



ENTREPRENEURSHIP EDUCATION ACTION RESEARCH AT AL-AQSA PRIMARY SCHOOL MALAYSIA

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Abstract- In such a highly competitive world and challenging economic situation, only having academicknowledge has become no longer enough for students. Students should be equipped with a set of skills and competences, which prepare them for upcoming tasks and future challenges. The purpose of this action research is to explore the effectiveness and challenges of entrepreneurship education at primary schools in improving students' attitudes and intentions to entrepreneurship. Twenty students from grade four until grade seven have participated in the study. A qualitative approach was used for data collection through a focused group and observation. Focused group discussions for eleven students were conducted before and after the intervention of the entrepreneurship education program. Manual content analysis was used for data analysis. This study contributed to the literature by confirming the applicability of the theory of planned behaviour (TPB) in the entrepreneurship context, demonstrating the positive impact of attitude through emotional motivation, and self-efficacy on promoting entrepreneurial intention. On the practical side, the study introduced a scheme for implementing a helpful entrepreneurship education program for educators. This study confirmed the potential and feasibility of entrepreneurship education in creating entrepreneurial intentions for primary school students. The study showed that emotional motivation, knowledge and skills development by practising is a positive path to improve self-efficacy and attitude towards entrepreneurship, promoting entrepreneurial intentions. Time constraint, which led to conducting the training program over a short period, and the absence of accurate assessment tools, especially for skill acquisition, were the study's limitations. It is recommended to conduct both cross-sectional and longitudinal studies in the future for more validation of the findings.

Keywords: Entrepreneurship Education, Primary School, Attitude, self-efficacy, Entrepreneurial intention

I. INTRODUCTION

1.1 *Al-Aqsa School Background*

Al-Aqsa school Malaysia is an international school founded in Kuala Lumpur, Malaysia. The school has about 200 students and 20 teachers for different subjects. The main purpose of establishing Al-Aqsa school was to introduce premium comprehensive education services to families around Klang Valley. They look forward high-quality education system with affordable and reasonable education fees. Al-Aqsa school adopted the Cambridge Curriculum as the basis for teaching modern science and language. The taught courses consist of three different main divisions; languages, Islamic studies and modern sciences. Besides, the school conducts many clubs in art, science, cooking and craft.

1.2 *Issue/Problem Identification*

Despite entrepreneurship education's importance as a vital tool for improving students' attitudes and intentions to be entrepreneurs (Afolabi, 2017), in Malaysia, many primary schools don't adequately concern entrepreneurship education or related activities or have subjects embedded in their curriculum (Syed, 2013). The Malaysian Ministry of Education (MOE) has restructured the curriculum of its elementary schools. Embedded entrepreneurship education into the new curriculum on a cross-curricular basis, there was a lack of proper monitoring and effective training, which weakened and impaired the implementation resulting in poor outcomes (Abd Hamid, 2013). Lack of awareness about entrepreneurship and the benefits of starting such programs at a young age is the main reason for formulating generations with weak intentions to entrepreneurship. Al-Aqsa school hasn't had actual activities or practices related to entrepreneurship.

education. The lack of such an essential program at primary schools due to improper awareness of entrepreneurship education's importance and its incredible impact on students' performance. Matlay & Carey (2007) found in their review that It has been wrongly believed for a long time that entrepreneurship education should start only from higher education. However, Migin (2019) stated that youngsters show a positive attitude towards entrepreneurship. Furthermore, a positive attitude develops youngsters' positive intention to practice entrepreneurship (Liñán et al., 2011). Therefore, running such potential programs is going to help students to prepare themselves to life's challenges (Okeke et al., 2020).

II. LITERATURE REVIEW

2.1 Entrepreneurship Education

There is a debate around the terms used in this aspect. However, the two most popular terms are enterprise education and entrepreneurship education. The term enterprise education mainly used in UK, and it concerns more with personal development, skills, mindset and capabilities. While the term entrepreneurship education which is the solely term used in USA (Erkkilä, 2000) is addressed with the focusing specifically on venture creation and becoming self-employed (QAA, 2012; Mahieu, 2006). Another approach to use longer term has been followed from some researchers like Hannon (2005) who used the term "enterprise and entrepreneurship education", which is clear, but is difficult and inapplicable. perhaps. Erkkilä (2000) suggested to use the term entrepreneurial education to involve both entrepreneurship education and enterprise education

Lackéus (2014) stated in his report that Some researchers agreed to use only term "entrepreneurship education" to refer to either enterprise education or entrepreneurship. according to Moberg (2014) as a set of activities and instruments that improve students' entrepreneurial behavior and performance through building competencies, knowledge, and experiences that enable them to initiate and perform entrepreneurial behavior.

