



## ENTREPRENEURSHIP SKILLS AMONG YOUNG LEARNER THROUGH PLAY STRATEGY: A QUALITATIVE STUDY

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### *Abstract*

**Purpose:** Entrepreneurship is a creative skill, offers theoretical and practical information to support individuals' economic growth in society. The research examines teachers' expectations and awareness of developing entrepreneurship skills among young learners and defines the connection between play strategy and entrepreneurial skills in early childhood education (ECE).

**Methodology:** The researcher employed a qualitative research approach. The population of the study comprised of ECE teachers. A purposive sampling technique was used, and twelve ECE teachers were interviewed from six different ECE Centers District East and Central, Karachi. Thematic analysis was used to analyze the data.

**Results:** Findings showed that teachers have very limited knowledge or don't have an understanding of entrepreneurship. According to them, this skill is related to business, and it can be done only through heavy investment. According to teachers' opinions, it isn't easy to teach students about entrepreneurship skills in early childhood education. However, they also stated that students are trained in preschools through multiple exercises. The play method is one of the many strategies that improve social behaviors; collaboration, exploration, projects, problem-solving, decision-making, and innovation. Students develop positive social habits through entrepreneurship skills (ES). The research reveals the essential relationship between play strategy and entrepreneurship skills. The study advises that schools equip potential entrepreneurs with early childhood education and play strategy that teachers be qualified to build Entrepreneurship skills among children.

**Applications of the study:** The findings of the study promote and activate the curriculum makers, textbook developers, and policymakers to develop entrepreneurship modules that help teachers to enhance their pedagogical skills to promote entrepreneurship skills among young learners through play strategies.

**The Novelty of the Study:** This study checked the concepts of entrepreneurship education through play strategies at the ECE level. Besides this, teachers' perceptions and understandings about entrepreneurship skills at the ECE level were also explored.

**Keywords:** *Entrepreneurship, Problem-solving, Independent, Creativity, Early Years, Decision Making.*

### INTRODUCTION

A child's brain is quickly developing to 80 percent at an early childhood age to receive and absorb information in different ways. Experts claim that early childhood is the golden age of a human being that constitutes the child's entire physical, mental, and spiritual development. It is a crucial time of human life, with some features and opportunities that will serve as a base for future development ([Purnama, 2018](#)).

Thus, early childhood education should form the strong trait, character, and personality of children to achieve their future success. They are feeling of being independent, intelligent, creative, and confident. Introducing entrepreneurial values from an early age is essential in shaping future generations' character. Therefore, entrepreneurship learning in children leads more to child mental change. Entrepreneurship education will form strong child characteristics such as being disciplined, critical, able to solve problems, communicate, appreciate the time, self-controlled, etc.

To best in the future, early childhood education should also shape children's strong traits, character, and personality—the feeling of individuality, intellect, imagination, and confidence-building in the early childhood stage. Entrepreneurship skills in children also lead to an enormous change of mind to building a healthy adolescent. In entrepreneurship education for early childhood, it is not just gathering facts about the cognitive formation of children (benefits and ways) of entrepreneurship skills but also incorporating the knowledge into the curriculum development program ([Zaidi et al., 2018](#); [Suzanti & Maesaroh, 2017](#)). The most important contribution of ECE to a child's holistic development revolves around social, mental, spiritual, cognitive, and physical development, which in later years determines a child's overall personality ([Zaidi et al., 2018](#)).

According to [Von-Graevenitz et al. \(2010\)](#), entrepreneurship is a field that day by day is gaining attention not only from developed countries but also developing countries. Even now, this branch is being supported by the government to govern its functions as it is one of the primary monetary resources that can provide excellent benefit for the economic growth and development of a country. In today's dynamic work market, general education is not adequate to satisfy the person's demands. To become well-versed and a skilled member of society, it is essential to prepare learners to make them successful in the workforce. Business analysts rightly point out that a career involving entrepreneurship offers the best opportunities for personal success and economic development. Entrepreneurship skills offer more significant financial payback in the whole economy by contributing toward novelty, job enhancement, and economic growth & development ([Fayolle & Liñán, 2014](#)).

