

# An Investigation of Career Counselling Services in Promoting Entrepreneurship Education Among Students of Tertiary Institutions in North Central Zone of Nigeria

By

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## Abstract

*The study focused on an investigation of career counselling services in promoting entrepreneurship education among students of tertiary institutions in north central of Nigeria. A sample of 1200 respondents consisting of 400 final year students each was selected from the three tertiary institutions using purposive random sampling. The instruments for data collection was researchers developed and validated instrument entitled Career Counselling Services on Entrepreneurship Skills Questionnaire (CASESQ). The reliability coefficient of alpha level 0.82 was obtained using test retest method. Relevant inferential statistics of One-Way Analysis of Variance was used for the analysis of stated null hypotheses at 0.05 significant levels The result on the choice of entrepreneurship skills provided to students has  $F(2.043) p = .130 (>.05)$ , on the counselling services provided on entrepreneurship skills  $F(1.263) p = .283 (>.05)$ , Result indicated that available entrepreneurship facilities  $F(5.641) p = .004 (< 0.05)$ , available professional counsellors  $F(12.535) p = .000 (< .05)$  management authority involvement  $F(34.132) p = .000 (< .05)$  are not adequate. The study recommends among others that both Federal and State government should embark on training of teachers/instructors in the area of skill development for entrepreneurship education.*

**Keywords:** Career Counselling, Entrepreneurship Education, Tertiary Institutions, Nigeria

## **1.1 Introduction**

Education is vital in the training and development of human resources in any country through the inculcation of appropriate skills, capacities, values, knowledge and attitudes for total transformation of individual and the society. Nigeria believes in education as a veritable tool for human and society transformation and this is why in the National Policy on Education, the Federal Republic of Nigeria (2004) emphasized that “education in Nigeria is an instrument per excellence for effecting national development” it implies that education is not just as a basic need but as a right of every individual in the society. Education is the cornerstone of the rights based approach to sustainable national development. Refocusing entrepreneurship education for wealth creation poverty reduction social-economic empowerment and self-employment becomes imperative. The planning, management and administrative of education needs to refocus on deliberate process of using formal and informal existing educational system to emphasis functional entrepreneurship skills that can address the challenges of unemployment and under-employment with its multi-variant national consequences of poverty, insecurity, social unrest, school dropouts, indiscipline in the society and schools, destruction and vandalization of public and private properties and above all the economic recession.

Education is very important in the training and development of human resources in the country through the inculcation of appropriate skills, knowledge, value and attitudes which can be used in the transformation of individuals, communities, nations and the world at large. Nwagwu (2007) affirmed that entrepreneurship education remains vital in the real sector and the sustenance of economic development; it has become necessary for Nigerian government to pay attention to this sector. Entrepreneurship enhances the promotion for capital formation, creation of immediate large-scale employment, promotion of balanced regional development, effective mobilization of capital and skill. As such, entrepreneurship education is paramount.

Career counselling seeks to prepare people, especially youths to be responsible, innovative enterprising and above all becoming an employer of labour rather than being job seekers. Career counselling has become extremely important in tertiary institutions to achieve the goals of employment demand and needed workforce generation and sustainable national development in Nigeria. Education in every sense is one of the fundamental factors of development and no country can achieve sustainable development without substantial investment in human capital. Education plays very crucial roles in entrepreneurial development and skills acquisition. For any meaningful development that will produce

great and dynamic economy in all aspects of its people endeavours lies in rigorous and massive Career counselling on entrepreneurship knowledge of tertiary education students.

### **1.2 Statement of the Problem**

It is a widely held view that the high rate of unemployment among our graduates is traceable to our educational system. The architects of this view believe that our educational system does not equip our graduates with adequate skills and tools necessary for them to meet societal manpower needs. They also contended that our educational system is faulty because it does not prepare the graduates for self-employment. The nature of unemployment in Nigeria is not only traceable to instability of effective demand; rather, it is mainly due to the lack of what is called fundamental disequilibrium. This is because the problem comes from lack of proper skill expansion in our educational institutions, faulty curricular and orientation. It has also been observed that the current proliferation of higher educational institutions and those seeking higher education for white-collar jobs is the main factor responsible for the problem. We thus have an influx of graduates into the already saturated labour market. Most of these school leavers apparently could not find jobs. Consequently, they joined the array reserves of the unemployed. This is the situation Nigeria finds herself today.

### **1.3 Scope of the Study**

The study is to examine the Career Counselling services in Promoting Entrepreneurship Education among Students of Tertiary Institution in north central Nigeria. It is also delimited to final year student in tertiary institutions.