2.2 Entrepreneurship Education at Elementary School

There is a big argument about the effectiveness of Entrepreneurship education programs, particularly at primary school, because of the critical evaluation of entrepreneurship training at this level and its effect on subsequent entrepreneurial activities (Peterman & Kennedy, 2003). It has been argued that Most former studies on entrepreneurship education have been conducted in universities' context. Only a few research and cases were performed at the elementary level to prove that entrepreneurship can be taught at all educational levels (Matlay & Hannon, 2006). On the other hand (Askun & Yildirim, 2011) argued that entrepreneurship education at the elementary level becomes a must and essential for developing decision making, reasoning, accountability and problem-solving skills. Which extremely contribute to delivering knowledge and setting the basis of entrepreneurship during the early stages of life when children have higher capacity and capability to acquire new practices. The main objective is to motivate and inspire the students by developing an entrepreneurial spirit gradually (Grecu & Denes, 2017; Ozaralli & Rivenburgh, 2016). with starting from an early age at child's primary education, and then improving more skills as well as strengthen this spirit at higher education level, students' readiness and efficacy would be improved for the highly competitive labour market.

It is very important to differentiate between financial education, which is definitely hard to be taught to students at primary schools, and general business studies, which is applicable to be conducted at this level (Damián Simón, 2013). According to the Nice forum on entrepreneurship training, there are three goals from the entrepreneurship education program, particularly in secondary and primary school (CE, 2004)

1. To Improve students' capabilities in solving problems, which required developing some skills like planning, making decisions, communicating and conflict resolution (management skills).
2. To Promote students' abilities to cooperate and work in a team as well as to adapt to new situations (social skills).
3. To improve students' self-confidence, critical thinking ability, learning independently and self-efficacy (personal skills).

2.3 Entrepreneurship Education by Practice (Mini -Business)

Many empirical studies (Cárcamo-Solís et al., 2017; Damián Simón, 2013) have been conducted on entrepreneurship education at elementary school, highlighting the applicability and effectiveness of running such educational programs. For example, (Heilbrunn & Hefer, 2008) revealed in their study that the primary schools' student recorded a noticeable improvement in proactive disposition, passion for innovation and productivity. It has been revealed that most recent education systems have embedded entrepreneurship education programs in their curriculum to improve students' attitude towards entrepreneurship (Hörnqvist & Leffler, 2014). Socialization theory argued that teenagers and adolescents' career decisions are affected by social factors such as exposure to educational experiences, which increase their passion and inspire them to establish a new business, which plays a meaningful role in building local communities' prosperity (Chigunta, 2002). According to Lackéus (2014), teaching entrepreneurship through practice is considered one of the most powerful methods to improve participants' attitude and intention towards entrepreneurship. The student mini-company is the most explicit reflection of entrepreneurial experience in the elementary school context. The main goal is to allow students to learn how to found, manage and organize a business. This learning experience was conducted by the American Junior Achievement programme, which has been imitated to the school setting in different countries (Cárcamo-Solís et al., 2017).

2.4 Theoretical Framework (TPB)

The using of entrepreneurship literature to the Theory of Planned Behavior (TPB) has significantly grown over the last 20 years, as mentioned by (Lortie & Castogiovanni, 2015). TPB has become one of the most used theories for explaining and forecasting the behaviours of individuals. Conceptual framework (Figure 2.1), adapted from TPB, demonstrates that an individual's behaviour is initiated by one's intention to perform the behaviour and perceived control over this behaviour. Individuals' intentions are determined by their attitudes toward the behaviour, subjective norms, and perceived control over the behavior (Ajzen, 1991).

