



## The Efficacy of counseling in Eradicating The Problems of Entrepreneurship Education

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### ABSTRACT

This paper examines the effect counseling in eradicating the problems of entrepreneurship education. The study actually tried to find the extent at which counselling has enhanced entrepreneurship education significantly and how Cognitive Behavior Modification Strategies (CBMS) can be used to instill awareness of entrepreneurship education. The study made use two hypotheses. Survey research design was adopted for the study. The sample for the study comprised 62 staff of Center for Entrepreneurship Studies Ogun State University Nigeria. Data obtained from the questionnaire was analyzed using Chi-square technique. The research indicates that there is a positive and significant relationship between Counseling and Entrepreneurship Education. Also, the result shows that Cognitive Behavior Modification Strategies of counseling (CBMS) can be used to instill awareness of Entrepreneurship Education. Based on the results of the study, the study recommended that Counselors 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 and also Workshops, seminars and refresher courses should be organized for practicing counselors from time to time on career counseling skills improvement for the challenges of entrepreneurship education.

**Keywords:** entrepreneurship education, counselling, Career Convention, CBMS

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## Introduction

Adinoye (2015) 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 and 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. Wasaga (2014) it is 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. Ogundele (2015) 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 (2013) opined that through entrepreneurship education, young persons are enabled to develop their knowledge, skills, adopt new behavior, attitude and be better able to survive in their society. (Zimmaser&Scarborough 2015). The knowledge, skills and attitude acquired through entrepreneurship education also enable the recipients to be more productive citizens and nation builder's .Adinoye (2015) Lack of counseling 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. Okeke (2013). In career education, counseling 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, 2015). High level of counseling strategies to overcome the emerging problems of entrepreneurship education includes proactive career counseling strategies such as: Career Information: This strategy involves the counselor using his expertise to go through the process of using variety of counseling 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( Mbaane ,2016)

## Statement of the Problem

Mbaane (2016) perceived entrepreneurship education as the greatest force that can be used to achieve quick development of the nation's economic resources. Any work that involves physical exertion is still frowned at in the country. Emphasized that 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 (Onyemere, 2013).for these reasons the research work seek to answer the following research questions (i) Is there a relationship between Counseling and Entrepreneurship Education (ii) Can Cognitive Behavior Modification Strategies of counseling (CBMS) be used to instill awareness of Entrepreneurship education.

## Research Hypothesis

Ho: There is no positive and significant relationship between Counseling and Entrepreneurship Education

Ha: There is positive and significant relationship between Counseling and Entrepreneurship Education.

Ho: Cognitive Behavior Modification Strategies of counseling (CBMS) cannot be used to instill awareness of Entrepreneurship education.

H1: Cognitive Behavior Modification Strategies of counseling (CBMS) can be used to instill awareness of Entrepreneurship education.

## Literature Review

### The Concept of Entrepreneurship Education

Akpan (2017) asserted that entrepreneurship education inculcates in youths efficient methods of distributing goods and services to the consumer and the desirable social and cultural behaviors. Improvement of Managerial Efficiency Entrepreneurship education equips the recipients with relevant skills, behavior, 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. Adinoye (2015) 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. Agetue and Okoye (2003) defined entrepreneurship education as a strong source of job creation, poverty alleviation and economic development. It thus, fosters national development. Ayedulo (2014) 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. Entrepreneurship education has been varied

viewed as an effective tool for entrenching sustainable development. Agetue & Nnamdi (2017) 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 behaviors 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. It helps people to have a better understanding of efficient ways of management in terms of insurable and uninsurable risks in business. Entrepreneurship education 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. Okoye (2013). 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 (Ogundele, 2015). Generally, the acquisition of appropriate entrepreneur skills enables individuals to develop their intellectual, physical, social, emotional, musical, spiritual, biological, political and economic capabilities (Onyemere, 2013) Galloway & Brown (2012) Asserted that youngsters make mistakes in their career choices, because they are not appropriately guided.

