

PROMOTING INNOVATION AND COMPETITIVENESS AMONG UNDERGRADUATES THROUGH ENTREPRENEURSHIP COUNSELLING

Dorothy Mma Afunugo
Department of Educational Psychology,
Nwafor Orizu College of Education, Nsugbe,
Anambra State.

Abstract

The study focused on promoting innovation and competitiveness among undergraduates through entrepreneurship counselling. Two research questions and two hypotheses guided the study. The study was based on descriptive survey design and the sampling technique was purposive sampling in order to focus on a determined specialized number of respondents. The respondents for the study were randomly selected. Two hundred (200) lecturers constituted the sample size for the study. The main instrument for data collection was self-structured questionnaire which was validated by experts. The collected data were analyzed in Statistical Package for the Social Sciences (SPSS) using the mean and standard deviation. T-test statistics was used to test the research hypothesis. The results showed that entrepreneurship counselling provides a platform where a professional counsellor assists clients to explore and identify entrepreneurial issues and creates conducive environment for discussions. The study found no significant difference in the mean ratings of male and female lecturers on strategies that promote innovation and competitiveness among undergraduates. It was therefore expected that school management should provide access to one-on-one entrepreneurship counselling sessions so that business ideas could be discussed. Conclusion, counselling implication and recommendations were made based on the findings.

Keywords: innovation, competitiveness, undergraduates, entrepreneurship, counselling

Changing the mentalities of students to grasp business enterprise through entrepreneurship counselling may change the high alumni joblessness in Nigeria. Entrepreneurship is a mix of attitudes, information and aptitudes. As outlooks are shaped at the beginning phases of life, entrepreneurial flairs ought to be cultivated from the get-go throughout everyday life. Business enterprise instruction is intended to outfit students with the important aptitudes, information, capacity, intrigue and inspiration to become business people (Azubuike, 2006; Obi, 2013). Entrepreneurship is a process which creates innovative, new and valuable object and leads to personal satisfaction, innovation, independence, and financial benefits that has done with spend time, much effort, and acceptance of various financial, psychological, and social risks (Fekria, Shafiabadyb & Nooranipourc, 2013). Innovation is the introduction of new things ideas or way of doing something. Innovation means the process of translating an idea or invention into a goods or services that creates values. For entrepreneurs, counselling means one of the ways how to overcome the challenges of developing markets and the

environment through flexibility and creative innovation potential (Hanuláková & Daño, 2017). In this regard, there is the need to take entrepreneurial training, guidance and counselling of individuals very serious not only to develop the empowered individuals but more importantly to enhance socioeconomic development of the country (Abdulganii, 2012).

Counselling is a useful professional service that could help businesses analyse and address practical issues in different areas of their work to guarantee competitiveness. Competitiveness is the possession of a strong desire to be more successful than others (Amboka & Ssemugenyi, 2014). Current modern counselling is characterized by a number of trends and tendencies leading to perspectives of growth and the development of competitive advisory services potential (Hanuláková & Daño, 2017). Counselling is an encouraging and helping process where an expert advisor gives aptitudes, consideration and time to help clients to investigate and distinguish issues causing problems and give favorable condition where change is conceivable. Obi, (2011) distinguished the counsellors job as chipping away at understudies' attitudes and invigorating their enthusiasm for independent work and business creation. The counsellor will use advising abilities and procedures gathered through preparing, experience and practice to proactively address entrepreneurial issues. Idowu (1990) views guidance and counselling as a process of planned intervention within a school system by which the total development of students are stimulated in areas relating to their personal, after school, social, career, emotional and academic concerns.

Adinoye (2015) stressed that lack of entrepreneurship counselling has made the youngsters unfit to recognize the connection between different subjects, decisions and occupations in business instruction. This has resulted in production of graduates without innovative information and aptitudes for running business leading to development of expanded destitution and joblessness pattern in Nigeria (Okeke, 2013). In career education, counselling stresses the chance of independent work, the idea of occupation and employment prerequisites to assist youthful alumni with strategies for applying their insight in different settings. It likewise includes the dynamic of the world, profession decisions, a wide range of arrangement, information on work prerequisites and all the concerns of work (Nwachukwu, and Nwamuo, 2015; Izuchi & Obed, 2017). In entrepreneurship counselling, the counsellor could help the undergraduates through proper orientation and current global trends in the world of work. Students also need counselling on the dignity of labour and entrepreneurial characteristics such as determination, need for achievement, taking initiative, calculated risk taking, creativity and innovativeness, and leadership among others (Grace & Ihuoma, 2013).