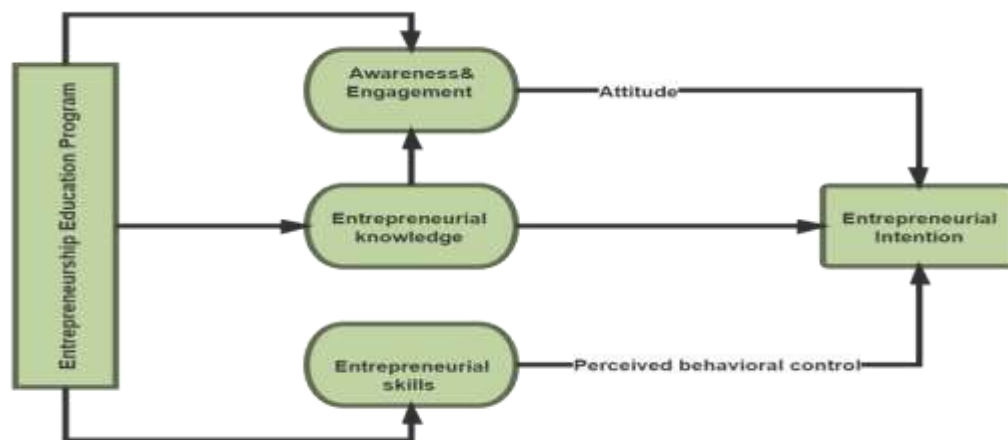


Figure II.1 conceptual framework

III. METHODOLOGY

3.1 Research Design

This study was designed and conducted in the form of action research (Figure 3.1). Twenty students from grade four until seven (9,10,11,12 years old) was targeted to participate in the whole program. This research adopted a qualitative method using focus group discussion as a method of collecting data as well as observation. This approach was used to evaluate pre-intervention as well as post-intervention situation to explore the effectiveness of entrepreneurship education program in improving student's perception, attitude and intentions towards entrepreneurship.

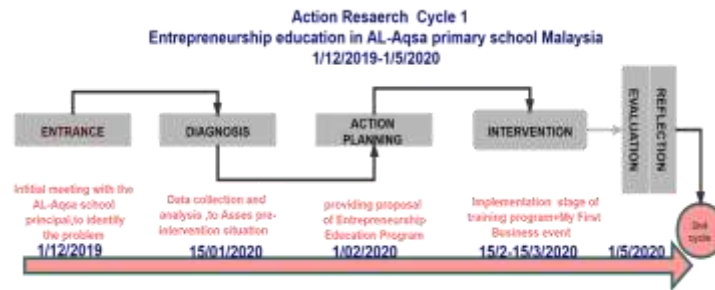


Figure III.1 Action cycle one at Al-Aqsa school

3.2 Data Collection

The qualitative method is used through focus group discussion and observation as well. This method enabled the researcher to thoroughly understand students' attitudes and intentions towards entrepreneurship the research objectives was to analyze students' behaviour and intentions to entrepreneurship, trying to figure out the main obstacles of being an entrepreneur. Most research questions are asking questions like "How well", "How effective", and "what", so choosing discussions through the focused group as a tool of data collection was more appropriate.

3.3 Data Analysis

Content analysis manually was used as the approach of analyzing collected data. It is a set of strategies and steps used to analyze the transcript's content (Powers, Knapp, & Knapp, 2010). In this analysis, coding and classification of the material under sub-themes and themes were used to investigate colossal information. By identifying each code's frequency, the researcher could create a clear picture of the trend or the most significant issues to be considered (Mayring, 2000). Using this approach helped evaluate students' intentions, attitude and behaviour towards entrepreneurship. The content processes consisted of three main phases; preparation, organizing and reporting the result phase.

3.4 Action Cycle 1

Action cycle one consisted of six successive steps; entrance, diagnosis, action planning, intervention, evaluation and reflection.

3.4.1 Entrance

Aligning with Al-Aqsa school's strategy and plan of continuous development and its concern about developing student's skills, the researcher arranged an appointment with the principal to figure out the critical area that needed to be developed. A proposal of developing entrepreneurial knowledge and skills for the students, including the approach and estimated outcomes, was sent to Al-Aqsa school's management for a review and formal approval.

3.4.2 Diagnosis

To thoroughly figure out the reasons for the absence of entrepreneurship practice and activities in the school, meetings with students and teachers were conducted. The sessions, focused group and teacher's discussion, showed a significant lack of awareness about entrepreneurship education's importance for youngsters.

3.4.3 Action planning

An entrepreneurship education program was planned to be conducted at Al-Aqsa school. The program aimed to improve students' entrepreneurial knowledge and skills and inspire them to create entrepreneurial intention.

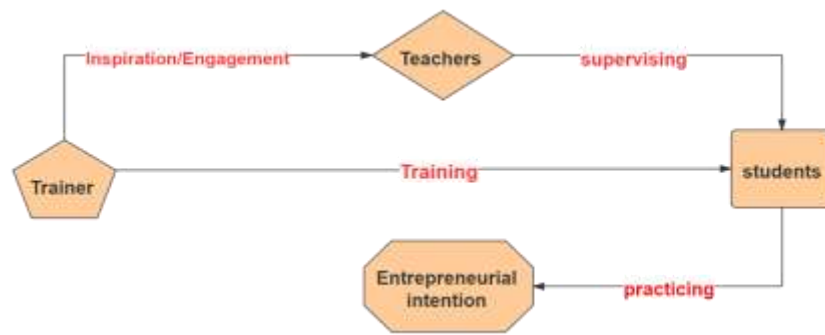


Figure III.2 Entrepreneurship education program framework

3.4.4 Intervention

The processes of entrepreneurship education program were illustrated in (Figure3.2). The process consisted of three phases; the first phase started with the teacher's engagement session to enlighten them about the program's significance. The second phase was for student training to improve their mindsets and skills. Finally, the last phase is the practical implementation of whatever students have learned throughout the training program through "My First Business Event".

