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EXPLORING TEACHERS' PERSPECTIVES ON THE INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN PUBLIC PRIMARY SCHOOLS IN TANZANIA

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Abstract

This study explored teachers' perceptions of integrating entrepreneurship education (EE) in public primary schools. The research was guided by Albert Bandura's Social Learning Theory (1986). Two specific objectives were addressed: first, to examine the influence of teachers' demographic characteristics on their perceptions of integrating EE, and second, to explore teachers' overall perceptions of EE integration in public primary schools. A concurrent triangulation research design was adopted, involving both qualitative and quantitative data collection methods. Simple random sampling was employed to select wards, schools, and teachers, while purposive sampling was used to identify head teachers from each school. The sample comprised 110 respondents, and data were collected through interviews and questionnaires. Qualitative data were analyzed using thematic and descriptive analysis, while quantitative data were analyzed using correlation analysis. The findings revealed that teachers held positive views toward entrepreneurship education, though their commitment to its implementation was limited. Furthermore, teachers' perceptions were positively correlated with certain demographic characteristics, such as age, while weaker correlations were observed with marital status, gender, and education level. It is recommended that the EE policy be strengthened to encourage active participation by educational stakeholders, including teachers, in implementing EE in Tanzanian primary schools. The integration of EE in the primary school curriculum has significant implications, equipping graduates with entrepreneurial competencies to adapt and engage creatively in society. These skills will support their future endeavors as they advance through higher academic levels.

Keywords: Entrepreneurship Education, Teacher Perspectives, Integration, Public Primary School.

Introduction

Entrepreneurship education (EE) is an educational practice that aims to advance the entrepreneurial mindset and creativity, management, and flexibility among learners (OECD, 2014). It signifies the development of practical skills that will enable students to excel in an increasingly competitive and indeterminate world. Students can acquire the types of competencies that will assist themthroughout their lives and

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gain meaning from the subject content (Hardie et al., 2020). It is a form of education that is aimed at equipping pupils with entrepreneurial skills and preparing them to explore different opportunities in their lives. Integration of EE is the process of embedding the concepts of entrepreneurial skills or concepts in the existing curriculum (Lamloumi, 2013).

Therefore, EE is progressively recognized and discussed as a driver of economic development and sustainability around the world (Greene et al., 2015). Most educational institutions have come to recognize the significance of providing students with entrepreneurship education and assert that such an education equips students with innovative thoughts, expertise, and the capacity to think entrepreneurially and respond to societal challenges (Bikse et al., 2016).

In South Africa, the government has built systems for young people to be dynamic and interested in business projects to foster an enterprising spirit (Nchu, 2015). Entrepreneurship education programs aim to help students become creative and productive while gaining entrepreneurial skills. The Nigerian government has made it a priority to ensure that entrepreneurship education is provided at all levels, beginning with the most primary schools. Its purpose is to prepare pupils with the information, skills, and drive necessary to foster successful entrepreneurial endeavorsin a range of different contexts (Audu et al., 2019).

This study is important because it fills a gap in the integration of entrepreneurship education (EE) in Tanzanian elementary schools. Early entrepreneurial mindsets are instilled in pupils through EE at this level, which also fosters creativity and problem-solving abilities that are essential for the expansion of the national economy. This study supports Tanzania's educational objectives of developing a knowledgeable and creative workforce by gaining insight into the perspectives and difficulties faced by educators.

Rationale of the Study

Integrating EE in primary schools is crucial for several reasons: Familiarizing pupils with entrepreneurship concepts at a young age is increasingly recognized as a criticalaspect of education that leads to the progress of essential life skills. Early exposure to EE cultivates serious thoughtfulness, problem-resolution, inventiveness, andcooperation (Lackeus, 2015; Volery & Mueller, 2018). Research highlights that nurturing an entrepreneurial mindset among pupils cultivates qualities such as resilience and flexibility (Kuratko, 2005). Research highlights that nurturing an entrepreneurial mindset among pupils cultivates qualities such as resilience and flexibility (Kuratko, 2005).

