

EMERGING PROSPECT AND PROBLEM IN ENTREPRENEURSHIP EDUCATION: EFFICACY OF COUNSELLING

Dr. Christy Ngozi Nwaoba

*Department of Agricultural and Home Economics Education,
Michael Okpara University of Agriculture,
Umudike,
Abia State.*

Abstract

Prospects abound in entrepreneurship education and there are also plethora of problems militating against its present and future progress. This paper therefore discussed the concept of entrepreneurship education, the prospects in it such as job creation and self reliance, accelerated economic and industrial development of business attitude, improvement of managerial efficiency, poverty alleviation and others. The problems facing entrepreneurship education were equally examined such as lack of youth motivation, insufficient entrepreneurship career counselling, readiness aptitude of youths, low image of entrepreneurship education among others. Efficacy of counselling in eradicating the problems was also highlighted. This includes proactive career information through career convention, excursion, youth seminars, group counselling, parent fora among others. Based on the discourse, many recommendations were made which include that entrepreneurship career counselling unit should be introduced in the educational institutions right from the nursery school through the tertiary level and that counseling education presently should incorporate entrepreneurship guidance.

Key words: Entrepreneurship education, prospects, problems and counselling efficacy.

Entrepreneurship education has been varied viewed as an effective tool for entrenching sustainable development. Adinoyi (2012) viewed entrepreneurship education as the most reliable vehicle to economic prosperity. It has the inherent characteristics of fueling the efficient use of human and material resources. It serves as a key to the spread of innovative and creative ideas .The application of innovative and creative ideas leading to job creation and economic empowerment is only

possible through entrepreneurship education. Agetue and Nnamdi (2011) defined entrepreneurship education as a strong source of job creation, poverty alleviation and economic development. It thus, fosters national development. Entrepreneurship education is a specialized training that helps individuals to acquire skills, knowledge, managerial abilities, capabilities that enable individuals to become self employed or employers of labour instead of becoming an employee of government or another private employer. Ayeduso (2004) defined entrepreneurship education as an effective means of providing human beings with skills relevant to social needs of sustainable national and individual development.

Harnessing of other factors for formation of business venture is made possible in youths through the idea and skills acquired in entrepreneurship education. Such other factors are capital, site of a business enterprise, material needed among others. This is the rationale behind Akintola's (2002) assertion that entrepreneurship education is a programme that prepares individuals to acquire knowledge and skills to undertake the formation and operation of small business enterprise; thus, it is safe to say that entrepreneurship education constitutes efforts made to equip people with valid and usable knowledge, skills, competences and business attitudes that assist them to own and manage (their own) business ventures efficiently. It is a training that enables one to be not only self-reliant but also economically powerful.

With entrepreneurship education, an individual acquires the required knowledge and skills for production of goods and services, it gives one an enabling ability to recognize business opportunities. It provides individuals with the attitude and insight to go into investment.

The elevation of human condition is the primary concern of entrepreneurship education. Okoye (2003) opined that through entrepreneurship education, young persons are enabled to develop their knowledge, skills, adopt new behaviour, attitude and be better able to survive in their society. The knowledge, skills and attitude acquired through entrepreneurship education also enable the recipients to be more productive citizens and nation builders. Mbaane (2006) perceived entrepreneurship education as the greatest force that can be used to achieve quick development of the nation's economic resources. The objectives of entrepreneurship education as well as various efforts that have gone into its implementation are based on this conviction.

Objectives of Entrepreneurship Education

The objectives of entrepreneurship education according to Imeh (2012) include:

1. To provide meaningful education for youths that would make them to be self-reliant.

2. To provide graduates with the training and support necessary to help them establish a career in small and medium scale business.
3. To provide graduates with training in skills that will make them meet the manpower needs of the society.
4. To provide graduates with training in risk management to make uncertainty bearing possible and easy.
5. To stimulate industrial and economic growth of rural and less developed areas.
6. To provide graduates with enough training that will make them creative and innovative in identifying new business opportunities.

From the objectives listed above, it is obvious that entrepreneurship education is designed to make youths acquire the relevant entrepreneurial skills to become wealthy through entrepreneurial preparations as well as becoming self-employing, self-sustaining, self-reliant and effective contributors of national development. All these border on the prospects of entrepreneurship education.

Prospects of Entrepreneurship Education

Job Creation and Self-reliance

Entrepreneurship education is a viable tool in the industrial and commercial development of the nation.

It imparts in youths, the ideas, innovations and creative skills needed to match employment opportunities. Through entrepreneurship education literate, healthy and self-reliant citizens that would create wealth for sustainable development are produced. The acquisition of ideas, competences and managerial skills would boost their power to create jobs for themselves and thus become self-reliant upon graduation.