IV. ANALYSIS

4.1 Content Analysis

Manual content analysis was used to analyze the data collected from observation and focused group interview of 11 students at ALQSA school before and after conducting the entrepreneurship education program. The pre-intervention analysis was aimed to evaluate the pre-intervention situation before introducing the training program. Furthermore, to figure out the factors and challenges of practising entrepreneurship at primary school level. The post-intervention analysis was meant to evaluate the program's effectiveness in inducing change and transformation of student's attitude and intention. Three main steps have been implemented to analyze the data (Vaismoradi et al., 2013). 1) preparation the data by interview transcription and shorting the text into condensed meaning units. 2) labelling the condensed meaning units to codes and grouping codes under subthemes and themes. 3) Reporting the findings and drawing a conceptual map of the findings.

Three themes and sub-themes were developed (Figure 4.1) and adapted from (Deveci & Seikkula-Leino, 2018; Lackéus, 2015). The first themes related to the students' perception and attitudes towards entrepreneurship, which subdivided into two subthemes; 1) Awareness about benefits of being an entrepreneur for individual and society, 2) Desire to become an entrepreneur. The second theme discussed entrepreneurs' characteristics and competencies, which subdivided into three subthemes; 1) awareness of entrepreneurs' mindsets, 2) awareness of entrepreneurs' skills, 3) Readiness to be an entrepreneur. The third theme demonstrated the factors & challenges of making an entrepreneur. Which discussed 1) awareness and support of surroundings, 2) Proper Training Programs, 3) factors that affect entrepreneurial intention



Figure IV.1 Themes and subthemes

4.2 Perception & Attitude Towards Entrepreneurship Theme

The first theme covered the students' attitude towards entrepreneurship to evaluate their attitude before and after the entrepreneurship education program and to what extent their attitude and intentions towards entrepreneurship have been improved.

4.2.1 Benefits of Being Entrepreneur subtheme

Actually, students succeeded during the pre-intervention phase to identify some of the benefits an entrepreneur can gain, such as being boss, gaining unlimited income and more time flexibility. However, some had a misconception about being an entrepreneur. For example, two girls said, *"one of the advantages of being entrepreneurs is to work less and only give instructions for my employee"*. They believed that entrepreneurs had nothing challenging to do; they just relax at the office and monitor their employees while they are working. Furthermore, most students failed to identify the positive impact of entrepreneurship on the individual's personalities and mindset as well as on society to overcome the unemployment problem. Many of them have seen the issue from a narrow-angle and related entrepreneurship only to making money. It was crucial to enlighten them about the potential and substantial impact of entrepreneurship on societies' as well as individual's development. The training program focused on correcting some misconceptions demonstrating that making money is not the sole objective of entrepreneurship, but adding values and benefit the society should be business objectives highlighting the social responsibility. The post-intervention analysis demonstrated progress in students' awareness of entrepreneurship benefits, which played a significant role in motivating and inspiring them to create entrepreneurial intention.

4.2.2 Desire to Become Entrepreneur subtheme

This subtheme was intended to measure the pre-intervention situation of students' dreams and intentions for their occupation in the future. Besides, to evaluate post-intervention situation to measure the effectiveness of entrepreneurship education program in inspiring students to develop entrepreneurial intention. Asking the student about their future's plans helped discover their perception and attitude towards entrepreneurship. This indirect question enabled participants to talk freely, avoiding inflation of their answers to align with the interviewer's interest. The majority were perceiving entrepreneurship and start-ups as a complicated process and needs hardworking. Some of them chose to be an employee in a big company rather than being self-employed. They argued that they would gain more money and a secure salary. However, they believed that there is no guarantee of a secure income in case of starting up a business.

Moreover, they thought that new venture creation is complicated and might take a long time as they lacked essential entrepreneurial skills. On the other hand, some students chose to be an entrepreneur and start-up their own business. One of them was excited, saying, *"I want to be a pharmacist and set my own pharmacy earning more money"*. Another preferred to be an entrepreneur because he hated receiving instructions from others, saying, *"I want to be the boss of mine"*. Obviously, the pre-intervention analysis showed that some of

them were not interested in being entrepreneurs but preferred to work for a big company instead. However, others showed high interest, but they lacked to "Know-How"

After the student had been exposed to the entrepreneurial mindsets during the program, they showed higher interest and desire of practising entrepreneurship. Amazingly, students who had preferred to be employees changed their decision after the whole program. They realized that entrepreneurship practising is not impossible, and they are capable of achieving success. The student who decided to be a doctor become more interested in establishing a hospital or polyclinics rather than just work for a hospital. Even some girls who hesitated to practice entrepreneurship became excited and willing to discover this new world of entrepreneurship.