There has been an increase in research evidence regarding the benefits of counselling for entrepreneurial repositioning, Fekria, Shafiabadyb and Nooranipourc (2013) compared the effectiveness stability in Shafiabadi's model and Gottfredsons' counselling approaches on entrepreneurship skills and found that both groups were stable over the time but multi-axial model is more stable. Obi (2016) assessed constructionist career and entrepreneurship counselling at the senior secondary in Nigeria and revealed significant increases in career choice self-efficacy, perceived career outcome expectancy, decreased perceived job-engagement barriers and increased perceived future engagement in entrepreneurial activities. Akpoviroro and Amos (2018) studied the efficacy of counselling in eradicating the problems of entrepreneurship education; authors found that Cognitive Behavior Modification Strategies of counselling (CBMS) can be used to instil

awareness of entrepreneurship education. Chrisman, McMullan, Ring and Holt (2012) examined counselling assistance, entrepreneurship education, and new venture performance, their findings indicate that counselling has a significant impact on venture performance. Obi (2013) suggested that counselling undergraduates to embrace entrepreneurship should precede entrepreneurship studies in tertiary institutions in Nigeria.

Unfortunately, despite the abundant advocacy for entrepreneurship training of undergraduates, there are many drawbacks and limitations in the development of innovation and entrepreneurship education in colleges and universities. There is relatively large amount of theoretical teaching and small amount of practical operation, which is not conducive to the improvement of the quality of innovation and entrepreneurship education in higher institutions as regards the cultivation of innovative and entrepreneurial talents. Wrong mind set of the students where undue emphasis is placed on certificate rather than on experience through practical has continued to jeopardise this competitive transformation. Additionally, absence of a curricular guide to inform a pedagogical delivery in the methodology of entrepreneurship education and low level uptake of entrepreneurial counselling services by students are identified by many researchers as a major setback in the system effectiveness. The prevailing method of teaching entrepreneurship education in schools has been described as a mechanistic delivery. The method leaves no room for the students to engage individually with the hard realities of the business environment. The ugly situation has resulted in economic poverty among graduates thus requiring a way-out through entrepreneurship guidance and training in Nigerian tertiary institutions. Hence there is need to explore on how to promote innovation and competitiveness among undergraduates through entrepreneurship counselling.

Theoretical Framework

The present study draws from theory of guided preparation which posits that when a trained counsellor controls the entrepreneur's endeavours, the procurement of unequivocal and inferred information during the procedure of new entrepreneurial advancement will be progressively viable (Chrisman and McMullan, 2004). Therefore, very much educated guides and dynamic interest by the business person in the arranging and improvement of the endeavour are proposed to be two significant elements for successful entrepreneurial adventure. While the theory of guided preparation was at first applied to the directing assistance given by external bodies, entrepreneurial courses likewise will in general methodically grant information about the idea of business enterprise and the means expected to begin new pursuits. In any case, it is essential to hold up at the top of the priority list that entrepreneurial courses have numerous destinations beyond the advancement of an effective business. Therefore the effectiveness of counselling interventions presupposes that the entrepreneur will have at least an implicit understanding of their potential business environment and requisite skills. For these reasons the theory of guided preparation also stresses the need for a screening process that allows entrepreneurs to make an informed choice about whether and how much assistance to seek (Chrisman and McMullan, 2004; Chrisman, McMullan, Ring & Holt, 2012).

This study contributed in the filling of some gap in the literature on effectiveness of entrepreneurship in reducing graduate unemployment. It is also justified the ground

that it provided a base for the understanding of the various consequences from wrong implementation plan for entrepreneurship education and how the situation can be managed through counselling processes. One of the MDG goals highlights education as a critical factor for reducing poverty and dependency in developed nations. Therefore, this study contributes to knowledge by identifying what is important to the national development, which qualitative education is focused on the practical needs of the economy per time and strong desire to compete.

Research Questions

The following research questions were formulated to guide the study:

1. What are the strategies for promoting innovation and competitiveness among undergraduates?
2. What are the roles of entrepreneurship counselling in promoting innovation and competitiveness among undergraduates?

Research Hypotheses

Two hypotheses were formulated to guide the study and were tested at 0.05% level of significance.