Accelerated Economic and Industrial Development

Entrepreneurship education is the fastest means of achieving sustainable economic development. It provides the youths with the needed ingredients for social-economic development. Examples of such ingredients include the needed skills as well as business attitudes that ensure not only self employment but also employment of labour leading to becoming productive members of the society. Thus, it is safer to say that a strong relationship does exist between any nation's economic development and entrepreneurship education. Scarborough and Zimmere (2005) are of the opinion that entrepreneurship education is the most competent source of economic development in any nation. With the acquisition of manipulative skills and creative innovation ideas through entrepreneurship education, all the resources of Nigeria will be fully harnessed and utilized.

Development of Business Attitude

Youths are equipped with business attitude, habit and behaviors necessary for formation of business through entrepreneurship education. It equips the individuals with the skills to search for the desired attitude and behaviours with which to control business activities. It provides the recipients the opportunity to survey and search for the needed readiness aptitude to engage in business venture. It equally helps youths to grasp better ways of making business products salable to people. It was on these bases that Akpan (2010) asserted that entrepreneurship education inculcates in youths efficient methods of distributing goods and services to the consumer and the desirable social and cultural behaviours.

Improvement of Managerial Efficiency

Entrepreneurship education equips the recipients with relevant skills, behaviour, business attitude and curbs managerial deficiency if properly channeled.

Creation of Institutional Relationship

Entrepreneurship education creates glaring relationship between institutions and industries as the operators of industries allow the students of entrepreneurship education to gain practical work experience. This helps to put operators of industries in the limelight of becoming stakeholders in economic development. Cooper and Claith (2002) succinctly affirmed it when they recommended that operators of industries should be made stakeholders in educational grants, monitoring students' programmes and internship

Career Education

Entrepreneurship education exposes young persons to wide range of occupational opportunities, from where they choose their life careers. For instance, the skills, competences and behaviours acquired through entrepreneurship education help young persons to choose careers in business but the extent the youths are guided to choose the careers that would be sustainable in the face of changing economy is questionable.

Efficient Management of Resources

Entrepreneurship education inculcates in individuals skills that enable them manage resources efficiently. Waste and misuse of resources that usually have influence on business are properly guided against, because of the knowledge of efficient application of resources which entrepreneurship education equips individuals with. It helps people to have a better understanding of efficient ways of management in terms of insurable and uninsurable risks in business.

Assurance of Consumer Education

Entrepreneurship education equips youths with better understanding of the consumption of goods and services in terms of their conservation and exploitation. It trains the young persons not only on the consumption of goods and services but also fosters conservation and discourages exploitation which could deter the socio-economic development of the nation. Youths who acquire skills through entrepreneurship education get gainful employment and thus help to arrest anti-social vices such as armed robbery, stealing and others. In other words, the acquisition of entrepreneurship skills does not only provide youths with financial security but also provides them psychological security. Generally, the acquisition of appropriate entrepreneur skills enables individuals to develop their intellectual, physical, social, emotional, musical, spiritual, biological, political and economic capabilities.

Problems of Entrepreneurship Education

Entrepreneurship education which is the most reliable vehicle to economic prosperity of the nation has plethora of problems, among which are:

Lack of Motivation of Youths

Youths in Nigeria are not motivated enough to set up business and be ready to undertake the risks involved upon graduation. Most industry operators do not accept students on Industrial Attachment (IT) to acquire practical experience needed. Non-acceptance of students in the industries demoralizes the students. It prevents them from having the practical knowledge of their training which Whitworth (2002) emphasized that is the secret of economic success. The IT students either pay to have the experience or remain at home until the practical year elapses. It kills the blight of interest in skills acquisition.

Paucity of Skilled Manpower

Skilled teachers to impart the relevant entrepreneurship skills and creative innovative competencies are not adequate in the school system. Quality teachers with well tutelage and pedagogue according to Akpan (2012) and Olatunbosun (2012) to teach the required skills are either self-employed or are in big companies for gainful employment while the few that are in schools are overloaded with poor remuneration and incentives and so are performing grudgingly.

Insufficient Entrepreneurship Counselling in Schools

Most schools including higher institutions do not have trained experts (counsellors) in career counseling. Only few secondary schools in the townships have professional guidance-counsellors and emphasis is not so much placed on careers in entrepreneurship education with the effect that most students especially those in rural locations neither possess adequate information in all the careers in entrepreneurship

education nor adopt required behaviours to be better able to make career choices in entrepreneurship education. And ability to make appropriate career choice depends largely on the amount of information the students are exposed to (Uzoma and Uzoma, 2012).