Furthermore, incorporating basic financial literacy into EE, covering concepts like saving, investing, and trading, creates a foundation for financial responsibility in adulthood (OECD, 2014). By understanding these principles early on, pupils are more likely to become financially literate adults, capable of creating conversant choices concerning their finances (Lusard & Mitchell, 2014). Studies show that taking initiative and ownership of ideas enhances pupils' self-esteem and self-efficacy (Zao et al., 2005). This empowerment is crucial for fostering a sense ofagency and enabling pupils to navigate challenges with confidence.

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Problem Statement

Tanzania lags other nations in incorporating entrepreneurship education (EE) into its curricula, particularly at the primary school level. Teachers play a critical role in the success of EE as they are its primary implementers. However, effective integration faces significant challenges, including a lack of institutional support, insufficient resources, and limited teacher training. The integration of EE in public primary schools aims to equip young learners with foundational entrepreneurial skills to foster innovative mindsets at an early age. Despite these goals, the perspectives of primary school teachers on the feasibility and benefits of EE, as well as the challenges they encounter during implementation, remain underexplored (URT, 1999). Although studies on EE, such as those by Fulgence (2015), Kalimasi and Herman (2016), Mwasalwiba (2010), and Wakkee et al. (2017), provide valuable insights, they primarily focus on higher education or secondary schools. There is a notable gap in research regarding how teachers perceive EE and its implementation in Tanzanian public primary schools. This study, therefore, aims to address these existing gaps and contribute to the understanding of EE integration at the primary school level.

Research Questions

1. Is there a relationship between teachers' demographic characteristics and their perceptions of integrating EE in primary schools?

2. What are the teachers' views on integrating EE in public primary schools?

Research Objectives

- To explore teachers' perspectiveson the integration of EE in Tanzanian public primary schools.

- To determine the influence of teachers' demographicfactors on their perceptions of integrating EE in public primary schools.

- To explore teachers' views on integrating EE in public primary schools.

Theoretical Framework

The study was guided by Social Learning Theory by Albert Bandura. The theory postulates that people learn through observation, imitation, and modeling (Bandura, 1977). Philosophy has often been named a bridge between behaviorist and cognitive learning theories since it includes attention, memory, and motivation. Motivation is one of the most significant principles of the Social Learning Theory. Motivating pupils will help them shape their self-efficacy, which will help them approach any encounter they may face in a better way. Bandura (1986) further explains that people tend to observe others in their environment in order to determine the different actions being performed.

Conceptual Framework

Teachers'demographic characteristics, such as age, gender, level of education,

and marital status,are more likely to influence the way teachers perceive the integration of EE in primary schools. Likewise, teachers' beliefs regarding the importance of entrepreneurial skillsfor pupils and their potential impact on the learners' individual and expertdevelopment can contribute to their perspectives towards EE. Furthermore, they are more likely to face challenges during the process of integrating EE in primary schools. Students' outcomes and effects, such as skill development and future positioning, are among the results of EE.

The framework appeals to Social Learning Theory. The theory highlights the role of social learning and observation in increasing entrepreneurial attitudes and behaviors,' with teachers acting as role models and instructors. The framework guided data collection, analysis, and clarification of teachers' perspectives, proposing a holistic view of the recent state of EE at the primary school level. The research provided insights into teachers' readiness and willingness to teach EE and barriers to successful EE integration, as well as endorsements for policy and curriculum review to support implementation in public primary schools.

Significance and Limitations

The research contributes significantly to the body of knowledge by providing a comprehensive identification of teachers' perspectives on integrating EE and potential solutions related to the provision of entrepreneurship skills in primary schools. It also serves as a valuable resource for enlightening politicians, syllabus developers, educators, and researchers, offering a roadmap for enhancing the integration of EE in primary schools. Several limitations were encountered in this research, notably the apprehension some respondents had regarding being recorded during the interviews. In response, the researcher addressed these concerns, assuring participants that all information provided would be utilized solely for educational purposes. Additionally, the scope of the study was confined to primary school teachers within the Kigamboni district. Furthermore, the research faced challenges in scheduling meetings with certain respondents, particularly head teachers, due to their numerous responsibilities. To mitigate this issue, the study sought to engage with deputy head teachers instead.

