



Integrating Reading into Entrepreneurship Education: Challenges, Social Influences and Strategies for Nigerian Secondary Schools

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Abstract

The thrust of this paper is to highlight entrepreneurship education vis-à-vis the crucial roles it plays in equipping students with the skills necessary for economic self-sufficiency. Its integration into reading in Nigerian secondary schools presents several challenges, including curriculum development, resource constraints, teacher expertise and digital literacy. This study explores these challenges while examining the societal influences from such sources as family, schools, peers, media and community organisations on entrepreneurial literacy. By fostering a reading culture within entrepreneurship education, students can develop critical thinking, problem-solving skills and business acumen. The study therefore highlights instructional strategies such as guided reading and shared reading, peer-assisted learning and collaborative activities, among several other strategies that are strategies adopted by many other countries of the world for overcoming barriers. These include professional development for teachers, improved access to resources and collaboration among stakeholders. The study is thus able to provide actionable strategies for addressing Nigeria's high youth unemployment rate through education. By equipping students with both literacy and entrepreneurial skills, it aligns with national and global objectives for sustainable development, particularly in fostering innovation and economic self-reliance. The study concludes with recommendations for policy reforms, enhanced curriculum design and structured assessment frameworks to ensure successful implementation of reading-based entrepreneurship education in Nigeria.



Keywords: Entrepreneurial literacy, Entrepreneurial mindset, Reading and Reading culture

Introduction

Reading is a fundamental skill within the Nigerian secondary school curriculum, particularly embedded in the English Language and Literature-in-English subjects. However, the evolving economic situation necessitates an educational approach that equips students with entrepreneurial mindsets before they leave school. Mwasalwiba (2010) points out that teachers are gradually moving toward a common way of teaching entrepreneurship. However, there are still gaps in what teachers aim to achieve, how they teach and how they measure success. Because of these differences, it is difficult to accurately assess whether entrepreneurship education is effective. To improve results, he suggests creating a more consistent and standardised approach to teaching and evaluating entrepreneurship programmes. This paper therefore advocates the intentional integration of entrepreneurship education into the reading curriculum to foster business insight, innovation and financial literacy among students. Ayodele and Alonge (2017) underscore the significance of incorporating entrepreneurial literacy into the curriculum to provide students with the skills, perspectives and understanding required to thrive in a dynamic global environment, one that fosters creativity, financial progress and individual satisfaction. By adapting to the English Language and Literature curriculum to emphasise entrepreneurial themes, Nigerian students can gain not only linguistic competence but also the entrepreneurial skills necessary to address the country's social and economic challenges, particularly youth unemployment (Oyebanjo et al., 2024). Thus, reading in English Language and Literature subjects becomes a powerful tool for empowering young minds to think creatively and apply theoretical knowledge to practical business situations, laying the foundation for entrepreneurial success.



As part of government initiatives to promote self-reliance in Nigeria, there is a strong emphasis on incorporating entrepreneurship into the school curriculum. The country's 6-3-3-4 educational system which includes vocational and technical education is designed to equip students with practical skills for work and independence. Subjects such as Computer Studies, Crafting, Metalworking, Home Economics and Agriculture impart hands-on abilities that address the immediate needs of the economy. However, while these subjects provide practical skills, the English Language curriculum remains largely focused on comprehension, analysis and literary appreciation, leaving a gap in entrepreneurial instruction. The introduction of entrepreneurial education aims to empower students by promoting sustainable development, fostering business diversification and innovation and mitigating persistent unemployment challenges (Oyebanjo et al., 2024). To fully prepare students for evolving job market, it is essential to integrate entrepreneurial thinking into reading instruction, ensuring that students are not only literate but also equipped to navigate and influence the national economy through entrepreneurial education.

Despite the recognition of entrepreneurship as a crucial driver of economic growth, Nigeria's secondary school curriculum does not explicitly integrate entrepreneurial literacy into reading instruction. Naija Scholar (2024) asserts that while the English Language curriculum provides a strong foundation for language instruction, it has faced criticism for its insufficient emphasis on entrepreneurial and vocational skills, its limited integration of digital literacy and its overreliance on literary analysis. As a result, many students graduate with strong literacy skills but lack the entrepreneurial mindset necessary to identify and pursue business opportunities. Addressing these limitations requires a more dynamic and skills-oriented approach to curriculum development, one that combines traditional literacy with practical and vocational knowledge.



