

# Home: The Start of Intrapreneurship and Entrepreneurship Learning

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**Abstract:** The objective of this study is to examine the possibility of orientating children to become interested in entrepreneurship through the activities they do at home. The youths are often blamed for being idle, lazy and drug addicts, yet parents make little effort towards orienting them to be entrepreneurial. Earlier studies in entrepreneurship claim that [1-2] entrepreneurship is never complete without mentioning “intrapreneurship”. Intrapreneurship knowledge is said to come from practical experiences. A home has the capability and capacity to offer such knowledge to children. Data was gathered through interview with entrepreneurs who left school from primary, secondary schools and universities and started businesses to evaluate whether there is a relationship between the activities that children developed interest in, in their early age at home with their current businesses. The result suggests a relationship between children’s activities at home and entrepreneurial engagement as grownups. Many of the interviewees, however, bemoaned the fact that their parents admonished them from pursuing activities that they had interest in, and now they are just trying to recollect what they had shied away from for long, trying to develop it into entrepreneurial activities. They regret the fact that their parents and their communities did not give them the encouragement they needed to realise their dreams. This study has implications to parents, community members and policy makers to always appreciate children’s interest, initiatives and encourage them to pursue it.

**Keywords:** Entrepreneurship, Home, Intrapreneurship, Learning, Community

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## 1. Introduction

‘If you want to build a better future, you must believe in secrets. The great secret of our time is that there are still uncharted frontiers to explore and inventions to create. Legendary entrepreneurs and investor Peter Thiel shows how we can find singular ways to create those new things [3]

Intrapreneurship takes place within the context of an existing business or company. Within this context, new business opportunities can be uncovered [4]. Intrapreneurship is different from entrepreneurship in that, entrepreneurship is open-ended whereas intrapreneurship is restricted by the existing culture of the business. In the same line, the home can be a starting point for children to start intrapreneurial practices, but the law governing each home can be the only hindrance to their curiosity to discover many business opportunities as well as create new ones. Children are in most cases very curious, active and wanting to create their

own toys, or innovate those they have seen. Intrapreneurship is a phenomenon closely related to socio-economic development [4]. From this perspective, the home stands to contribute by directing the children to grow up with entrepreneurship spirit.

It is the dream of most African countries south of the Sahara to be industrialised. To realise this dream requires the contribution of everybody in all areas of life. Parents need to be sensitised to allow children to have a certain degree of freedom to think critically and respond to the things around the home and their communities creatively. After all, the home has a hierarchy and order, just like in companies where intrapreneurship develops. Homes are observed to in fact plant the seed of entrepreneurship in children and this can go a long way to facilitate the learning of entrepreneurship in school. See figure 1, the abilities present in homes.



Figure 1. Entrepreneurial abilities that can be acquired from home.

For youths to contribute positively to the aspired industrialisation process, children need to be oriented right from home to be intrapreneurial. Children can develop business opportunities with their parents. For example, A family was observed to pool themselves out of poverty, thanks to their five year old son who started producing chairs out of bamboos. He had learned the trade by dismantling old chairs bought for the home. The father joined in and it has become a family trade till today. The family is now known in the village for producing the best bamboo chairs.

Another incident was observed when a teenage boy of seven years was observed to solve a water problem in a compound in North-West Cameroon during a festival, by tying a bamboo on the roof, and collected water from drizzling rain. This act, he learned from a friend. Children are very good in emulating what they see. From that incident the child started collecting water through that means and distributing in the neighbourhood at a price.

Both children playfully uncover business opportunities. Children due to their inquisitive nature learn and innovate very fast. Thus, Children, who are tomorrow’s Citizens, need to be oriented toward creativity. Such bottom-up behaviour by children, if accepted and encouraged by parents and the community will motivate children to come up with more innovative and creative ideas. Children learn easily and what they learn as children can have multiple effects on their future career. Developing entrepreneurs in the classroom is about developing the enterprising environments and approaches to learning in which entrepreneurial aptitudes and capabilities can flourish, alongside business acumen and understanding. Understanding right from home enables citizens to support and promote industrialisation in their own ways.