Empirical Review of Literature

It is undeniable that teachers' perceptions matter because, as Korhonen et al. (2012) point out, teachers are the ones who translate entrepreneurial education into instructional practice. The aim of studying teachers' perceptions concerning EE is needed in order to obtain their understanding and propositions for improvement (Hakizimana, 2020). The research by Zenner et al. (2017) examined the extent to which EE was perceived and implemented around Bangalore in India. They concluded that the way skills were acquired through instruction influenced the degree to which a person understood the idea of EE. Because of this, they developed the hypothesis that there was a demand to improve the alignment of entrepreneurial education in India with vocational education and training.

Likewise, Deveci (2016) investigated the extent to which teachers understood the ideas of entrepreneurship and entrepreneurial qualities and their perceptions of such notions. The findings pointed out that each teacher had insufficient comprehension of

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the idea of EE. He suggested that there was an essential need to change content that could expose pre-service teachers to key concepts of EE to enable them to develop skills in identifying entrepreneurial ventures in the context of professional development for teachers.

In particular, the findings from the Deveci study refer to the necessity of advancing informative content that can uncover pre-service science instructors' key ideas of EE. Likewise, Bacanak (2013) pointed out that teachers did not have a suitable consciousness of entrepreneurship ideas and, as a result, had a different vision of how to teach entrepreneurial abilities. On top of that, the study conducted in India, Malaysia, and Singapore aimed to investigate commitment to teaching entrepreneurship in business schools and recommended that most staff did not get the essential in-service training associated with entrepreneurship (Trivedi, 2014).

The study by Kalimasi (2018) concluded that, to a significant degree, there is still a conceptual difference among stakeholders over the meaning of EE. The theoretical clash influences the application of EE in schools to the point that there are self-support accomplishments in primary schools that do not operate under the umbrella of EE. Similarly, Ikävalko et al. (2009) studied EE with a group of Finnish teachers. They discovered a surprising lack of cohesiveness in definitions of core concepts and, most importantly, between aims and results.

At what time the pupils should be taught EE is another issue that is perceived differently among teachers. Literature suggests that EE should start in childhood to spark pupils with curiosity and develop a culture of entrepreneurship at an early age (Hassi, 2016). Therefore, teaching EE to young pupils at a premature age will support them later in their lives. When pupils are exposed to EE at an early age, they will have ahead start on developing the skills necessary for successful jobs in the business world. Therefore, children in primary schools will become better equipped for jobsin the new economy as an outcome of EE.

Studdard et al. (2013) suggest that the entrepreneurship curriculum, which is developed at the university level, should begin to provide indices of how EE can be combined into the existing primary education curriculum. In this context, teachers perceive that if EE is introduced from the primary level, it will help provide basic skills that can be learned at the university level. With this improvement, the university will be able to build on the skills they learned in primary school. The same idea was presented by Douglas (2014), who argued that if EE is exposed to the pupils in primary school, it will create awareness and encourage them to inculcate a positive attitude towards business start-ups.

Correspondingly, it is further perceived that EE equips pupils with problem-solving skills and enables them to think creatively. Fen (2017) studied science teachers' perceptions of integrating EE within the school curriculum. The findings revealed that most teachers' perception of entrepreneurship is all about being active, creative, and productive. Scholars agree that EE is about marketing a product, being creative, producing profitable company ideas, and being daring and successful. With respect to these findings, if teachers perceive that EE makes pupils active and creative, it will help a lot in preparing their future, especially if they start being taught at a young age. Henceforth, teachers' perceptions are critical in the whole exercise of integrating EE.

Given the high unemployment rates in various African nations, the idea that free entrepreneurship edification has been seen as one of the important elements to economic success, providing a substantial contribution to the solution of the unemployment problem, which is critical at a time when several developed and developing countries face youth unemployment (Omer & Alijaaidi, 2020). EE can, therefore, help pupils because the more they are exposed to EE, the more interested they will get in entrepreneurship ventures, permitting them to start their businessesand employ themselves.