Lack of Readiness Aptitude in Youths

Most youths in Nigeria appear lazy and have developed a sense of turmoil each time job creation issues and employment are discussed (2011). This is mainly because of their illogical feelings about education and blue collar jobs. This is why in spite of all the efforts being made by both federal and state governments to equip youths with job creation skills in schools (Afrihub experiences, advisory counselling services) and during NYSC, our young graduates still find it difficult to engage in small scale industries and less- capital intensive jobs to improve the standard of living in the society. It is a challenge to entrepreneurship education in the sense that with this kind of attitude in the youths, the laudable programme of entrepreneurship education will not achieve its objectives of being used to ameliorate the unemployment situation in the country, promote faith in education and provide dignity of labour.

Low Image of Entrepreneurship education

The poor societal attitude to entrepreneurship education is very much a problem tendency. It is the same major limitations to technical education which Olaita (1996) pointed out that is transferred to entrepreneurship education . Many higher institutions have introduced entrepreneurship education, many technical secondary schools are springing up while those already in existence are made co-education to encourage women also to enroll in courses/subjects for entrepreneurship skills and competencies. In spite of these efforts, entrepreneurship education is still generally perceived as the form of education for the ungifted and under- privileged youths and children.

Poor work Habits

Any work that involves physical exertion is still frowned at in the country. Adinoy (2010) emphasized that the dignity of labour which characterized traditional African education has given way to a disclaim for blue colour jobs and this disclaim appears to be a major fallout from the British type of liberal education which Nigeria received as part of her colonial legacy. It has contributed to poor attitude to work that Nigerians have formed (the habit of doing the barest minimum of work for higher pay) and so the payment of their salaries goes on. Therefore, for entrepreneurship education to progress in Nigeria, there must be a way of putting work on the proper perspective of our national life through modification of negative behaviour among the Nigerian present and future work force.

Efficacy of Counselling

Counselling is an enabling process which encourages self-responsibility as people make choices and decisions or show an inner burden. Counselling enables people to examine their needs and problems and in so doing, reduces the confusion in their thoughts and feelings that give them stress. Lack of counselling has made the young people unable to identify the relationship between various subjects, choices and occupations in entrepreneurship education. This has led to production of graduates without entrepreneurial knowledge and skills for effective running of business hence emergence of increased poverty and unemployment trend in Nigeria.

In career education, counselling stresses the possibility of self employment, the nature of occupation and job requirements to help young graduates to apply their knowledge in various contexts. It also involves the dynamic of the world, career choices, all types of preparation, knowledge of job requirements and all the concerns of the world of work (Nwachukwu, and Nwamuo, 2010). High level of counselling strategies to overcome the emerging problems of entrepreneurship education includes proactive career counselling strategies such as:

Career Information: This strategy involves the counsellor using his expertise to go through the process of using variety of counselling services to obtain process and disseminate relevant information on entrepreneurship education, to help young people and adults not only to access careers in entrepreneurship education but also understand its future prospects and to remove their inhibitions to career certainty in entrepreneurship education. Adamolekun (2000) asserted that youngsters make mistakes in their career choices, because they are not appropriately guided.

Other career information strategies that could be used in this direction include:

Career Convention: This is a strategy a professional counsellor can use to expose different entrepreneurial skills and knowledge to the young persons either in schools or youth organizations. During career conventions, successful entrepreneurs would be invited to talk about their different careers in entrepreneurship, interests, abilities, aptitude and others required. This enables the youngsters to obtain first hand information concerning requirements for job creation, establishment of small and medium scale industries as well as being better able to match their own individual interest, abilities, aptitude and spersonality type with those needed in different areas, for wise decisions and choices about entrepreneurial enterprises. This is why the need for counselling to remedy the problems of entrepreneurship education in this paper is based on Super and Holland's theories of vocational development and choice. According to Super (1970) and Holland (1973) in Okeke (2001), in vocational development, people differ in abilities, interest and personalities. No two persons are exactly alike, they have different characteristic pattern. Holland talks of career choice

as an attempt by an individual to implement his personality type. His listed out motoric, investigative, social, conventional, enterprising and artistic as human personality types, so that work and life satisfaction depends upon the extent to which an individual finds adequate adjustment for his abilities, interest, personality traits, types and values. Through this type of career conventions, young people and adults will be motivated to harness their abilities and potentials to engage in skill acquisition and increase their desire to enhance productivity.

It was for the same reason that Nwamuo (2010) suggested that successful entrepreneurs should be allowed to be visiting institutions often and give lectures to students in classes. The successful entrepreneurs as resource persons will soon become the role models young persons such as students need to delve into entrepreneurship enterprises.

Tours and Excursion Programs

These are other ways of motivating and creating concrete awareness of the prospects in entrepreneurial ventures. They enhance the interest of young people in entrepreneurial enterprise when youths are taken round entrepreneurial organizations to observe and interact with owners of industries and private organizations by the counsellor. When tours and excursions are well organized and embarked upon several times, a cordial relationship evolves between institutions and operators of such industries so much that students on Industrial Attachment(IT) will no longer be rejected by owners of those industries. With time, many industries and entrepreneurship organizations where students visit during tours and excursion programmes will elevate their comfort level to allow IT students to gain the practical work experiences in their various organizations. Thus, creating the needed relationship between industries and institutions.