To bridge this gap, educators and policymakers must consider redefining the role of reading beyond its traditional academic functions. Reading can serve as a catalyst for entrepreneurship by exposing students to business concepts, financial literacy and problem-solving strategies. Through engagement with entrepreneurial biographies, case studies, industry reports and financial documents, students can develop critical thinking and decision-making skills essential for business success (Oyebanjo et al., 2024). By incorporating entrepreneurial literacy into reading instruction, Nigeria can better prepare its youth for self-employment, economic independence and active participation in national development (Onotere, Isama & Okpan, 2021).

This study intends to bridge the gap between literacy development and entrepreneurship education in Nigerian secondary schools. While existing research often treats entrepreneurship education and reading literacy as separate fields, this study tries to integrate them, demonstrating how a strong reading culture enhances entrepreneurial competencies such as problem-solving, critical thinking and decision-making.

Reading and the Entrepreneurial Mindset

In the Nigerian education system, reading is traditionally viewed as a linguistic and academic skill, primarily taught through English Language and Literature-in-English subjects. However, given the growing need for self-reliance and economic empowerment among young people, it is crucial to rethink the role of reading as a tool for fostering entrepreneurship. Academic performance is strongly linked to reading proficiency, as students with strong reading skills tend to excel not only in other subjects but also in entrepreneurial education (Omo-Ojugo, 2020). According to Ayodele and Alonge (2017), students who struggle with reading in English often perform poorly in Mathematics, Sciences and Social Studies.

In a similar development, Mike (2023) asserts that regular reading enhances cognitive functions, particularly in areas related to language,



vocabulary, communication abilities and attention to details. Reading serves as a mental exercise, increasing brain activity and improving cognitive performance. In the context of entrepreneurship, reading strengthens communication skills, fosters critical thinking and boosts confidence. It enables entrepreneurs to articulate their ideas clearly, persuasively engage with stakeholders and build meaningful relationships. Additionally, reading enhances problem-solving abilities and broadens knowledge, contributing to credibility, self-assurance and long-term business success.

A well-developed vocabulary fosters effective communication, a crucial skill for entrepreneurs. According to McCarthy (2016), strong interpersonal skills are essential for entrepreneurship, helping in idea promotion, networking and team building. The development of these skills begins with a solid foundation in reading and language use. Moreover, comprehending scientific concepts and solving mathematical problems require extensive reading and strong comprehension skills. Limited reading proficiency can hinder students' ability to understand complex information and follow instructions, ultimately affecting their entrepreneurial potential. Poor reading skills often lead to struggles in grasping scientific and mathematical concepts, which in turn negatively impacts academic performance (UNESCO, 2021).

Entrepreneurs must stay informed about the latest trends and advances in their industries. Continuous reading and learning enable them to adapt to changing market conditions and remain competitive. According to Kidd and Castano (2013), reading fiction fosters creativity and imagination by allowing readers to engage with innovative scenarios and diverse perspectives. Exposure to new ideas through reading stimulates creative thinking, which is essential for entrepreneurship.

Reading also promotes reflection and personal development by introducing readers to diverse views, moral values and life lessons. It serves as a tool for social mobility by equipping individuals with knowledge, skills and experiences necessary for professional and



personal growth (Gove & Cvelich, 2019). Rae (2007) emphasises that reading for entrepreneurship can be an ongoing instructional tool, providing aspiring entrepreneurs with the insights, skills and strategies needed to navigate the business world successfully. This view is supported by Kuratko (2009); Blank and Dorf (2012), who argue that reading about innovative concepts, entrepreneurial success stories and market trends fosters creativity and enhances problem-solving abilities. Reading business books, articles and blogs aids in developing key skills in finance, strategy, marketing and management.