The study by Onuma (2016) examined the plight of unemployment amongst Nigerianuniversity graduates and how EE prepares students for job development. The findings exposed that university graduates' unemployment was a recurring problem. The study suggested that EE should be urgently prioritized and that school and tertiary curricula should be changed to include EE. The transfer of graduates to self-employment can thus be enabled most effectively by integrating EE into the school curriculum (Daneshjooyash & Hosseini, 2018).

The study by Hatak et al. (2015) found that as individuals become adults, their probability of doing so becomes less likely. The study by Zissimopoulos and Karoly (2007) suggests that pupils tend to be more energetic in new firm creation than adults. Henceforth, ifa large group of teachers are older, it is likely that the class will lack motivation for entrepreneurial ventures from the teacher. To cement this, Choo and Wong (2006) argue that people are mostly supposed to set up their businesses between the ages of 25 and 34. However, since many studies are inconsistent, more comprehensive research is still needed.

Some studies approve that males are more commercial than females as they are better at creating new ventures than women (Sánchez, 2011). The study by Kelley et al. (2017) discovered that females are less likely than males to engage in entrepreneurial activities. However, this argument is contrary to Ahmed et al. (2010), who verified that a person's gender is not a crucial factor in defining whether or not they would start their own business. Additionally, Soetanto et al. (2010) found no evidence that sex has a role in the decisions that pupils make regarding whether or not to engage inentrepreneurial activities. In view of this, the question of sex and the plan to start a business have not so far been effectively answered, even though the answer may differ from country to country.

Research Methodology

This research used a mixed approach. This method refers to the procedure of collecting, evaluating, and merging quantitative and qualitative approaches in one study to comprehend existing research problems (Poth & Munce, 2020). The primary reason for using a mixed technique was that it may be more effective than using only one method. Therefore, a quantitative approach was used to seek answers from teachers on their perceptions of integrating entrepreneurship education in primary schools. The researcher used a qualitative approach to examine how heads of schools perceive the integration of EE in primary schools.

Moreover, the study employed a concurrent triangulation design because it allows the researcher to use qualitative data to interpret quantitative data. The study

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was conducted in Dar es SalaamRegion, Kigamboni District. The population of the study included primary school teachers and school heads. To achieve the study intention and compromise with time, 110 respondents were engaged. The sample included one head teacher from each school and ten teachers from each of the selected schools.

Simple random sampling (SRS) was used to choose wards and schools. Each ward was given an equal chance of being selected. Similarly, the technique was used to select 10 schools out of 16 schools within the selected wards. Purposeful sampling was employed to select 10 heads of schools. Teachers were also involved in this research as they played a crucial role in the implementation of EE. The study utilized interviews and questionnaires during the data collection phase, intentionally incorporating both methods to achieve data triangulation. Interviews were conducted to gather comprehensive insights from the teachers within their natural settings. Conversely, questionnaires were employed to facilitate the generalization of pertinent research findings. A structured self-reporting attitude test utilizing a Likert scale was utilized for this purpose. The statistical information was first analyzed using the Statistical Package for Social Sciences (SPSS). The researcher produced descriptive statistics, such as the percentages of the collected data, means, standard deviations, and frequencies. Correlationanalysis was used, where the Pearson correlation test was performed to figure out the influence of demographic characteristics and the teachers' perceptions of integrating EE in primary schools. Likewise, qualitative data were analyzed by using thematic analysis procedures. Themes were reviewed to obtain subheadings. Finally, the report was produced in a narrative form.

To adhere to the ethical issues, the researcher went through different procedures. Theresearcher sought permission from the University to conduct the research. Moreover, permission was then sought from the District Executive Director (DED) of Kigamboni Municipal Council. In the course of the interview, the researcher presented himself to the informants, outlined the objectives of the research, and informed them that participation was entirely voluntary. They were assured that any information shared would be utilized solely for this study and would not be employed for any other reasons. Similarly, prior to the distribution of the self-administered questionnaire, participants were made aware of their right to decide whether to participate in the study or to opt-out.