Group Counselling

This offers the opportunity for group discussions that will centre on entrepreneurship skills acquisition. During such group counselling in school or among undergraduates, the counsellor uses practical tools rather than theory to help youngsters to understand and make use of available resources in their locality to develop entrepreneurship culture.

Seminars and Youth Conferences

A professional counsellor could use the opportunity offered during youth seminars and conferences to help young graduates to acquire new skills for application in the world of job creation. In other words, skills acquisition training could be made part of youth seminar and conferences. A trained counsellor can do this successfully through small group counselling by oral presentation or lecture

undertaken by entrepreneurs followed by discussions either in sub-groups or a committee of the whole house.

In the consultative function of counsellors, the counsellor could help our young graduates who are unemployed to go into the actual job creation such as setting up of small scale industries by assisting them to replace their irrational thoughts and feelings about blue collar jobs or menial jobs (that they are only for the ungifted or illiterates) with rational ones using the Cognitive Behaviour Modification Strategies of counseling (CBMS). Combining CBMS with assertiveness training technique of counselling, the counsellor could help the young graduates to develop readiness aptitude (translating insight into action) to engage in job creation. CBMS is a mental process of understanding realities such as employment. Arinze and Ilomuanya (2009) opined that for young graduates to do away with inner turmoil towards application of entrepreneurial skills and knowledge and increase their desire to manage good work adjustment, they must be exposed to cognitive counselling strategy. Similarly, Uwand (2006) reported that exposing young people to cognitive based strategies increases their desire to overcome negative attitude to work, low productivity, absenteeism and jumping from one job to another as signs of lack of management of good work adjustment.

Consequently, counselling (using CBM strategies) does not only help youngsters acquire job skills parse but also elevate their personal or individual desire to begin to use the skills acquired to enhance their flair for coping with employment difficulties and respect for dignity of labour leading to formation of a good work habit.

Teacher's Forum: This is another way counselling could help to instill awareness of entrepreneurship education as well as raising its image among teachers and their students. Through this, teachers are reoriented on their perception and how to design their lessons towards entrepreneurship education such as integrating courses/subjects concerned with skills acquisition and application for job creation into their various lessons for the students, the school counsellor could help channel the students' aspirations towards entrepreneurial courses during choice of school subjects. The much emphasis that are laid on this, will help to do the magic of enhancing positive attitude of both teachers, students and their parents towards entrepreneurship education.

Parents Fora: In school counselling, counsellors usually map out time to counsel with parents on various issues concerning their children's education. It could take place during P.T.A meetings or open days in schools. The counsellor could use this golden opportunity to create informed awareness of entrepreneurship education

among parents. In a parents' forum, the counsellor could counsel parents on the need to start from cradle to let their children know there is dignity in labour, to realize the effects of the anomaly in the society and allow their children choose career opportunities in entrepreneurship education of their own interests. Through parents fora, the counselling could erase the low image of entrepreneurship education. The counsellor could achieve these using counselling strategies such as the CBM combined with modeling techniques.

Conclusion

The efficacy of counselling in eradicating the emerging problems of entrepreneurship education aforementioned in both school and out of school settings cannot be over emphasized. Career counselling which emphasizes entrepreneurial guidance is aimed at meeting the pressing need of today's world of work and therefore, should never be overlooked in any programme seeking solutions to any programme of entrepreneurship education.

Recommendations

Based on the discourse, the following recommendations are made:

1. Career counselling unit should be introduced in the educational institutions right from the nursery school through tertiary level.
2. The guidance-counsellors should help pupils and students to pursue courses which are relevant to them and the world of job creation.
3. School counsellors should incorporate entrepreneurial skills acquisition via entrepreneurship education in the group counselling in schools.
4. Career counselling should be given official space in the school timetable as a recognized educational activity.
5. Counsellors should use practical tools rather than theories, make use of available resources in their localities and encourage students to be involved in the local trades in their communities; these will help to enhance students' skills and knowledge of entrepreneurship education needed.
6. Guidance-counsellors should be employed and posted to all levels of school. This will help to promote early identification of negative attitude towards entrepreneurship education for early remedy.
7. Counsellors' education should incorporate entrepreneurial guidance.
8. Workshops, seminars and refresher courses should be organized for practicing counsellors from time to time on career counselling skills improvement for the challenges of entrepreneurship education.
9. In youth seminars and conferences, professional counsellors should be among the major facilitators to ensure that cognitive strategies are effectively implemented.

10. Teachers and parents fora should be made termly counselsing programmes in schools.

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