

Counselling As An Antidote For A Successful Entrepreneurship Education Among Teachers Of Oro College Of Education, Kwara State

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ABSTRACT

This paper investigated the relevance of counselling as an antidote for a successful entrepreneurship education among teachers of Oro College of Education in Kwara state. It also focused on whether or not there is zeal in teachers thinking pattern in exploring business opportunity, the problems affecting the successful inculcating of entrepreneurship education in the college and the way forward in promoting the success of such education. The data for the study was drawn from a case study of one colleges of education in Kwara state. To achieve the purpose of this study, four research questions were raised. The study adopted a survey research design. The questionnaire was developed and used by the researcher for data collection. The analyses were based on the four research questions using mean scores. Major findings of the study indicated that there is a lot of zeal in teachers thinking pattern in exploring business opportunities. The study further revealed that lack of funds to conduct research and innovative approaches to carrying out new process, lack of tools and machinery to aid institutions implement entrepreneurship programs among others, were the problems affecting the successful inculcation of entrepreneurship education. Based on the findings, some recommendations were made. They include a review of educational curricula that will require all new students to become involved in the entrepreneurship process. It was concluded that teachers generally need backups for successful entrepreneurship education. To this effect, the federal government should make available funds to encourage counselling psychologists to effectively play their role in Nigerian colleges of education.

Introduction

The problem of actually doing business is not what is confronting most people, but that of doing the right business that is profitable, that will make money and give people the freedom they desire. Sanda and Tende (2006) observed that many businesses fail soon after takeoff because they are not meeting the need of the environment in which they are operating. This implies that they are unable to identify the business opportunities that are abound in their locality. Ojo (2004) concurs that many people start business based on hot tips or just to be engaged in doing something to keep body and soul together. Proper education, with relevant counselling information, will surely establish that identifying a business opportunity must be based on sound principles of problem solving approach. Udeh (1999) identifies such approaches in the following manner: (i) You must be able to identify areas of business categories (ii) identify the needs and problems associated with that area of business (iii) Find a way of solving the problems or meeting the needs very well and finally (iv) Build a capacity to see what your competitors do not see.

It is very clear that getting the right information will result in doing the right thing and achieving maximum success. To act on what one learns is all that really matters, which counselling stands to provide.

Mallum (2000) and Lannap (2004), describe counselling as a learning process designed to increase adaptive behaviour and decrease mal-adaptive behaviour. Counselling is therefore considered as an assistance given to individuals by a professional counsellor to bring out in them qualities that conform to the norms of the society and help them to see reasons to be encouraged to face challenges with adequate information. A counselor creates a forum where teachers and he/she (counsellor) interact and rub minds on issues concerning students' successful entrepreneurship education. The importance of teachers in any national development cannot be overemphasized.

They see to the development of students in all areas including academic, physical, social, mental, political and moral lives. Their contribution to successful entrepreneurship which will promote national development are immeasurable. Teachers are in the fore-front of attempts to make the young ones good citizens of the nation. The Federal Government of Nigeria (2004) aptly expresses the sentiments that national objectives of education cannot be achieved without effective executors (teachers) of the educational policies in our schools. These objectives are:

- (a) Inculcation of National consciousness and unity.
- (b) Inculcation of the right type of values and attitudes necessary for the development of the Nigerian society.
- (c) Providing opportunity for developing manipulative skills, abilities and competencies both mental and physical as equipment in and contribution to the life of the society.

Teachers are therefore the pillars upon which the national educational policy and development rest. The teachers' college which is the operational field of teachers is the right ground where sound principles can be taught for durable national development. It is only through relevant education will teachers be adequately equipped to inculcate in students ideas and right type of values and attitudes necessary to promote successful entrepreneurship in Nigeria. To be able to enjoy the types of successful entrepreneurship this nation deserve and in order to sustain national development, the present process of student education in our colleges need very critical look and overhauling. Thus the relevance of counseling.

There is a growing evidence of a significant relationship between entrepreneurship, economic growth and property reduction. Nwoye (2005) reports that small micro and medium sized enterprises have been found to be the backbone of the private sector in the developed nations, creating jobs and providing a tax-base for local governments as well. Education and entrepreneurship in Nigeria has been defined by many schools of thought. One of them is the

realization of new ideas by insightful individuals. This school of thought describes entrepreneurship as changing what has existed. They see an entrepreneur as an instrument of change. (Mba, 2002). This implies someone who searches for new methods of doing things. Nwoye (2005) sees an entrepreneur as a person who consciously moves resources from a lower area of productivity to a higher one. This opinion does not need entrepreneurs to be highly skilled in generating ideas, but the promotion of radical change. Thus, these changes could be imparted through relevant business education and counselling.