H₀₁: There is no significant difference in the mean ratings of male and female lecturers on strategies that promotes innovation and competitiveness among undergraduates

H₀₂: There is no significant difference in the mean ratings of male and female lecturers on roles of entrepreneurship counselling in promoting innovation and competitiveness among undergraduates

Research Design

Based on the specific objective of the study, the research design for the study is a descriptive type. Survey design was used in order to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared.

Area of the Study, sample and Sampling Techniques

This study was carried out among lecturers in higher institutions in Anambra State. The sampling technique that was used in this research was purposive sampling in order to focus on a determined specialized number of respondents. The respondents for the study were randomly selected. Two hundred (200) lecturers constituted the sample size for the study. Four (4) tertiary institutions were randomly selected. The randomization was done by picking fifty (50) lecturers from each school.

Instrument for Data Collection

Instrument used for the study was self structured questionnaire tagged Scale for Innovation and Competitiveness of Undergraduates (SICU). The instrument was made up of two sections. Section A contains the demographic data of respondents while section B contains the questionnaire based on research questions with the response. Format adopted was four point scale of strongly agree (SA = 4 points), Agree (A=3 points), Disagree (D=2 points) and strongly disagree (SD=1 point).

Reliability of the Instrument

The instrument was trial tested, in doing this, 25 respondents who were not participating in the main study were used, copies of the questionnaire were given to them to fill and these were collected immediately. The items of the questionnaire were reshuffled and re-arranged and then administered to the same teachers two weeks later. These were collected and tested using the Crombach Alpha reliability method and the score of 0.75 was obtained. This indicates that the instrument is reliable.

Method of Data Analysis

The collected data were analyzed in Statistical Package for the Social Sciences (SPSS) using the mean and standard deviation. T-test statistics was used to test the research hypothesis.

Results and discussions

Research Question 1: What are the roles of entrepreneurship counselling in promoting innovation and competitiveness among undergraduates?

Table 1: Mean and Standard Deviation of the Roles of Entrepreneurship Counselling in Promoting Innovation and Competitiveness among Undergraduates

No	ITEMS	Male				Female			
		EX	\bar{x}	SD	Dec.	EX	\bar{x}	SD	Dec.
1	Entrepreneurship counselling gives the openness and space required by the intending entrepreneur to discuss growth and development of both the business and self.	22 2	2.78	1.1	A	38 3	3.19	0.92	A
2	Entrepreneurship counsellor counsel the would-be entrepreneur on how to manage entrepreneurial resources and empowerment opportunities at their disposal	19 6	2.45	1.12	R	34 7	2.89	1.07	A
3	Entrepreneurship counselling programs are designed to provide extensive one-on-one interactions between counsellors and entrepreneurs.	23 7	2.96	1.18	A	32 9	2.74	1.07	A
4	Entrepreneurial counselling is in the position of intellectual empowerment which is as important as financial empowerment	17 8	2.23	1.19	R	35 2	2.93	1.05	A
5	Entrepreneurship counselling provides platform whereby the would-be entrepreneur is equipped with appropriate entrepreneurial tactics that will enhance their entrepreneurial	24 4	3.05	1.13	A	39 8	3.32	0.75	A

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	prosess								
6	Entrepreneurship counselling provides ways to overcome the challenges of developing markets and the environment through flexibility and creative innovation potential	22 4	2.80	1.03	A	33 3	2.78	1.08	A
7	Entrepreneurship counselling provides a platform where a professional counsellor assists clients to explore and identify issues causing problems and provide conducive environment for discussions	25 2	3.15	1.12	A	34 2	2.85	1.1	A
8	During entrepreneurship counselling session, risks taking, openness, decency, selflessness, interpersonal communication skills are spotlighted	24 0	3.00	1.08	A	31 3	2.61	1.12	A
9	Frugality, self discipline, self-confidence and engaging in life-long learning are the hallmark of entrepreneurs and are encouraged during entrepreneurship counselling session	23 4	2.93	1.1	A	21 9	1.83	1.01	R
10	Entrepreneurship counselling provides a more valuable mix of knowledge because both the tacit and explicit components are relevant to the specific venture	15 5	1.94	1.14	R	27 2	2.27	1.18	R
Total			27.29	11.19			27.41	10.35	

