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Editor'sNote

This volume presents a focused and contemporary contribution to business and entrepreneurship education, with strong empirical evidence drawn largely from universities, and related contexts across Nigeria, and beyond. The articles explore emerging themes such as artificial intelligence integration, e-learning, entrepreneurship training, curriculum relevance, pedagogical innovation, and enterprise development within higher education systems. The collection reflects the growing intersection between technology, pedagogy, and entrepreneurial outcomes, while also addressing practical concerns such as poverty reduction, market sustainability, and small business performance. The institutional coverage highlights the University of Calabar, University of Cross River State, and other affiliated academic and professional environments, reinforcing the regional relevance and broader applicability of the findings.

The journal invites scholars, researchers, and practitioners to contribute high-quality manuscripts that advance knowledge in business education, entrepreneurship, digital transformation, and related disciplines. Submissions that offer empirical rigor, theoretical advancement, and practical relevance to developing and global education systems are particularly encouraged.

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The journal invites scholars, researchers, and practitioners to contribute high-quality manuscripts that advance knowledge in business education, entrepreneurship, digital transformation, and related disciplines. Submissions that offer empirical rigor, theoretical advancement, and practical relevance to developing and global education systems are particularly encouraged.

INFLUENCE OF CLASSROOM MANAGEMENT COMPETENCIES ON THE TEACHING OF ENTREPRENEURSHIP EDUCATION IN PUBLIC SECONDARY SCHOOLS IN CALABAR MUNICIPALITY, CROSS RIVER STATE, NIGERIA

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Abstract

This study investigated the influence of classroom management competencies on the teaching of entrepreneurship education in public secondary schools in Calabar Municipality, Cross River State, Nigeria. Specifically, the study examined the influence of behaviour management and student engagement on the teaching of entrepreneurship education. Two research questions and two null hypotheses guided the study. The study adopted a predictive correlational research design. The population comprised 450 Business Studies teachers in public secondary schools in Calabar Municipality, while a sample of 100 respondents was selected using stratified random sampling technique. Data were collected using a structured questionnaire titled Classroom Management Competencies and the Teaching of Entrepreneurship Education Questionnaire (CMCTEEQ). The instrument was validated by experts in Business Education and Measurement and Evaluation, while Cronbach Alpha reliability coefficients ranging from .79 to .83 confirmed the internal consistency of the instrument. Data collected were analyzed using mean statistics, standard deviation, and simple linear regression analysis at the 0.05 level of significance. The findings revealed that behaviour management significantly influenced the teaching of entrepreneurship education ($R = .775$, $R^2 = .600$, $F = 147.098$, $p < .05$), while student engagement also significantly influenced the teaching of entrepreneurship education ($R = .793$, $R^2 = .629$, $F = 166.246$, $p < .05$). The study concluded that classroom management competencies are essential for effective teaching of entrepreneurship education because they promote discipline, enhance students' participation, and facilitate entrepreneurial learning experiences. Based on the findings, it was recommended that teachers should adopt effective behaviour management strategies and interactive instructional approaches capable of enhancing students' engagement and entrepreneurial skill acquisition.

Keywords: Classroom Management Competencies; Behaviour Management; Student Engagement; Entrepreneurship Education; Business Studies Teachers; Secondary Education

Introduction

The growing importance of entrepreneurship education in contemporary society has increased the need for effective teaching strategies capable of equipping students with entrepreneurial knowledge, practical skills, creativity, innovation, and self-reliance. Entrepreneurship education plays a significant role in preparing learners for economic independence and productive participation in society. In Nigeria, entrepreneurship education has become a strategic educational approach aimed at reducing unemployment, promoting selfemployment, and stimulating economic growth. Consequently, the effectiveness of entrepreneurship education largely depends on teachers' competencies, particularly classroom management competencies that enhance teaching and learning processes. Classroom management competency refers to the skills, strategies, and professional abilities teachers employ to establish and maintain conducive learning environments that support effective instruction and student participation. According to Detrich and Keyworth (2022), classroom management competency is defined as the creation of a conducive environment with appropriate skills and experience to enhance effective learning. Effective classroom management enables teachers to maintain discipline, encourage student participation, manage classroom behaviour, and create positive learning experiences that facilitate academic achievement and skill acquisition.