Statement of the Problem

Most Nigerian schools do not offer entrepreneurship education. The main reason may be that schools do not have teachers who are capable of teaching entrepreneurship. To crown it all, suitable materials for the Nigerian situation are not available to these institutions. Also, the programmes in the education system do not address the need for values and attitudes/behaviour that enable students to appreciate self-employment and business as a respective career. Infact, those who run businesses in Nigeria are mostly illiterates who do not have any basic entrepreneurship and business skills. Another problem is that those who are actually exposed to the academic curriculum still suffer attitude syndrome since such students are not equipped with the appropriate skills for self-reliance. Poverty and low income may also be reasons for low personal savings and these have a negative effect on national development, hence, need for counselling. How best entrepreneurship education and counselling is being used on the students at the colleges of education level becomes the subject of investigation in this research work. This study therefore sought to:

1. Assess whether or not there is zeal in the teachers thinking pattern in explaining business opportunities.
2. Take an overview of counselling as an antidote for successful entrepreneurship education among teachers of Oro College of Education.
3. Investigate the problems teachers encounter in inculcating entrepreneurship education in Oro College of Education, Kwara state.
4. Find out ways of promoting the successful teaching of entrepreneurship education in Oro College of Education.

Methodology

This study adopted a survey research design to determine counselling as an antidote for successful entrepreneurship education among teachers of Oro College of Education in Kwara state. Kerlinger (1986) and Awotunde and Ugodulunwa (1998), observed that survey design examines a sample from a population. It enables the researcher to obtain information from a representative sample of the population to describe the situation as it exists for inference on the perception of the entire population.

Population

The population of the study consists of all the lecturers in four colleges of education in Kwara (Ilorin College of Education, Lafiagi College of Education, Elemona College of Education (Private) and Oro College of Education). The entire 200 Lecturers in Oro College of Education were involved in the study.

Sample and Sampling

The subjects of this study were all the entire 200 teachers of Oro College of Education in Kwara State. The choice of the respondents in Oro College of Education was based on the assumption that the selected college bears the same features with the rest of the colleges of education in Kwara State. A stratified random sampling technique was adopted to obtain the sample from the four colleges of education in Kwara State. The entire 200 Lecturers in Oro College of Education were used.

Instrument for data collection

The main instrument used for data collection in this study was a structured questionnaire titled "Counselling as an Antidote for a Successful Entrepreneurship Education among Teachers of College of Education Oro, Kwara State (CAETCEKSQ). The questionnaire was made up of 20 items which sought the teachers' opinions on the publicity of entrepreneurship education, relevance of counselling, problems teachers encounter in inculcating entrepreneurship education in the college and ways of promoting the teaching of successful entrepreneurship education in the college. These were statements to which the respondents were expected to indicate their degree of agreement or discouragement from a four point Likert Scale which was designed by the researcher. The instrument was objectively scored using the following scoring procedure: Strongly Agree (4 points), Agree (3 points), Disagree (2 points), Strongly Disagree (1 point) for positive statement. For negative statements, the reverse was the case. This means, Strongly Agree (1 point), Agree (2 points), Disagree (3 points), Strongly Disagree (4 points).

Validation and Reliability of Research Instruments

The instrument was subjected to face validation through ratification and scrutiny by one counsellor and two experts in measurement and evaluation at the National Examination Council (NECO) Minna, Niger State. Based on their independent judgments, valuable criticisms and suggestions necessary corrections and administering of instruments were made to the Lecturers in of Oro College of Education in Kwara State. The reliability of the instrument was determined using Cronbach Alpha. A reliability coefficient of 0.81 was obtained. The instruments were administered through personal contact by the researcher with two research assistants to ensure a hundred percent completion and return of the questionnaires.

Data Analysis

The data analysis was carried out using mean scores. A mean of 2.5 was used as the cut-off point for decisions. Items scoring 2.5 and above were accepted while those with a mean score below 2.5 were rejected.

Results

The results of the analyzed data were as presented in relation with the findings stated in this study.

Table 1: Mean response on whether or not there is zeal on Teachers' thinking pattern in exploring business opportunity.

	Item Focus	X	Decision
1	I could do my current job on my own instead of as an employee.	3.0	Agree Accepted
2	This service could be made better in future.	2.5	Accepted
3	If someone had asked about product/service extension, is something I can provide.	1.6	Disagree Rejected
4	There is a service/business opportunity that my employer has rejected that I could pursue independently.	2.5	Accepted
5	Creating an atmosphere in my students for business opportunity.	3.2	Accepted

Table 1 reveals that respondent agreed in most of the items that there is much zeal in teachers' thinking pattern in exploring business opportunity apart from item 3 that vehemently in disagreement with the mean score of 1.6.

Table 2: Overview of Counselling as an antidote for successful entrepreneurship education among teachers of college education.