### **1.4 Purpose of the Study**

The purpose of the study is to examine the career counselling services in Promoting Entrepreneurship Education among students of Tertiary Institutions in north central Nigeria. Specifically, the study intends to:

1. Determine whether tertiary institutions in north central of Nigeria have adequate career counselling services that can guide students toward appropriate choice of entrepreneurship
2. Find out the dimension of entrepreneurship choices that are prevalent in tertiary institutions in north central of Nigeria.
3. To explore the dimension of career counselling that influence students choice of entrepreneur skills.

4. To guide students on how to make wealth and be self-employed on graduation rather than searching for the jobs that are not available.

### **1.5 Statement of Hypotheses**

The following null hypotheses are formulated to direct the study

1. There is no significant influence of effective career counselling on enhancement of appropriate choice of entrepreneurship skills by the students.
2. There is no significant influence of counselling services provided in higher institutions in north central of Nigeria on the students acquired entrepreneurship skills.
3. There is no significant influence of available facilities in the higher institutions in north central of Nigeria and the needed entrepreneurship skills choices.
4. There is no significant influence of available counsellors in higher institutions in north central of Nigeria on guiding students toward appropriate entrepreneurship skills choices.
5. There is no significant influence of authorities of higher institutions in north central of Nigeria on career counselling on entrepreneurship skills to enhance well skilled students for after graduation self-employed.

## **2. Concept of Career Counselling**

Career counselling refers to a developmental process extending over almost the entire life span, through which person develop the capacity for and engage in work as part of their total life cycle. Career counselling is defined broadly as a series of general and specific intervention, dealing with such concerns as self-understanding: broadening one's horizons, work selection, challenge, satisfaction, and other interpersonal matters, work site behavior, communication, and other interpersonal phenomenon, and lifestyle issues such as balancing work, family, and leisure, discrimination, stress, sexual harassment, bias, stereotyping, pay inequalities, and tokenism. (Solomon, 2007)

Career counselling can only be a panacea for reducing the rate of youth unemployment in conjunction with entrepreneurship for enhancement of appropriate choice of entrepreneurship skills by student through tertiary institutions. The energy, skills and aspirations of graduates are invaluable assets that no country can afford to waste. Helping the graduates to develop and realize their potential to the fullest is a precondition for sustainable national growth and development. Career counselling is a sure-way in realizing this lofty national ideal of transforming Nigeria graduates entrepreneur.

### **2.1. Concept of Entrepreneurship Education**

Entrepreneurship is the willingness and ability of an individual to seek for investment opportunities, to establish and to run an enterprise successfully (Solomon, 2007). Entrepreneurship according to Baba (2013) is the act of starting a company, arranging business deals and taking risks in order to make profit through the education skills acquired. The entrepreneurship spirit is a pre-requisite to an entrepreneurial society and culture. This spirit is required for the overall economic growth of any nation especially developing ones like Nigeria. This is in line with the view of Ojeifo (2013) that entrepreneurship is the willingness and the ability of an individual or a firm or an organization to identify an environmental change and exploit such an opportunity to produce goods and services for public consumption.

## **2.2. Tertiary Education in Nigeria**

Tertiary education is education given after secondary school education. They are got from universities, polytechnics, colleges of education, mono-technics and research institutes, etc. it develops in students the ability to question and seek the truth that makes him/her competent to critique on contemporary issues. It broadens the intellectual powers of the individual within a narrow specialization, but also gives him/her a wider perspective of the world around. Tertiary education is the source or system that is used by any country to supplies the much-needed human resources in all walks of life such as in management scientific and technological advancement, planning economic growth and designing teaching and research relevant to the taste of time. The following are the roles of higher institution in modern society.

To seek for and cultivate new knowledge: to engage vigorously and fearlessly in the pursuit of truth; and to interpret old knowledge and beliefs in the light of new needs and discoveries.

To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the fullest by cultivating physical fitness, developing the power of the mind and cultivating right interests, attitudes and moral and intellectual values and standards.

To provide the society with competent men and women trained in agriculture, arts, medicine, science and technology and various other profession, who will also be cultivated individuals, imbibed with a sense of social purpose.

To strive to promote quality and social justice and to reduce social and cultural differences through diffusion of education; and culture

To foster in the teachers and students and through them in the society generally, the attitudes and values needed for developing the good life in the individual and society.

### **2.3. Theoretical Framework on Entrepreneurship**

#### **2.3.1 Schumpeter's Theory of Entrepreneurship and Entrepreneurial Motivation**

There are theories propounded to increase the understanding of what entrepreneurship is about. One of these theories is that of Joseph Schumpeter, propounded in 1949. Schumpeter believed that entrepreneur helps the process of development in an economy. He said that an entrepreneur is the one who is innovative, creative and has a foresight. According to him, innovation occurs when the entrepreneur: Introduces a new product; opens up a new market; finds out a new source of raw material supply and introduces new organization in any industry. The theory emphasizes on motivation, ignoring the risk and organizing abilities of an entrepreneur. Schumpeter's entrepreneur is a large scale businessman who is rarely found in developing countries, where entrepreneurs are small scale businessmen who need to imitate rather than innovate. The present work is on development of vocational skills and how to use the skills in setting up small business and or entrepreneurs. Economic theory of entrepreneurship states in parts that, entrepreneurship and economic growth take place when the economic condition is favourable. Economic incentives are the main motivators for entrepreneurial activities.