Reading significantly influences the mindset, abilities and skills of potential entrepreneurs. By engaging with business literature, articles, case studies and blogs, students gain valuable knowledge, inspiration and insights that enhance their problem-solving skills and creativity (Rae, 2007). Learning about successful entrepreneurs such as those behind Apple, Tesla and Airbnb can inspire Nigerian business owners to leverage disruptive technologies like digital platforms, IoT solutions and renewable energy (Gershon, 2015; Christensen, 2016). Similarly, studying Konga's innovative online shopping strategies in customer experience, digital payments and logistics can drive innovation in Nigeria's e-commerce sector. Flutterwave's fintech advancements in international trade and digital payments can inspire Nigerian entrepreneurs to explore financial technology. Additionally, Andela's approach to talent development and remote work can encourage investment in human capital and technological skills.

A comparative study on entrepreneurship education in the United States and Europe by Jones and Iredale (2014). found that students who engage with entrepreneurial literature and real-world business cases develop a deeper understanding of entrepreneurial processes and skills. Their research highlights the impact of reading and case studies in entrepreneurship courses. Ani (2014) reinforces this perspective, arguing that continuous engagement with reading throughout students' academic journey fosters an entrepreneurial mindset, equipping them



with the foundational knowledge to start their own businesses or pursue self-employment.

Anderson and Jack (2008) explored the role of reading materials in fostering entrepreneurial mindsets in secondary school students. Their study assessed how business case studies and entrepreneur biographies influence students' attitudes toward entrepreneurship. They emphasised the need to integrate entrepreneurship literature into language and literature instruction to provide students with both motivation and knowledge. Ani (2014) further asserts that while reading plays a crucial role in shaping attitudes, promoting leisure and broadening academic perspectives, key factors in national development, it remains undervalued in the school curriculum. As a result, many students lack the reading comprehension skills necessary for entrepreneurial success. According to UNESCO (2021), reading and case study analyses are essential methods for developing entrepreneurial skills as they improve critical thinking, problem-solving and the ability to comprehend real-world business situations.

Innovative educational approaches such as those implemented at Aalto University and Rouen Business School, demonstrate the effectiveness of combining reading with creative thinking exercises. These institutions integrate entrepreneurial role-play, essay writing and narrative development inspired by abstract art into their curricula. Such exercises help students to develop essential entrepreneurial skills, aligning with the 2014 European Union report on entrepreneurial literacy. However, several challenges hinder the implementation of entrepreneurship education, including limited resources, shortage of qualified educators and inadequate support from educational policies (European Union, 2014).

Empirical evidence supports the integration of entrepreneurial reading materials into secondary school curricula. Anderson and Jack (2008) demonstrated that incorporating entrepreneur biographies and case studies significantly enhanced students' entrepreneurial mindsets. Rae



(2007) found that regular exposure to entrepreneurial literature improves creative thinking and problem-solving abilities. Ani (2014) on the other hand, confirmed that engaging students with targeted reading throughout their schooling fostered innovative approaches to entrepreneurship. Additionally, Weng, Chiu and Tsang (2022) argued that a combination of theoretical reading and hands-on experiential learning is essential for fully nurturing an entrepreneurial mindset in secondary school students.

Nigerian secondary schools face significant challenges that impede the development of innovative skills. A major issue is limited reading proficiency, with many students struggling due to lack of access to diverse and engaging reading materials. Furthermore, the prevailing curriculum emphasises rote learning and examination preparation over critical thinking and creative problem-solving. This narrow focus prevents the integration of entrepreneurial concepts, hindering the development of essential skills such as innovation, adaptability and strategic thinking (Ani, 2014; Ayodele & Alonge, 2017). To address these challenges, entrepreneurial literacy should be embedded within English Language and Literature classes. Incorporating reading materials that feature entrepreneurial narratives, case studies and problem-solving scenarios can help nurture critical business skills and foster innovative thinking from an early age. Curriculum modules that merge literary analysis with entrepreneurial themes can enable students to understand market dynamics, assess business opportunities and develop strategic communication skills. This integrated approach will not only enhance reading proficiency but also cultivate an entrepreneurial mindset, empowering students to become proactive problem-solvers and future job creators (Rae, 2007; Kuratko, 2017). The following are rudiments required for integrating reading into entrepreneurship education:



Entrepreneurial Literacy and Motivation for Reading: To effectively relate the concept of entrepreneurial literacy to the motivation for reading and literacy development among secondary school students, we must consider how entrepreneurial literacy can serve as a powerful motivator for students to engage with reading and develop critical literacy skills.

