



RELEVANCE OF ENTREPRENEURSHIP EDUCATION ON JOB CREATION AMONG ENGLISH LANGUAGE LEARNERS

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Abstract

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from primary or secondary schools through graduate university programmes. Entrepreneurship education was incorporated into the Nigerian education system to foster job creation among graduates in Nigeria. In our changing world, which is getting harder and more demanding for the future generations, young people are required to have a lot of skills irrespective of their academic backgrounds. Among the skills vital for a successful career is good command of English, which is the world language and the language of the third generation universities and the other is having an entrepreneurial mindset. This paper highlights possibilities of designing a curriculum for an English class with a special emphasis on creating an entrepreneurial mindset. The paper also recommends that replacing classical literature courses with those that are related to communication skills such as speaking and writing; would improve graduates skills in language. Conclusion on the paper was drawn based on the discussed ideas.

Keywords: Relevance, entrepreneurial, job creation, English language

Introduction

In Nigeria, unemployment of graduates has become a continuous problem and challenge to various administrations, which is till difficult to tackle graduate unemployment in our country is cumulative. It increases as institutions turn out graduates annually. The rate at which young people are leaving school and seeking employment continuously go faster than the capacity of the economy to provide employment. The value system of the Nigerian society has changed due to the transition from school to work to earn a living. This is because Nigeria that once harboured aliens from West African countries and beyond for employment is currently recording high rate of unemployment (Anyago, 2019). The cause of graduate unemployment in Nigeria is blamed on the university curriculum which has been geared towards stereotyped goals and jobs without adequate practical work. In other words, graduates from our universities acquire knowledge without entrepreneurial skills which would enable them, on graduation to practice what was learnt in school, create jobs for themselves and others and participate in economic development in Nigeria.

In order to make university education functional, relevant and practical, the Federal Government of Nigeria, through the National Universities Commission (NUC) made entrepreneurship education a compulsory course

for all undergraduate students in Nigerian universities. The aim of the policy is to ginger in the students' entrepreneurial spirit that will help to curb the increasing rate of graduate unemployment.

The primary purpose of entrepreneurial education is to develop in the learners' entrepreneurial capacities and mind-sets. This will help graduates to recognize business opportunities, mobilize resources and exploit the opportunity for self-employment which will be beneficial for community and national development (Uche, 2016).

Currently, entrepreneurship education is being offered in all universities and other higher institutions. The introduction of entrepreneurship education into the university curriculum is an empowerment strategy for graduate self-employment, self-reliance and poverty reduction. Where appropriate skills, attitude and knowledge accompanied with appropriate practical work are taught to the students, they would on graduation become self-employed and employers of labour. This will reduce the rate of unemployment if not completely eradicated and move Nigeria from a consumer to producer nation (Okah & Odeola, 2019).

Consequently, entrepreneurship education has been recognized as an important aspect of an organization and economics (Weaver, 2018). It contributes in immeasurable ways towards creating new jobs, wealth creation, poverty reduction and income generating for both government and individuals. Oduma (2017) sees entrepreneurship as the creation of value through fusion of capital, risk taking, technology and human capital. Having understood the role of entrepreneurship in economic development, it becomes apparent that careful attention is needed to invest and promote entrepreneurship education.

In every tertiary institution, course offered are with its entrepreneurial skills inherent in it. Courses like English language both as a major course or as an educational course has many entrepreneurial opportunities in which the teaching of entrepreneurship education would help to broaden the idea of the students to see employment opportunities for self-reliant. Employment opportunities for English language education graduates include teaching in the areas of becoming English language foreign teacher if he/she finds himself outside the Nigeria. It could be said that English language graduate have many entrepreneurial and employment for self-reliant after graduation.

Incorporation of entrepreneurship education in English language education for undergraduate would be a welcomed development. This is because it will not only help to reduce if not eradicating youth unemployment especially among graduates of English language education. Most graduate of English language are roaming the streets without adequate job (Okorie, 2021). Utilisation of entrepreneurial skills by students of English language education would help students develop lesson centres, teaching in schools, becoming consultants in English language, becoming examiners in National and international examinations among others.