Nowadays, in the COVID-19 economic crisis, social capitalists' prosocial motivations contribute to optimistic social outcomes. Nonetheless, to resolve social and economic challenges triggered by COVID-19, several companies stepped up to develop strategies that serve the public good. Small companies and enterprises began with ES individuals to solve financial challenges ([Ratten, 2020](#)). Businesses and existing corporations will produce significant social impact, economic development, and self-employment through entrepreneurship skills ([Shepherd, 2020](#); [Bacq & Lumpkin, 2020](#)).

Besides, this business and entrepreneurship area's implementation further stresses promoting ideals and behaviors such as individuality, self-confidence, initiative, and competition by providing students with basic knowledge of business and entrepreneurship activities. Entrepreneurship is a vast field, and only a few people know that entrepreneurship should be primarily related to creativity and innovation through a rapid process. Maintaining a balance and strengthening students' capacity and performance entrepreneurship education is the primary field in the education curriculum. Students are implicitly introduced to carefully discovering and exploiting market prospects ([Abdullah, 2013](#); [Scheidgen et al., 2021](#)).

Early childhood education (ECE) and entrepreneurship skill have a long-term positive effect on employment, labor force participation, and earnings. In the ECCE curriculum, 2017, these entrepreneurship skills are emphasized for completion nationally or internationally. ([Government of Pakistan, 2008](#); [Ishaque & Abbasi, 2020](#)). ECE has become the focus of quality, reflecting a growing awareness that education starts earlier than primary school in a lifelong perspective that influences children's learning and development ([Gupta & Simonsen 2016](#); [Jensen et al., 2013](#)).

Early childhood institutions' entrepreneurship program develops entrepreneurship activities to increase student participation. Child's cognitive development and better social and emotional adaptation, ECE confers the entrepreneurship program's benefits. It has been found from neurological studies that children around the age of three have an exceptionally high potential for brain development when a stimulating learning environment is provided. The child is given a chance to play an activity. So it is better to start entrepreneurship capabilities and skills in children from starting age of Education ([Ahmad, 2011](#)).

Play-based learning itself can increase brain size physically, and it helps to improve a child's cognitive skills. Studies found a strong relationship between the skills of entrepreneurship and the physical and social development of children. Playing different games improves entrepreneurship skills in children at the ECE level, and it encourages the ingenuity of children and improves their imagination, dexterity, physical, mental and emotional strength ([Damber, 2015](#); [Edwards, 2017](#); [Habidin et al., 2016](#)). That is because play is directly related to a range of talents that help accomplish academic achievement, improved verbalization and language skills, better problem-solving strategies, higher intellectual skills, greater interest, and imagination, among pupils. ([Habidin et al., 2016](#)).

## NEED OF THE STUDY

This study checked the concepts of entrepreneurship education through play strategies at the ECE level. Besides this, teachers' perceptions and understandings about entrepreneurship skills at the ECE level were also explored. The findings of the study promote and activate the curriculum makers, textbook developers, and policymakers to develop entrepreneurship modules that help teachers to enhance their pedagogical skills to promote entrepreneurship skills among young learners through play strategies.

## Research Objectives

The study focused on the following objectives:

- i. To explore the ECE teachers' perceptions and understanding about Entrepreneurship skills among Early Learners.
- ii. To investigate the association between play strategy and Entrepreneurship skills (ES) in the early years.

## LITERATURE REVIEW

### Theoretical Background

There are a wealth of psychologists and scholars, including ([Piaget 1976](#); [Cantrell, 2018](#); [Vygotsky, 1978](#); [Isaacs & Marks, 1994](#); [Montessori, 2013](#); [Froebel & McMillan, 1912](#)) all recording a range of studies to support the usefulness of play-based learning in assessing the importance of teaching and learning by play. It is an essential element in encouraging and fostering the social and emotional growth of children. The work of Piaget, Vygotsky, and Bruner is mentioned in a lot of researches. Both Piaget and Vygotsky believe that children act upon their changing view of the world through play and exploration. [Piaget \(1976\)](#) argues that parallel development happens, while [Vygotsky \(1978\)](#) argues that play helps develop children early. [Bubikova-Moan et al. \(2019\)](#) claimed that children were active in charge of their learning, with the critical task of cultivating an ability to coordinate and learn from their experiences, thereby helping children to make sense of the world. Piaget's theory is based on children's academic development, facilitating the development of truth instead of culturally or socially necessary learning. The play was beneficial for the child's cognitive abilities because it allows the child to exercise developed and refined skills ([Piaget, 1976](#)).