Business Awareness and Reading Motivation: Understanding market trends, industry shifts and economic principles require students to engage with various texts, including business reports, case studies and news articles. Exposure to real-world business challenges encourages students to read extensively beyond their school curriculum, fostering intrinsic motivation to explore new knowledge.

Innovation, Problem-solving and Literacy Development: Reading about entrepreneurs, success stories and case studies stimulate curiosity and critical thinking. Exposure to diverse entrepreneurial narratives fosters problem-solving skills and encourages students to engage with complex texts, improving their reading comprehension and analytical abilities.

Financial Literacy as a Reading Catalyst: Developing financial literacy requires reading and interpreting financial reports, contracts and business models. This real-world application of reading helps students to see literacy as a valuable skill for their future success, increasing their engagement with complex texts.

Communication Skills and Reading Proficiency: Mastering business communication such as writing proposals, crafting persuasive narratives and negotiating demands strong reading skills. Exposure to diverse genres including persuasive writing, formal reports and business correspondence, enhance students' reading fluency and comprehension, making reading more purposeful activity. Entrepreneurial literacy does not only equip students with business skills, but also creates a strong motivation for reading by providing real-world relevance, problem-solving opportunities and financial empowerment. By integrating entrepreneurial literacy into the curriculum, educators can foster a



culture of reading engagement, ensuring that students see literacy as a valuable tool for both academic and professional success.

Countries that have integrated Reading into Entrepreneurship Education Curricula

Nigeria might take inspiration from other nations that have successfully incorporated entrepreneurship education into their curricula using a variety of approaches, including reading and literature-based strategies. Several nations have effectively fostered entrepreneurship through school reading initiatives, including Finland, the United States, Singapore, Ghana, Denmark and South Africa, among other several countries.

Finland: Finland places a strong emphasis on reading and business creation. The integration of entrepreneurship education into various subjects fosters creativity, critical thinking and problem-solving skills. The award-winning programme “Me and My City” enables sixth-graders to practise entrepreneurial and work-life skills by combining classroom activities with a visit to a miniature city (European Commission, 2016).

The United States: The United States promotes entrepreneurship in schools through reading and interactive activities. The Junior Achievement USA programme offers activities and readings focused on financial literacy, entrepreneurship and career readiness. Students engage in practical exercises such as reading case studies and business-related literature (Junior Achievement USA, 2012).

Singapore: Singapore has a strong foundation for entrepreneurship education. The national curriculum integrates entrepreneurship and places a strong focus on project-based learning and reading. Skills Future, a programme initiated by the Ministry of Education (MOE) in 2014, emphasises entrepreneurial education as a vital component of lifelong learning and workforce readiness. Students collaborate, solve problems and gain proactive experience by working on real-world entrepreneurial projects (Singapore's Ministry of Education, 2014).



Ghana: Ghana is among the African nations where Junior Achievement (JA) Africa operates. JA Africa provides students with entrepreneurial education focusing on reading and practical business skills. Many young Ghanaians have acquired the knowledge and abilities to launch their own businesses, contributing to economic growth (Junior Achievement Africa, 2022). The School Entrepreneurship Initiative (SEI) in Ghana seeks to integrate entrepreneurship education into the academic curriculum, emphasising reading and practical business training. SEI has successfully promoted an entrepreneurial mindset among students, leading to the establishment of numerous student-led businesses (School Entrepreneurship Initiative, 2021).

Denmark: Denmark encourages students to be creative, innovative and entrepreneurial. The Danish Foundation for Entrepreneurship supports schools by providing entrepreneurial literature, training and materials. The country ensures that all students have access to entrepreneurial learning opportunities through comprehensive curricular integration (Danish Foundation for Entrepreneurship, 2023).

