence their future goals in a positive manner. This enhancement of self-efficacy in children and adolescents steadily introduces the concept of lifelong learning, which is ultimately the goal of education.

Chen et.al., (1998) specifically examined the concept of entrepreneurial self-efficacy referring to an individual’s perception of their ability to perform entrepreneurial activity. Chen et. al. (1998) examined the differences between managers and entrepreneurs using a MBA population. Individuals with high entrepreneurial self-efficacy were more likely to engage in entrepreneurial behavior (Chen, Greene, & Crick, 1998). DeNoble et. al. (1999) studied entrepreneurial self-efficacy but took a divergent pattern from the Chen et. al. (1998) study. DeNoble sought to examine entrepreneurial self-efficacy from the perspective of the skills an entrepreneur would need to successfully operate the venture compared to Chen et al. (1998) who examined the task related behavior required by an entrepreneur.
Research has demonstrated that children of entrepreneurs are often more likely to pursue an entrepreneurial career path rather than working for someone else (Dyer, 1994). Entrepreneurial parents involve their children in the family’s firm to either help the family financially or to provide their children with the skills, values, and confidence that comes from being entrepreneurs (Dyer & Handler, 1994). The parents are role modeling and using social persuasion for the behavior desired to be instilled in their children. In essence they are building their children’s entrepreneurial self-efficacy.

Lastly, learning various ideas and skills opens a child’s world to something greater than themselves. It allows them to perceive the world from a different perspective. As such, acquiring a variety of entrepreneurial knowledge will allow the individual to view the world differently and begin to recognize new opportunities prior to their existence. This type of insight is one of the many benefits that may occur with an entrepreneurship education. Therefore, the following propositions are presented.

**Proposition:** The introduction of an entrepreneurship curriculum, at the primary and secondary education levels, will increase the entrepreneurial self-efficacy of K-12 students.

**Proposition:** K-12 students will be better prepared for entrepreneurial careers when provided with entrepreneurship education at the primary and secondary levels of schools.

**Proposition:** Primary and secondary students will become better prepared for jobs in the new economy with an entrepreneurship education.

**The impact of early entrepreneurship education on underrepresented groups**

Entrepreneurship education, in the schools, may increase exposure to the skill sets of entrepreneurs for minorities and other children from non-entrepreneurial backgrounds. The United States is becoming more multi-cultural whereas in the next few years nearly one out of two Americans will be a member of a minority group (DOL, 1999). Women are also increasing in number in the workforce (DOL, 1999). Further, the number of entrepreneurial women (Carter, Williams, & Reynolds, 1997) and minorities (Young, 2002) are increasing at a faster rate than previous years and the numbers are expected to continue to grow. However, their firms either grow slower or fail at higher rates than those of white men (Robb, 2002; Carter, Williams, & Reynolds, 1997). Systematic cultural, and social reasons can be attributed to some of these failures, but not all (Singh, Knox, & Crump, 2008). Women and minorities often have not been provided the same educational opportunities that other firms have experienced (Bryant, Fabian, Kinnaman, & Wright, 2012). Entrepreneurship education programs may begin to help these under-represented groups in overcoming the obstacles faced in starting and running their own businesses.

Entrepreneurship education has been found to influence the rate of entrepreneurial start-ups (Charney & Libecap, 2002; Peterman & Kennedy, 2003). Previous research has indicated that training resources may contribute to the success rate of black (Mann, 1990) and women entrepreneurs (Birley, Moss & Saunders, 1987). Research indicates education and access to capital (Fairlie & Woodruff, 2010) are barriers reported by minorities (Wilson, Marlino, & Kickul, 2004). Other researchers, in the past, have proposed for minorities (Wilson & Davis, 1973) and women (Scherrer, Brodzinski, & Wiebe, 1990; Wilson, Kickul, Marlino, Barbosa, & Griffiths, 2009) that entrepreneurship education can begin to remove some of the barriers encountered when becoming an entrepreneur. Further, research by Athayde (2009) found that when young people, between the ages of 15-19, participated in a yearlong “Company Program” to
encourage entrepreneurship, they were more likely to envision themselves as either self-employed or working for a small business. Moreover, the effect was stronger for black students. Additional research has shown that black and Hispanic youth, at both the secondary and post-secondary levels, often have greater aspirations for entrepreneurial careers compared to white students (Bryant, Fabian, Kinnaman, Wright, 2012; Walstad & Kourilsky, 1998). Other research has shown similar findings for young women’s entrepreneurial aspirations (Wilson, Kickul, & Marlino, 2007). All of these results indicate a strong desire for entrepreneurial aspirations for groups often marginalized in the field of entrepreneurship. This leads to the following proposition.