Analysis and Interpretations

Teachers Demographic Characteristics

This section presents the general information and demographic characteristics of the respondents, and these are summarized in Table 01 as follows:

Table 01: Teachers' Demographic Information (n=100)

Factor	N	%
Gender		
Male	30	30%
Female	70	70%
Total	100	100%
Education Level		
Grade III Certificate	21	20%
Ordinary Diploma	40	44%
Bachelor's Degree	35	33%
Master's Degree and above	4	4%
Total	100	100%
Marital Status		
Single	32	30%
Married	61	63%
Divorced	5	4%
Widowed	2	2%
Total	100	100%
Age		
18-34	44	41%
35-44	41	45%
45 and above	15	14%
Total	100	100%

With reference to Table 1, most participants of the study were females (n = 70, 70 %), and the rest were male teachers (n = 30, 30%). Therefore, one could establish that there is less improved gender equality in the workplace. Most teachers were holders of ordinary diplomas in education (44%, n = 47), followed by bachelor's degree holders (35%, n = 33). This implies that teachers have the required capacity to integrate EE into teaching. The majority of the teachers had an age below 44 years old (89%, n=89), while the rest were above 44 (11%, n = 11). From the age distribution, one can recognize that most teachers were mature enough and energetic to perform their duties well; hence, they can effectively integrate entrepreneurship education if enabled.

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Table 02: Pearson's Correlation Matrix					
Category	**Gender**	**Education Level**	**Age**	**Marital Status**	**Perception**
Gender					
Pearson Correlation	1				
Sig. (2-tailed)					
Education Level					
Pearson Correlation	0.177	1			
Sig. (2-tailed)	0.069				
Age					
Pearson Correlation	-0.151	0.084	1		
Sig. (2-tailed)	0.120	0.387			
Marital Status					
Pearson Correlation	0.023	-0.063	0.481**	1	
Sig. (2-tailed)	0.817	0.520	0.000		
Perception					
Pearson Correlation	0.091	0.021	0.321**	0.131	1
Sig. (2-tailed)	0.350	0.828	0.001	0.178	

Results from Table 3 reveal that the age of participants was established to have a significant positive association with the perception of the integration of entrepreneurship in public primary schools. Pearson's Correlation values were recorded to be $r = -0.321^{**}$ and $p = 0.001$. This implies that teachers in primary school have positive perceptions of the process of integrating entrepreneurship education. They might be ready to implement it if a conducive environment is created for them. Other factors, such as marital status, level of education, and gender, were revealed to have a weak correlation with teachers' perspectives. It implies that if a good environment is created in primary schools, teachers will be able to implement EE.

Likewise, the perceptions of head teachers regarding EE were assessed. They had different views. They pointed out that EE is only for business matters. It is business teachers who can integrate EE. One of the head teachers narrated that "…our teachers do not have a great understanding of EE. Most of them know that it is only commercial studies. I think that if they are well educated, they can teach" (HTS9, Interview, April 4, 2022).

On the other hand, the perspective that EE should start in childhood was positively perceived by one of the head teachers, as he claimed that "teaching EE from the primary school level is very important, as children will start to acquire entrepreneurial ideas at an early age (HTS1, April 2022). Headteachers at schools 2 and 3 had almost similar perspectives. They nodded that integration of entrepreneurship education into pre- and primary education should start in childhood as it will instill an entrepreneurial mindset in children. If children are equipped with entrepreneurial skills, they will be more creative and innovative. Teachers argued that

integrating EE will allow pupils to use their learned knowledge in real-life activities and help them work at a higher level of thinking. This view was asserted by the head teacher from school three: "Equipping pupils with entrepreneurial skills will provide them with the opportunity to use their knowledge in real-life activities and help them in solving different challenges in their lives" (HTS 9, April 2022).