#### **2.3.2 Theory of Social Change of Entrepreneurship**

It was Max Weber (2017) who first of all took the stand that entrepreneurial growth was dependent upon ethical value system of the society concerned. The central figure of the Weber's theory of social change consists in his treatment of the protestant ethic and the spirit of capitalism. Moreover, this theory provides an analysis of religion and its impact on entrepreneurial culture. Max Weber opined that the spirit of rapid industrial growth depends upon a rationalized technology, acquisition of money and its rational use for productivity and multiplication of money. These elements of industrial growth depend upon a specific value orientation of individuals i.e. the tendency of acquisition and rational attitude towards action which is generated by ethical values.

#### **2.3.3 Theory of Systematic Innovation:**

Drucker (2009) developed the theory of systematic innovation. According to him Systematic innovation consists in the purposeful and organized search for changes and in the systematic analysis of the opportunities such changes might offer for economic or social innovation. Thus, on the basis of above theories, we can say that entrepreneurship is a multidisciplinary area. Actually, entrepreneurship is governed by human factor living in an ever-changing society pursuing simultaneously economic, social and psychological objectives. So unless a theory of entrepreneurship is woven into sociological, cultural, psychological, political and managerial fiber, it cannot give a sense of economic web. Entrepreneurship education is a very important tool in enhancing the standard of living in any nation. It is needed to equip one with entrepreneurial skills required for sound foundation on starting, developing, financing and marketing of own business enterprise. Through entrepreneurship education, young people, including those with disabilities, learn organizational skills, including time management, leadership development and interpersonal skills, all of which are highly transferable skills sought by employers. National development is seen as the ability of a country to improve the social wellbeing of its citizens.

Entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attributes in widely different context. It can be portrayed as open to all. The propensity to behave entrepreneurially is not exclusive to certain individuals. Different individuals will have different mix of capabilities for demonstrating and acquiring entrepreneurial behaviours, skills and attributes. These behaviours can be practiced, developed and learned; hence it is important to expose all students to entrepreneurship education. Entrepreneurship is the capacity to harness the right quantity, quality and combination of resources that are consistent with profit making under risks and uncertainty. Entrepreneurship is a the totality of self-asserting attributes that enables a person to identify latent business opportunities, together with capacity to organize need resources with which to profitably take advantages of such opportunities in the face of calculated risks and uncertainty.

## **2.4 Theoretical Framework on Career Counselling**

### **2.4.1. Holland's Personality Theory (1959)**

Theory states that the choice of a vocation is an expression of personality. His theory holds that people choose occupations and works that are akin to their personalities. This means that a person's choice of an occupation is an expression of his personality. The theory groups mankind into six different personalities, these are Realistic (Doers), Investigative (Thinkers), Artistic (Creators), Social (Helpers), Enterprising (Persuaders) and Conventional (Organizers). He abbreviated the six

personalities as RIASEC. The theory is rooted on vocational satisfaction, stability, progress and achievements depend on the congruence or agreement of one's personalities and work environment. Career counseling of tertiary education students should consider each student's interest, ability, self-evaluation of different vocations and personality, while helping his students/clients in career choice making.

#### **2.4.2. Parson's Trait-Factor Theory**

Parson's (1909) theory matches individuals with jobs in respect of ability, intelligence, interest, attitudes, beliefs and value. There is a direct link between an individual's ability and interest with the world's vocational opportunities. Values and needs of the individual are matched with relevant vocations. The counselling needs of the students are that the counsellor observes the individual's personalities so as to make the best prediction of his/her future vocation. The strengths and weaknesses of the individual are the cardinal points the counsellor should use in counselling each student in career choice.

#### **2.4.3. Caplow's Chance Theory of Career Choice**

Caplow's (1954) chance theory is also referred to as Accident theory. The theory states that the degree of freedom which a person has is for occupational choice is hunted by chance factor. Meaning, what is available in the society is what one is exposed to and is bound to choose what is available and not what one is interested in. The theory is very true in today's situations in Nigeria where school leavers and university graduates accept jobs that are available even if they did not prepare for them. What chance brings is what is taken as a vocation. Implication of this theory to counselling is that counsellors should prepare their students for both their chosen careers in life and occupations that may come to them by chance. The chance situation can be avoided by means of providing students with skills in some vocations of which they can develop into entrepreneurship.