South Africa: South Africa prioritises practical skills and real-world applications through the South African Entrepreneurial and Enterprise Development (SEED) programme. SEED incorporates entrepreneurship education within the academic curriculum, encouraging students to read business-related literature, engage in project-based learning and establish their own entrepreneurial ventures (South African Entrepreneurial and Enterprise Development, 2023).

Fostering Entrepreneurship through Reading

Exposure to diverse reading materials can provide students with different perspectives and ideas, fostering innovation and comprehensive understanding. Reading is a crucial tool for aspiring entrepreneurs, as it helps to develop critical thinking, financial literacy and strategic decision-making.



Books and Academic Journals: Reading books and academic journals helps students to gain in-depth knowledge and theoretical foundations in entrepreneurship. Research articles and case studies provide insights into business strategies, economic trends and market dynamics.

Industry-Specific Magazines and Blogs: Staying updated with industry-specific publications allows students to track current trends and practical insights. Business blogs and digital resources help learners to explore contemporary business challenges and solutions.

Case Studies of Successful Entrepreneurs: Studying real-life business case studies enhances practical understanding and application of entrepreneurial concepts. Books and articles featuring successful Nigerian entrepreneurs such as Tony Elumelu, Aliko Dangote and Ibukun Awosika offer valuable insights into their journeys, challenges and strategies. Analysing their business successes helps students to apply relevant strategies to their own entrepreneurial pursuits.

Local Business and Entrepreneurship Insights: Focusing on readings that highlight local businesses and entrepreneurs who have succeeded in the Nigerian market provides relatable and practical learning experiences. Examining specific strategies that work within the local context enables students to replicate or innovate upon them. Understanding how local culture and economic conditions influence business strategies fosters adaptive and sustainable entrepreneurial thinking (Omotayo, 2017; Johnson & Afolabi, 2018; Eme, 2020)

Instructional Strategies that Promote Entrepreneurship

Traditional academic framework in Nigerian secondary schools have historically emphasised rote learning and standardised testing, often neglecting the development of an entrepreneurial mindset. This paper argues that integrating innovative reading practices into the English Language and Literature curriculum can effectively bridge this gap. By employing instructional strategies such as guided reading, peer reading, interactive read-aloud and more, teachers can create dynamic learning environments that do not only improve literacy skills but also cultivate



critical thinking, creativity and practical problem-solving abilities. These strategies will encourage students to engage with entrepreneurial narratives and case studies, providing them with the analytical tools and real-world insights necessary to become innovative problem-solvers and future job creators.

Key Instructional Strategies

Guided Reading and Shared Reading: Conduct guided reading sessions where small groups of students work together at similar reading levels, receiving targeted instruction and support. Shared reading involves reading as a class with the teacher as a model of fluent reading and guiding comprehension through discussions related to entrepreneurship. Regular summarisation and questioning deepen understanding (Neck & Greene, 2011).

Interactive Read-aloud: Transform standard reading sessions into engaging discussions where students predict, question and debate key themes, linking literature themes to entrepreneurship topics on innovation and strategic decision-making. This approach enhances reading comprehension while fostering critical thinking and idea articulation (Wright, 2019).

Peer-assisted Learning and Collaborative Activities: Pair students for reading activities, use literature circles or book clubs to encourage discussion and analysis of texts; analyse business articles from platforms like Business Day and Ventures Africa to understand market trends and strategies (Gokhale, 1995)

Project-based Learning: Assisting students to create business plans based on readings and present them. This practical application enhances understanding and implementation of entrepreneurial concepts (Neck & Greene, 2011).

Guest Speakers and Mentorship: Inviting entrepreneurs to share experiences and answer students' questions. Pairing students with mentors for guidance and recommended readings, applying knowledge to entrepreneurial projects (Rhodes, 2002).



Technology-enhanced Learning: Use of online platforms like Coursera, Udemy and Khan Academy for entrepreneurship courses, and supplementary readings with interactive content are advised (Clark & Mayer, 2016).

Role-playing and Simulations: Engage students in virtual business simulations where they can apply readings to make decisions and solve problems. Role-play scenarios as entrepreneurs, investors or customers based on readings (Kolb, 2014).

