

THE EFFICACY OF COUNSELING IN ERADICATING THE PROBLEMS OF ENTREPRENEURSHIP EDUCATION

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ABSTRACT

Counselling has been identified as a key focus in addressing the mismatch between the needs of labour market and the products of the educational and training system. The objectives of the study are to examine the significant effect between Cognitive Behaviour Modification Strategies of counselling (CBMS) and awareness of Entrepreneurship education and also to investigate the effect of Counselling on Entrepreneurship Education. The Sample size consists of one hundred and sixty-five (165) employees out of the two hundred and eighty (280) employees of Centre for Entrepreneurship Studies Kwara State University Nigeria. Sample size was determined using Yard's formula. For this research, the quantitative research design was adopted. The instrument used for this research work was questionnaire. The instrument passed the following test of validity. These are: content test, criterion related test, construct test and discriminate validity. The data was analysed using manual and electronic based methods through the data preparation grid and statistical package for the social sciences, (SPSS). Linear regression analysis method and ANOVA was employed to test the hypothesis. The study found out that there was a significant effect between Counselling and Entrepreneurship Education and also CBMS significantly affects awareness of Entrepreneurship education. Based on the results of the study, the study recommends that Cognitive Behaviour Modification Strategies of counselling (CBMS) should be used to instil awareness of Entrepreneurship Education and Career counselling which emphasizes entrepreneurial should never be overlooked in any programme seeking solutions of entrepreneurship education. Suggestions for further studies and limitations of the research were also identified.

KEYWORDS: counseling, Career Convention, CBMS, entrepreneurship education,

INTRODUCTION

Guidance and counselling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, their problems, their school environment and their world (Jarvis 2011; Neck 1997; Hindle & Mainprize 2006; Lunenburg 2010). 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.

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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. Entrepreneurship education provides individuals with the attitude and insight to go into investment (Bosma & Harding, 2007). 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 behaviour, 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 builders. Dike (2009) Postulate that 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. Amstrong & Mohammed (2008) emphasized that 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, 2015). 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 (Mbaane, 2016).

Statement of Research Problems

Gartner & Carter (2003) 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. Knowledge of efficient application of resources in counselling equips individuals (Anderson & Miller, 2003). Jarvis (2011) emphasized that Efficient Management of Resources Entrepreneurship education inculcates in individuals skills enable them to manage resources efficiently. Counselling in entrepreneurship education helps to guide against waste and misuse of resources that usually have influence on business (Caloghiron, 2013). This paper answers the following research question

Research Questions

The following research questions were posed to guide the study:

- (1) How does Counselling affect Entrepreneurship Education?
- (2) Does significant effect exist between Cognitive Behaviour Modification Strategies of counselling (CBMS) and awareness of Entrepreneurship education?

LITERATURE REVIEW

Efficacy of Counselling in Entrepreneurship Education

Hintea, Ringsmith & Mora (2006) 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. 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 Counselling 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). Counselling 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 (Blenker et al,2008) .

Types and Category of counselling in Entrepreneurship Education

Amstrong (2008) Postulates that there are different types of counselling - including career (vocational), marital, personal-social and educational counselling, among others. Guidance and counselling is ubiquitous for it exists everywhere human beings are found. Most technical college students of Nigerian technical institutions are in the exploration stage of career development theory by Donald Super. This stage which is between 15 and 19 years (Hintea, Ringsmith & Mora, 2006) is when adolescents and young adults explore different occupational alternatives and match them with the knowledge acquired about various occupations. Therefore, it is a critical period when career counselling is needed since career counselling is the process of assisting individuals in the development of a lifelong work, focusing on workers' role and interactions with other life roles (Neck, 1997). In career counselling, the counsellor helps the students 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, innovativeness, and leadership among others. Career guidance has been identified as a key focus in addressing this mismatch between the needs of labour market and the products of the educational and training system thereby dealing with unemployment and improving labour mobility (Nziramasanga, 1999).

There are a number of variations in the definition of career guidance. Garner & Carter (2003) defines career guidance as services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training, occupational choices and to manage their careers. According to International Labour Organisation (ILO, 2009), career guidance refers to assistance given to individuals or groups of individuals in addressing problems related to occupational and life choices, offering full opportunities for personal development and work satisfaction. According to Jarvis (2011) career guidance assists the young ones in selecting their career in line with their choice and interest thereby making them healthy, self-reliant, resilient individuals and develops entrepreneurial skills. However, these careers are offered in Technical institutions like Technical colleges. Technical colleges are concerned with the acquisition of skills and knowledge for employment and sustainable livelihood (Gollwitzer, 1999). Technical education is that aspect of education which leads to the acquisition of skills as well as basic knowledge. Vocational education, on the other hand is training for a specific vocation in industry or trade or job (Gatner, 1985). Caloghiron (2013) posit that Vocational education refers to systematic learning experiences which are designed to fit individuals for gainful employment in recognised occupations as semi-skilled workers or technicians or sub-professionals. It includes guidance and counselling in relation to training and giving other instruction directly associated to an occupation (Blenker et al, 2008).