#### **2.4.4. Self-Concept, Self-Esteem and Locus of Control in Career Choice**

Self-concept is a requirement in entrepreneurship choice of students in tertiary institutions. It comprises self image, self acceptance, self perception, self identity, and self-worth. A student who has positive self-concept thinks about his/her successes and good qualities, whereas, a negative self-concept thinks about failures and his/her inadequacies to excel in entrepreneur. It is therefore important for individual in the verge of deciding for a career to develop a positive self concept and believing that he/she will succeed in making the right choice of a career, vocation and an entrepreneur and grow well in it. Self-

esteem is the feelings of worth one places on him/herself. Self-esteem gives the individual some sense of identity and awareness of competence. It is a mirror that gives the individual a sort of feedback from the external world. The International Encyclopedia of Social Science, volume three (3), explains that career guidance, career exploration, and career exposure are vital before deciding on which career best suits the individual.

### **2.5. Rationale for Career Counselling on Entrepreneurship in Tertiary Institutions**

Goals of career counselling are a comprehensive educational concern focusing on the relationship between traditional education programmes and the world of work. The major purpose is to prepare an individual for living and work in the society. In its scope career counseling encompasses educational experience beginning with early childhood and continuing throughout the individual's production life. A complete programme of career counselling on entrepreneurship choice of study is to focus on: awareness of the world of work; broad orientation to occupation; in-depth exploration to selected job cluster; career preparation and understanding of the economics of job and, placement for all students

Career counselling on entrepreneurship choice of study should be an integral part of an educational process from the kindergarten to tertiary institutions. The integration of career counselling on entrepreneurship choice of study into the existing educational curriculum is a feasible method of accomplishing educational sustainability. It is designed to assist individuals to identify their interest and abilities and develop the capacities to continue to learn and profit from work. A sound philosophy of career counselling on entrepreneurship choice of study in Nigeria should be such that would be in addition to stressing the joy and dignity of work assist individuals to actualize their potentials. Career counselling on entrepreneurship choice of study in Nigeria has to be seen as an aspect of education and training which helps the individuals to develop to the fullest capacity their potentialities in order to utilize their capacities for the benefit of society.

## **3. Research Design**

The research design adopted for this study is the survey design. Survey research is a method which involves a structured questionnaire given to respondents for eliciting information regarding their behaviour, intentions, attitudes, awareness and motivations pertaining to the phenomena at hand.

### **3.1 Area of Study**

The study was embarked upon in north central Nigeria. The study was conducted in tertiary institutions within three states located in the central part of Nigeria. The institutions are Federal Colleges of Education, Kontagora, Niger state, Nasarawa state Universities, Keffi and Federal Polytechnic Offa, Kwara State.

### **3.2 Population and Sample Size**

The population for this research study consist all final year students of tertiary institutions in north central Nigeria. The population of the final year students is estimated to be 5,500. A sample of 1200 respondents consisting of 400 final year students each was selected from the three tertiary institutions using purposive random sampling.

### **3.3 Instrumentation**

The instruments for data collection will be a researchers' developed instrument entitled Career Counselling Services on Entrepreneurship Skills Questionnaire (CASESQ). The instrument comprised of two sections: section "A" elicit information on personal data of the respondents. Section "B" contained twenty (20) items on the various aspects of perceived indicators of career counselling on entrepreneurship skills. Scores obtained from the various institutions were transformed from z to t score analysis accordingly.

### **3.4 Validity of Instrument**

To ascertain the face and content validity of the instrument, copies were given to three experts, two in measurement and evaluation and one in guidance and counselling. Their various modifications, suggestions, corrections were dully incorporated in the final copies of the instrument.

### **3.5 Reliability of the Instrument**

The reliability of the instruments, Career Counselling Services on Entrepreneurship Skills Questionnaire (CASESQ) was established using split half reliability co-efficient method. Some copies of the instruments were administered to 40 students in the population that are not part of the final study University of Technology, Minna. After the administration, the instrument was split into two equal halves and the reliability was determined with Pearson's Product Moment correlation statistics and later converted to Spearman Rank Order Correlation in order to step up the reliability index. The reliability coefficient of alpha level 0.82 was obtained. The reliability was adequate and consistent with Creswell (2002) recommendation of .70 and above.

### **3.6 Administration of the Instrument**

Data was collected through the administration of the instrument using eight research assistants. In each school, the researchers' assured the students' confidentiality in terms of responses supplied. The researcher encouraged the respondents to rate themselves as honest as possible in completing the questionnaire. All copies of the questionnaire administered were retrieved at the spot to ensure 100 percent return from the sampled schools. Uniform system of administering the copies of questionnaire was adopted in all the schools and copies given out were retrieved on the same day of administration.