There is a common belief that engaging in entrepreneurial activities is for “upward mobility”. (Necessity Driven) and for “wealth creation” (Opportunity Driven). There is also a long time crave which people could not exercised because of parental or community restriction and as such, people only tend to fulfil this crave at a later age. In this case, we can comfortably say that people engage in entrepreneurial activities because of unfulfilled grave, wealth creation and Upward Mobility. Upward Mobility (Necessity Driven) can occur when people have certain peculiarities and cannot find jobs within existing establishments for example, school dropouts and foreigners etc. This group of people start entrepreneurial activities with commitment, creativity and

have been seen to progress very well. The result of a pilot study I did [unpublished) suggests that Chadians who come to Cameroon as refugees and could not find employment in the country’s establishment created small businesses. By so doing introduced a line of business in the Cameroon market namely: organised groundnut parching and bottling as snacks. Groundnut parching was not common business in Cameroon was a business reserved for children. Chadians have made and are making comfortable living from this business. Today, they are well established in the Cameroon society. It was also observed that in the early and mid 1990s, three quarter of the Chadian women in Cameroon were engaged in parching groundnuts.

Wealth Creation (Opportunity Driven) is based on knowledge and availability of resources. Figure 2 presents the three reasons for engaging in entrepreneurial activities.

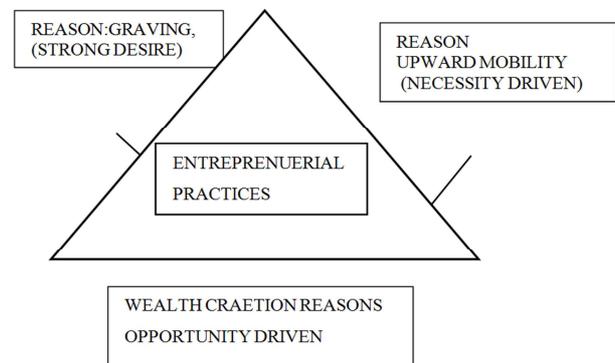


Figure 2. Factors that push people to start entrepreneurial activities.

Parents need to be sensitised to act as incubators that prepare children who are future entrepreneurs to take the country to the industrial level. Entrepreneurship and intrapreneurship are acquired through different ways but function in the same way. Entrepreneurship is acquired through learning in the classroom, and intrapreneurship, is acquired from working in an organisation. Children may not have the opportunity to work in organisations, but the home can act as an organisation.

Looking at homes from the activities that take place there, we see functions such as those perform by organisations. Functions such as management, caring, purchasing, selling, accountability, authority delegation as outlined in figure 1 existing in all homes. All these functions are entrepreneurial functions carried out in homes and children take part in performing these functions without being conscious of their implications. Children also accompany their parents to their various social organisations and listen to them make decisions on matters that in many ways create change in the community and in people’s lives. Children, if directed during casual conversation, and allowing them to take part in house work could gather intrapreneurship skills freely without facing severe punishment as would be the case in organisations. From the perspective of an organisational structure, the home has a hierarchy, responsibility sharing among the children, father and mother: elderly children are charged with the responsibility of taking care of the younger

ones. The family also produces food which they trade, (buy and sell). Children are made to be accountable and there is discipline when things go wrong at home. These are all elements of organisations and can be seen as intrapreneurship learning. From this perspective, the home can be made to act as an incubator for breeding intrapreneurs and latter entrepreneurs. The home can in fact plant the seed of entrepreneurship in children and this goes a long way to facilitate the learning of entrepreneurship as well as encourage entrepreneurial activities. Although it is argued that intrapreneurship and entrepreneurship though similar, it is independent entrepreneurship that constitute a more frequent expression of entrepreneurial behaviour [4] business interest generated from childhood and the role of the home in the interest was not considered.

As children grow up with the spirit of creativity already planted in them, it becomes possible for them to become creative, thinkers and critically too, read to generate ideas that lead to innovation or new creations, and the result will of course be new breed of entrepreneurs and entrepreneurial activities. Children grow up and linger about with nothing to do whereas, we as parents had killed their creative potentials by not responding positively to their creative endeavours.

In Africa, we are surrounded by resources that are ignored by big businesses. Take for example, the Chinese in Cameroon started frying “*pufpuf*” and selling, (stuff that is made out of flour, yeast and deep fried in hot oil) a trade that the society has reserved for the poor, and looking for mushrooms up the hillsto market. The inability to identify business opportunity is a source of poverty. Entrepreneurial practices have no fixed starting point. According to the study [1], entrepreneurship levels and the rates of new enterprise start up vary from country to country and from individual to individual.