Research has emphasized that teachers with strong classroom management competencies are better equipped to address disruptive behaviours and create environments conducive to active learning. Eze and Ugochukwu (2023) observed that classroom management competencies significantly influence student engagement and academic outcomes. In entrepreneurship education, where active participation, collaboration, creativity, and practical engagement are essential, classroom management competencies become increasingly important. Teachers are expected to possess competencies such as communication skills, motivational techniques, behavioural control, and adaptability to diverse learning needs in order to effectively facilitate entrepreneurial learning experiences. Effective classroom management promotes meaningful interactions between teachers and students, encourages participation in classroom activities, and reduces disruptive behaviours capable of interfering with instructional delivery. Teachers who possess strong classroom management competencies are better positioned to motivate learners, sustain students' interest, and facilitate entrepreneurial skill development. In contrast, poor classroom management often results in students' disengagement, indiscipline, poor motivation, and ineffective teaching outcomes.

Behaviour management constitutes an important dimension of classroom management competency. Behaviour management refers to the strategies and techniques teachers employ to regulate students' conduct and maintain discipline during instructional activities. Kwasnicka, Dombrowski, White, and Sniehotta (2016) described behaviour management as the strategies, techniques, and practices used to influence and modify human behaviour in educational and organizational settings. Effective behaviour management promotes orderly classroom interaction, minimizes disruptive behaviours, and creates conducive learning environments capable of enhancing students' concentration, cooperation, and participation.

In entrepreneurship education, effective behaviour management is particularly important because entrepreneurial learning involves collaborative activities, practical exercises, simulations, and group projects that require proper coordination and discipline. Teachers who effectively manage

students‘ behaviour are more likely to sustain productive classroom interaction and entrepreneurial skill acquisition. Research by Asuquo and Emu (2020) revealed that classrooms with strong behaviour management practices reported higher levels of student participation and improved entrepreneurial learning outcomes.

Several empirical studies have established the importance of behaviour management in educational achievement and classroom effectiveness. Bunengi (2020) investigated student behaviour and its relationship with academic achievement in Obio/Akpor Local Government Area of Rivers State using a sample of 170 respondents comprising students, teachers, and counsellors. The study employed the Statistical Package for Social Sciences (SPSS) for data analysis and found a positive relationship between students‘ behaviour and academic achievement. The study recommended that students should be assisted in developing effective behavioural patterns capable of improving their academic performance.

Similarly, Samuel and Cyprien (2023) examined the effects of students‘ behaviour management strategies on academic performance in secondary schools in Rwanda. The study adopted a mixed-method research design involving 368 respondents. Findings revealed significant positive relationships between behaviour management strategies and students‘ academic performance.

Specifically, the use of rewards, punishment, counselling, and parental involvement positively influenced students‘ academic outcomes. The study recommended that school administrators should ensure proper classroom organization and effective implementation of behavioural management strategies. Hania and Teresita (2024) conducted a study on classroom behaviour and its effect on academic performance among elementary school learners. Using descriptive correlational research design, the researchers found that learners who demonstrated positive classroom behaviour toward classroom activities achieved better academic outcomes. The study further established a significant relationship between classroom behaviour and students‘ academic performance. Lolita (2020) also examined classroom behaviour and academic performance among public elementary school pupils. The study found that classroom behaviour toward classmates, schoolmates, and classroom activities significantly related to students‘ academic performance. The findings emphasized the importance of appropriate classroom behaviour in promoting positive learning outcomes.

Another important component of classroom management competency is student engagement. Student engagement refers to the level of students‘ participation, interest, enthusiasm, emotional involvement, and commitment toward learning activities. Engaged students demonstrate curiosity, attentiveness, participation, and willingness to contribute during classroom instruction. Entrepreneurship education requires high levels of student engagement because entrepreneurial learning involves practical participation, innovation, creativity, and problem-solving.

Student engagement is particularly important in entrepreneurship education because entrepreneurial learning extends beyond passive listening to active participation in practical activities such as business simulations, project-based learning, collaborative problem-solving, and classroom discussions. Adedokun and Akinlabi (2023) observed that engaged students are more likely to internalize entrepreneurial concepts, develop innovative ideas, and apply acquired knowledge to real-life situations.