### **3.7 Procedure for Data Preparation/Scoring**

The researchers developed the scoring keys for coding all information collected from the respondents to ease of data analysis. Information in different section of the questionnaire was scored and coded differently. The scoring schedules ranged are Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1)

### **3.8 Procedure for Data Analysis**

Data collected were sorted and subjected to descriptive and inferential statistics analysis. Descriptive statistic of frequency and percentages were used to analysis participants' demographic data while inferential statistic of One-Way Analysis of Variance was used for the stated null hypotheses at 0.05 significant levels.

#### **4.1. Presentation of Results**

The results of the data collected are presented hypothesis by hypothesis as shown below.

##### **4.1.1 Hypothesis One**

There is no significant influence of effective career counselling on enhancement of appropriate choice of entrepreneurship skills by the students. The variable of choice of entrepreneurship skills was tested at the three levels of tertiary education in the north central of Nigeria namely; College of Education, Polytechnic and University. To test this hypothesis One-Way Analysis of Variance was employed and the results presented in table 2

**Table 1: Summary of mean scores on choice of entrepreneurship skills by institutions**

<b>Institutions</b>	<b>N</b>	$\bar{X}$	<b>Std Deviation</b>
College of Education	400	10.94	2.296

Polytechnic	400	10.88	2.165
University	400	11.18	2.119

**Table 2: Summary of One-Way Analysis of Variance on choice of entrepreneurship skills by institutions**

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig
Between Groups (Combined)	19.685	2	9.843	2.043	.130
Within Groups	5766.315	1197	4.817		
Total	5786.000	1199			

The result in table 1 shows the summary of inferential statistic which was used to compare the influence of effective career counselling on enhancement of appropriate choice of entrepreneurship skills by the students of tertiary institutions. College of Education has a mean of 10.94 with standard deviation of 2.296, polytechnic has a mean of 10.88 with the standard deviation of 2.165 and university has mean of 11.18 with correspondent standard deviation of 2.119. Table 2: present the summary of One-way Analysis of Variance on choice of entrepreneurship skills by institutions. The degree of freedom is 2 with the f value =2.043 and p value = .130 being higher than 0.05. This implies that there was significant difference on the influence of career counselling in promoting entrepreneurship skills in students of tertiary institutions. The null hypothesis stated is accepted

#### 4.1.2 Hypothesis Two

**Table 3: Summary of mean scores on provided counselling services by institutions**

Institutions	N	$\bar{X}$	Std Deviation
College of Education	400	11.63	2.539
Polytechnic	400	11.41	2.376
University	400	11.38	2.445

**Table 4: Summary of One-Way Analysis of Variance of provided counselling services by institutions**

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig
Between Groups (Combined)	15.222	2	7.611	1.263	.283
Within Groups	7212.125	1197	6.025		
Total	7227.347	1199			

It is obvious that from table 3 it shows the summary of inferential statistic use to determine the hypothesis which states that there is no significant influence of counselling services provided in tertiary institutions in north central of Nigeria on the students acquired entrepreneurship skills. College of Education has a mean of 11.63 with standard deviation of 2.533, polytechnic has a mean of 11.41 with the standard deviation of 2.376 and university has mean of 11.38 with correspondent standard deviation of 2.44. Table 4: present the summary of One-way Analysis of Variance of provided counselling services by institutions. The degree of freedom is 2 with the f value 1.263 and p value .283 which is higher than level of significance 0.05. This represent that there was no significant difference on the influences of counselling services provided in tertiary institutions in North central zone of Nigeria on the students acquired entrepreneurship skills. This is the null hypothesis is accepted.

#### 4.1.3 Hypothesis Three

There is no significant influence of available entrepreneurship facilities in the tertiary institutions in north central Nigeria and the needed entrepreneurship skills choices. Considering the data collected of the three categories of tertiary education levels. These are College of Education, Polytechnic and University. The results by institutions are defined with One-Way Analysis of Variance as presented in table 6

**Table 5: Summary of mean scores on available entrepreneurship facilities by institutions**

Institutions	N	$\bar{X}$	Std Deviation
College of Education	400	9.34	2.656
Polytechnic	400	9.59	2.414

University	400	9.00	2.405
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**Table 6: Summary of One-Way Analysis of Variance of available entrepreneurship facilities by institutions**

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig
Between Groups (Combined)	70.222	2	35.111	5.641	.004
Within Groups	7450.837	1197	6.225		
Total	7521.059	1199			

The first part of analysis presented in table 5 shows that the total respondents that constitute the sample are 1200 students. 400 respondents each were drawn from college of education, polytechnic and university. It is glaring from the result in table 6 that there was no significant difference on the influence of available entrepreneurship facilities in the tertiary institutions. The means obtained are 18.07, 19.12 and 18.73 with corresponding standard deviation was found to be 1.81, 1.89 and 1.76 for students in the three institutions respectively. Table 6: present the summary of One-way Analysis of Variance of available entrepreneurship by institutions. The degree of freedom is 2 with f-value 5.641 and p value = .004 found to be less than the chosen alpha of 0.05. Therefore the null hypothesis is rejected. To confirm the direction of the means differences a post-hoc was executed with Fisher’s Least Significance Different (LSD) to show the mean differences among groups as presented in table 7