From a background of clear orientation, children can become self-motivated to pick up entrepreneurial or income generating activities as they grow up. We therefore need to look for a way of educating parents so that they bring up children to be creative, and do what they feel they can do freely. Parents should show interest, guide and encourage children to pursue activities of their choice. Children should not be forced into a profession they do not like. Culture is loaded with many entrepreneurial activities, but many children fail to understand that what they develop interest in and are committed in doing may benefit them later in their lives. Parents need to be sensitised to act as incubators that prepares children who are future entrepreneurs to take the country to the industrial level. Entrepreneurship and intrapreneurship are acquired through different ways but function in almost the same way. Entrepreneurship is acquired through learning in the classroom, and intrapreneurship, is acquired from working in an organisation. A home can act as an organisation.

Looking at homes, we see that they function as organisations, performing functions such as management, caring, purchasing, selling, accountability, authority delegation. All these functions are entrepreneurial functions

carried out in homes and children take part in performing these functions without being conscious of their implications. Children also accompany their parents to their various social organisations and listen to them make decisions on matters that in many ways create change in the community and in people’s lives. Children, if directed through casual conversation and taking part in house work could gather intrapreneurship skills freely without facing severe punishment as would be the case in organisations. From the perspective of an organisational structure, the home has a hierarchy, responsibility sharing among the children, father and mother: elderly children are charged with the responsibility of taking care of the younger ones. The family also produces food which they trade, (buy and sell). Children are made to be accountable and there is discipline when things go wrong at home. These are all elements of organisations and can be seen as intrapreneurship learning.

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As children grow up with this seed already planted in them, it becomes possible for them to become creative, think critically and ready to generate ideas that lead to innovation or new creations, the result will be new breed of entrepreneurs and entrepreneurial activities. Children grow up and linger about with nothing to do whereas, we as parents had killed their creative potentials by not responding positively to their creative ideas.

The inability to identify business opportunity is a source of poverty. Entrepreneurial practices have no fixed starting point. According to the study [1], entrepreneurship levels and the rates of new enterprise start up vary from country to country. However, the points raised by Timmons [5] such as motivation and commitment are important in directing children towards entrepreneurial activities as they grow up. Tsvetkova [6] looks at national innovation systems with the realities of developing countries and how this is linked to the rest of the world. Examining innovation, Antonelli [7] argues that innovation and wealth creation are not the monopoly of business but the contribution of everybody. We as parents do not have to wait for children to be grownups before we encourage them to be innovative and creative.

Antonelli [7] looks at the relationships between knowledge, innovation, technological advancement and economic growth, as being critical in the process of advancing intrapreneurship and entrepreneurship. Following the 1993 University Reform in Cameroon, the importance of university institutions attach to innovation is strongly emphasised, noting the ‘higher education systems play an important role in supporting knowledge-based economic growth strategies. Researchers together with teaching and vision to support development is one of the three basic tasks assigned to Higher Education Institutions (HEI) in Cameroon Parents too [8], need to join in and contribute their share by

creating an enabling environment for these children to discover what the environment offers them.

The normal daily routine activities carried out at home by most children help them to develop great talents and also instil in them the anxiety of being inquisitive to know more about certain aspects of real life happenings. Parents and the community may at times discourage children from following up what could be their dream career without knowing. The problem lies in parents ego, and the question what would people think of me if my child were to become a vocalist and not a lawyer or medical doctor arise. How will people look at this family if you were to become a carpenter and not a teacher? The list is long. Endogenous innovation through education comes to play in knowledge creation and critical thinking and children are good and quick in thinking.

Allowing children to construct toys of their choice constitute a problem, the question is usually, I bought for you "X" toy yesterday, if you wanted but "Y" toy, why did you tell me instead of disgracing the family doing what you are doing? We prefer buying readymade toys for children rather than encouraging them to use the things around them to create or innovate their own. Children love what they do following their own intuition. Intrapreneurs like pursuing something that in some sense is new or innovative. In other word, intrapreneurial behaviours and actions deviate from status quo. Parents could, collect tangibles, prototype, toys, and a multitude of other items and keep permanently at home to stimulate children's thinking.