Entrepreneurship Education

Definitions of entrepreneurship education are like definitions of entrepreneurship. All emphasized on different aspects of entrepreneurial development. Albert (2021), defines entrepreneurship education as the structured formal conveyance of entrepreneurial competencies, concepts, skills and mental awareness used by individuals during the process of starting and developing their growth-orientated ventures. Bechard and Toulouse (2018), note that it is the type of education which focuses on skills development for those interested in creating new businesses or developing small businesses. They also emphasized that entrepreneurial education focuses on

combining and carrying out a new combination of business elements while education for small business ownership focuses on the skills needed to reproduce or acquire an existing business. Most definitions of entrepreneurship have a similar emphasis on the processes involved in business start-up and growth.

Entrepreneurship education includes all activities aiming to foster entrepreneurial mind-sets, attitudes and skills and covering a range of aspects such as idea generation, start-up, growth and innovation (Fayolle, 2019). Entrepreneurship education is the type of education which has the ability to impact on the growth and development of an enterprise through technical and vocational training (Tamuno, 2020). According to Ohia (2018), entrepreneurship education is that aspect of education which equips an individual and creates in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquired in school. This means that entrepreneurship education helps to provide students with the knowledge, skills and motivation to encourage entrepreneurship in variety of settings. Entrepreneurship education creates the willingness and ability in a person to seek out investment opportunities in the society and be able to establish and run an enterprise successfully based on the identifiable opportunities (Fashua, 2018).

Entrepreneurship education is seen as the gateway to job opportunities and job creation which would constantly enhance self-reliance and self-employment among university graduates. Nwangwu (2019), articulates the objectives of entrepreneurial education at the tertiary level to include: Offering functional education for youths so as to enable them to be self-employed and self-reliant; Providing graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities; Offering graduates adequate training in the acquisition of skills that will enable them to meet the manpower needs of the society.

According to Samson (2020) Entrepreneurship Education has to do with encouraging, inspiring children, youths and elders on how to be independent both in thinking and creativity in business. Business being an economic activity that man engages himself in order to satisfy his needs requires to be well planned for, well managed and coordinating to ensure effectiveness. It can be said that Entrepreneurship education refers to education and teaching given both in school and in the surrounding society. Entrepreneurship education as a concept means growing into entrepreneurship which in turn here means both external and internal entrepreneurship.

On the other hand, from a micro perspective by Sexton and Bowman (2018) entrepreneurship education is creation of business plan, case studies and lectures. For the spirit of Entrepreneurship Education to survive, the educators should take it upon their shoulder to develop courses around business life cycle. Wilson (2021) suggests that Entrepreneurship Education should be creatively grounded and that students should be exposed to real problem solving and taught strategies to deal with ambiguous and complex situation. The whole idea for the introduction of Entrepreneurship Education is to encourage and enhance self-employment, self-reliance and job creation.

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from primary or secondary schools through graduate university programs.

What makes entrepreneurship education distinctive is its focus on realization of opportunity, where management education is focused on the best way to operate existing hierarchies. Entrepreneurship education

can be oriented towards different ways of realizing opportunities: The most popular one is regular entrepreneurship: which deals with opening a new organization (e.g. starting a new business).

Another approach is to promote innovation or introduce new products or services or markets in existing firms. A recent approach involves creating charitable organizations (or portions of existing charities) which are designed to be self-supporting in addition to doing their good works. This is usually called social entrepreneurship or social venturing. Even a version of public sector entrepreneurship has come into being in governments, with an increased focus on innovation and customer service.

Many people seem to worry about the nature of Entrepreneurship Education given to the undergraduates in Nigerian universities. One expects to see guest lectures, students' consultation with the practicing entrepreneurs, and development of business plans, field trips, use of videos and films and special readings. These will create entrepreneurial consciousness. According to Nwoye (2020), notes that there is need for entrepreneurship students to know the things that government has put in place that will enhance entrepreneurial ventures. This is in terms of those things that will enable him or her to venture out and create wealth and accumulate capital in the market place. She also suggested the importance of Information, Communication and Technology to enterprises.

The entrepreneurship education presently given seems to lack good management and acceptable content. Many students seem to have not grasped the importance of the course. There seems to be no seriousness among many students in the participation of the course. One can rightly say that many students see the course as one of those unnecessary courses imposed on them to fulfil graduation requirements. The content and delivery of the course lack proper knowledge, preparation and attainment of the aimed goals and objectives. There is a general feeling among education stakeholders that students only use scanty monographs (handouts) given to them by their lecturers. Some of these monographs have never been reviewed for many years despite the constant changes in knowledge and technology. Hess (2021), maintains that text books devote too little coverage for Entrepreneurship Education. Even the sole required project for the course seems to be given in groups and not individually. It is not so worrisome that the students are paired up but very disappointing that about 10-15 students are found in a group. In most cases, one or two interested people in the group opt to carry out the project while the names of others are just included for the award of marks. This is not good enough because those who did not participate in writing the project, lack the knowledge of how the project is conducted.