### Emerging Prospect and Problem in Entrepreneurship Education.

Ogundele (2012) The problems facing entrepreneurship education were equally examined such as lack of youth motivation,

insufficient entrepreneurship career counseling, readiness aptitude of youths, low image of entrepreneurship education among others. Klapper (2014) Efficacy of counseling in eradicating the problems was also highlighted. This includes proactive career information through career convention, excursion, youth seminars, group counseling, and parent fora among others. Sule (2014) Notes the Problems of 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 Arinze, & Ilomuanyi (2014). 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. According to Akpan (2017) Quality teachers with well tutelage and pedagogue 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. Zahraden (2012) postulates on insufficient entrepreneurship counseling in Schools Most schools including higher institutions do not have trained experts or counselors in career counseling. Only few secondary schools in the townships have 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 .This is mainly because of their illogical feelings about education and blue collar jobs. 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 Agetue & Nnamdi A.E (2017) 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 (Ogundele and Olayemi 2015)

### **Efficacy of Counseling in Entrepreneurship Education**

Nwamuo (2012) 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. Nwaoba (2011) posit that Tours and Excursion Programs 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. Tavis (2016) 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 (Udo-Aka,2015) Group Counseling 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 (Ogundele and Opeifa 2014b).

### **Cognitive Behavior Modification Strategies of counseling (CBMS)**

Nwaoba (2011) In the consultative function of counsellors, the counselor 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 Behavior Modification Strategies of counseling (CBMS). Osuagu (2016) posit that 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 (2014) 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, Uwandu (2012) 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. Tomecke & Kolshorum (1996) emphasized that

using CBM strategies does not only help youngsters acquire job skills 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. Ogundele and Opeifa (2014a) 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. Uzoma & Uzoma (2012) Parents Fora: In school counseling, 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 counselor 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. The counselor could achieve these using counselling strategies such as the CBM combined with modeling techniques (Agetue & Nnamdi 2017)

### **Career Convention**

Okeke (2013) Career Convention is a strategy a professional counselor can use to expose different entrepreneurial skills and knowledge to

the young persons either in schools or youth organizations. Akintola (2016) 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 firsthand 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 personality type with those needed in different areas, for wise decisions and choices about entrepreneurial enterprises. Seminars and Youth Conferences. A professional counselor could use the opportunity offered during youth seminars and conferences to help young graduates to acquire new skills for application (Wasaga, 2014). Skills acquisition training could be made part of youth seminar and conferences. A trained counselor can do this successfully through small group counseling by oral presentation or lecture undertaken by entrepreneurs followed by discussions either in sub-groups or a committee of the whole house (Agetue & Nnamdi 2017)

### Methodology

The study applied survey research design. The primary and secondary from of data collection were applied in the study. The primary instrument used in this study comprised of questionnaire and personal interviews. The questionnaire was made of sections A and B. section A comprised the bio-data of the respondents while section B Comprised items drawn from variables of the hypotheses structured in 4 – Likert structure of strongly Agree (SA), Agree (A); strongly Disagree (SD) and Disagree (D). To determine the reliability of the instrument, Pilot study was conducted on the questionnaire. The questionnaire was applied twice to twenty samples outside those used for the study.. The results obtained from the questionnaire using Spearman Prophecy Formula ( $\rho$ ) at reliability of 6.89. The population of the study was the entire 87 staff

of the selected The simple Random Sampling Technique was applied 75 questionnaires were administered while 62 were completed and returned. The sample for the study comprised 62 staffs of Centre for Entrepreneurship Studies Ogun State University, Nigeria. The data collected were analyzed using both the descriptive and inferential techniques. The descriptive tools gave accurate percentage and the categories .The inferential statistic tool used to test the hypotheses was based on the chi-square ( $X^2$ ). The Chi-square technique was selected because it suits the research purpose, having the ability to test and compare two or more variables and relationship between the observed and the expected outcome (Creswell, 2009).

The chi-square ( $X^2$ ) statistics is expressed by the formula

$$X^2 = \frac{(f_o - f_e)^2}{f_e}$$

Where

$X^2$  =Chi- square

$F_o$ =frequency observed

$F_e$ =frequency expected

### Data Analysis

Here the descriptive and inferential statistical techniques were used to present, analyze and draw conclusions from data collected. 75 workers out of the entire 87 staff of the selected company were sampled. A total of 62 questionnaires were answered and returned representing 83 of the sampled population. 13(17) of the questionnaires were not returned. The questionnaires administered covered the relevant questions to the two hypotheses, the research questions, and purpose of the study. They were administered across the senior and junior staff cadre of the organization.