Similarly, the issue of learning entrepreneurship education was perceived as to find and address challenges and opportunities in pupils' lives. It was also claimed that entrepreneurship education helps pupils to face the adversities that lie ahead in life.This was argued by head teachers from School 4 and School 7; "What I believe is that entrepreneurship education will help pupils a lot in creating variousopportunities around them in their lives before and after graduating" (HTS4, April 4, 2022). The responses from the interviews show that teachers have a positive perception of the integration of EE into public primary schools, similar to thefindings from the Likert scale.

Teachers View on Integrating EE in Public Primary School

This objective assessed teachers' perceptions of integrating entrepreneurship education in public primary schools. A self-administered Likert scale was used.

Table 03: Teachers' Perceptions of the Integration of Entrepreneurship Education in Primary Schools

Statements	Disagree		Not Sure		Agree		Mean	SD
	n	%	n	%	n	%		
1. Teachers have explicit knowledge about the meaning ofentrepreneurship.	30	28	12	11	65	61	2.3	0.89
2. Teachers have a clear idea of how to integrate entrepreneurship education with primary school pupils.	43	40	22	21	42	39	2.0	0.90
3. Seminars and workshops have been provided to teachers on how to teach entrepreneurship education to primary school pupils.	62	58	29	27	16	15	1.6	0.74
4. It is true that entrepreneurship education engages pupils with business ideas and helps them become self-employed in the future.	15	14	8	8	84	78	2.6	0.72
5. Entrepreneurship education helps primary school pupils to become creative and innovative.	17	16	11	10	79	74	2.6	0.75
6. Primary school pupils are equipped with entrepreneurial skills and become promising entrepreneurs of tomorrow.	24	22	25	23	56	53	2.3	0.82
7. Entrepreneurship education should start in childhood, at the primary school level rather than at the university level.	5	5	11	10	91	85	2.8	0.50
8. Entrepreneurship education enables pupils to think outside the box and helps them understand the essence of a business idea.	1	1	10	9	104	97	2.9	0.35
9. Entrepreneurship education helps pupils identify their careers before a higher level of education.	6	6	16	15	85	79	2.7	0.56
10. Integrating entrepreneurship education to primary pupils prepares them to identify and address challenges andopportunities.	7	7	10	9	107	84	2.8	0.56
Total							2.5	

Table 03 shows that the mean values of all items in this subscalefell under the agreed category. One can assert a positive perception (Mean =2.5) of the integration of entrepreneurship education among the public primary school teachers in Kigamboni District. This assertion is due to the high prevalence of six items out of ten, which showed teachers' positive perceptions since most of theteachers (more than 80%,

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n > 76) agreed with them. The standard deviationof individual items was not greater than 1, showing that the respondents have relatively similar responses on these items.

Headteachers mentioned significant challenges they faced during the implementation of EE in primary schools. The most crucial challenges were curriculum constraints. One of the heads of schools said that "the existing curriculum structure limits the introduction or integration of entrepreneurship content. The curriculum does not have a well-stated *content for teaching the primary school pupils*" (HTS5, April 2022).

Another head of school mentioned time and resources as key barriers to implementing EE. He stated that "… the availability of time, materials, and professional development opportunities to teach EE is *limited*." Others mentioned cultural and socioeconomic barriers that influence teachers' perceptions of the acceptance and implementation of EE (HTS4, April 2022). On the other hand, the Head Teacher from school 3 argued that if the government introduced an independent subject called "entrepreneurship," teachers would become moreserious.

"Teachers are not serious in teaching entrepreneurship education because the subject is categorized as an extra curriculum; second, there is no emphasisgiven. Our curriculum has mainly been formed based on separate subjects on the basis of disciplines, and inclusion of multi-disciplinary subjects like entrepreneurship has not been well received by most of the decision makers" (HTS3, Interview, April 2022).

Discussion

The teachers' characteristics (Table 2) were applied to predict their readiness to integrate entrepreneurship education. In figuring out their relationship, the Pearson correlation was determined, and a significant positive relationship was found with the age of the participants. The findings are consistent with Hatak et al. (2015) and Zissimopoulos and Karoly (2007), who pointed out the association between entrepreneurial activities and both the age and education level of the participants. In line with the findings in Table 4.3, the age of the participants was established to have a significant positive association with the teachers' perceptions of the integration of entrepreneurship education in public primary schools, as the Pearson correlation values were recorded to be r = 0.321** and p = 0.001. This implies that teachers' perceptions are important in the process of integrating EE.