### 1.1. Problem Statement

The problem is that children are not oriented at home to be creative either encouraging them to be imaginative by putting what they have around them into useful use. Children are not also enlightened as to how what they learn at home can assist them in future. Parents put their status first and harbour the fear of the children reducing their status quo. Questions relating to these problems are:

1. How can the home encourage children to be entrepreneurial?
2. Can activities children do at home influence their entrepreneurial activities?
3. What are the factors at home that can push children into creativity?

### 1.2. Objectives

The objective of this study is to find out if home base activities have influence on people's entrepreneurial choice of entrepreneurial activities. Others are:

1. To verify how activities carried out at home as children can influence peoples entrepreneurship learning and creativity as grown ups.
2. To examine how homes and communities can be oriented to function as an organisation for children to gather intrapreneurship skills.

This idea is motivated by the believe that

intrapreneurship is acquired experience from working in an organisation, and since homes are observed to have structures and cultures almost like those of an organisation, homes can be motivated to play the roles of an organisation.

## 2. Literature Review

Entrepreneurship education encompasses a wide range of information and many different styles of study [1] both entrepreneurship and intrapreneurship research fields are based on entrepreneurial behaviour and entrepreneurship activities, i.e. activities that involve discovery or creation. In a view [2], intrapreneurship is restorative, this could be argued, children are observed to be very imaginative and can easily come up with new ideas due to their inquisitive nature. Pinchot [9] characterises intrapreneurs as goal oriented and self-motivated but unlike entrepreneurs, he says they are also motivated by organisational reward and recognition. In the authors view, intrapreneurs should be self-selected and pursue their own ideas. From this view, observation suggests that children tolerate risk, failure and mistakes when pursuing their own ideas. To motivate such practice, children within the same vicinity can be encouraged to come together, tell stories and practice any community based craft. Children can identify and pursue opportunities in communities with which they are familiar with. The problem involves in this is that, parents see such endeavour as cumbersome, they do not have the time and patience, but it is another way of instilling creativity in children. Children are in many cases self-confident when pursuing things of their interest. It is that self-confidence and interest that parents and the community need to encourage. According to the study [2] creative people are to be honest, this honesty is seen as pain in the neck of parents and the community as they disrupt established order by asking questions and experimenting with new ways of doing things. Pinchot also talks of "patient money" that is the willingness to invest funds in intrapreneurial ventures without expecting an immediate return. As parents, we often observe that when children pursue a hobby of their interest, they do so with no thought of expecting a reward. This suggests that as children cultivate the habit of being committed to what they are interested in doing, if encouraged, they grow up to be committed in their work as well. It is only by being committed to work that creativity can be ensured, this is one of characteristic of a good entrepreneur. [5] John [12] recognise intrapreneurs as results oriented, ambitious, rational, competitive and questioning individuals who dislike bureaucracy. We experience these characteristics in the behaviour of creative children every day.

Entrepreneurship is viewed as an unfolding of daily practices [11]. According to these studies [1, 12], entrepreneurship is a context dependent social process through which individuals and teams create wealth by bringing together unique packages of resources to exploit marketplace opportunities. From this perspective, we find that children being curious about the things around them are

capable of uncovering many resources around the home, community and bringing them to the entrepreneurial marketplace. Entrepreneurship is not only true to business, but can also be done in schools, hospitals and other institutions. Entrepreneurship is a phenomenon associated with entrepreneurial activity. Examining games and hobbies that children engage in at home, we see that they are all entrepreneurially orientated. Even when they argue, one sees the potentials of leadership in them. This therefore suggests that if parents and the community are interested, they can create time and patience to explain things to them, by so doing, future entrepreneurs will spring up. Epistemological hegemony has to make room for pluralism, a new epistemological approach [13].

Koratko [14] assert that entrepreneurship intention can be developed in an individual since it is related to individual's characteristics of seeking opportunity, taking risks and giving tendency to push an idea through. This can be seen as the start of entrepreneurial leadership. Children, argue among themselves, and even with their parents if given the opportunity Entrepreneurial activities and competitive behaviour drive the marketing process. Intrapreneurship knowledge therefore is based on practical work and experience and the home offers all these. The theory of intrapreneurship suggests that if established organisations are to reinvent themselves, then a number of factors have to be in place [2]. Homes can also contribute by preparing future entrepreneurs who will reinvent organisations. Parents need to be orientated to play the role played by organisations. Antonelli [15] looks at endogenous innovations as the outcome of creative response of parents towards orientating or giving guidance to their children on what to do. Swann [16] goes further to look at common innovation, and how ordinary people contribute to create the wealth of a nation. In his view, innovation is not the monopoly of business. The question now is how can we as parents assist to create future innovators and entrepreneurs? How can we make our homes to be incubators for entrepreneurial activities?