Cognitive Behaviour Modification Strategies of counselling (CBMS)

Nwaoba (2011) 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 counselling (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. Lunenburg (2010) 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. 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 (Bloom, Canning & Chan, 2005). Gollwitzer (1993) 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 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. The counsellor could achieve these using counselling strategies such as the CBM combined with modelling techniques (Agetue & Nnamdi 2017)

Career Convention Strategy of Counselling

Career Convention 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 (Armitage & Conner, 2001). Akintola (2016) noted that 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 personality type with those needed in different areas for wise decisions and choices about entrepreneurial enterprises. A professional counsellor 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 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 (Galloway & Brown, 2012).

The Concept of Entrepreneurship Education

Bosna & Harding posit that Improvement of Managerial Efficiency Entrepreneurship education equips the recipients with relevant skills, behaviour, business attitude and curbs managerial deficiency if properly

channelled. 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. Entrepreneurship education inculcates in youths efficient methods of distributing goods and services to the consumer and the desirable social and cultural behaviours (Anderson & Starnawska, 2008). Adinoye (2015) viewed entrepreneurship education as the most reliable vehicle to economic prosperity. It has the inherent characteristics of fuelling the efficient use of human and material resources. Neck (1997) defined entrepreneurship education as a strong source of job creation, poverty alleviation and economic development. It thus, fosters national development. Entrepreneurship education as an effective means of providing human beings with skills relevant to social needs of sustainable national and individual development (Boyd & Vozikis, 1994). 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. Hisrich (1985) 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. 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 (Armstrong, 2001). 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. ILO (2009) Asserted that youngsters make mistakes in their career choices because they are not appropriately guided.

Emerging Prospect and Problem in Entrepreneurship Education.

Drunker (1985) Posit that 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 of entrepreneurship education was highlighted which includes proactive career information through career convention, excursion, youth seminars, group counselling, 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. 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. 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 counselling in Schools Most schools including higher institutions do not have trained experts or counsellors in career

counselling. 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. The poor societal attitude to entrepreneurship education is very much a problem tendency. 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 enrol in courses/subjects for entrepreneurship skills and competencies (Agetue & Nnamdi, 2017) 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 (Hemphill & Hemphill, 2007).

RESEARCH SAMPLE AND METHODOLOGY

For this research project, the quantitative research design was used. This design is such that numerical data would be generated from a number of questionnaires administered to several respondents. The questionnaires employed for this study comprises two (2) sections. A and B. Section A has to do with the demographic analysis of respondents and it contains 7 questions, while section B, has to do with questions relating to the research topic and this contain (32) questions. The likert-scale was used to measure opinions, where for positive questions (Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly Disagree = 1), and for negative questions (Strongly Agree = 1, Agree = 2, Undecided = 3, Disagree = 4, Strongly Disagree = 5). Relevant data were collected at the same instance, a cross-sectional design was adopt as well. The population of this study is the staff of Centre for Entrepreneurship Studies Kwara State University Nigeria. Sample size was determined using Yard's formula. This formula is concerned with applying a normal approximation with a confidence level of 95% and a limit of tolerance level (error level) of 5%.

To this extent the sample size is determined by $[n = \frac{N}{1+Ne^2}]$

$$1+Ne^2$$

Where: n = the sample size

N = population

e = the limit of tolerance

Therefore, $n = \frac{1+280(0.05)^2}{1+280(0.0025)}$

$$= \frac{280}{1+280(0.0025)}$$

$$= \frac{280}{1+0.7}$$

$$= \frac{280}{1.7}$$

$$= 165 \text{ respondents}$$

The sample size consists of one hundred and sixty-five (165) employees out of the two hundred and eighty (280) employee population of Centre for Entrepreneurship Studies Kwara State University Nigeria. All members of the population had equal chances to be chosen as part of the sample because one hundred and sixty-five (165) questionnaires were administered randomly to the entire employee population. Simple random sampling technique was adopted for this study. The instrument used for this research work is questionnaire and it valid because it is designed in such a way to deduce information in the variables of the research problems. The instrument also passes the following test of validity. These are: content test, criterion related test, construct test and discriminate validity by reducing bias, errors that might result from personal characteristics of respondents and from variability in their skill. The data was analysed using manual and electronic based methods through the data preparation grid and statistical package for the social sciences, (SPSS). The utilization of structured grids allows specific responses to be located with relative ease and facilitate the identification of emerging patterns (Creswell, 2009). In this research work, linear regression analysis method which also makes use of ANOVA was employed to test the hypothesis. Other methods of data analysis which was also used in this study include parametric and non-parametric measurement such as trend analysis.

