

Developing Entrepreneurial Culture in Rural Secondary Schools: Evidence from Northern Regions

Abstract

Entrepreneurial culture plays a decisive role in strengthening rural economies and promoting sustainable socio-economic development. Rural entrepreneurship has increasingly attracted academic and policy attention due to its potential to reduce unemployment, limit migration, and enhance community resilience. This study explores the development of entrepreneurial culture among rural secondary school students and their parents. Using structured questionnaires distributed among 500 students and 500 parents in selected northern rural regions, the research examines perceptions of entrepreneurship, awareness of local entrepreneurial activities, attitudes toward innovation, and the attractiveness of entrepreneurship as a career.

The findings demonstrate that students and parents possess a fundamental understanding of entrepreneurship, particularly within agriculture-dominated rural economies. However, certain entrepreneurial competencies require structured educational support. The study concludes that integrating entrepreneurship education into rural school curricula can strengthen independence, creativity, and long-term economic sustainability..

Introduction

Entrepreneurship functions as a catalyst for innovation, employment generation, and community advancement [1]. In rural regions, where economic diversification and infrastructure are often limited, entrepreneurial initiatives become even more crucial [2]. Rural areas frequently experience structural disadvantages such as limited access to capital, inadequate infrastructure, and insufficient institutional support [3].

Cultural context plays a critical role in shaping entrepreneurial behavior. Supportive social environments encourage innovation and risk-taking, whereas neg-

Review Article

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ative perceptions toward failure discourage entrepreneurial initiatives [4,5]. Therefore, fostering entrepreneurial culture within rural education systems becomes a strategic priority.

Methodology

A structured questionnaire was administered to 1,000 respondents, including 500 secondary school students aged 14–18 and 500 parents. Participation was voluntary, and informed consent was obtained. Surveys were conducted through direct interaction to enhance reliability.

The instrument assessed understanding of entrepreneurship, awareness of local entrepreneurial development, attitudes toward innovation, self-assessment of entrepreneurial skills, career attractiveness, and recommendations for strengthening entrepreneurial culture. Data were analyzed using descriptive statistical methods.

Results and Discussion

Students primarily associated entrepreneurship with doing business (39.6%) and profit-generating activities (36%), while others defined it as self-employment (19.2%) and innovation (4.8%). Parents expressed similar interpretations.

Agriculture was identified by over 80% of respondents as the dominant entrepreneurial sector, followed by transport, services, and industry. A majority of students (85.8%) expressed positive attitudes toward innovation.

Key entrepreneurial skills identified included quick-wittedness, creativity, dedication, problem-solving, time management, and innovativeness. However, adaptability and flexibility were less emphasized.

Entrepreneurship was considered an attractive career

by 70.4% of students and 75.4% of parents due to autonomy and independence. Respondents recommended strengthening financial literacy, business administration, and project management education in rural schools.

Conclusion

The study confirms that rural students and parents possess foundational awareness of entrepreneurship. While interest levels are high, structured educational interventions are needed to strengthen strategic planning, adaptability, and financial management skills.

Integrating entrepreneurship education into rural curricula, promoting practical start-up exposure, and fostering supportive community environments can significantly enhance rural entrepreneurial ecosystems.

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