Thiel [3] notes that, Start-ups' build the future, beginning with the contrarian premises that, we live in an age of technological stagnation, even if we are too distracted by shiny mobile devices to notice. Information technology has improved rapidly, but there is no reason why progress should be limited to computers or Silicon Valley. Progress can be achieved in any industry or areas of business. It comes from the most important skill that every leader must master: learning to think for you'.

Children also gain intrapreneurship knowledge at home as they carry out many practical activities helping at home. If encouraged, they could retain the knowledge acquired and it becomes permanent habits. Dirk [11] characterises entrepreneurs as goal oriented and most importantly, self-motivated. The self-motivation part is very important. The self-motivating zeal in children pushes them to construct whatever thing they are constructing with determination, enthusiasm and commitment. This self-motivation can then

be enhanced by parent through small rewards.

As children in their early ages carry out intrapreneurial activities without force or financial reward expectation, and derive pleasure and joy from doing that, they gradually start developing interest in entrepreneurship. It was found that children living in villages in trying to emulate what they see with their friends living in the cities and admire become innovative and creative. By innovating what they see with their friends, they develop entrepreneurial spirit. Entrepreneurial spirit leads to natural resource sustainability through wise use of resources. Children do so with full commitment and enthusiasm, thus if encouraged by their parents, and the community in which they live, why not government, they develop a creative mindset. The children were found to have enormous capacity, handling both their formal school work and what could be seen as their entrepreneurial activity as a result of self-motivation and interest. In constructing what they admire and like with total commitment as claimed by the study [20] was exercised.

The principle of accepting mistakes and learning from the mistakes through corrections is also gotten from homes. As parents correct their children and direct them on the right path, children learn to appreciate criticism and correction; this is the start of team work, which is entrepreneurial. Time consciousness is also part of home training. As parents distribute work and reward those who finish in time, children learn to be time and duty conscious. Change and development start from within and the collective effort benefits the society.

Home activities can be harnessed to discover a lifelong career path for children. It is possible for children to create or innovate something based on a game they played at home as childhood's experiences dies hard [17]. It is also possible for children to reflect on their past experiences during entrepreneurship learning, and understanding the subject is made easy. Most often, the youths feel defeated when they join big organisations for the first time and are overwhelmed by the huge structures and bureaucracy [18]. Having pre knowledge at home on what entrepreneurship is all about reduces the fear of working in a completely new business environment. In learning entrepreneurship, students having good home training background were found to act as promoters of entrepreneurship learning. Our homes have structures and cultures just like organisations. Just as Geoffrey [19] claims, intrapreneurship is a strong signal of a learning organisation, so also does home intrapreneurship encourages entrepreneurship learning.

Figure 3 illustrates how home activities can help children who terminate their education at a level where entrepreneurship is not taught to be creative and entrepreneurial through knowledge gathered from home. The figure suggests that children who leave home for primary school and cannot continue to secondary school can still think of some entrepreneurial activity to do and generate income from it rather than loitering about.