In the context of public secondary schools in Calabar Municipality, student engagement is greatly influenced by teachers‘ classroom management competencies and instructional approaches. Teachers

who employ interactive methods such as group discussions, role-playing, practical demonstrations, and business simulations tend to achieve higher levels of student participation and learning effectiveness. Asuquo and Emu (2020) reported that students who actively participated in entrepreneurial learning activities demonstrated higher motivation, interest, and entrepreneurial skill acquisition.

Despite the importance of student engagement, many public secondary schools continue to experience challenges associated with low student participation, inadequate instructional resources, overcrowded classrooms, and insufficient teacher preparation. These challenges often hinder effective entrepreneurial learning experiences and limit students‘ entrepreneurial competency development. Ifere, Ekpe, and Otu (2023) noted that inadequate classroom management and poor instructional delivery negatively affect students‘ engagement and entrepreneurial skill development in secondary schools.

Empirical evidence has also supported the relationship between student engagement and academic achievement. Levgeniia, Bogdan, and Hannan (2021) investigated the relationship between student engagement and academic performance in online education using Pearson correlation analysis. The findings revealed that student engagement positively correlated with students‘ academic performance across learning modules. The study further indicated that engagement variables such as participation in online discussions, assignment completion, and content interaction significantly contributed to improved learning outcomes. Harvey, Israel, Ivan, and Jovenil (2023) examined the relationship among student engagement, academic motivation, and academic performance among elementary school students using descriptive correlational research design. Although the study reported low levels of student engagement and academic motivation, the findings emphasized the importance of improving students‘ participation and instructional interaction in enhancing learning outcomes. Similarly, Rashidah, Ahmad, Nor Khaizura, and Farawahida (2021) found a significant positive relationship between student engagement and academic performance among university students. The study concluded that behavioural, emotional, and cognitive engagement positively influenced students‘ academic achievement and learning effectiveness.

Entrepreneurship education itself refers to the process of equipping learners with entrepreneurial knowledge, practical skills, attitudes, and competencies necessary for innovation, self-employment, and business development. The objective of entrepreneurship education is to develop learners‘ creativity, initiative, problemsolving ability, and economic self-reliance. In Nigeria, entrepreneurship education has become an important strategy for addressing youth unemployment and promoting economic development. The teaching of entrepreneurship education emphasizes practical learning experiences such as projectbased learning, simulations, business planning, teamwork, and problem-solving activities. Nwatarali and Ifi (2023) noted that entrepreneurial education integrates theoretical knowledge with practical applications to ensure that learners acquire actionable entrepreneurial competencies. Effective entrepreneurship education therefore requires teachers who possess adequate classroom management competencies capable of coordinating practical learning experiences successfully.

Experiential learning approaches have become central to entrepreneurship education because they provide opportunities for students to engage in practical entrepreneurial activities. Adamu et al. (2023) explained that collaborative and problem-based learning approaches encourage peer interaction, critical thinking, and entrepreneurial problem-solving skills among students. Consequently, teachers who

effectively manage classroom activities and sustain student engagement are more likely to facilitate meaningful entrepreneurial learning experiences.

The theoretical foundation of this study is anchored on the Learning Curve Theory by Hermann Ebbinghaus (1885) and the Experiential Learning Theory by David Kolb (1984). The Learning Curve Theory explains that repeated practice and continuous exposure to learning activities improve performance and efficiency over time. The theory emphasizes gradual improvement through repetition, experience, and reinforcement. In the context of classroom management, the theory suggests that students develop positive learning behaviours and entrepreneurial competencies through continuous participation in organized classroom activities guided by effective teacher management strategies. The Experiential Learning Theory by David Kolb (1984) emphasizes that learning occurs through practical experience, reflection, conceptualization, and experimentation. According to the theory, learners acquire knowledge more effectively when they actively participate in practical learning activities. The theory is highly relevant to entrepreneurship education because entrepreneurial learning involves practical experiences, collaborative activities, simulations, and problem-solving exercises.

Effective classroom management competencies therefore become necessary for organizing and supervising these experiential learning activities successfully.