By applying assimilation, he also saw the play as a child's adaptation to the world around them. Piaget believed that there are three phases in play development: imitative or purposeful play, imaginary plays, and plays with rules ([Saracho, 2017](#); [Pramling Samuelsson & Johansson, 2006](#)). The view of [Vygotsky \(1978\)](#) differed from that of Piaget about stages in play development, but he acknowledged that play promotes abstract thought development. [Vygotsky \(1978\)](#) promoted play-based learning, and children could develop vital thinking processes ([Lave & Wenger, 1991](#); [Rogoff et al., 2016](#)).

### 1. The Role of Play-based Learning for Entrepreneurship Skills at ECE Level

Many scholars and policymakers are on the same page that entrepreneurship is highly pertinent to today's societies' success because of its demand and effects on economic growth, technological development, and new in-market ([Baumol et al., 2009](#)). Hence, today, entrepreneurial thinking and acting are considered 21st-century skills; one of the basic meta-capabilities that the young generation will need to develop to succeed in life. ([Obschonka, 2014](#); [World Economic Forum, 2009](#)).

[Jufri and Wirawan \(2018\)](#) stated that children learn entrepreneurship skills from their young age through games and get their self-employment positions in society. These games are essential in ECE to give the desired content and attitudes. [Ahmad \(2019\)](#) and [Salen and Zimmerman \(2003\)](#) define a play as a structure whereby players commit themselves to specific rules and interactions. [Stenros \(2017\)](#) describes the play as a structured interaction with the player's particular aims (s). A play with a specific purpose, functions, frameworks, and exchanges should be described in terms of ECE.

Earlier, [Caillois \(1957\)](#) proposed that a play strategy, including conventional games, should have the following characteristics: fun, isolation from other activities; an unpredictable result; nonproductive outcomes (i.e. different games from routine work), rules governance, and a fictional state. [Singer \(2015\)](#) also mentioned that play strategy should entail playing with enjoyment, the sense of independence, and the exchange of meaning through rules or rhythms.

Concerning entrepreneurship education, to meet the need for its skills, different types of games can be created. Teachers and professionals can teach entrepreneurship concepts using role-playing and entertainment games. A card game was used by [Jufri & Wirawan \(2018\)](#) to educate schoolchildren about the importance of fruit and vegetables for well-being and health. The research of ([Lohmander and Samuelsson, 2015](#)) offered evidence for the use of games in promoting the process of teaching and learning. Play and learning in almost every ECE worldwide have been understood as "play-based learning" or "learning through play". Cultural principles within conventional games include game requirements that have a tremendous effect on entrepreneurship education and training, because of the above reviews. In ECE, play strategy and other games and cultural principles serve as an alternate source for early childhood education and entrepreneurship skill for children.

Divergences in how and where play-based learning is incorporated through schools are to some extent dependent on how teachers view their position concerning play strategy in the classroom ([Bubikova-Moan et al., 2019](#)). To better understand teachers' expectations of play uses, scholars have examined how they know the position they perform and the impact of their play on students' learning ([Pyle & Bigelow 2014](#); [Pyle et al., 2018](#)).

Many ECE teachers endorse play-based learning, but there is a lack of how to play is used to equip with ES. [Wang et al. \(2017\)](#) explored that while the teachers understood they used to play in their classrooms, their methods did not fit real play practices and connected to real-life experiences. Instead, they used to play in their classrooms independently from actual learning. This disconnects between what teachers think they are doing and what they have to do to enhance entrepreneurship skills ([Altun, 2018](#)).

[Fesseha & Pyle \(2016\)](#) and [Baker \(2014\)](#) found that the lack of cohesion in teachers' conceptions of play-based pedagogy gave rise to teachers' misinterpretations about their Role throughout play during the class. According to [Leggett \(2017\)](#), play



game is when teachers usually teach children to answer questions correctly. Still, games affect the students' mental and physical health, making them comfortable and encouraging them to think outside of the box by solving problems differently. If anyone wants children to grow up with creative skills and potential, it is essential to play games and enhance entrepreneurship skills at the ECE level ([Devi et al., 2020](#)).