**Proposition:** Entrepreneurship education, at the primary and secondary levels, will increase the entrepreneurial self-efficacy of young women and minority students, leading to greater entrepreneurial and overall career success for these groups.

**Curriculum development and building entrepreneurial self-efficacy**

The majority of research in entrepreneurship education gears its focus to the university level (Neck & Greene, 2011). Very little theoretical or empirical research examines instructional methods for entrepreneurship education at the primary or secondary education levels. The research, regarding entrepreneurship education, has elicited scores of negative and positive comments. Commentary suggests that entrepreneurship cannot be taught in a systematic manner and only through the application of being an entrepreneur can one learn entrepreneurship. However, there is an increasing amount of research indicating that entrepreneurial skills can be taught (DeTienne & Chandeler, 2004; Gibb 1993; Gibb, 2000). Further, the creation and expansion of entrepreneurship programs, either established or expanded at the university level, indicates weighted agreement that entrepreneurship can be taught as a subject (Kuratko, 2004; Neck & Greene, 2011).

The entrepreneurship curriculum, developed at the university level, can begin to provide indices of how entrepreneurship can be incorporated into the existing primary and/or secondary education curriculum. Just as students are exposed to the basics at the primary and secondary levels, and exposed to higher concepts built upon basic foundations learned at the primary and secondary levels, entrepreneurship education introduced at the primary and secondary levels can begin to provide basic skills. With this advancement, the university should be able to successfully build on the skills learned at the primary and secondary education levels.

Further, entrepreneurship is a multi-disciplinary field pulling from business and non-business academic disciplines. For instance, a class in entrepreneurship can cover business topics such as strategy, finance, law, human resources, leadership, marketing, accounting and ethics as well as covering topics from psychology, sociology, and science based disciplines. However, entrepreneurship education can also teach skills such as creativity, decision making, opportunity recognition, work life balance, overcoming failure and personal financial literacy (Neck & Greene, 2011). Entrepreneurship educators are beginning to focus on more non-traditional curriculum methods (Neck & Greene, 2011). Entrepreneurship education encompasses more applied instructional mechanisms, using both computer and real-life simulation experiences, guest speakers as role models, and completing business plan projects. The traditions of primary lecture and rote memorization do not easily fit into an entrepreneurial classroom. Entrepreneurship education encompasses learning how to think and become a life long learner. These methods often run counter to the traditional instructional methods currently found in primary and secondary education; whereas, emphasis is placed on lecturing, memorization and taking a variety of tests.
There are several ways to adapt the entrepreneurship curriculum at the primary and secondary education levels. The same methods utilized at the university level can be employed at the K-12 levels by providing instruction through the use of guest speakers, applied community projects, applied simulation projects, and business plan competitions.

One of the key components of an entrepreneurship curriculum is availability to guest presenters. Through use of this methodology, students are able to gain substantial knowledge about entrepreneurial firms and face-to-face communication opportunities, designed with accessibility and interaction, with entrepreneurs. This closeness of association allows students an intimate glimpse into the entrepreneur’s history of business triumphs, successes, and/or failures. These entrepreneurs are able to share/relate pertinent experiences and information that could impact students’ thinking about their own life strategies or goals. In addition, direct access offers a prime opportunity for students’ exposure to entrepreneurs’ advice and practical application solutions. Perhaps, through this silver encounter, students may garner a different perspective of the entrepreneur’s life experiences for relevant and/or practical application to their own lives. Students, through exposure to entrepreneurial experiences, are able to view what the life of an entrepreneur looks like; and, they are able to receive advice for self-application. Within this guest speaker assemblage, curriculum developers need to gather a diverse population of speakers. Students need the valued experience of exposure to diverse personalities. This diversity of speakers would include those of different nationalities, socio/common characteristics, i.e. race, gender, et.al. And, it is important to include different types and sizes of businesses, with geographic areas and location as a key consideration.