RESULTS AND DISCUSSION

Presentation of Data

The research questionnaire was administered to one hundred and sixty-five (165) employees which is the sample size representing the study population of Centre for Entrepreneurship Studies Ogun State University Nigeria. One hundred and forty (140) questionnaires representing 84.8% were returned, and twenty-five (25) questionnaires representing 15.2% were not returned. The table below shows the details at a glance

Table 1 Distribution of respondents and response rate

Respondents Occupation	Questionnaire administered (sampled)	Percentage of total response (%)
Supervisory	29	20.7
Managerial	80	57.1
Executive	31	22.1
Total	140	100.0
Gender/Category	Questionnaire administered (sampled)	Percentage of total response (%)
Male	67	62.8
Female	73	37.2
		100.0

No of Returned	140	84.8
No of Not Returned	25	15.2
Total no of Questionnaires	165	100

(Source: Author, 2018)

Data analysis and Hypothesis Testing

Table 2 The Descriptive statistics of Counseling and Entrepreneurship Education

Responses		
Counseling and Entrepreneurship Education	Total (N)	Mean
High level of counseling strategies helps to overcome the emerging problems of entrepreneurship education significantly	140	3.89
Counseling and Entrepreneurship Education helps to eradicate poverty.	140	3.88
You have benefitted from Counseling organized by Center for Entrepreneurship Studies, Kwara State University Nigeria	140	3.92
Counseling play a critical role in Entrepreneurship Education	140	3.89
There exist an effect between Counselling and Entrepreneurship Education	140	3.88
Cognitive Behaviour Modification Strategies of Counselling (CBMS) and Awareness of Entrepreneurship Education.	Total (N)	Mean
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.	140	3.85
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.	140	3.84

The Efficacy of Counseling in Eradicating The Problems of Entrepreneurship Education

CBM strategies help youngsters acquire job skills and 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	140	3.93
Counselling allow children to choose career opportunities in entrepreneurship education of their own interests. The counsellor could achieve these using counselling strategies of CBM.	140	3.87
CBMS is a mental process of understanding realities such as employment	140	3.89
CBMS helps to increase entrepreneurial skills and knowledge and also enhances entrepreneur desire to manage good work adjustment.	140	3.94

(Source: Author, 2018)

Testing Hypothesis One

Ho: There is no significant effect between Counselling and Entrepreneurship Education

Ha: There is significant effect between Counselling and Entrepreneurship Education

Table 3 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.105 ^a	.011	.004	.64385

a. Predictors: (Constant) COUNSELLING

(Source: Author, 2018)

Table 4 ANOVA (b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.641	1	.641	1.547	.216 ^a
	Residual	57.207	138	.415		
	Total	57.848	139			

a. Predictors: (Constant), COUNSELLING

b. Dependent Variable: ENTREPRENEURSHIP

EDUCATION

(Source: Author, 2018)

Interpretation of Results

The results from the model summary table above revealed that the extent to which the variance in Entrepreneurship education can be explained by counselling is 1.1% i.e (R square = 0.011). The ANOVA table shows the Fcal 1.547 at 0.0001 significance level. There is significant effect of Counselling on Entrepreneurship Education.

Table 5 Coefficients (a)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.323	.193		12.031	.000
COUNSELLING	.096	.077	.105	1.244	.216

(Source: Author, 2018)

The coefficient table above shows the simple model that expresses how Counselling affects Entrepreneurship Education. The model is shown mathematically as follows; $Y = a+bx$ where y is Counselling and x is Entrepreneurship Education, a is a constant factor and b is the value of coefficient. From this table therefore, Entrepreneurship Education = 2.323 +0.096 Counselling. This means that for every 100% change in Counselling, Entrepreneurship Education contributed 9.6%

Decision

The significance level below 0.01 implies a statistical confidence of above 99%. This implies that Counselling have effect on Entrepreneurship Education. Thus, the decision would be to reject the null hypothesis (H₀), and accept the alternative hypothesis (H₁).

Testing Hypothesis Two

H₀: There is no significant effect between Cognitive Behaviour Modification Strategies of counselling (CBMS) and awareness of Entrepreneurship education.

H₁: There is significant effect between Cognitive Behaviour Modification Strategies of counselling (CBMS) and awareness of Entrepreneurship education.