## 2. The Role of teacher in Play-based Learning

A diversity of perspectives on the teacher's position have appeared in both study and practice. Teachers at several schools have recorded disputes between children's multiple views ([Hargreaves et al., 2014](#); [Pyle & Danniels, 2017](#)). This view indicates that free play for children can be maintained, and has significant social and emotional advantages in enhancing their skills ([Papademetri & Louca, 2020](#)). In this principle, if adults do not interrupt children while playing (Page, 2018). An alternative perspective describes play strategy as an incentive for children to adopt and discover learning ideas that teacher participation is an opportunity for more children to understand and promote ([Murray, 2020](#)). This play-based learning style is beneficial because it deliberately engages the learner ([Hassinger-Das et al., 2017](#); [Van-Oers, 2013](#)) and, though adding some teacher-directed components, this degree of engagement can be maintained. The evidence further indicates that the focus on play strategy as a partnership between students and teachers leads to better academic results ([Marsh et al., 2016](#)). While teachers' degree of involvement in play-based learning activities may differ, regarding various elements (for example, resources, setting, subjects, roles), teachers are emphasized to focus on play strategy because these activities are fundamental for child development ([Goouch, 2008](#); [Pyle et al., 2018](#)).

In light of this, the need to investigate various play styles and the potential benefits of play-based learning for child development and attainment of essential skills have become evident to researchers. Most of the existing research indicates that child-directed pretend play is suitable for children's socio-emotional growth ([Ashiabi, 2007](#); [Bodrova et al., 2013](#)).

Many scholars are exploring how the definition of children's play can be described. There is confusion regarding whether or not children of different ages engage in it and how this activity can impact their growth and learn ([Holt et al., 2015](#)).

Play strategy means children involved in activities freely, vigorously, engaged, resourceful, fun, imaginative, and more concerned with their interest ([Clark, 2020](#); [Fisher et al., 2013](#)). Play is also treated as an activity led by children distinct from learning. They are learning results from teacher-commanded trials considered different from a classroom's learning environment ([Chou & Wang, 2017](#); [Wood, 2010](#)).

The latest discussions on the pedagogy of early years explore teachers' difficulties when selecting academic teaching material and learning through play strategy and supervising or giving children time to participate in play and finish their lesson properly ([Garaigordobil & Berrueco, 2011](#)). Wallerstedt & Pramling (2012) have concluded that play and learning are inseparably connected in a child's early life, and knowledge can not end until an assignment is finished. Play strategy can promote students' learning by encouraging kids to enhance their previous skills and abilities by engaging with others. Indeed, many studies have found that different modes of play have a significant effect on children's socio-emotional well-being and academic learning ([McCabe & Altamura, 2011](#); [Weisberg et al., 2013](#)). There have been debates between education and play over the years with teachers exposing a particular discrepancy between mandated standards and alternative teaching methods ([Pyle & Danniels, 2017](#)). The current scenario indicates that the concept of entrepreneurial skills ([Weisberg et al., 2015](#)) can be easily improved by a play-based approach among students at ECE levels.

## 3. Entrepreneurship skills and education

In the field of education, the transformation of entrepreneurship education has recently evolved. Entrepreneurship education and technology awareness are two forms of application that are essential to the country's advancement. Entrepreneurship education occurs through the values and mechanisms of processing concepts that are not made up of each individual's ingenuity to attain achievement independently. Entrepreneurship preparation will help students learn to be creative and innovative in the face of a rapidly-changing environment. Education is any living condition that affects the growth and progress of life. Both developmental efforts are also targeted at educating human capital ([Hirschi & Fischer, 2013](#)). According to [Gupta and Simonsen \(2016\)](#), entrepreneurship is a discipline that explores innovation creation and design and takes risks for constructing work to produce the outcomes. [Yetti and Azizah \(2016\)](#) said that the entrepreneur is an agent of transformation who is deliberately preparing and taking into account the market process. Based on these concepts, entrepreneurship is a small venture and profit operation that allows the outstanding contribution to active growth and innovative production interested in recognizing and implementing entrepreneurship. According to [Denicolai et al. \(2014\)](#), the entrepreneur is a human system that blends with zeal, imagination, insight resources, the energy plan for implementing it, and judges with a risk-taking inclination. An entrepreneur can take all forms of behavior, using the time and resources needed and considering the social or physical improvements in the business field. Students are required to start understanding economic behavior at an early level through entrepreneurial activity introduced in classrooms. Students are



thereby exposed to imagination and autonomy at an early level of a child. In this definition, we can sum up that entrepreneurial learning is an experience that changes the state of a person to improve his way of thinking and how to behave to produce new, useful stuff, by time and effort ([Fayolle, 2018](#)).