In a similar vein, Clary (1977) proposes an individualised approach to teaching reading in content areas, emphasising personalised learning experiences. This approach can be applied to fostering entrepreneurship through reading in several ways:

Choice and variety: Provide diverse reading materials, such as biographies of entrepreneurs, business case studies, industry reports and articles, exposing students to multiple facets of entrepreneurship.

Personalised learning: Allow students to explore entrepreneurial topics that resonate with their interests, fostering motivation and deeper engagement.

Understanding and comprehension: Incorporate discussions, clarifications and interactive activities related to entrepreneurial concepts to enhance understanding.

Success and progression: Provide tailored resources and support to build students' confidence in entrepreneurship education, fostering a sense of growth and readiness for business ventures.

Recommend Reading List for Nigerian Secondary Schools Students

a. "The Audacity of Hope" by Barack Obama – Insights into leadership and perseverance, crucial for entrepreneurs.

b. "The Smart Money Woman" by Arese Ugwu-Practical financial literacy tips and entrepreneurship advice tailored to the Nigerian context.

c. "The Alchemist" by Paulo Coelho-Inspires students to follow their dreams and recognise opportunities.



d. "My Vision: Challenges in the Race for Excellence" by Mohammed bin Rashid Al Maktoum-Lessons on leadership and entrepreneurship from Dubai's transformation.

Encourage regular reading of publications like Business Day, The Guardian's business section and Ventures Africa to stay informed about market trends and entrepreneurial strategies.

Challenges that May Arise: According to the European Commission (2013), redesigning entrepreneurship education through reading in schools presents several challenges. Addressing these challenges is crucial for redefining the role of reading in cultivating entrepreneurial literacy. The key challenges include:

Curriculum development: Designing a curriculum that seamlessly integrates reading with entrepreneurial concepts requires collaboration between English Language and Literature teachers and entrepreneurship specialists. In Nigeria, this alignment with educational standards is essential to ensure that students not only improve their reading skills but also develop an entrepreneurial mindset (Gordon, 2018).

Resource constraints: Many Nigerian schools face limitations in accessing diverse reading materials and entrepreneurial project resources. Lack of digital tools and updated literature further restricts the ability to provide students with the necessary content to build entrepreneurial literacy, thereby impeding the development of both reading and business acumen (Smith, 2019).

Professional development/subject expertise: Teachers in Nigeria face significant challenge in delivering a curriculum that combines reading and entrepreneurship as they often require specialised training to do so effectively. Opportunities for professional development are limited by logistical and financial factors (Smith, 2019).

Diverse interests: Students display varying levels of interest in reading and entrepreneurship. Some may struggle to see the relevance of entrepreneurial themes within traditional texts, affecting their engagement and motivation. Tailoring reading materials to resonate



with students' interests is essential to overcome this challenge (Lee, 2021).

Varied skill levels: Classrooms in Nigerian secondary schools often have a wide range of reading abilities and learning needs. Providing individualised support to students who struggle with either reading or entrepreneurial concepts is resource-intensive but necessary for ensuring that all students can develop entrepreneurial literacy (Williams, 2022).

Evaluating progress: Monitoring and evaluating students' progress in an integrated reading and entrepreneurship curriculum requires robust assessment frameworks. Without these frameworks, it becomes difficult to measure how effectively students are acquiring both literacy and entrepreneurial skills (Thompson, 2022).

Teacher, parental and community support: Gaining support from teachers, parents and the broader community for an integrated curriculum is challenging, especially if stakeholders do not fully appreciate the value of entrepreneurial literacy. In Nigeria, fostering a supportive culture that values reading as a tool for entrepreneurial success is vital for the initiative success (Ojo & Adewale, 2022).

Funding: Securing adequate funding to support the integration of reading and entrepreneurship education is a significant challenge, particularly in underfunded schools. Sufficient financial resources are essential to provide necessary materials, technology and professional development for educators (Martinez, 2019).

Balancing subjects: Integrating reading and entrepreneurship into the school timetable is challenging due to already packed schedules. Balancing these subjects with other academic and extracurricular activities requires careful planning and prioritisation to ensure that entrepreneurial literacy receives adequate attention (Davis, 2021).