Table 6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.379 ^a	.144	.137	.59087

a. Predictors: (Constant), CBMS

(Source: Author, 2018)

Table 7 ANOVA (b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.080	1	8.080	23.142	.000 ^a
	Residual	48.179	138	.349		
	Total	56.258	139			

a. Predictors: (Constant), CBMS

b. Dependent Variable: AWARENESS OF ENTREPRENEURSHIP EDUCATION

(Source: Author, 2018)

Interpretation of Results

The results from the model summary table above revealed that the extent to which Cognitive Behaviour Modification Strategies of counselling (CBMS) has an effect on awareness of Entrepreneurship education is 14.4% i.e (R square = 0.144). The ANOVA table shows the Fcal to be 23.142 at 0.0001 significance level. The implication is that CBMS significantly affects awareness of Entrepreneurship education.

Table 8 Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.411	.170		8.277	.000
	ALLOWANCE	.331	.069	.379	4.811	.000

a. Dependent Variable: AWARENESS OF ENTREPRENEURSHIP EDUCATION

(Source: Author, 2018)

The coefficient table above shows the simple model that expresses the effect of allowance on job satisfaction. The model is shown mathematically as follows; $Y = a + bx$ where y is awareness of Entrepreneurship education and x is Cognitive Behaviour Modification Strategies of counselling (CBMS), 'a' is a constant factor and b is the value of coefficient. From this table therefore, Cognitive Behaviour Modification Strategies of

counselling (CBMS) = 1.411 +0.331 awareness of Entrepreneurship education. This means that for every 100% change in CBMS, awareness of Entrepreneurship education is responsible for 33.1% of the change

Decision

The significance level below 0.01 implies a statistical confidence of above 99%. This implies that Cognitive Behaviour Modification Strategies of counselling (CBMS) affect awareness of Entrepreneurship education. Thus, the decision would be to reject the null hypothesis (H_0), and accept the alternative hypothesis (H_1).

CONCLUSIONS

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. This study concludes that Cognitive Behaviour Modification Strategies of counselling (CBMS) can be used to instill awareness of Entrepreneurship Education which comply with the findings of (Galloway & Brown, 2012). The study also revealed that there is a positive and significant relationship between Counseling and Entrepreneurship Education. For this reason 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. The counsellor could achieve these using counselling strategies such as the CBM combined with modelling techniques. This means Cognitive Behaviour Modification Strategies of counselling (CBMS) can be used to instill awareness of Entrepreneurship Education, as stated in the alternative hypothesis.

RECCOMENDATION

Based on the discourse, the following recommendations are made:

- i) Based on the findings of this research. This study recommends that Cognitive Behaviour Modification Strategies of counselling (CBMS) should be used to instil awareness of Entrepreneurship Education.
- ii) The research has shown that there is a significant effect of Counselling on Entrepreneurship Education; therefore Career counselling which emphasizes entrepreneurial should never be overlooked in any programme seeking solutions of entrepreneurship education.
- iii) 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.
- iv) During Youth seminars and conferences, professional counsellors should be among the major facilitators to ensure that cognitive strategies are effectively implemented

SUGGESTIONS FOR FURTHER RESEARCH

- i) The quantitative aspect of this research adopted a survey method of data collection; other studies could consider carrying out a study involving a longitudinal data collection process to provide a reliable confirmation of the relationships identified in this research

- ii) For this research, the quantitative research design was used. This design is such that numerical data was generated from a number of questionnaires administered to several respondents. Further studies could employ in-depth interviews as qualitative data collection process to enrich the data collection process.
- iii) The study found out the extent at which counselling has enhanced entrepreneurship education significantly and how Cognitive Behaviour Modification Strategies (CBMS) can be used to instil awareness of entrepreneurship education. Other studies could carry out a research on the specific activities involved in counselling in regards to entrepreneurship education and the implications on students 'learning orientation and entrepreneurial intentions.
- iv) Components of counselling, career convention and Cognitive Behaviour Modification Strategies (CBMS) were identified in this research. Further studies could consider other aspects or components of the aforementioned constructs.

LIMITATIONS OF THE STUDY

- a) The sample size of this study was determined based on the population of the staff of Centre for Entrepreneurship Studies Kwara State University Nigeria. Further studies should focus on larger and broad population.
- b) The Sample Size for this research was determined using Yard's formula. Using an alternative method for the sample size determination may offer a different sample size.
- c) The study could not have exhausted the definition of counselling, Cognitive Behaviour Modification Strategies of counselling (CBMS), entrepreneurship education, Career convention and other relevant concepts in the available stock of entrepreneurial knowledge.

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