### Descriptive Analysis

**Table 1. Number of respondents**

Questionnaire	Responses	Percentage
Returned	62	83
Not Returned	13	17
Total Administered	75	100

**Source: Field Survey, 2017**

**Testing Hypothesis One**

Ho: There is no positive and significant relationship between Counseling and Entrepreneurship Education

Ha: There is positive and significant relationship between Counseling and Entrepreneurship Education.

Question number 4 (SECTION B) on the questionnaire was used to test the first hypothesis.

**High level of counseling strategies helps to overcome the emerging problems of entrepreneurship education significantly**

**Table 2: Response Analysis:**

Variable	Fo	Fe	Fo-fe	(fo-fe) <sup>2</sup>	(fo-fe) <sup>2</sup> /fe
Strongly Agreed (SA)	42	31	11	121	3.9
Strongly Disagreed (SD)	15	31	-16	256	8.2
Agreed (A)	5	31	-26	676	21.8
Disagreed	-	-	-	-	-
<b>Total</b>	<b>62</b>				<b>33.9</b>

**Source: Field Survey 2017.**

Chi-square Formula:

$$X^2 = \frac{\sum(fo-fe)^2}{Fe}$$

Degree of freedom = 2

Level of significance is 0.05- determined

X<sup>2</sup> Calculated = 33.9

Table Value = 5.99

**Decision Rule Applies.**

Since X<sup>2</sup> tabulated is less than X<sup>2</sup> calculated (36.7) the null hypothesis is rejected.

It therefore follows that the alternative hypothesis, which states that there is a positive and significant relationship between Counseling and Entrepreneurship Education is accepted with respect to this research findings.

**Testing Hypothesis Two**

Ho: Cognitive Behavior Modification Strategies of counseling (CBMS) cannot be used to instill awareness of Entrepreneurship education.

H1: Cognitive Behavior Modification Strategies of counseling (CBMS) can be used to instill awareness of Entrepreneurship education.

Question number 18 on the questionnaire was used to test the second hypothesis.

**CMBS will help young graduates to do away with inner turmoil towards application of entrepreneurial skills and knowledge and increase their desire to manage good work adjustment which will expose them to cognitive counseling strategy.**

**Table 3. Response Analysis.**

Variable	Fo	Fe	Fo-fe	(fo-fe) <sup>2</sup>	(fo-fe) <sup>2</sup> /fe
Strongly Agree	48	31	17	289	9.3
Strongly disagree	6	31	-25	625	20.3
Agree	8	31	-23	144	11.3
Disagree	-	-	-	-	-
<b>Total</b>	<b>62</b>				<b>142.5</b>

**Source: Field Survey, 2017**

Chi-square formula:

$$X^2 = \frac{\sum(fo-fe)^2}{Fe}$$

Degree of freedom = 2

Level of significance is 0.05

X<sup>2</sup> calculated = 142.5

Table value = 5.99

### Decision Rule Applies

Since  $X^2$  tabulated (5.99) is less than  $X^2$  calculated – 142.5, the null hypothesis which states that Cognitive Behavior Modification Strategies of counseling (CBMS) cannot be used to instill awareness of Entrepreneurship education is rejected. This means Cognitive Behavior Modification Strategies of counseling (CBMS) can be used to instill awareness of Entrepreneurship Education, as stated in the alternative hypothesis.

### Conclusion

The efficacy of counseling in eradicating the emerging problems of entrepreneurship education aforementioned in both school and out of school settings cannot be over emphasized. Career counseling 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. This study concludes that Cognitive Behavior Modification Strategies of counseling (CBMS) can be used to instill awareness of Entrepreneurship Education which comply with the findings of Tomecke & Kolshorum (1996).

The study also revealed that there is a positive and significant relationship between Counseling and Entrepreneurship Education. For this reason counselor 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. The counselor could achieve these using counselling strategies such as the CBM combined with modeling techniques.

### Recommendations

Based on the discourse, the following recommendations are made:

- Career counseling unit should be introduced in the educational institutions right from the nursery school through tertiary level.
- The guidance-counselors should help pupils and students to pursue courses which are relevant to them and the world of job creation.
- Counselors 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.
- Guidance-counselors 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.
- Workshops, seminars and refresher courses should be organized for practicing counselors from time to time on career counseling skills improvement for the challenges of entrepreneurship education.
- In youth seminars and conferences, professional counsellors should be among the major facilitators to ensure that cognitive strategies are effectively implemented

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