Entrepreneurs share the environment in a variety of differences; during curriculum development, this diversity component should be included and explored for maximum benefit. Guest presenters are, as stated above, an important component of entrepreneurship education because, in addition to a number of other significant benefits, students’ lives are positively impacted by role models. Again as stated earlier, role modeling is an essential element of the self-efficacy model. Through observation and realization of other individuals’ successful completion of tasks, the probability of a student’s self-efficacy increases. This is especially important for female and minority students to experience entrepreneurial role models of their own ethnicity or gender.

The other means of entrepreneurship instruction comes from the use of applied projects. Applied projects are increasingly being implemented in university based entrepreneurship curriculums. As such, applied entrepreneurial projects can be introduced at the primary and secondary levels of education. Applied projects do not have to involve complicated tasks, skills, or logistics to teach basic entrepreneurial skills. Projects could simply involve students in the process of inventing products and/or services to sell in the marketplace, and actually attempt to engage them in the commercial process. Schools, and other child-centered organizations, often have young people selling products for fundraising projects. However, young people often experience only a partial component of the fundraising economic transaction. In fact, adults often assume the primary fundraising responsibility and the students are left on the sidelines. Instead, with entrepreneurship education students can begin to exercise their own creativity and innovation skills and become directly involved in the entrepreneurial process. Students can decide what to sell in the marketplace, how to sell it, and the structure involved in making a profit. Further, students can begin to directly experience the success or failure that comes from their entrepreneurial venture. Essentially, entrepreneurship education can re-invent the fundraising process by allowing the young people themselves to identify opportunities in the

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environment for participation. Then, there is more incentive for the students to actually engage in the entrepreneurial process.

Other applied projects that do not involve direct community involvement could utilize computer simulations where students engage in mock entrepreneurial play. Students can often learn vital entrepreneurial skills by engaging in these mock forms of play (Brawer, 1997). Entrepreneurial simulations can expose students to small businesses already in operation or introduce them to new venture creations. Simulations usually provide a basic level of business experience. This experience is essential to learning the entrepreneurial process without the student being overwhelmed by the various complexities of the economic environment. As such, entrepreneurial simulations are good for supplementing the learning process and assessing what students are gaining from an overall entrepreneurship education (Brawer, 1997). Further, since entrepreneurial education will start at the primary level, continue through the middle school level, and finally impact at the high school level, various forms of curriculum development can be adapted to each one of these levels.

Business plan projects are often viewed as the domain of adults wanting to pursue venture capital funding (Timmons & Spinelli, 2009). However, business plan projects can also be utilized at the primary and secondary school levels. Currently, business plan competitions for young students are already in existence. For example, in Arkansas, the Youth Entrepreneur Showcase (Y.E.S.) program specifically targets 5th-8th graders for a statewide business plan competition. Students are encouraged to think up creative and innovate ideas and apply what they have learned in school to a real world setting by writing a business plan. The program was started and continues to be sponsored by the Arkansas Economic Acceleration Foundation (AEAF), an affiliate of Arkansas Capital Corporation. This program works directly with educators in the public school system to encourage young students to write business plans and to enter a statewide business plan competition (AEA Foundation, 2013). Children, as young as 10 years of age, are exposed to the entrepreneurship process by participating in the contest and learning skills such as opportunity recognition, marketing, financial literacy and leadership development. Subsequently, this experience boosts their confidence and self-efficacy during the process of developing entrepreneurial skills.

It is acknowledged that the entrepreneurship curriculum will vary according to the age bracket. Moreover, the nature of teaching entrepreneurship does not gear itself to the traditional method of lecture style teaching, rote memorization, and teaching to the test. Innovative instructional methods will need to be introduced and new means of assessment created.

Proposition: The successful primary and secondary entrepreneurship education curriculums will be more applied and as such will vary from the traditional education system.

Proposition: Entrepreneurship education’s curriculum will vary based on grade level.