**Table 7: Post-hoc Comparison Fisher’s Least Significance Different (LSD) on the available entrepreneurship facilities by institutions**

(I) inst	(J) inst	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
College Education	of Polytechnic	-.24750	.17642	.161	-.5936	.0986
	University	.34250	.17642	.052	-.0036	.6886

Polytechnic	College of Education	.24750	.17642	.161	-.0986	.5936
	University	.59000*	.17642	.001	.2439	.9361
University	College of Education	-.34250	.17642	.052	-.6886	.0036
	Polytechnic	-.59000*	.17642	.001	-.9361	-.2439

\*. The mean difference is significant at the 0.05 level.

The result on table 7 Show that the source o significant difference on the available entrepreneurship facilities exited between the Polytechnic and University only as indicated by asterisks on the table. The mean scores show that the Polytechnics had a higher mean which implies that more entrepreneurship facilities were than in the University.

#### 4.1.4 Hypothesis Four

Hypothesis four does not significantly influence of available professional counsellors by higher institutions under study in north central of Nigeria on guiding students toward appropriate entrepreneurship skills choices. To test this hypothesis One-Way Analysis of Variance was employed as presented in table 9

**Table 8: Summary of mean scores on professional counsellors by institutions**

Institutions	N	$\bar{X}$	Std Deviation
College of Education	400	10.63	2.524
Polytechnic	400	10.11	2.363
University	400	10.97	2.449

**Table 9: Summary of One-Way Analysis of Variance of professional counsellors by institutions**

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig
Between Groups (Combined)	150.080	2	75.040	12.535	.000
Within Groups	7166.040	1197	5.987		
Total	7316.120	1199			

It is obvious from the result in table 8 that the descriptive statistic using 1200 respondents on the influence of available professional counsellors by higher institutions under study in North central zone of Nigeria on guiding students toward appropriate entrepreneurship skills choices. The 400 respondents each were drawn from college of education, polytechnic and university. The means are 10.63, 10.11 and 10.97 with corresponding standard deviation was found to be 2.52, 2.36 and 2.44 for students in college of education, polytechnic and university respectively. With the summary of One-Way Analysis of Variance on table 9: it shows that the f-value 15.535 and p value .000 which is less than the chosen alpha of 0.05 thus the null hypothesis is rejected. This implies that availability of professional counsellors has significant influence promoting entrepreneurship education among students of tertiary institutions. To confirm the source of the significant differences, a post-hoc was executed with Fisher’s Least Significance Different (LSD) to show the mean differences among groups as presented in table 10.

**Table 10 Post-hoc Comparison Fisher’s Least Significance Different (LSD) on professional counsellors by institutions**

(I) inst	(J) inst	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
College	of Polytechnic	.52000*	.17301	.003	.1806	.8594

Education	University		-.34000*	.17301	.050	-.6794	-.0006
Polytechnic	College of Education		-.52000*	.17301	.003	-.8594	-.1806
	University		-.86000*	.17301	.000	-1.1994	-.5206
University	College of Education		.34000*	.17301	.050	.0006	.6794
	Polytechnic		.86000*	.17301	.000	.5206	1.1994

\*. The mean difference is significant at the 0.05 level.

The table 10: shows that the existences of significant difference on the available professional counsellors are among the three tertiary institutions as reflected by the asterisks values. The significant influence was higher in the University, followed by college of educations and least in Polytechnics

#### 4.1.5 Hypothesis Five

There is no significant influence of authorities of tertiary institutions in north central of Nigeria on career counselling on entrepreneurship skills to enhance well skilled students for after graduation self-employed. The independent variable in this study is this is involvement of management authority by institutions with three levels namely: college of education, polytechnic and university. To test this hypothesis One-Way Analysis of Variance was employed as presented bellow.