Despite the recognized importance of entrepreneurship education in Nigeria, many public secondary schools continue to experience challenges associated with ineffective classroom management practices, poor student engagement, disruptive classroom behaviour, and inadequate instructional effectiveness. In Cross River State, teachers often encounter difficulties in maintaining discipline, motivating students, and promoting active participation during entrepreneurship lessons. Consequently, students may demonstrate low interest in entrepreneurial activities, thereby limiting the achievement of entrepreneurship education objectives. Furthermore, inadequate classroom management competencies among teachers contribute to ineffective instructional delivery and poor development of entrepreneurial skills among students. Since entrepreneurship education relies heavily on practical participation, collaboration, and experiential learning, ineffective classroom management may significantly hinder effective teaching outcomes. It therefore becomes necessary to investigate the influence of classroom management competencies on the teaching of entrepreneurship education in public secondary schools in Calabar Municipality, Cross River State, Nigeria.

Research method

This study adopted a predictive correlational research design to examine the influence of classroom management competencies on the teaching of entrepreneurship education in public secondary schools in Calabar

Municipality, Cross River State, Nigeria. The predictive correlational design was considered appropriate because the study sought to determine the extent to which the independent variables, namely behaviour management and student engagement, predict the teaching of entrepreneurship education.The study was conducted in Calabar Municipality of Cross River State, Nigeria. The population of the study comprised 450 Business Studies teachers in public secondary schools within the study area. These teachers were considered appropriate for the study because they are directly involved in the teaching of entrepreneurship-related subjects and possess relevant classroom instructional experiences.A sample size of 100 Business Studies teachers was selected for the study using stratified

random sampling technique. The stratification ensured adequate representation of respondents across the public secondary schools in the study area. The use of stratified random sampling technique enhanced the representativeness of the sample and reduced sampling bias.

Data for the study were collected using a structured questionnaire developed by the researcher titled Classroom Management Competencies and the Teaching of

Entrepreneurship Education Questionnaire (CMCTEEQ). The instrument consisted of two sections, namely Sections A and B. Section A elicited demographic information from the respondents, while Section B contained items designed to measure the variables under investigation. The section contained five items each on the independent sub-variables of behaviour management and student engagement, as well as items measuring the teaching of entrepreneurship education.The questionnaire items were structured on a four-point Likert rating scale comprising: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, and Strongly Disagree (SD) = 1 point. Decision values were interpreted as follows: 3.50–4.00 = Strongly Agree, 2.50–3.49 = Agree, 1.50–2.49 = Disagree, and 1.00–1.49 = Strongly Disagree.The instrument was subjected to face and content validation by two experts in Business Education and one expert in Measurement and Evaluation, University of Calabar. Their observations and recommendations were incorporated into the final version of the instrument to ensure clarity, relevance, and adequacy of the questionnaire items.The reliability of the instrument was established using Cronbach Alpha reliability method to determine the internal consistency of the questionnaire items. The reliability coefficients obtained ranged from .79 to .83, indicating that the instrument possessed satisfactory internal consistency and was reliable for data collection.

The researchers personally administered 100 copies of the questionnaire to the respondents after obtaining permission from the relevant school authorities. The purpose of the study was clearly explained to the respondents to ensure proper understanding and cooperation. All the administered copies of the questionnaire were duly retrieved and used for data analysis.Data collected for the study were coded and analyzed using both descriptive and inferential statistics. Mean statistics and standard deviation were used to answer the research questions, while simple linear regression analysis was employed to test the hypotheses at 0.05 levels of significance.

Results

The results of data analyses are presented according to the research questions and hypotheses that guided the study.

Research question 1

Table 1: Simple Linear Regression Analysis of Behaviour Management and the Teaching of

Entrepreneurship Education in Public Secondary Schools in Calabar Municipality (N = 100)

Model	R	R Square	Adjusted R Square
1	.775	.600	.596

Source: Fieldwork, 2025

What is the influence of behaviour management on the teaching of entrepreneurship education in public secondary schools in

Calabar Municipality? To answer this research question, simple linear regression analysis was conducted. The result is presented in Table 1.

The result presented in Table 1 revealed a strong positive relationship between behaviour management and the teaching of entrepreneurship education in public secondary schools in Calabar Municipality. The coefficient of determination (R^2 = .600) indicates that behaviour management accounted for 60.0% of the variance in the teaching of entrepreneurship education, while Research question 2

What is the influence of student engagement on the teaching of entrepreneurship education in public secondary schools in Calabar Municipality?

the remaining 40.0% may be attributed to other variables not included in the study.