An individual project will create more entrepreneurship awareness and more knowledge will be acquired by all students. According to Sexton and Bowman (2018), entrepreneurship students prefer independent efforts, individual activities and individual analysis of situations. He suggested that individual may be more effective than the group activities. Most of the entrepreneurs work alone and working with the existing entrepreneurs would be beneficial for a novice in the area.

Also there seems to be a feeling that Continuous assessment which is very important in students' performance evaluation is minimally or never used. Many-students seem not to put in their best but aim at minimum pass mark of 40%. One gets the impression that the present day education does not support entrepreneurship education. Ifedili (2019), suggests constant assignment to students. It is believed that constant practice makes perfect. There seems to be little or no emphasis placed on the importance of the course. A developing country

like Nigeria needs entrepreneurship education and its application more than any other country. There is a great need to expose and emphasize the importance of entrepreneurship education at all three levels of education; primary, secondary and tertiary. This calls for a reorientation of school system to emphasize and value Entrepreneurship Education so as to cultivate an enterprise culture. There is need for those delivering the knowledge to study and find out from their global neighbours especially developed countries the best way they can teach the course so that there will be effective and efficient teaching and learning.

Objectives of Entrepreneurship Education

Entrepreneurship education covers a wide variety of audiences, objectives; contents and pedagogical methods (Fayolle, 2018). The most commonly cited objectives of entrepreneurship education by previous studies are: to acquire knowledge germane to entrepreneurship, to acquire skills in the use of techniques. in the analysis of business situations and in the synthesis of action plans, to identify and stimulate entrepreneurial drive, talent and skill, to undo the risk-adverse bias of many analytical techniques, to develop empathy and support for the unique aspects of entrepreneurship, to revise attitudes towards change, to encourage new start-ups and other entrepreneurial ventures, to stimulate the 'affective socialization element (Alberti, 2021). The objectives of entrepreneurship education could be classified into three categories: raising awareness, teaching techniques, tools and how to handle situations and supporting project bearers (Fayolle, 2019). Generally, entrepreneurship education aims to increase the awareness of entrepreneurship as a career option, and enhance the understanding of the process involved in initiating and managing a new business enterprise (Wang, 2019).

The following are the objectives of entrepreneurship education and training programmes:

- to acquire knowledge germane to entrepreneurship;
- to acquire skills in the use of techniques, in the analysis of business situations, and in the synthesis of action plans;
- to identify and stimulate entrepreneurial drive, talent and skills;
- to undo the risk-adverse bias of many analytical techniques;
- to develop empathy and support for all unique aspects of entrepreneurship;
- to devise attitudes towards change;
- to encourage new start-ups and other entrepreneurial ventures.

These objectives buttress the need for youth entrepreneurial empowerment through entrepreneurship education at the tertiary level to harness their potentials and intellectual creativity for job creation. Ijaz (2020) observe, that entrepreneurship education provides various opportunities for students in social interactions with their teachers and peer groups which effects on the entrepreneurial learning process and provides a source for entrepreneurial intention. They recommended that entrepreneurship education should be included at all educational levels which develop entrepreneurship intention and can contribute in social development of entrepreneur as well as the country.

In support of this, Postigo and Tamborini (2017) maintain that entrepreneurship education stimulates and develops in the individuals the zeal to be an entrepreneur as well as equipping the person with the tools necessary to set-up of new ventures. This means that entrepreneurship education aims at empowering the youth

through the adoption and promotion of problem-solving pedagogical approach, familiarity with information and communication technology, environmental awareness and entrepreneurship skills (Enaohwo. 2019). It is therefore, a major source of job creation, empowerment and economic dynamism in the globalizing world. In support of this, Donaldson and Scannell (2016), stress the need for the teacher to trigger the desire to learn in the learner by relating the benefits of learning to personal and job needs of the students.