4.3 Characteristics & Competencies of Entrepreneurssubtheme

This theme aimed to measure perceived behaviour control by identifying entrepreneurs' characteristics and competencies, enabling them to start a business. According to TPB Ajzen (1991), who believe that they have capability and control over particular behaviour are more willing to adopt this behaviour.

4.3.1 Entrepreneurs' Mindsets

By investigating the students' answers, the study found that two main reasons might have stepped in front of the students for being entrepreneurs; first is low awareness of the essential entrepreneur's mindsets and features. Secondly is the lack to some of these features as well as inability to develop them. As a result, it was important to focus not only on improving their knowledge and awareness of entrepreneurial mindsets, but also on developing and acquiring these mindsets through frequent exposure to different teaching tools such as games, presentation, movies as well as songs and inevitable practice. The post-intervention analysis showed remarkable improvement in students' mindset. They have learned the main features of entrepreneurs through case studies and other activities. Students succeeded not only in numerating the entrepreneurial mindsets but also they showed them throughout the event "My First Business".

4.3.2 Entrepreneurs' Skills

It was crucial to ask them about their perception of entrepreneurs' required skills and skills they were missing. This part was meant to evaluate the pre-intervention situation to identify the most required skills to be covered by the program. Most students failed to identify as many as possible entrepreneurial skills. They just mentioned planning, financial and accounting skills. However, there are more than ten skills required for entrepreneurs (Lackéus, 2015). They didn't have any idea about some skills. For example, they didn't know idea generation steps starting from brainstorming until validating the concept using a survey. Besides, they lacked the essential accounting skills, which is compulsory for business success. For instance, many of them were confused and couldn't differentiate between sales and gross profits nor net profits. Some believed what they sold is considered their net profits.

4.3.3 Readiness to Be an Entrepreneur

The analysis of their behaviour towards risk-taking, the primary characteristic of entrepreneurs, has shown that few (two students) didn't dare to take a risk from the beginning. However, three of the students regretted taking a risk. In contrast, the success of others motivated them to be braver in taking a risk. All these notes have been considered in the training program, trying to improve their consistency and persistency as well as teaching how to take a calculated risk. During the entrepreneurship education program, The Students have been exposed to many videos and lessons as wells as a practice to teach them that "entrepreneur can't give up.By the end of the program, they have become more willing to take risk after accurate calculation to evaluate each decision's advantages and disadvantages

4.4 Factors &Challenges of Making Entrepreneur Theme

This theme was aimed to identify the most challenges that might face them in their entrepreneurship journey. It was crucial to know the obstacle they perceived in order to help them tackle these obstacles and overcome the challenges they might face.

4.4.1 Lack of Awareness & Support of Surroundings

The participants agreed that fear of criticism and scepticism had a demotivating impact on one's desire and intention to be an entrepreneur. However, encouraging and supporting of surroundings would be having a highly inspiring effect on their decision. Students' revealed that they usually face resistance from their parents to practice other activities during their study. Most students' parents come from developing countries. Those parents highly believed that formal study is the only way to achieve an accomplishment. Therefore, some of them felt that practising activities like entrepreneurship at this young age is just a waste of time.

4.4.2 Lack of Proper Training Programs

Many students revealed that they didn't have entrepreneurial mindsets and skills due to the absence of appropriate curriculums and programs. They added that most of the programs were prepared for students at a higher age, so they had never even heard about these terms before. One of the students said, *"previously, I tried to learn some information how to gain money, but I couldn't understand videos on internet, and even entrepreneurship clubs nearby are only for high school students"*. Another student said, *"I have participated once in a business session with my father, but it was really boring, so I preferred not to attend again"*. The analysis demonstrated the scarcity of suitable entrepreneurship education program for young students. The students usually used the words *"absence, not available, hardly, rarely, can't find, and boring"* when they described entrepreneurship education program

4.4.3 Factors Affect Entrepreneurship Intention

This subtheme was intended to figure out which factors the most affect their desire and intention to be entrepreneurs. Many factors contribute to forming a person's desire and decision to start up a business and be an entrepreneur, Such as the degree of education (Liñán et al., 2011), family traditions (Altinay et al., 2012), gender (Murugesan & Jayavelu, 2017) and surrounding environment like peers influence (Khuong & An, 2016). By investigating students' answers, the degree of education came in the first rank, family traits came secondly, gender was in the third rank, and peer influence came at the last. The result showed that most of them extremely believed that one's education and training determine their capability to perform. One of the students said, *"a highly educated and well-trained person is more willing to success in business"*.