Access to technology/digital literacy: Effective integration of entrepreneurial literacy depends on access to modern digital tools and adequate digital literacy skills among both teachers and students. In



many Nigerian secondary schools, limited access to technology poses significant barrier to implementing interactive and technology-enhanced learning approaches (Anderson, 2022).

If these challenges are addressed, Nigerian secondary schools can effectively integrate more entrepreneurial literacy into their reading curricula, thereby equipping students with the skills and mindset necessary to succeed in a dynamic economic landscape.

Societal Influence on Entrepreneurial Literacy

Entrepreneurial literacy is not developed in isolation, it is significantly shaped by external influences that extend beyond classroom. Families, schools, peers, media and community organisations contribute to creating an environment that fosters love for reading and the skills required for entrepreneurial success.

Family: Families play a pivotal role in shaping early attitudes toward entrepreneurship. Through discussions, role modeling and active support of entrepreneurial endeavours, families can instill positive mindsets and habits from an early age. Moreover, strong family reading habits and an emphasis on literacy contribute to developing a lifelong love for reading as an essential foundation for entrepreneurial literacy (Bus & Neuman, 2005).

Educational institutions: Schools are the primary places for formal education in both reading and entrepreneurship. By integrating structured reading programmes with entrepreneurial themes, schools can enhance students' literacy, critical thinking and overall understanding of diverse subjects. This dual focus improves academic performance and equips students with the analytical skills necessary for identifying business opportunities (Neuman & Celano, 2001; Fayolle & Gailly, 2015).

Peers: Peer interactions significantly influence attitudes and behaviours related to both reading and entrepreneurship. Positive peer engagement through collaborative reading activities and discussions can spark entrepreneurial aspirations and introduce new ideas. Peer



recommendations and group discussions can further enrich students' exposure to entrepreneurial literature and innovative concepts (Klyver et al., 2013).

Media: Media is a powerful tool in shaping perceptions of entrepreneurship and literacy. Books, films and online content that showcase successful entrepreneurial journeys can inspire students to pursue similar paths. Additionally, media coverage of literacy initiatives and reading campaigns emphasises the importance of continuous learning and personal development which are vital for entrepreneurial success (Kirkwood & Walton, 2010; Cook-Gumperz, 2006).

Community organisations: Community organisations contribute essential resources and support systems that enhance entrepreneurial literacy. By offering networking opportunities, mentorship programmes and access to community libraries and book clubs, these organisations promote diverse reading experiences and provide practical support for aspiring entrepreneurs (Stangler & Litan, 2009; McQuail, 2000).

Conclusion

Fostering entrepreneurship through reading in Nigerian secondary schools can significantly contribute to addressing youth unemployment and promoting economic growth. By integrating reading into entrepreneurship education, students can develop critical skills, innovative thinking and a deeper understanding of business concepts. Overcoming the challenges requires a comprehensive approach involving educational reforms, adequate resources, professional development and community support. With these efforts, Nigeria can cultivate a generation of skilled and innovative entrepreneurs capable of driving sustainable development.

Recommendations

Reading should be included in Nigerian secondary schools' entrepreneurship education programmes to provide students with skills, knowledge and creative thinking required to thrive in an economically challenging environment. Educational authorities and stakeholders



should provide reading materials that are context-specific, relevant and engaging for Nigerian secondary school students, with an emphasis on entrepreneurship and economic growth. Teachers should undergo training and capacity-building programmes to successfully incorporate reading into entrepreneurship education, utilising a variety of teaching methodologies and modern technologies. Schools should promote extra-curricular reading activities, such as book clubs, reading competitions and author visits to cultivate a reading culture and entrepreneurial spirit among young people. Educational institutions, government agencies and private-sector groups should collaborate to enhance entrepreneurial education and reading competence by sharing resources, expertise and best practices. Regular evaluation of reading-based entrepreneurial education programme is necessary to identify areas for improvement, guide policy decisions and ensure sustainability. Implementing these recommendations will make Nigerian secondary school students equipped with the reading proficiency and entrepreneurial skills required to succeed in an increasingly complex and competitive environment.

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