In this regard, entrepreneurial education program should be designed to meet the relevant needs of the students for job creation on graduation. Singh and Sharfta (2011), describe entrepreneurship as the ability to create and build something from practically nothing and it involves the process of creating value by pulling together a unique package of resources to exploit an opportunity. According to them, the need of the time is to empower people technically through entrepreneurship training to cope with the changing times and productivity using their entrepreneurial skills for setting and sustaining enterprises.

Curriculum Plan for Entrepreneurship Education

One of the most popular curricula formats consists of teaching and monitoring the production of a business plan. In a study of leading entrepreneurship educators the development of a business plan is identified as being the most important course feature of entrepreneurship courses (Honig, 2018). Researchers have discovered in their various studies that the fundamental principle of entrepreneurship education is that it deals with the organization of knowledge in a particular subject in such a way that it commands more of the hidden potentials in that subject area for self-employment and job creation with system values that are not ordinarily treated as part of the normal university curriculum (Ogumu, 2021). Thus, as students are exposed to these principles and values in the course of teaching and supervision, they would be able to use the knowledge to help in the development of their community (Uche & Adesope, 2009),

A curriculum plan can be defined as a teaching plan that determines how a series of study will teach in any academic setting. It can also mean a business plan in academic. A business plan here may be defined as a written document that describes the current state and the presupposed future of an organization (White,2015). Preparing a business plan produces an aura of formality and conviction often required before an individual's creation of a new venture will be taken seriously. Business planning is meant to be the first step toward a specific process widely known as entrepreneurship, but unlike the activity of entrepreneurship, it focuses primarily on ideas as opposed to actions (Honig, 2018). A well-crafted business plan is one of the most important communication tools for an entrepreneur and provides a sense of legitimacy to the firm and the founders. The lack of a good business plan may be perceived as a lack of intent or commitment on the part of the founder(s). Many entrepreneurs discover that the preparation of a well crafted business plan can be a daunting task. A well-written plan is concise, yet comprehensive and requires a myriad of decisions about all aspects of new venture creation, from exploiting the opportunity to garnering resources and building the top management team.

Nwosu and Ohia (2009) identified in their study curriculum content which is not practical-oriented, inadequate finance, poor entrepreneurial mindset, inconsistent government policy and poor infrastructure such as lack of stable electricity and water supply as challenges of entrepreneurship education in Nigerian universities.

In a related development, Anyaogu (2019), points out that the content and method of university curriculum are inadequate for the purpose of managing entrepreneurship education geared toward solving graduate unemployment biting the nation. The scholar further contends infrastructural system which has decayed overtime, frequent power interruption and inadequate funding and poor budgetary allocations to the education sector as major constraints to effective teaching of entrepreneurship education in the universities. Akpomi (2009), faults the present method of teaching entrepreneurship education and supported the de-emphasizing of classroom rhetoric. She maintained that the current classroom delivery method is too mechanistic, using the lecture method which does not promote or encourage entrepreneurial behaviour. Similarly, Nwangwu (2019) observes that the nation's institutions are experiencing high dearth of experts in entrepreneurship education and contended that the task of producing entrepreneurial graduates requires specialists in the field, teachers who have practical orientation in entrepreneurship. This position is in consonance with the findings by Etor (2009), maintains that it is imperative that the teaching of entrepreneurial studies should be handled with high sense of professionalism by specialists in the relevant areas of the program. In this way, the teaching of entrepreneurship education in our universities would develop in the graduates knowledge and skills that would enable them to be job creators and employers of labour.

Constructing a convincing business plan requires a deep understanding of the product, the competitive landscape, the business model, and the prospective financial model. However, understanding the business is not enough: a business plan must also be persuasive (White, 2016).

In considering entrepreneurship education, the pedagogical implications of business plans are paramount and should be of concern to many educators in the field. White (2016) suggests that an effective method for teaching skills associated with understanding essential criteria of a business plan, the appropriate pedagogies are similar to those used to teach a craft. A craft is commonly defined as an art, trade, or occupation requiring special skills.

As we can see in the literature, previous studies mentioned the importance of teaching methods in entrepreneurship education but very limited studies investigated on the subfield of teaching methods. These studies pointed out that the choice of teaching methods depends mainly on objective, content and audience of the course as well the constraints imposed by the institutional context. As "business plan" course is a basic course in the entrepreneurship education curriculum with a* specific objective and contents, this study aimed to identify the appropriate teaching methods in this course for the specific audiences of students in entrepreneurship management.