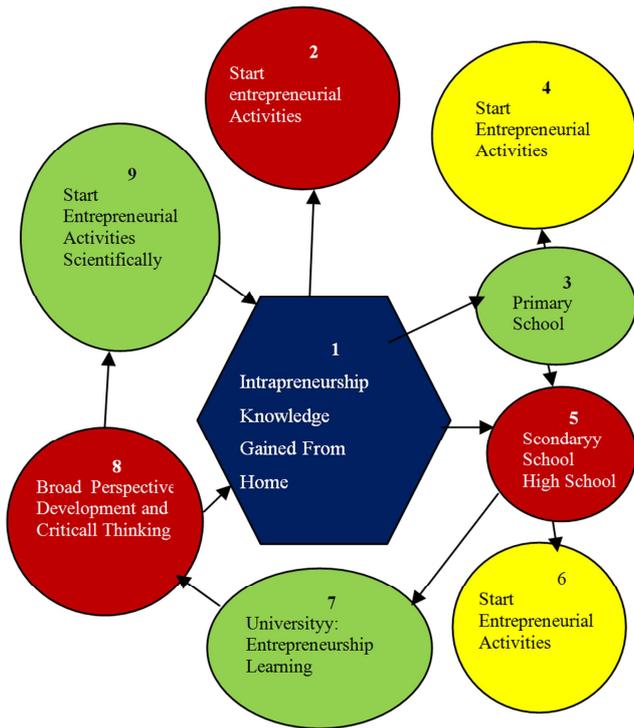


Figure 3. How activities at home can encourage entrepreneurial engagement.

Our institutions of learning should direct students to be creative, innovative, intrapreneurial and entrepreneurial; be job creators and not job-seekers in the public service sector on leaving school. Institutions and homes should be innovation incubators, providing a comprehensive, start-up-art overview of critical thinking and actors [20].

### 3. Methodology and Data Collection

The study draws data by interviewing 200 people engage in small businesses of various sorts. Interviewees were randomly selected. Questionnaires were administered, and based on their level of education, how and when they developed interest in the business they are in. Longevity and commitment was linked to how and at what level in their

lives they started the business and also what prompted them to go in to a particular business line. The bases of the interviewees selected were longevity in business. The indicator for commitment was also longevity and why they got engaged in that particular business. The number of people who started small businesses as a result of their childhood interest was attributed to parental encouragement and guidance. Questions focused on; whether they developed interest in the business they are in right from home or at school and at what level. Many views on how intrapreneurship (gained at home) can assist children to engage in entrepreneurial activities were presented. See table 1 on page 9.

The rationale of this approach was to know whether activities at home could influence entrepreneurship interest in children. Analysing data is to obtain meaning from the collected data. Answers obtained are analysed descriptively and using a bar chart (figure 4).

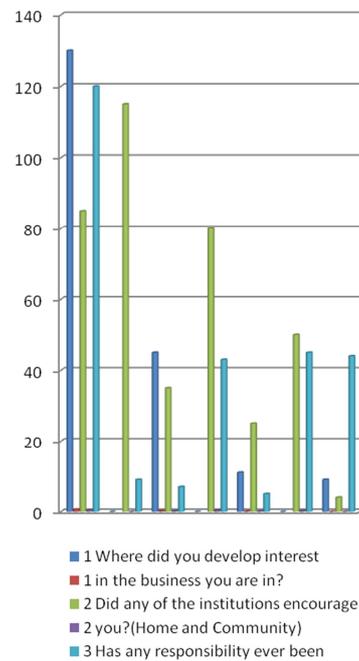


Figure 4. Opinions of interviewees.

Table 1. Views presented.

TOTAL INTERVIEWEES 200									
SN	ENTREPRENEURS	HOME & COMMUNITY %		PRIMARY SCHOOL & /%		SECONDARY SCHOOL & /%		UNIVERSITY & %	
1	QUESTIONS Related to Home	YES	NO	YES	NO	YES	NO	YES	NO
1	Where did you develop interest in the business you are in?	130	0	45	0	11	0	09	0
2	Did any of the institutions encourage you? (Home and Community)	65%		23%		0.1		0.01	
2	Did any of the institutions encourage you? (Home and Community)	85	115	35	80	25	50	04	06
2	Did any of the institutions encourage you? (Home and Community)	43%	0.57%	18%	0.4	0.13	0.25	0.02	0.03
3	Has any responsibility ever been entrusted upon you?	120	09	07	43	05	45	44	06
3	Has any responsibility ever been entrusted upon you?	60%	0.05	03%	22%	0.025	23%	22%	0.03
4	Which of these groups encouraged your interest?	150	02	46	04	40	10	49	01
4	Which of these groups encouraged your interest?	75%	01%	23%	0.02	20%	0.05	24%	0.005
5	Which of these group discouraged your interest?	30	32	22	28	37	13	39	11
5	Which of these group discouraged your interest?	15%	16%	11%	14%	18%	0.065	19%	0.05
6	Has your assisting at home	150	02	47	13	25	14	45	05
6	Helped you in your present carrier?	75%	01%	23%	0.065	12%	0.07	22%	0.025

From figure 4, we see that those who followed their childhood interest from “home” top the table in all questions positively. Looking at table 1 and figure 4, the question “Where did you develop interest in the business you are in?” gave a response of 65% for home. This is an indication that the home can create a foundation for intrapreneurship and entrepreneurship.