**Table 11: Summary of mean scores of involvement of management authority by institutions**

Institutions	N	$\bar{X}$	Std Deviation
College of Education	400	18.07	1.816
Polytechnic	400	19.12	1.894
University	400	18.73	1.765

**Table 12: Summary of One-Way Analysis of Variance of involvement of management authority by institutions**

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig
Between Groups (Combined)	227.647	2	113.823	34.132	.000
Within Groups	3991.700	1197	3.335		
Total	4219.347	1199			

The analysis as presented in table 11. show that the total respondents constitute the sample are 1200 with the three institutions as with 400 respondents each. There means are 18.07, 19.12 and 18.73 accordingly. Their respective standard deviations were found to be 1.81, 1.89 and 1.76. The inferential statistical analysis of One-Way Analysis o variance on table 12 shows that the f value 34.132 and p value .000 which is less than the chosen alpha of 0.05 thus the null hypothesis is rejected. This implies that the involvement of management authority of tertiary institutions has significant influence promoting entrepreneurship education among students. To confirm the direction of the means differences a post-hoc was executed with Fisher’s Least Significance Different (LSD) to show the mean differences among groups as presented in table 13

**Table 13: Post-hoc Comparison Fisher’s Least Significance Different (LSD) on involvement of management authority**

(I) inst	(J) inst	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
College	of Polytechnic	-1.05500*	.12913	.000	-1.3083	-.8017

Education	University	-.66500*	.12913	.000	-.9183	-.4117
Polytechnic	College of Education	1.05500*	.12913	.000	.8017	1.3083
	University	.39000*	.12913	.003	.1367	.6433
University	College of Education	.66500*	.12913	.000	.4117	.9183
	Polytechnic	-.39000*	.12913	.003	-.6433	-.1367

\*. The mean difference is significant at the 0.05 level.

Table 13 shows that the significant differences existed among the institutions on the involvement of management authority. The involvement was highest in the Polytechnics, followed by the University and least for Colleges of education.

#### **4.3 Discussion of the Findings**

The result of the findings revealed that there is no significant influence of effective career. Career counselling services in all the institutions investigated affirmed that there is no appropriate choice of entrepreneurship skills programme for the students to acquire. The Null hypothesis was accepted in relation to this, Solomon (2007) reported that majority of high school leavers in Nigeria are not equipped with the right skills and knowledge to effectively compete in the labour market. Students need to be counselled on the need to acquire the necessary skills to enable them function in the work place or rather be on their own after they graduate from school. Birkland (2004) emphasized it is important to adequately guide students in their choice of entrepreneurship skills, so that when they graduate, they could choose between searching for a near non existing white collar jobs or to set up their own ventures. Existing authors argued that career counseling is widely accepted as a powerful and effective tool of helping to bridge the gap between education and the world of work, as well as between school and society (Matlay, 2008). According to Drucker (2009) in entrepreneurship education, young people, including those with disabilities, learn organizational skills, including time management,

leadership development and interpersonal skills, all of which are highly transferable skills sought by employers. National development is seen as the ability of a country to improve the social wellbeing of its citizens on graduation from tertiary institution.

The Null hypothesis on the influence of counselling services provided in the higher institutions of the study was accepted. The result from this study revealed that all the tertiary institutions investigated provide counselling services to their students. The dimension of counselling services in these institutions are based on general counselling services, planning services, referral services, consulting services, evaluation and orientation services depending on the needs of the students. The absence of adequate training for students that will enable them to meet the challenges of the future as leaders of business and change agents is lacking. Jibril (2019) stated that career counselling is essential for the purpose of identifying potentials, nurturing and developing individuals with talents in different field of human endeavours to pursue their career. Ojeifo (2013) pointed out that educational curriculum on entrepreneurship education focuses more on the theoretical perspective without a corresponding practical approach. Most employers are always compelled to rationale their employees due to lack of knowledge of basic work ideas or familiarity with the area of study of the employee. Technology has been used to improve the quality of life through the use of computer and other technology discoveries.

There is significant influence of available facilities in the higher institutions in north central of Nigeria and the needed entrepreneurship skills choices because the Null hypothesis was rejected. Absence of infrastructure facilities is as universal belief that certain basic infrastructure facilities aid the development of the mind and body and assist productivity in any environment. The institutions are not adequately funded, equipped, regulated and managed to bring out their optimum potentials. The result is half-baked work force who are lacking in personal confidence and desire to look within and make in an area of human endeavour. Inadequate working capital and training are central to the establishment

and continues existence of any enterprise irrespective of the size, focus and objective. It has been observed that for an entrepreneur in Nigeria to start a business, there must be provision of sufficient fund. And this is one of the challenges graduates encounter in the establishment of Small cottage industries. After graduation it is expected that a training entrepreneur should have awaiting facilities such as good roads, regular power supply, access to communication, information any innovative technology which today in Nigeria are still inadequate and thus, making the gains of entrepreneurship education a mirage.

There is significant influence of available counsellors in higher institutions in north central of Nigeria on guiding students toward appropriate entrepreneurship skills choices. Jibril (2019) adds that the key focus of counselling is for the success of the students at the end of their programme. It is only professional counsellors that can gear counselling towards a particular objective, such as the objective to guide the students to look into their future from now and understand that the purpose of education is to achieve success in life. Low standard of performance of students can be attributed to non availabilities professional counsellors in Nigeria higher institutions. There is no gainsaying the fact that education is key to the success of any programme. The world today is a global village and since an intending entrepreneurs must be conversant and in tune with events around and about him, professionals becomes a critical factor in preparing and empowering the entrepreneur with the qualities required of him before and on graduation.