A=Accepted, R= Rejected, \bar{x} = Mean, SD = Standard Deviation

Table 1 for male showed the roles of entrepreneurship counselling in promoting innovation and competitiveness among undergraduates. It is not surprising to observe that entrepreneurship counselling provides a platform where a professional counselor assists clients to explore and identify issues causing problems and provide conducive environment for discussions (3.15). Furthermore, during entrepreneurship counselling session, risks taking, openness, decency, selflessness, interpersonal communication skills could be spotlighted (3.00). The respondents however disagreed that entrepreneurship counselling provides a more valuable mix of knowledge because both the tacit and explicit components are relevant to the specific venture with a mean score of 1.19 and standard deviation of 1.14. In general, items number 1, 3, 5, 6, 7, 8 and 9 yielded a mean score of 2.78, 2.96, 3.05, 2.80, 3.15, 3.00 and 2.93 with standard deviation of 1.1, 1.18, 1.13, 1.03, 1.12, 1.08 and 1.1 respectively and thus was accepted while item 2, 4 and 10

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gave the mean score of 2.45, 2.23 and 1.94 corresponding to standard deviation of 1.12, 1.19 and 1.14 and thus was rejected.

Table 1 for female showed that entrepreneurship counselling gives the openness and space required by the intending entrepreneur to discuss growth and development of both the business and self (3.19). In relation to entrepreneurial prowess, there are indications that entrepreneurship counselling provides platform whereby the would-be entrepreneur is equipped with appropriate entrepreneurial tactics that will enhance their entrepreneurial prowess (3.32). However, it was disagreed that frugality, self discipline, self-confidence and engaging in life-long learning are the hallmark of entrepreneurs and are encouraged during entrepreneurship counselling session. On the whole, items 1, 2, 3, 4, 5, 6, 7 and 8 were accepted with a mean score 3.19, 2.89, 2.74, 2.93, 3.32, 2.78, 2.85 and 2.61 corresponding to standard deviation of 0.92, 1.07, 1.07, 1.05, 0.75, 1.08, 1.1 and 1.12 respectively, while item 9 and 10 were rejected with a mean scores of 1.83 and 2.27 with standard deviation of 1.01 and 1.18 respectively.

Research Question 2: What are the strategies for promoting innovation and competitiveness among undergraduates?

Table 2: Mean and standard deviation of the strategies for promoting innovation and competitiveness among undergraduates

No	ITEMS	Male				Female			
		EX	\bar{x}	SD	Dec .	\bar{x}	SD	Std Dev	Dec .
11	Encourage students to create <i>collaborative communities</i> of learners that are networked to foster creative environment.	259	3.24	1.13	A	324	2.70	1.07	A
12	Provide access to one on one entrepreneurship counselling sessions so that a business idea could be discussed	266	3.33	0.89	A	330	2.75	1.09	A
13	Introduction of entrepreneurship-focused programs which teaches students crucial life skills that will help them navigate uncertain future	257	3.21	0.93	A	333	2.78	1.09	A
14	Introduction of unconventional learning materials that encourage hands-on learning and discussion	221	2.76	1.11	A	355	2.96	1.05	A
15	Allowing students to choose the format of their own assignments could make them explore the task using a format they enjoy the most, making them more naturally inclined to draw on their creativity.	218	2.73	1.11	A	364	3.03	0.87	A

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16	Rewards and recognition are keys to promoting innovation and competitiveness	224	2.80	1.08	A	323	2.69	1.08	A
17	Encourage students to use curiosity and creativity to find an innovative approach to difficult problems	241	3.01	1.04	A	383	3.19	0.96	A
18	Empower students to set their own goals with passion and sustained persistence	190	2.38	1.26	A	345	2.88	1.00	A
19	Allow students to consider multiple perspectives as an important part of thinking outside the box	216	2.70	1.1	A	210	1.75	0.86	R
20	Challenge advanced students with extension projects and pair struggling learners with students who excel	209	2.61	1.07	A	413	3.44	0.76	A
Total			28.77	10.7			28.17	9.83	
				2					

A=Accepted, R= Rejected, \bar{x} = Mean, SD = Standard Deviation

The result in table 2 for male reveals that rewards and recognition are keys to promoting innovation and competitiveness (2.80). Additionally, the respondents agreed that government should allow students to choose the format of their own assignments so as to make them explore the task using a format they enjoy the most, making them more naturally inclined to draw on their creativity (2.73). The respondents also agreed that school management should challenge advanced students with extension projects and pair struggling learners with students who excel (2.61). In all, items number 1 to 10 yielded a mean score of 3.24, 3.33, 3.21, 2.76, 2.73, 2.80, 3.01, 2.38, 2.70 and 2.61 with standard deviation of 1.13, 0.89, 0.93, 1.11, 1.11, 1.08, 1.04, 1.26, 1.1 and 1.07 respectively and thus was accepted.