Teaching Methods in Entrepreneurship Education

Lonappan (2011), classifies the teaching methods into following categories: case Study, group discussion, individual presentation, individual written report, group project, formal lectures, guest speakers, action learning, seminar, web-based learning, video recorded.

Solomon (2002) highlights that the most popular teaching methods in entrepreneurship education is a creation of business plans, case studies and lectures. Hytti and O'Gorman (2014) suggest different view as they argued that there are many ways to offer entrepreneurship education, depending on the objectives of such education. If the objective of the education is to increase the understanding of what entrepreneurship is about, the most

effective way to accomplish the objective is to provide information through public channels such as media, seminars, or lectures. These methods are effective in terms of sending the relevant information to a broader population in a relative short time period. If the objective is to equip individuals with entrepreneurial skills, which are applicable directly to work, the best way is to provide education and training that enable individuals to involve directly in the entrepreneurial process, such as industrial training. Lastly, if the objective of the education is to prepare individuals to act as entrepreneurs, the most effective technique is to facilitate experiments by trying entrepreneurship out in a controlled environment, for instance through business simulation or role playing (Ahmad, 2018).

It seems that most authors categorize teaching methods into two groups, which are termed “traditional methods” (comprising normal lectures) and “innovative methods” (which are more action-based), also known as “passive methods” and “active methods”, respectively (Mwasalwiba, 2016). Compared with passive methods, active methods according to Bennett (2017) are those that require the instructor to facilitate learning, not to control and apply methods that enable students’ self-discovery. The three most used methods are: lectures, case studies, group discussions. These are actually the same methods used in other business-related courses, which according to Bennett (2017) are passive and less effective in influencing entrepreneurial attributes. Fiet (2015) explains that instructors rely on lecture-based methods because they can be easily accomplished, and also because they require less investment. Other methods used, but not as common as the previous group, include: business/computer or game simulations, video and filming, role models or guest speakers, business plan creation, project works. Also used were games and competitions, setting of real small business ventures, workshops, presentations and study visits. This latter category of methods is termed "active" and is said to be more appropriate for nurturing entrepreneurial attributes among participants (Mwasalwiba, 2016).

It is however also generally agreed that traditional methods are less effective in encouraging entrepreneurial attributes. It is said that such methods actually make students become dormant participants. These methods prepare a student to work for an entrepreneur, but not to become one. The existing shortfall in teaching methods confirms Kirby’s (2018) comments that most entrepreneurship educators though relate their courses with new ventures creation (educate **for**), they actually end up teaching **about** entrepreneurship. If entrepreneurship is to be learned as a career, it is best done using some kind of apprenticeship. Traditional methods should only be used to give students the commercial underpinnings of their entrepreneurial actions.

But, doing something practical and having an opportunity to question, investigate, converse, and discuss with real-world entrepreneurs gives both Knowledge and skills and also stimulates attitudes. However, in a practical sense most of the advocated active/action-based teaching methods are costly and somehow may not align to the conventional university system of teaching and awarding (Mwasalwiba, 2016). The teachers’ main tasks are to provide theoretical knowledge on entrepreneurship and business planning, to instruct the students to find and test business ideas, and assess business opportunities and to consult group work and business plan writing. The students should realize the importance of preparing a business plan, gain an overview of the Business Plan structure and preparation process, and get some practice in writing a business plan on the basis of their own business idea. Knowledge on how to implement a business idea, experience -of business planning and

information on the process of setting up an enterprise should motivate students to think about setting up their own business and as a result, bring more of them to entrepreneurship (Venesaar, 2018).

Entrepreneurship opportunities in English language

There are many entrepreneurial opportunities for graduates of English language within and outside Nigeria. In Nigeria English language is taught in all the institutions of learning. The English language has established itself as one of the most widely spoken languages on Earth, with over 300 million native speakers and a far higher number of second language speakers. As a result, it is no surprise that every year, thousands of prospective students choose to study the English language with all of its quirks, faults, and contradictions. A good English language degree from a respected university can provide big opportunities both in postgraduate academia and in the ever more competitive jobs market.