Table 2: Simple Linear Regression Analysis of Student Engagement and the Teaching of Entrepreneurship Education in Public Secondary Schools in Calabar Municipality (N = 100)

Model	R	R Square	Adjusted R Square
1	.793	.629	.625

To answer this research question, simple linear regression analysis was conducted. The result is presented in Table 2.

Source: Fieldwork, 2025

The result presented in Table 2 showed a strong positive relationship between student engagement and the teaching of entrepreneurship education in public secondary schools in Calabar Municipality. The coefficient of determination (R^2 = .629) indicates that student engagement accounted for 62.9% of the variance in the teaching of entrepreneurship education, while 37.1% of the variance may be attributed to other extraneous variables outside the scope of the study.

Test of null hypotheses

The following null hypotheses were tested at education in public secondary schools in .05 levels of significance. Calabar Municipality.

Null hypothesis 1

Behaviour management does not significantly influence the teaching of entrepreneurship

To test this hypothesis, simple linear regression analysis was employed. The result is presented in Table 3.

Table 3:Summary of Simple Linear Regression Analysis of Behaviour Management and the

Teaching of Entrepreneurship Education in Public Secondary Schools in Calabar Municipality

Source of Variation	Sum of Squares	Df	Mean Square	F	P-Value

Regression	402.851	1	402.851	147.098	.000
Residual	268.389	98	2.739		
Total	671.240	99			

Source: Fieldwork, 2025

The result presented in Table 3 revealed that behaviour management significantly influenced the teaching of entrepreneurship education in public secondary schools in Calabar Municipality ($F = 147.098$, $p < .05$). Since the p-value of .000 is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that behaviour management significantly influences the teaching of entrepreneurship education in public secondary schools in Calabar Municipality.

The result further revealed a multiple correlation coefficient (R) of .775 and a coefficient of determination (R^2) of .600. This indicates that behaviour management accounted for 60.0% of the variance in the teaching of entrepreneurship education, while the remaining 40.0% may be attributed to other variables not investigated in the study.

Null hypothesis 2

Student engagement does not significantly influence the teaching of entrepreneurship education in public secondary schools in Calabar Municipality.

Table 4:Summary of Simple Linear Regression Analysis of Student Engagement and the

Teaching of Entrepreneurship Education in Public Secondary Schools in Calabar Municipality

Source of Variation	Sum of Squares	Df	Mean Square	F	P-Value
Regression	422.299	1	422.299	166.246	.000
Residual	248.941	98	2.540		
Total	671.240	99			

Source: Fieldwork, 2025

The result presented in Table 4 revealed that student engagement significantly influenced the teaching of entrepreneurship education in public secondary schools in Calabar Municipality ($F = 166.246$, $p < .05$). Since the p-value of .000 is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that student engagement significantly influences the teaching of entrepreneurship education in public secondary schools in Calabar Municipality.The result further revealed a multiple correlation coefficient (R) of .793 and a coefficient of determination (R^2) of .629. This indicates that student engagement accounted for 62.9% of the variance in the teaching of entrepreneurship education, while the remaining 37.1% may be attributed to other extraneous variables outside the scope of the study.

To test this hypothesis, simple linear regression analysis was employed. The result is presented in Table 4.

Discussion of findings

The findings of this study revealed that classroom management competencies significantly influence the teaching of entrepreneurship education in public secondary schools in Calabar Municipality, Cross River State, Nigeria. Specifically, behaviour management and student engagement emerged as strong predictors of effective teaching of entrepreneurship education. The findings underscore the importance of creating orderly, participatory, and motivating classroom environments capable of enhancing entrepreneurial learning experiences.The result of the first finding revealed that behaviour management significantly influences the teaching of entrepreneurship education in public secondary schools in Calabar Municipality. The regression analysis showed a strong positive relationship between behaviour management and the teaching of entrepreneurship education (R = .775), while the coefficient of determination (R^2 = .600) indicated that behaviour management accounted for 60.0% of the variance in the teaching of entrepreneurship education. The null hypothesis was therefore rejected because the calculated p-value (.000) was less than the 0.05 level of significance. This finding implies that effective management of students' behaviour contributes substantially to improved instructional delivery, classroom participation, and entrepreneurial learning outcomes.