The result on Null hypothesis five indicate that there is significant influence of management authorities of higher institutions in north central of Nigeria on career counselling on entrepreneurship skills to enhance well skilled students for after graduation self-employed. The result on Null hypothesis is rejected. The implication is that for counselling to be effective, the management authority and counsellees has to be ready and willing to receive advice from the counsellor. Counselling is viewed as

an objective advice given to students in making choice of their subject that will enhance their career entrepreneurship in the nearest future, as they graduate from their institutions. Baba (2013) believes that what entrepreneurs have in common is not personality traits but a commitment to innovation by the management authorities of higher institutions. For innovation to occur the entrepreneur must have not only sound education, talent, ingenuity and knowledge but he must also be hard working, focused and purposeful. The ability of students to accept risk and combine factors of production goods and services depend solely on proper training.

### **5.1 Summary of the Findings**

The following are the summary of the major findings of the study:

1. There is no significant influence of effective career counselling on enhancement of appropriate choice of entrepreneurship skills by the students  $F(2.043) p = .130 (>0.05)$ .
2. There is no significant influence of counselling services provided in higher institutions in north central of Nigeria on the students acquired entrepreneurship skills  $F(1.263) p = .283 (>0.05)$ .
3. There is significant influence of available facilities in the higher institutions in north central of Nigeria and the needed entrepreneurship skills choices  $F(5.641) p = .004 (< 0.05)$
4. There is significant influence of available professional counsellors in higher institutions in north central of Nigeria on guiding students toward appropriate entrepreneurship skills choices  $F(12.535) p = .000 (< 0.05)$
5. There is significant influence of management authorities of higher institutions in north central of Nigeria on career counselling on entrepreneurship skills to enhance well skilled students for after graduation self-employed  $F(34.132) p = .000 (< 0.05)$

### **5.2. Conclusion**

Youth unemployment is a menace in Nigeria and constitutes a real danger and a threat to social, economic and political development. This study has placed substantial hope in the power and potential of career counselling to transform the relationship between the educational system and the labour market in Nigeria graduates. Workforce situation demand in Nigeria calls for quick attention in the area of entrepreneurship education. University graduates and especially those who do not possess any skills are among those whose faith in securing jobs in Nigeria now is very limited. Career counseling can reduce if not solved by providing skills to those in educational institutions and those that are out of schools but ready to learn some skills. The introduction of career counseling on entrepreneurship in the country tertiary institutions will provide many with skills for self-employment and making them possible employees in the near future.

Entrepreneurs are known to contribute much toward the growth and development of any county's economy. Enhancing the graduates with skills and adopting entrepreneurship education in Nigeria will reduce unemployment and less dependency on governments to provide employments for citizens that are unemployed. This study identified that quality or sound tertiary education can enhance if adequate career counseling on entrepreneurship is given to the students of tertiary institutions. Career counseling on entrepreneurship seeks to prepare students, especially youths to be responsible, innovative enterprising and above all becoming an employer of labour rather than being job seekers. It also involves teaching someone to own, manage a business and to be creative, self-reliance and contributing meaningfully to the growth and development of the nation. In line with the findings career counseling on entrepreneurship for tertiary education institutions students is extremely important in achieving the goals of all around development in the graduates and the country. Education in every sense is one of the fundamental factors of development and no country can achieve sustainable development without investment and proper counselling for human capital development in all areas of

need. For any meaningful development education plays very crucial roles in entrepreneurial development and skills acquisition through career counselling.

### **5.3 Recommendations**

In view of the importance of career counseling on entrepreneurship education in promoting creativity, innovation, managerial competencies and creating jobs, the study recommend that:

- Both Federal and State government should embark on training of teachers/instructors in the area of skill development for entrepreneurship education.
- Federal and State governments should provide enabling environment, more funds to enable state Directorates of Employment grant micro credit loans and provide entrepreneurial skills and capacity training to carefully selected trainees.
- The curricula of tertiary education are to be reviewed to incorporate career counselling on entrepreneurship which must be made compulsory to all students at all levels of Nigeria education system. Career counselling on entrepreneurship will enable students acquire the necessary basic business skills for self-employment and self-reliance.
- Adequate infrastructural and instructional facilities as well as enough qualified entrepreneurship instructors should supply to schools offering entrepreneurship courses by the government.
- Adequate sensitization campaigns should be made by various faculties of education to enlighten undergraduate students on the importance of entrepreneurship education for averting unemployment after school.
- Finally, accessible loan facilities should be provided by government at all levels through micro-finance bank and other corporate bodies to the teaming Nigerians that posse needed entrepreneurial education.

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