Moreover, they believed that family might be whether a motivating and inspirable factor or an obstacle in some circumstance. However, they agreed that both gender and peer influence had a minor impact on one's decision to start up a business. The pre-intervention analysis of the factors that might significantly impact their desire and intention reflected the importance of improving their confidence by enhancing their knowledge and skill. This personal development would increase their resistance to the negative impact of external factors.

4.5 Evaluation

4.5.1 Students' Attitude Towards Entrepreneurship

After finishing the whole training program, all the students became more familiar with the term entrepreneur and grew to have the ability to explain it. They became able to define the features and skills of entrepreneurs easily. A positive attitude towards entrepreneurship was evaluated by measuring students' engagement and desire to be entrepreneurs, recognizing entrepreneurship benefits and advantages, which helped them be emotionally inspired and motivated to be entrepreneurs.

4.5.2 Entrepreneurial Mindsets & knowledge

Students' awareness of entrepreneurship has been noticed. The students have become able to name more than ten entrepreneurial mindsets, which they have learnt during the program. They became more courageous and creative in problem-solving. For example, one group had a problem in financing their business, and they only could raise half of the budget needed. One of them suggested getting finance from outsider investors, "teachers and their parents". Amazingly they could convince the investors with their business idea. Another group was worried about sales and competitors, so they planned a promotion and marketing plan to attract more clients.

4.5.3 Students' Awareness of Entrepreneurs' Skills

It was challenging to measure the improvement in their skills by interview solely, as the study of Barberá et al. (2011) revealed that the process of skills and competencies assessment is challenging and should be done continually over an appropriate period with continuous improvement of these tools. Even though a lack of proper skills assessment tools as well as evaluating over a short period, the initial evaluation showed at least their willingness to acquire entrepreneurial skills and improve their competencies. However, the findings showed noticeable improvement in students perceived self-efficacy. Thanks to the knowledge and skills the students have learned, they believed more in their capability and controllability over the entrepreneurship practice.

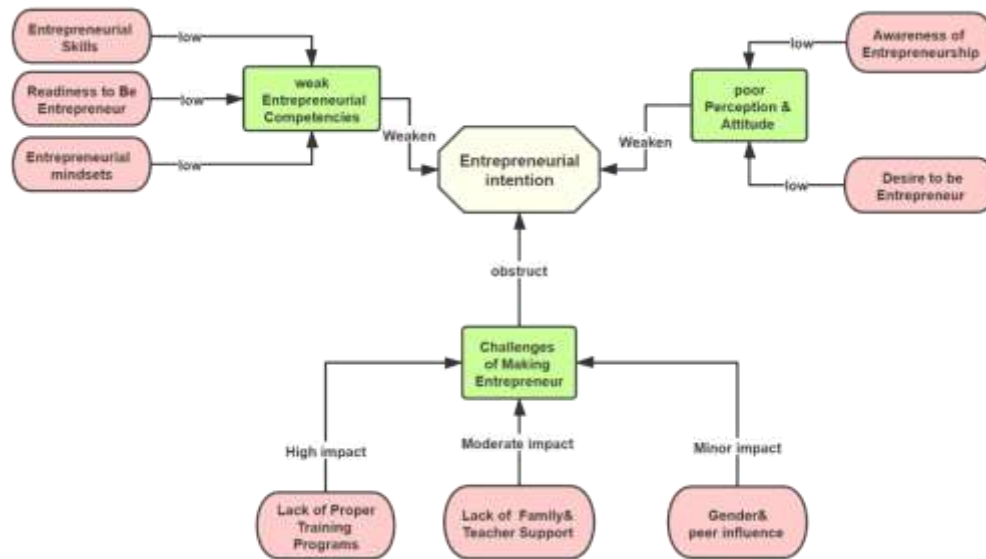


Figure 4.2 Conceptual map of findings(pre-intervention)