Since the age of most teachers is between 18 and 44 years old, this shows that teachers are strong and more energetic and can integrate entrepreneurship education in public primary schools. The findings concur with Choo and Wong (2006), who argued that people mostly decide to set up their businesses between the ages of 25 and 34. However, other demographic factors, as shown in Table 4.3, such as gender (p = 035), education level (p = 0.828), and marital status (p = 0.178), were found to have less influence. The findings correspond to Ahmed et al. (2010) and Soetanto et al. (2010), who verified that a person's gender is not a key factor in determining whether they would be able to integrate entrepreneurship education.

Moreover, a positive perception was observed among the public primary school teachers in integrating EE. This assertion is due to the mean of 2.5,

approximately equal to three, and therefore, in the agreed category. This is inconsistent with Deveci (2016), who concluded that most teachers lack comprehension of entrepreneurship. Hence, they can hardly implement EE. Likewise, the findings do not coincide with Bacanak (2013) and Kalimasi (2018), who argued that teachers did not have sufficient knowledge about entrepreneurship concepts.

The findings show that teachers perceive that EE ought to start at a primary stage of education. The findings are consistent with those by Hassi (2016) and Douglas (2014), who suggested that EE should start in childhood to spark pupils with curiosity and develop a culture of entrepreneurship. The findings highlighted some advantages of introducing this education at a young age, including increased self-efficacy and preparedness for the new knowledge-based economy, as presented by Obschonka et al. (2011). The findings generally highlight that when pupils are exposed to EE at a young age, they will have a head start in developing the skills necessary for successful jobs in the business world.

Likewise, the findings concur with those of Omer and Aljaaidi (2020), who argued that entrepreneurship students exposed to entrepreneurship skills would be able to initiate their businesses and employ themselves. It also coincides with Onuma (2016), who suggested that entrepreneurial education should be urgently prioritized as it helps youths to employ themselves. These results are also consistent with Carpentier and Rodríguez (2019) and Lindner (2019), who point out that entrepreneurship education can improve the attitudes of the pupils and prepare them to address different challenges, job creation, creativity, and innovation. The idea that entrepreneurship education helps pupils to think outside the box and be equipped with entrepreneurial skills was supported by Fen (2017), who revealed that most teachers believe entrepreneurship is being active, creative, and productive.

Respondents' different perceptions about integrating EE clearly suggest that teachers are prepared. Teachers believe that EE will benefit pupils in a variety of ways, including engaging them with business ideas, enabling them to become self-employed, improving problem-solving skills, and increasing creativity; equipping students with skills and enabling them to think creatively; and identifying and addressing challenges and opportunities in their lives.

Conclusion

It was found that teachers have a positive perception of integrating EE in primary schools in Tanzania. This implies that EE must be implemented effectively and integrated throughout the education system, from the primary school level to the university level, as it provides crucial life skills that will help them navigate their uncertain future. Findings from correlation analysis show that there is a relationship between teachers' demographic characteristics and their perceptions of integrating EE in primary schools. The findings also revealed that the integration of entrepreneurship education in public primary schools is implemented to a low extent. Therefore, it does not have a significant impact on pupils. Moreover, even though teachers had a positive perception toward the process, they showed a low level of engagement in implementing EE in primary schools. The findings do not inform the social learning theory by Albert Bandura. This is because pupils are less motivated by their teachers to participate in EE activities.

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Recommendations

It is recommended that the government intervene urgently and focus on building the capacity for teachers' professional development by ensuring in-service training, improving infrastructure, and reviewing primary school curricula by integrating EE. Also, assessment of the implementation of EE at the primary school level is of paramount importance. It must be based on the interests of scholars, educational policymakers, education leaders, educators, and the community.

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Declaration of interest statement

The authors have no conflict of interest of any kind in this research article.

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