	Item Focus	X	Decision
1	Counselling will let me see a bigger picture also am often very ambitious (inner drive to succeed)	2.9	Agree Accepted
2	Counselling will let me see massive goals for myself and stay committed to achieving them regardless of the obstacles that get in the way. (Inner drive to succeed).	3.4	Strongly Agree Accepted
3	I have a healthy opinion of myself and often have a strong and assertive personality through counselling (strong believe in self).	2.5	Agree Accepted
4	I am focused and determined to achieve my goal if I am counselled. (strong belief in self)	2.8	Agree Accepted
5	Counselling makes me to have a passionate desire to do things better and to improve my service-creative, innovative and resourceful. (Search for new ideas and Innovation).	3.6	Strongly Agree Accepted
6	Counselling makes me to be up to date with the latest technology or service techniques and I'm always ready for change if I see a new opportunity arise. (openness to change).	2.7	Agree Accepted
7	I am always full of energy and highly motivated through counselling. (Highly motivated and energetic)	3.0	Agree Accepted
8	Through counselling, I do readjust my path if the criticism is constructive and useful to my over all plan; otherwise, I will simply disregard the comments as pessimism. (Accepting of constructive criticism and rejection).	2.8	Agree Accepted

Table 2 shows that the respondents unanimously agree that the relevance of counselling as an antidote for a successful entrepreneurship education.

Table 3: Problems teachers encounter in inculcating entrepreneurship education in college of education

	Item Focus	X	Decision
1	Lack of funds to conduct research and innovative approaches to carrying out new processes.	2.9	Strongly Agree Agree Accepted
2	Another problem to entrepreneurship in Nigeria is the absence of significant savings that can be turned toward investment or for the first-timer investor to use as seed money.	3.0	Agree Accepted
3	Academic curriculum does not equip students with adequate skills for self-reliance.	3.6	Strongly Agree Agree Accepted
4	Lack of tools and machinery to aid institutions of various levels implement entrepreneurship programs in colleges.	3.4	Strongly Agree Agree Accepted

Table 3 established respondents agreement from items 14 – 17 that these are the problems affecting successful inculcating of entrepreneurship education in the colleges.

Table 4: Mean responses of teachers on ways of promoting the successful teaching of entrepreneurship education in the college of education.

	Item Focus	X	Decision
1	To offer choice of courses already commonly identified with entrepreneurship education.	3.2	Agree Accepted
2	Business faculties to be identified principally in entrepreneurship education to create a curriculum that would require all incoming students to become immersed in the entrepreneurial process from the first year.	2.5	Agree Accepted
3	To identify motivated educators in Nigeria who are willing to develop teaching skills as entrepreneurship educators.	3.00	Agree Accepted

From Table 4 respondents indicated that items 18–20 have been agreed as the ways of promoting the successful inculcation of entrepreneurship education in the colleges of education.

Major Findings

Discussions

The result from table one shows that there is no enough dissemination of information of entrepreneurship education in our colleges of education. This finding is in line with Nwoye (2005) who stressed that training in the formal schools did not highlight entrepreneurship because, the curriculum was designed for school leavers to work in civil service and for other employers. The results of data analysis in table 2 revealed the relevance of counselling, as an antidote to successful entrepreneurship education. The demand re-affirms the importance of counselling being effective, dealing with value orientation, perception, motivation, needs and feelings; counselling is more personal, intimate, private and confidential, largely emotional, flexible and less didactic as concluded by Idowu (2004). The findings also exposed the problems teachers encounter in inculcating successful entrepreneurship education in the colleges of education. Sanda and Tende, (2006) rightly pointed out that critical barriers to entrepreneurship in Nigeria are absence of venture capital, which plays a very significant part in the recognition and development of fast growing enterprises, particularly in high technology; absence of significant savings that can be turned towards investment and the inability of the education system to adequately produce students for self-reliance.

The findings further showed ways of promoting the teaching of successful entrepreneurship education in the colleges of education. This falls in line with Nwoye’s (2005) suggestion that there are basically two ways that an institution of higher learning can develop entrepreneurship courses. One method is to offer a choice of courses already commonly identified with entrepreneurship education including courses in new venture creation; managing growing business; entrepreneurship finance, family businesses marketing and venture capital for entrepreneurship.

Another method is to create a curriculum that would require all incoming students to become immersed in the entrepreneurial process. This would involve a practical program in which students would be engaged in actual start-ups over a significant period (one/two semesters).

Recommendations

Based on what has been discussed in this paper, the following recommendations were made for a successful entrepreneurship education:

1. The Federal government should review educational curricula that will require all new students to become immersed in the entrepreneurial process from the first year in the colleges.
2. Courses and programs from secondary school level should offer variety of courses similar to business schools which could provide practical introduction to entrepreneurship by utilizing materials that are geared for such age groups.
3. Government should also identify motivated educators in Nigerian schools who are willing to develop teaching skills as entrepreneurship educators.
4. Allowing conducive atmosphere for professional counselling psychologists to work effectively with all levels of teachers who are eager to learn and explore for successful entrepreneurship education in Nigerian schools.

Conclusion

The findings of this research has affirmed the fact that lecturers in Kwara state and Nigeria as a nation need backups for successful entrepreneurship education. To this effect, the Federal government should make available funds, review educational curricula to encompass business education and find tremendous ways of encouraging counselling psychologists to effectively play their roles in the Nigerian schools’ system.

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