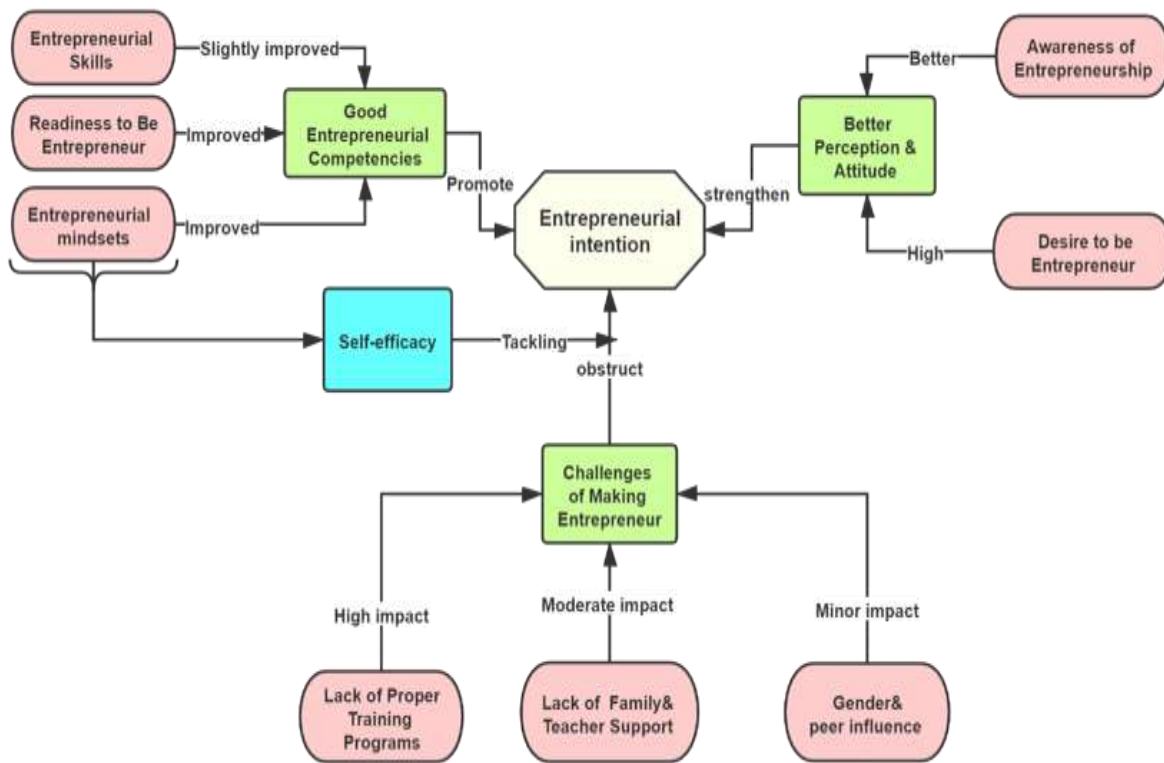


Figure 4.3 Conceptual map of findings (post-intervention)

V. DISCUSSION

5.1 Developing Entrepreneurial Intentions Through Entrepreneurship Education

The study's final model is illustrated in (Figure 5.1), which demonstrates that entrepreneurial intention can be developed by efficient entrepreneurship education through three sequential strategies: emotional engagement and motivation of the students, improving entrepreneurial knowledge and finally, developing entrepreneurial skills. Inspiring students and enhancing their awareness of entrepreneurship and its benefits help create a positive attitude towards entrepreneurship. Additionally, entrepreneurial knowledge contributes to building entrepreneurial intention in two ways; first, to improve awareness of advantages, leading to a positive attitude. Second, having the essential technical knowledge to practice entrepreneurship will enhance self-efficacy and perceived behaviour control. Likewise, developing entrepreneurial skills improves perceived difficulty, perceived confidence, and perceived controllability, consequently improving self-efficacy and perceived behaviour control. Ultimately, constructing a positive attitude towards entrepreneurship and enhancing perceived behavioural control leads to develop entrepreneurial intention.

5.2 Challenges of Entrepreneurship Education at Primary Schools

One of the biggest challenges is the lack of appropriate entrepreneurship education curriculums for young students at primary schools. In most countries, apart from developed ones, you hardly find entrepreneurship clubs or institutions that care about delivering entrepreneurship knowledge and skills for youngsters at an early age. However, you can find easily many entrepreneurship clubs for high school and university students. Moreover, according to Bin Yusoff et al.(2015), the educators themselves suffer from a lack of proper entrepreneurship educating skills in many circumstances. Another challenge was a lack of awareness and support from surroundings, especially from families. Moreover, some teachers were still having doubts about

starting such a program, asking their student to study hard and focus on their academic lessons instead. This type of challenges of entrepreneurship education was proved previously by (Rahim et al., 2015; Seikkula-Leino et al., 2010)