Academic entrepreneur's value has a unique feature. Such characteristics include innovation, imagination, and performance orientation. A student wearing the outfit of such ideals enables them to face the real circumstance of any kind in the field of entrepreneurship ([Jensen et al., 2013](#)).

There is a series of examples as creativity, independence, flexibility, self-confidence, and an ability to solve problems are enterprising capabilities being underscored in the policy papers. Many scholars and policymakers are on the same page that entrepreneurship is highly pertinent to today's societies' success because of its demand and effects on economic growth, technological development, and new in-market ([Baumol et al, 2009](#)). Hence today, entrepreneurial thinking and acting are considered as 21st-century skills, one of the basic meta-capabilities that the young generation will need to develop to be successful in life ([Obschonka, 2014; World Economic Forum, 2009](#)). The socio-cultural viewpoint has essential consequences for early childhood education, focusing on creating higher functions through social experiences ([Harkonen, 2013; Khuluqo, 2017](#)).

[Dahlstedt and Hertzberg \(2012\)](#) also indicated that entrepreneurial knowledge is limited in economics knowledge, whereas overall, it is connected to education in a broader sense. From their perspective, entrepreneurial learning shapes the students who have the capacity. The ability is labeled as features of the 'entrepreneur'—passionate, imaginative minds, flexible nature, and command and skills to take the initiative in decision-making.

The authors demonstrate that entrepreneurial learning is all about shaping the students' characters. They further explain that students' entrepreneurial attitude can overwhelm hindrances that cultivate negative notions, opinions, and actions. They portray the examples of entrepreneurial learning as sometimes hinged on projects and learning by doing.

One strategy that happens is to attach entrepreneurial learning to an attitude or way of working that is already known. The teachers are given a new trend to use and highlight the importance of their work. At the same time, we see this as a plan to make preschool or school visibly noticeable, for parents, principals, and concerned authorities ([Lee-Hammond & Bjervås, 2020; Valberg Roth, 2010](#)). Entrepreneurship programs can bring broad-spectrum changes with creativity and innovation in early childhood educational institutions. There are multiple virtues such as the art of communication, problem-solving skills, decision power, and many other traits which befit this program in institutions. Entrepreneurs' academic field skills give new ideas as per requirement, whereas those in technology generate ideas accordingly ([Kilimci, 2010 Wei, 2008](#)).

## RESEARCH METHODOLOGY

A qualitative approach was used, and phenomenology was chosen as the research design. The phenomenon was entrepreneur skills development at the ECE level. The research was conducted with ECE philosophy's assumptions that promote independent learning, creativity, autonomy, resilience, and problem-solving skills. The study was conducted in ECE schools, and research participants were selected through the purposive sampling technique to achieve the research objectives. The participants were recruited based on their experiences and lived experiences in the ECE setting. For this purpose, 12 ECE teachers were chosen from six different private schools of District East and Central, Karachi. Participants' Consent was taken before collecting the data.

Data was collected with the help of the semi-structured interview schedule, and it was analyzed with the help of thematic analysis.

## FINDINGS

### First Objective: The ECE teachers' perceptions and understanding about Entrepreneurship skills among Early Learners

Findings revealed that teachers have very limited or no understanding of entrepreneurship. Most of them believe that business can be done through heavy investment only, and at an early stage, it is challenging to train students to become entrepreneurs. These concepts can be taught at the higher education level. However, one of the respondents replied in the following way: "*For me, entrepreneurship is someone who creates an idea into a business. Entrepreneurs do not have any age or experience required. It's something which comes within*". They also pointed out the importance of play activities in preschool education based on children's interests. She said further "*One example of how to involve the children in decision making is to vote. One of the activities we observed at this preschool was teachers reading a book aloud to the children. The children voted which book to hear*". The teachers described that they often use different ways to vote on what the group should do or choose. The entrepreneurship given in early childhood is essential to improve and develop entrepreneurial learning in free play activities. It is necessary to implant the values in the early stage of the child to produce a strong generation who will be independent, decision-maker, problem-solving, responsible, appreciative, creative, honest, confident,