Barriers to entrepreneurship education at the primary and secondary levels
There will be those who place barriers in opposition to secondary entrepreneurship programs. Barriers, such as financial, political, assessment measures, and perception, may impede the development of entrepreneurship programs. Educators who determine that it is costly to implement entrepreneurship education must consider the benefits realized by students and cite how the positives gained outweigh limiting factors. Individuals may view entrepreneurship education as an addendum to a student’s education rather than a part of the core educational...
foundation. However, to those who mock the idea of entrepreneurship education as a serious discipline, proof lies in significant data to indicate that students achieve a solid educational foundation when studying entrepreneurship (Kuratko, 2004). Although this data supports the post-secondary entrepreneurship curriculum, it is applicable to K-12 levels of education (Kuratko, 2004).

There should be no one size fits all curriculum for entrepreneurship education at the primary and secondary education levels, especially during times of limited financial and human capital resources. However, some of the methods proposed can still be implemented with limited resource constraints. In fact, entrepreneurship education can be implemented using an entrepreneurial mind-set. Entrepreneurs do not always have the resources desired to create and foster new ventures. Schools could begin to use this entrepreneurial mind-set to create not only a curriculum in entrepreneurship education at the K-12 levels but develop this entrepreneurial mind-set for implementing reform measures in the entire educational environment (Hess, 2007).

One means of overcoming resource constraints, without sacrificing educational quality for entrepreneurship education, is through the use of technology (Solomon, Duffy, Tarabishy, 2002). The educational environment could benefit from the use of technology, especially technology used in educational programs, deemed to be outside the realm of traditional education. For example through the use of video conferencing, entrepreneurs could simultaneously share experiences in several classrooms. Students could be taught how to start an e-commerce type of business and not just concentrate on the brick and mortar type. In essence, technology could begin to bridge the gap in promoting entrepreneurship education for students at the primary and secondary levels of education.

Assessment standards will need to be created and validated. This may not be easy, especially since assessment is increasingly measured by standardized tests. And as indicated earlier, entrepreneurship education is often taught and assessed using non-traditional educational methods. Further, the training of educators to teach entrepreneurship may impose the last barrier. Lecture is often the preferred method of instruction, and the lecture method is the least utilized instructional vehicle in the area of entrepreneurship education. Applied learning and team-based teaching are becoming the norms of teaching entrepreneurship (Neck & Greene, 2011). These new norms of teaching may often take additional training to implement and utilize.

This paper acknowledges that barriers do exist during the introduction of any new proposed program at the primary and secondary educational levels. Certain districts may encounter more problems or issues than other school districts due to the decentralization of the education system. However, as stated earlier in the paper, there are school districts attempting to implement entrepreneurship education programs. Further, the more barriers a school district encounters, the more likely the implementation of an entrepreneurship program will decrease. As such, the following proposal is made:

Proposition: The more barriers, i.e., financial, political, assessment measures, and/or perceptual, to an entrepreneurship program at the primary and secondary educational levels, the more likely an entrepreneurship secondary education program will fail to materialize.
Conclusion

This paper explored a variety of concepts centered on the introduction of entrepreneurship education at the primary and secondary levels of education. Essentially, findings suggested that as society changes, and due to the evolving nature of work, more emphasis needs to be placed on the development of entrepreneurial skill sets; whereas, schools must change to meet the demands. The evidence is convincing and worthy of consideration. Conclusively, significant social change and rapid technological advancements require implementation of an improved curriculum to meet students’ needs. Entrepreneurial skill sets will increasingly become much more valuable during the future. The next generation’s outlook on entrepreneurship activities, based on implementation of entrepreneurship education, will significantly impact their role in the world of work. Currently, there are success-oriented entrepreneurship education programs being introduced to children at the K-12 levels. However, the majority of these examples include programs held outside of the traditional educational environment; but, a few mainstream entrepreneurship education programs are beginning to be introduced to primary and secondary students. One key factor that may occur, as the results of the introduction of entrepreneurship education into the K-1 system, would be an increase in the number of young women and minorities seeking entrepreneurial opportunities as a viable career alternative.

There are measurement issues with this type of research. Primarily the researcher would need to obtain access to a program within a primary or secondary educational system to measure its viability and success. At times, this research will call for longitudinal studies, which are often difficult in regards to monetary and time constraint resources. However, this is an important area in the field of entrepreneurship. As stated earlier, entrepreneurship is the driving force of the U.S. economy and as the changing nature of work continues, entrepreneurship will become even more vital to the innovation and prosperity of the economy. Therefore, this area of research becomes an important component that cannot be overlooked.

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