Result of the investigation was very revealing. From the discussion it was gathered that poor or uneducated parents stand by their children on whatever hobby they try to undertake at home more than educated parents. This falls in line with the idea of upward mobility. Since the uneducated parents in most cases do not have much money, they allow their children to practice whatever hobby they are interested in, that can fetch the family some income. In support of this, in an interview conducted by Cameroon Radio and Television (CRTV) on the 23 of February 2018 with the first prize winner of the Cameroon Mountain race 2019, she revealed that the winnings is going to enable her go back to school which she discontinued due to financial difficulties. Her parents did not see her endeavour as disgraceful and risky, but as something that could result in income generating and offer beneficiary gain to the family. It could also be seen as entrepreneurial and motivating to others to follow suit not necessary in the domain, but in other areas.

Views presented were that many parents do not encourage children to use what is around them to create little things of their interest. They have house helps and the children grow up unable to wash dishes they eat from, and not even to wash their own clothes. This behaviour inhibits intrapreneurship learning at home. Children are admonished not to talk when adults are talking, instilling in the children fear which leads to inferiority complex and kill initiative taking. They are not also allowed to ask questions. Parents and the society’s culture many at times influence children to shy away from creative thinking. The children grow up losing self-esteem, and astute to dependency. Looking at figure 4, we find that only 43% of the interviewees were encouraged by their parents and communities.

Dictatorship practices at home sets limit to children’s creative powers. Some parents and guidance always fail to consult children on matters that can shape their future. They limit and distant themselves from the children or instil false values in their children. Parents, many at times think that children only do what is wrong, and never right, and in doing so limit their creative powers and initiative taking. The distance parents give their children also limit them from asking questions and associating with them. Such disassociation makes the children to bury their doubts and remain blunt. Delegation of authority to children and also make them accountable for what they do is just like being in an organisation. This, some parents do and many do not, seeing them always as too young and the fear of them doing the wrong things. Division of labour amongst the children is an important aspect of entrepreneurship. It is an aspect of instilling self-esteem in the children. It was revealed that

some parents usually encourage their children to believe they can achieve their objectives in life given commitment and concentration. Learning how to maintain and protect properties at home was found to be some good aspects derived from parents. Motivating children to be committed in their studies is orientating them toward being committed in whatever job they are doing. Commitment is a key to entrepreneurial success.

Division of labour amongst the children is an important aspect of entrepreneurship. Some used proverbs like, “Being born into a poor family is not a curse; most great men achieve greatness through hard work. Learn to love who you are.”

We see this from the story of the 2019 edition of the Mount Cameroon Race of Hope winner who promised to use her winnings to continue school which she dropped because of no money to pay fees.

Decision making takes place in all homes, this gives the children an opportunity to learn how to decide and select profitable investments during their entrepreneurial engagement. There is a Cameroon proverb that says, “Do not fall in an open pit”. This implies use your eyes and knowledge which God has given yourself independence can be attained by children as they are continuously reminded to strive hard to earn their own living and be proud of their achievement. This motivates them to grow up prepared to be creative in order to earn their own living and be proud citizens. The home is capable of offering a lifelong career building orientation to children. It also eases the study and understanding of entrepreneurship, and fosters self-development and independence. The home is the first enterprise and intrapreneurship learning should start from there. Activities such as mopping the floor accurately instil in a child the notion of efficiency. Disciplining and scolding a child is initiating intrapreneurial culture in the child, because the child develops the attribute of drive, responsibility, obligation and patience.

The home imparts in a child skills that are required for survival even without learning entrepreneurship. It prepares children to think creatively, critically, take risks, accept failure as part of the growth process and appreciate the correlation between hard work and success. It primes children’s mentality on what entrepreneurship is all about, and this helps in their future career.