Table 2 for female showed that teacher should encourage students to create *collaborative communities* of learners that are networked to foster creative environment (2.70). The respondents agreed that parent should empower their children to set their own goals with passion and sustained persistence (2.88); empowering students to set their own goals with passion and sustained persistence (2.88). On the whole, items 11, 12, 13, 14, 15, 16, 17, 18 and 20 were accepted with a mean score 2.70, 2.75, 2.78, 2.96, 3.03, 2.69, 3.19, 2.88 and 3.44 corresponding to standard deviation of 1.07, 1.09, 1.09, 1.05, 0.87, 1.08, 0.96, 1.00 and 0.76 respectively, while item 19 was rejected with a mean score of 1.75 with standard deviation of 0.86 respectively.

Table 3: Mean and standard deviation and t-value of gender difference on the roles of entrepreneurship counselling in promoting innovation and competitiveness among undergraduates

Group	N	\bar{x}	SD	Df	t-value	p-value	Decision
Male	80	27.29	11.19	198	0.077	0.939	S(H ₀₁ accepted)
Female	120	27.41	10.35				

The result is not significant at $p < .05$

Table 3 shows gender differences in the roles of entrepreneurship counselling in promoting innovation and competitiveness among undergraduates. The analysis revealed a mean (\bar{x}) of 27.29 and Standard Deviation (SD) of 11.19 with degree of freedom (df) of 198 and (N) 80 for male lecturers, a mean (\bar{x}) of 27.41 and Standard Deviation (SD) of 10.35 with degree of freedom (df) of 198 and N 120 for female lecturers. The observed t value of 0.077 compared with p-value of 0.939, the results indicated that there was no significant difference in the mean ratings of male and female lecturers on strategies that promote innovation and competitiveness among undergraduates therefore the null hypothesis was accepted.

Table 4: Mean and standard deviation and t-value of gender difference on the strategies for promoting innovation and competitiveness among undergraduates

Group	N	\bar{x}	SD	Df	t-value	p-value	Decision
Male	80	28.77	10.72	198	0.40	0.689	S (H ₀₂ accepted)
Female	120	28.17	9.83				

The result is not significant at $p < .05$.

Table 3 shows gender differences in the strategies for promoting innovation and competitiveness among undergraduates. The analysis revealed a mean (\bar{x}) of 28.77 and Standard Deviation (SD) of 10.72 with degree of freedom (df) of 198 and (N) 80 for male lecturers, a mean (\bar{x}) of 28.17 and Standard Deviation (SD) of 28.17 with degree of freedom (df) of 198 and N 120 for female lecturers. The observed t value of 0.40 compared with p-value of 0.689, the results indicated that there was no significant difference in the mean ratings of male and female lecturers on roles of entrepreneurship counselling in promoting innovation and competitiveness among undergraduates therefore the null hypothesis was accepted.

Discussion of Findings

Research question 1 sought to find out the roles of entrepreneurship counselling in promoting innovation and competitiveness among undergraduates, the study found out that entrepreneurship counselling provides a more valuable mix of knowledge because both the tacit and explicit components are relevant to the specific venture; entrepreneurship counselling gives the openness and space required by the intending entrepreneur to discuss growth and development of both the business and self; entrepreneurship counselling programs are designed to provide extensive one-on-one interactions between counselors and entrepreneurs; entrepreneurship counselling provides platform whereby the would-be entrepreneur is equipped with appropriate entrepreneurial tactics that will enhance their entrepreneurial prowess. Theses finding is

corroborated by Kirby (2014) who suggests that entrepreneurship counselling seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. The respondents also agree that entrepreneurship counselling provides a more valuable mix of knowledge because both the tacit and explicit components are relevant to the specific venture. However, Peterman and Kennedy (2003) held that entrepreneurship counselling could enhance and equip students to change their mindsets on entrepreneurship and enable them to benefit from the introduction of entrepreneurship studies.