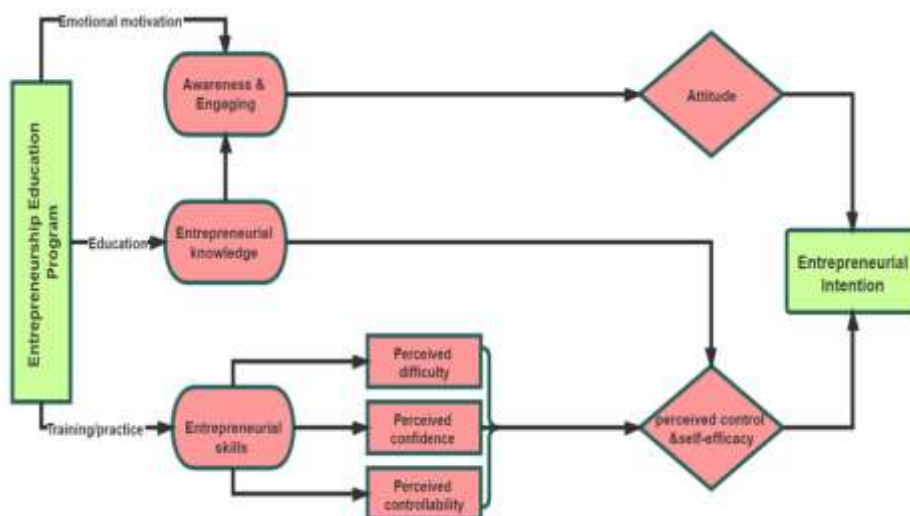


Figure V.1 Final model of the study

5.3 Reflection

Thanks to the program's positive outcomes, both school's teachers and management recognized the value of entrepreneurship education in empowering and fueling students' desire to get involved in business early by stoking curiosity in simple, engaging, creative, and safe ways. Entrepreneurship education successfully developed students' mindsets and skills to deal with tomorrow's difficulties and navigate through the ever-changing terrain of modern life. These acquired skills represent the backbone of developing entrepreneurial intention, as it improves perceived self-efficacy in its three dimensions; Perceived difficulty, Perceived confidence and Perceived controllability (Vamvaka et al., 2020).

5.4 Contribution

This action research has confirmed that entrepreneurs can be made if an appropriate educational environment is provided. This study declared that young students in primary schools could acquire and develop entrepreneurial mindsets and skills. The study demonstrated to educators and policymakers that the entrepreneurship education process is ongoing, which requires sequential steps to build and form upcoming entrepreneurs' character. It was evident that entrepreneurship education should be conducted comprehensively concerning with students' emotions, knowledge, skills and practice.

5.5 Limitation & Recommendations of The Study

One of the limitations of this study was the time constraint of conducting the entrepreneurship education program. The implementation of the education and training program has been conducted over only three sessions of two hours for each, so the total hours of the education program were only six hours, which was insufficient to deliver the essential knowledge and skills. Another issue was the absence of accurate assessment tools, especially for skill acquisition. It wasn't easy to assess whether the entrepreneurship education program developed the acquired skills and knowledge or these skills are attributable to the students' traits and backgrounds. Therefore, both cross-sectional and longitudinal studies are recommended in the future for more validation of the findings. Additionally, it is recommended to develop more accurate assessment tools for measuring the progress in both acquired entrepreneurial knowledge and skills. Using quantitative measurement tools besides the qualitative tools would be more efficient in validating findings and results.

5.6 Conclusion

The action research of entrepreneurship education in primary school has confirmed that entrepreneurship can be successfully taught at a young age. Primary schools' students have the capability and readiness to develop entrepreneurial intention if appropriate entrepreneurship education environment is provided. Emotional motivation, knowledge acquisition and skills development through practice are the most critical dimensional for entrepreneurship education. The post-intervention evaluation showed noticeable improvement in students' perception and attitude to entrepreneurship. Their intention to be self-employed has been highly increased, as they have become more aware of essential entrepreneurial mindsets and skills as well. The most crucial benefit of entrepreneurship education is the remarkable transformation of ordinary persons into more creative and productive ones. Entrepreneurship help students to develop new thinking ways, potential competencies, a positive attitude and more confidence. It has been revealed that practice and repetitive exposure to entrepreneurial behaviour are incredibly effective tools in developing entrepreneurial skills. Equipping students with essential entrepreneurial competencies are significant in building confidence in their success, which increase the likelihood of forming their entrepreneurial intention. It is fair to clarify that entrepreneurship education at a young age doesn't only mean starting up a new venture. However, it mainly concerns students' personalities development, preparing them for the future and its challenges by developing their entrepreneurial mindsets and skills, developing the ability to make efficient use of resources, and discover invisible opportunity and being innovative.

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