Home intrapreneurship helps to prepare the minds of children and students who want to make a difference, an opportunity to exercise creative freedom, self-esteem and an overall sense of control over their own lives and their jobs. For example, a thirty three year old young lady in Botswana who developed interest in farming at an early age still took it up as a career despite her university study and other jobs [21]. This is in line with the findings by this study which suggests that some people started entrepreneurial activities as they retired from white colour job they were doing in order to fulfil a long standing crave in them. As it states, awareness creation, of the fact that what you learn as a child can help

you in future are important. When a child litters the environment with dirt and the parents instruct the child to clean it up, it is intrapreneurial teaching. A child who cares for his/her junior siblings and the environment learns management skills. As the saying goes, a habit formed dies hard.

## 4. Conclusion

Entrepreneurship has no starting point. It can come about through game playing, listening, storytelling and trial by error. Children are open to all these. Poverty sometimes is self-inflicted simply because we shy away from educating children to be creative. We prefer buying readymade toys for children to play with. Rather than allow children to use the things around them to imagine and create or innovate, parents shy away from it because of shame. When a child does something wrong at home due to ignorance there is the need to rebuke the child, educate and direct him/her on what should have been the right thing to do, explaining the consequences of what he/she has done. Continuously reacting in this manner builds in the child an innovative spirit. By opening a dialogue with the child, the spirit of sharing takes place. Entrepreneurship is all about creating, using knowledge and sharing.

This study argues that intrapreneurship knowledge can be acquired from home through daily training. This facilitates a Child's interest in entrepreneurship learning as he/she starts learning by doing things. As a child starts learning entrepreneurship in school, constant reflection on what was done at home acts as a motivator and pushes him/her to success.

In Cameroon, the government emphasises the professionalization of education through entrepreneurship teaching. This requires strategies and tactics on how to go about it. In their view, teaching entrepreneurship in the university is professionalizing education. Without tactically handling this idea, entrepreneurship teaching becomes like the teaching of any other subject without any successful impact [22]. Children, as the youths of tomorrow need to be sensitised right from home to be entrepreneurial so that they grow up having creative and entrepreneurial spirit. We need policies that encourage young people to demonstrate their talents freely and an enabling environment that constantly reminds them of the fact that they can achieve whatever goals they set to attain provided they are committed in what they are doing. Achieving set goals require hard work, determination and some degree of risk taking.

The Cameroon government has taken a move towards the right direction by encouraging students in universities to come up with business plans that can fetch them some start up money. Such encouragement and motivation should not only be limited to universities, it should be extended to secondary/high schools, and primary schools as well. This is based on the idea that not all children end up attending the university. Reward should be meritorious and apolitical. A clear distinction should be made between party politics and education even though the two are geared towards

development and growth for the good of society.

There are the TV networks that can be used to educate citizens on entrepreneurship and also sensitise parents on their roles in educating the children at home. Unfortunately, programmes shown do not consider this important aspect; it focuses more on folkloric music, well though, fails to link it to entrepreneurial development, creativity and innovation. Values like, when you get up in the morning, do your chores: make up your bed say your morning prayers and greet all members of the house make the child to grow up conscious of the fact that life has a structure to follow, and this will help the child in his/her future career. Parents can impart in children some distinct characteristics that help them move forward in life. Sharing responsibilities to the children instils in them the idea of resource allocation. A child who develops an idea through practical activities around the home becomes in most cases successful in his/her future life challenges as revealed by the study. As children are engaged in activities at home, their minds are prepared for all sorts of challenges in future. From the views presented, there is strong evidence that the home can be the springboard of entrepreneurial behaviour and entrepreneurship as children grow up having all the elements that prepares them for future career.

Encouraging children to joke and talk lively is giving them marketing skills or enabling them to become social entrepreneurs. Directing children on what should be done helps them to always do what is correct and in a proper way and through sharing develop an entrepreneurship base society good for industrialisation.

This study has implications to children, parents, educationists and policy makers. Parents need to take interest in what children do and encourage whatever activity they show interest in, provided it is not a dangerous act. Children should be allowed to help at home and be allowed to create their own toys. There is a need to create a storytelling time with children and work hand in hand with teachers of nursery homes, primary schools and secondary schools. For educationists, it is important that a period be set aside in the syllabus or (time table) at all school levels for handwork. This will give the pupils and students the opportunity to exercise their creative abilities. Policy makers need to work hand in gloves with school authorities to make sure that necessary tools are put in place for children to be involved in handicraft and manual work. Innovation, creativity, starts at home. The home is a cost-effective and imaging system that the most be exploited for the wellbeing of society.

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