The finding aligns with the position of

Kwasnicka, Dombrowski, White, and Sniehotta who maintained that behaviour management strategies enhance classroom discipline, cooperation, and productive learning interactions. The result is also consistent with the study conducted by Bunengi (2020), which established a positive relationship between students' behaviour and academic achievement. Similarly, Samuel and Cyprien (2023) found that behaviour management strategies such as rewards, counselling, and classroom discipline positively influenced students' academic performance. The finding further corroborates the work of Hania and Teresita (2024), who reported that positive classroom behaviour significantly enhances students' learning outcomes and academic achievement.

The implication of this finding is that entrepreneurship education, which relies heavily on collaboration, practical activities, creativity, and problem-solving, requires effective classroom behavioural control to facilitate meaningful learning experiences. Teachers who effectively manage disruptive behaviours are more likely to sustain students' attention, participation, and entrepreneurial skill acquisition. Effective behaviour management also promotes classroom stability and creates conducive learning environments where students can actively participate in entrepreneurial activities without unnecessary distractions.

The second finding revealed that student engagement significantly influences the teaching of entrepreneurship education in public secondary schools in Calabar Municipality. The regression analysis produced a strong positive relationship between student engagement and the teaching of entrepreneurship education (R = .793), while the coefficient of determination (R^2 = .629) showed that student engagement accounted for 62.9% of the variance in the teaching of entrepreneurship education. The null hypothesis was rejected because the pvalue (.000) was less than the 0.05 level of significance. This finding indicates that students who are actively engaged during instructional activities are more likely to develop entrepreneurial knowledge, skills, creativity, and innovative abilities.The finding agrees with the view of Adedokun and Akinlabi (2023), who observed that engaged students are more likely to internalize entrepreneurial concepts and apply acquired knowledge to practical situations. The result also supports the findings of Levgeniia, Bogdan, and Hannan (2021), who established a positive relationship between student engagement and academic performance. Similarly, Rashidah, Ahmad, Nor Khaizura, and Farawahida (2021) reported that behavioural, emotional, and cognitive

engagement positively influence students‘ learning effectiveness and academic achievement. The finding further aligns with Harvey, Israel, Ivan, and Jovenil (2023), who emphasized the importance of active participation and instructional interaction in improving learning outcomes.

The implication of this finding is that entrepreneurship education requires high levels of student participation because entrepreneurial learning is practical and experiential in nature. Students who are actively engaged in classroom discussions, simulations, project-based activities, and collaborative learning experiences are more likely to acquire entrepreneurial competencies required for self-reliance and economic productivity. The finding therefore reinforces the relevance of the Experiential Learning Theory by David Kolb, which emphasizes active participation and practical learning experiences as essential components of effective learning.Generally, the findings of the study demonstrate that classroom management competencies are indispensable to effective teaching of entrepreneurship education in public secondary schools. Teachers who possess strong competencies in behaviour management and student engagement are better positioned to create productive learning environments capable of enhancing entrepreneurial knowledge, practical skills, innovation, creativity, and students‘ academic performance.

Conclusion

Based on the findings of the study, it was concluded that classroom management competencies significantly influence the teaching of entrepreneurship education in public secondary schools in Calabar

Municipality, Cross River State, Nigeria. The study established that behaviour management and student engagement are critical determinants of effective instructional delivery in entrepreneurship education.

Effective behaviour management promotes classroom discipline, minimizes disruptive behaviours, and creates conducive learning environments that support entrepreneurial learning activities. Similarly, student engagement enhances learners‘ participation, curiosity, motivation, creativity, and commitment toward entrepreneurial learning experiences.

The study further concludes that entrepreneurship education can only achieve its objectives of promoting self-reliance, innovation, and entrepreneurial skill acquisition when teachers possess adequate classroom management competencies capable of sustaining active learning and meaningful classroom interaction. Since entrepreneurship education emphasizes experiential and practical learning activities, teachers must effectively coordinate classroom behaviour and engage students actively during instructional processes. Therefore, improving classroom management competencies among teachers remains essential for enhancing the quality and effectiveness of entrepreneurship education in public secondary schools.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. School administrators and educational authorities should organize regular seminars, workshops, and professional development programmes to enhance teachers‘ behaviour management competencies for effective teaching of entrepreneurship education and maintenance of conducive classroom learning environments.

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