Today, as the globalized economy continues to demand for English language proficiency. The English language skills are increasingly important in helping individuals succeed in their jobs, and businesses to reach out to international markets. Developing nations seek to reposition themselves in the new global economy by employing more strategies to achieve this goal; one of these strategies is underpinning individuals' language skills. This indicates how English language skills became a crucial requirement to develop a competitive economic advantage in the global economy. Hence, companies that aim to invest worldwide require their employees to speak English at the intermediate level at least. One study conducted by the Economist Intelligence Unit (2018) based on a survey targeted at 572 executives in Europe, Asia Pacific, North America, and Latin America reported that “even when recruiting for jobs in their home market, almost one-half of all companies say that prospective candidates need to be fluent in a foreign language, and a further 13% say that multilingual ability is a key selection criterion”. A study conducted by Haydon (2010) on 20 companies in five countries: Bangladesh, Cameroon, Nigeria, Pakistan, and Rwanda affirms that English language skills are significantly demanded: “On average, over half of interviewees in the researched countries commented that their workforce was required to speak English to at least intermediate level” moreover. “On average for all the studied countries, salaries for English speakers versus non-English speakers were around 25% higher. This is a major incentive for individuals to improve their English, and it is broadly accepted in each country that strong language skills lead to economic prosperity and individual wealth”.

In terms of job potential and career focus; for example, an obvious career path that relies on strong foreign language skills is translation and interpretation. With the globalization of businesses and populations growing increasingly cosmopolitan, the need for a transactional knowledge of languages has become very important in both private and government sectors. According to Bureau of Labour Statistics (2014:15), employment of interpreters and translators is projected to grow 29 percent from 2014 to 2024, much faster than the average for all occupations. Employment growth will be driven by increasing globalization and by large increases in the number of non-English-speaking people in the United States. Job prospects should be best for those who have professional certification. For example, countries that receive people of different linguistic origins converging for medical treatment require hospitals and health organizations to provide language interpreting and translation services. Regardless of which career path is pursued, studying a foreign language can also help with some of the intangible skills that are critical to success in one's professional, and personal life including: strong analytic

skills, an appreciation for different perspectives, and deep cultural awareness and sensitivity, For example, the Nigerian economy is expected to depend largely on tourism as one of the main national income. This is to substantiate a rationale in relating foreign languages to the total development of developing countries.

Currently, Nigeria and other countries in West Africa have thousands of NGOs and projects which involve foreign funders; therefore, the tasks revolve around interactional needs and writing tasks pertaining to transactions which are language-based. This means that an English language graduate stands a better position 'to become consultant in ensuring that there is hitch free businesses among people from non-English speaking countries

Other careers most often associated with an English language graduate is teaching, either in primary or secondary education, but many other options are available in this area including - if you have the appropriate foreign language skills - teaching English as a foreign language (Palie. 2016). Another common career path for graduates is journalism or writing, often done following a postgraduate course. These options make clear use of the kind of transferable skills you can expect to acquire over the course of your degree. English graduates may also find work in the areas of marketing and public relations, where their strong grasp of the finer points of the English language can prove to be very useful to potential employers. Aside from this, one must also consider that acquiring a strong degree from a respected institution offers a huge number of opportunities in itself, that aren't specific to-an English language degree, such as in graduate employment schemes.

Conclusion

The paper indicates that the fields in which graduate learners are to be enrolled upon graduation require them to be highly skilled in the use of English language. Working in non-governmental organizations which depends heavily on foreign subsidies, demand specific skills such as writing proposals, reports, letters among others, and the ability to communicate effectively are subtle requirements in entrepreneurship development. The graduates need to be exposed to authentic syllabuses which involve materials that are related to business, tourism, communication to acquire useful vocabulary through authentic contexts. Therefore students who look forward to becoming teachers, whether for primary, secondary or even at tertiary level should be aware of teaching and learning techniques, strategies, activities, approaches and other pedagogical aspects of learning.

Recommendations

Recommendations on this article are based on the issues discussed. The following recommendations are made;

1. Replacing classical literature courses with others that are related to communication skills such as, speaking and writing; therefore, graduates would have better chances to advance professionally in their future jobs.
2. Including English for Specific Purposes (ESP) such as business English courses satisfy non-governmental organizations functions, such as writing fundraising proposals, extended reports, letter writing, among others.
3. Redesigning English language programs to meet the needs of the market place. For example, offering more courses that are related to applied linguistics contributes to the enhancement of teaching skills for those who are looking forward to becoming teachers.

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