adjust with the environment, and able to work with other people with discipline ([Christianti et al., 2015](#)). Even before these teachers met the concept of entrepreneurial learning, they had an initial point of reference in their work based on developing abilities, and they now connect to entrepreneurial education. These abilities include: taking the initiative, being creative, using the imagination, and having social skills. These teachers also point out that it is essential that children's interests are the starting point for all preschool activities and that everything that happens at the preschool should boost children's self-esteem ([Novela et al., 2020](#)).

### **The opinion of Teachers about Initiatives take for Entrepreneur's Requirements**

Teachers are not trained, qualified, and experts in their field of entrepreneurship. Programs should be launched to train entrepreneurs. Another participant said that *"we don't know about the concept of entrepreneurship skill and don't have trained qualified teachers to enhance the entrepreneurship skills."* According to the participants *"proper resources, materials and buildings have not been constructed to enhance the entrepreneurship skills"*. They further argued that Subjects like financial management; marketing plans, human resources, and finance were introduced. One teacher stated that no economic measures are being taken; only self-help is the primary source of teaching entrepreneurship skills.

### **Teachers' opinion about Strategies to Improve Entrepreneurship skills.**

Different seminars and discussions are being held to promote teachers' self-confidence for entrepreneurship using the active platform their services can be hired. Institutions are supporting small industries and businesses with friendly laws. Various sessions with experts are also being arranged to improve entrepreneurship at the ECE level.

### **Second Objective: Relationship between play strategy and Entrepreneurship skills (ES).**

#### **Teachers' opinion about play Strategy and Entrepreneurship skills.**

Teachers shared that, their teaching is based on activities, and through different activities, they teach several concepts to the learners. According to teachers, *"play is an effective strategy through which preschool students develop positive behaviors among students"*. During play students explore, take the initiative and solve problems, they set targets for achieving the goal, be innovative and take the risk. Play aids in "building character". Suppose role play is encouraged positively. In that case, it can lead to the child developing self-confidence, more vocal in their opinions, more inclined to take the initiative, and a sense of curiosity to know more, which helps him discover their potential to create an idea a product. *"A child needs a steering wheel which the parent and the teacher can help them identify their expertise"*.

Further teachers shared that, most of the time, they encouraged Free Play, which enables students to make a decision and solve problems. It allows them to develop interpersonal and communication skills. It was also observed that their work was based on the "Reggio Emilia philosophy"; when the ECE teachers describe their work, they use concepts and terms such as a child's hundred languages' and 'the competent child', which are derived from this philosophy ([Munir et al., 2019](#)).

One of the teachers says: *"A value that [our] ECE school has is 'the competent child' and from there we do like everything. (...) So all the time, we let the child be the one to take the time and be the leader of the development.* They said just pedagogues in the background to provide supportive care for them when needed and to challenge further. Entrepreneurial education gives a chance for children to grow and develop entrepreneurial potential. The principles of entrepreneurship would indicate children can socialize and communicate with their future lives ([Khuluqo, 2017](#)).

According to Ahmad (2011), traditional early childhood education has been child-centered in Pakistan. Instead of these subject approaches- centered and teacher-directed; entrepreneurship skills in ECE enable to improve child's interest, free play, and first-hand experiences and integrated learning. The child will become a person who can solve human resources problems ([Known, 2002](#)).

## **DISCUSSION**

Overall, the study results indicate that the respondents' level of preparation in teaching entrepreneurship skills is not appropriate. It showed that respondents were less prepared to teach and learn entrepreneurship education to use the play's strategy's appropriate pedagogical knowledge. According to [Jusoh \(2012\)](#); [Park et al. \(2017\)](#) and [Farrukh et al. \(2017\)](#), practical education for entrepreneurs includes training in three areas: entrepreneurship awareness, teaching approach knowledge, and curriculum creation knowledge. It is essential to provide teachers capable of distinguishing between subject matter and the resources they need to communicate and deliver the play strategy process in learning the entrepreneurs' skills. Teachers need to develop their knowledge of these three foundations of entrepreneurship education in their teaching pedagogies ([Acs & Audretsch, 2013](#); [Chien & Hui, 2010](#)).