Based on the analysis in research question 1, the female respondents agreed that entrepreneurship counselling provides ways to overcome the challenges of developing markets and the environment through flexibility and creative innovation potential; entrepreneurship counselling provides a platform where a professional counsellor assists clients to explore and identify issues causing problems and provide conducive environment for discussions; frugality, self discipline, self-confidence and engaging in life-long learning are the hallmark of entrepreneurs and are encouraged during entrepreneurship counselling session; during entrepreneurship counselling session, risks taking, openness, decency, selflessness, interpersonal communication skills are spotlighted. This is consistent with the findings Obi (2016) who suggest that education should therefore develop awareness of entrepreneurship from an early age. Introducing young people to entrepreneurship could develop their initiative and helps them to be more creative and self-confident in whatever they undertake and to act in a socially responsible way.

Research question 2 examined the strategies for promoting innovation and competitiveness among undergraduates. It was expected that government, teacher and parents should encourage students to create collaborative communities of learners that are networked to foster creative environment; introduction of entrepreneurship-focused programs which teaches students crucial life skills that will help them navigate uncertain future. These results are corroborated by Breznitz and Feldman (2012), who revealed that the strategies of universities should be sensitive to the ongoing initiatives of faculty members to collaborate with industry. To explain this phenomenon, a study by Grace and Ihuoma (2013) suggests that the outcome of undergraduate strategies depend on how they are linked to an associated with the respective regional transformation processes.

In research question 2 the female respondents were unanimous that parents/teacher should empower students to set their own goals with passion and sustained persistence. This is in line with the findings of Akpoviroro and Amos (2018) who suggested that encouraging students to set their own goals can assist academic achievement and student engagement. On the whole, respondents suggest that rewards and recognition are keys to promoting innovation and competitiveness. This finding suggests that the students' reward and recognition programs are one method of motivating student to change work habits and key behaviors to benefit a small business (Fullan 2017). Again, the respondents agree that government should introduce unconventional learning materials that encourage hands-on learning and discussion which is in agreement with the findings of Okoro (2015) who insists that infrastructure in schools today reveals that some schools do not even have a defined workshop or laboratories where students can practice what they learned.

Counselling Implication

The findings of this study have a number of counselling implications for education and entrepreneurship. The results of this study provide facts as promoting innovation and competitiveness among undergraduates through entrepreneurship counselling. The findings of this study are particularly relevant to counselling practice and to entrepreneurship development. The findings highlight the need for counsellors to be aware of their responsibilities toward creating a psychologically conducive environment for entrepreneurship development. There is need for them to increase their knowledge and skills especially in the area of career counselling to be able to provide clients with adequate career services that will satisfy clients' needs. The importance of advocacy for policy review in the area of entrepreneurship is evident from the findings of this study.

Conclusion

The study has been able to examine aspects of promoting innovation and competitiveness among undergraduates through entrepreneurship counselling. The finding revealed that entrepreneurship counselling provides a platform where a professional counsellor assists clients to explore and identify issues causing problems and provide conducive environment for discussions. It has also shown that entrepreneurship counselling provides platform whereby the would-be entrepreneur is equipped with appropriate entrepreneurial tactics that will enhance their entrepreneurial prowess. However, teacher should encourage students to use curiosity and creativity to find an innovative approach to difficult problems. It means that entrepreneurship counselling seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Also, government should allow students to choose the format of their own assignments could make them explore the task using a format they enjoy the most, making them more naturally inclined to draw on their creativity. Based on the above, it can easily be concluded that entrepreneurship counselling is an important strategy that every institution should encourage and support so that the undergraduates could be exposed to relevant information on entrepreneurship and also ways to acquire necessary skills needed for self reliance and growth of the economy.

Recommendations

The following recommendations are made based on the finding of the study.

1. Government should establish more entrepreneurship training and workshop programs that will serve as a guide for the students and youth at large in the acquisition of entrepreneurial skill in order to facilitate their self employment ability.
2. There is need to provide opportunities for students to raise funds to enable them start up and expand their business enterprise in a manner that will be significant to them. This may be achieved through bursary awards and other such in school assistance to enable youth acquire saving before they are out of school or through grand to them on graduation.
3. In order for the students to choose a career as an entrepreneur, parents should open a space for communication in the selection of future career, as well as providing an overview to the children's about entrepreneurship.

4. Schools managements should create positive teaching and learning environment as well as encouraging the student through entrepreneurial sensitization, education and training.

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