Therefore, teachers must be mindful of global demands and plan accordingly. This study has provided a summary to teachers that their preparation in terms of expertise, abilities, attitudes, and interests play an essential role in generating and developing successful teaching and learning methods through play strategy to develop entrepreneurship ability among



students at starting age of education. With the elements presented, entrepreneurial principles, activities, and values should be disseminated to students.

In helping train young people for entrepreneurship, entrepreneurship education elements are essential ([Aldhafeeri et al., 2016](#); [Munir et al., 2019](#)). Entrepreneurship education can create entrepreneurs as a career and educate society to promote their entrepreneurial characteristics and qualities such as imaginative, inventive, appropriate risk-takers, trust, and the hardworking and brave spirit in every area they are engaged in ([Bird, 2015](#)). Conscious of this, the study findings were intended to direct teachers, school management, the District or the Provincial Education Bureau, and pay more significant consideration to the tasks of developing and creating influential entrepreneurs. Previous surveys have shown that many individuals have market opportunities and properties, but cannot become entrepreneurs ([Goethner et al., 2012](#)). However, they will be profitable entrepreneurs who will undergo the proper preparation and inspiration at the early age of education.

## CONCLUSION, LIMITATIONS, AND RECOMMENDATION

The findings of this study concluded that the teachers are unfamiliar with entrepreneurship education, although they are using play strategies at the ECE level as fun to motivate and create interest in students, but they do not know that these play strategies also promote entrepreneurship skills among the young learners. Therefore, curriculum developers and textbook publishers should include such types of modules which enhance teachers' ability to understand entrepreneurship education so that they can develop entrepreneurship skills in students in a better way. In this research, it is also found that playing games within ECE encouraged entrepreneurial characteristics and spirit. The findings also propose opportunities to use learning and teaching techniques for play-based learning. Developing a spirit of entrepreneurship skills requires a systematic approach.

The present study was limited to the qualitative approach and data was also collected with a limited sample, so it is recommended to investigate this research in another area of country or community to generalize the findings. Beyond the conclusion of this analysis, certain shortcomings have also been noticed. There is no evidence that play strategies affect children's productivity, personal development and improves their entrepreneurship skills, so, therefore, it is also recommended to conduct longitudinal research in which these factors may be investigated.

The findings also suggest organizing individual workshops, meetings with experts, and launching the workshops from various areas in Pakistan that possess characteristics of entrepreneurship skills related to productive personal development for students. A systemic approach is required to cultivate the spirit of entrepreneurship. This study suggests a structural and scientific solution to introducing entrepreneurship skills by playing games in the ECE environment and repacking them properly. Consequently, the students and teachers at ECE created a series of play strategy instructions. Enterprise development is one of the significant economic growth of any country. Therefore, as a nation, Pakistan encourages researchers to grow enterprise education within their ages and through education.

## FUTURE IMPLICATIONS

The findings of the study will be implemented in the educational settings by using play strategies in the ECE classroom. Teachers' can develop entrepreneurship skills among young learners to create entrepreneurial principles by playing exercises in the form of early childhood education. The principles of entrepreneurship skills must be implanted at an early age to create an autonomous, responsible, environmentally responsible, uncompromising, truthful, trustworthy, innovative, and collaborative generation. The play strategy must be implemented to promote the different entrepreneurship learning models that educational administrators, students, school managers, decision-makers, or policymakers endorse. Young children are accurate in entrepreneurship learning if they are educated in compliance with society's needs. This research may be an initial step in establishing useful and trustworthy learning resources in ECE for play strategy. Other results of this substance should be investigated in future studies.

## AUTHORS' CONTRIBUTIONS

**Prof. Dr. Najmonnisa Khan** contributed majorly to designing methodology and developing research tools moreover, she also contributed to conceptualizing the introduction and literature review of this study.

**Lubna Oad** contributed to developing a literature review and interpretation of data in findings, discussions and conclusion, recommendation, limitations, and future research directions.

**Rabia Aslam** contributed to the data analysis section, generate themes and interpret findings.

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