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# ENTREPRENEURIAL EDUCATION AND ECONOMIC DEVELOPMENT OF STUDENTS/CHALLENGED STUDENTS IN NIGERIA HIGHER EDUCATION: COUNSELLING IMPLICATION

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By

F. N. C. ONYILOFOR, (Ph.D)

*Department of Educational Foundations,  
(Guidance and Counselling Unit),  
University of Nigeria,  
Nsukka,  
Enugu State.*

## Abstract

*The study evaluates entrepreneurial education and economic development of students/challenged students in Nigerian higher education: counselling implications. The population of study comprised 225 made up of 165 students' counsellors, 46 professional counsellors and 14 business experts drawn through simple random sampling techniques. The instrument for data collection was a structured questionnaire developed by the researcher using strongly agree, agree, disagree and strongly disagree. A mean of  $\geq 2.5$  was accepted while  $< 2.5$  was rejected. Data collected were analyzed using mean and standard deviations. The study revealed that: legacy, technological and development, adapted learning, communication and interactive skills are entrepreneurial education and economic development skills utilized by students/challenged students and that Assistive technology, creativity/innovation, educational transformation and problem solving are roles professional counsellors play in entrepreneurial education and economic development of students/challenged students in Nigerian higher education. Professional counsellors should direct these students on right usage of borrowed funds.*

**Keywords:** Entrepreneurial education, economic development, challenged students, Nigeria higher education, counselling implication.

Twenty-first century education for the challenged students is one of the fundamental factors of achieving sustainable economic development through investment in human capital. Education fosters self understanding improves quality of

lives and raises people's and challenged students' productivity and creativity thus promoting entrepreneurship and technological advances. Roberts (2002) remarks that the primary determinants of a country's standard of living is how well she succeeds in development and utilizing the skills and knowledge, and furthering the health and educating the majority of her population, challenged students notwithstanding. Again, Osakwe (2011) opines that education is the best legacy a nation can give to her citizens, particularly the youths and students/challenged students. This is because the development of any nation or society depends mainly on the quality of education given by such a nation. F.R.N. (2008) sees education as a way of giving the students opportunities for developing manipulative skills, team spirit skills, organizational skills, communicative skills, demonstrative skills, self developmental skills and planning skills among others.

No nation can rise above her educational system. No education system can rise above the quality of its teachers/professional counsellors (F.R.N., 2008).

Education that is productive and practical provides a lot of jobs for students/challenged students after graduation: they will not look for paid jobs but become job creators of cottage, medium and large industries. The researcher urges students/challenged students not to roam about after graduation. As a professional counsellor, the researcher advocates that students/challenged students in higher education in Nigeria; should embark on picking a career in entrepreneurial education like textile design, clothing and fashion design, catering services, laundry and dry cleaning so as to be productive and self established. This is in line with Anyakoha and Eluwa (1999) who posit that entrepreneurial education is essential for the youths to make happy, successful and productive families.

Furthermore, education brings about change in attitude, ideas, values and norms whether acquired or learned and turns the individual into a well adjusted (modified), redefined, articulated, modest, meticulous and organized personality. However, the researcher declares that education is a life transforming agent which empowers its receivers to make positive contributions to the development of the society, the challenged students inclusive. Between 1922 and 1990, special education practitioners and other service providers in education-related fields such as counselling, rehabilitation and social work, grappled with the question: "what is so special about special education?" (Denkyirah, 2013).

Disability has a negative effect on the individuals, the parents and the society. For instance, challenged students look differently and draw unnecessary pity from acquaintances, peers and strangers. Obviously, no one has delight in being pitied, because the concept of pity has a negative effect on one's ego and integrity. Furthermore, it is worth noting that the society has hostile and indifferent attitudes

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towards disability. To some people, disability is a source of fun, while to others it is a contagious infection which must be kept out of sight (Bulus, 1950) based on the above mentioned, they equally have to undergo higher education as their normal counterparts for acquisition of skills such as marketing skills, management skills, financial management skills, and business plan skill. These skills will enable them to set up their own business enterprises to generate wealth for economic survival.

Olaribigbe (2012) observes that special education caters for children, students/challenged students and adults who as a result of some exceptionalities cannot benefit optimally from the general school curriculum without some support service and the use of adapted learning materials or devices. Also F.R.N. (2008) remarks that special education is a formal special educational training given to people (students/challenged students) with special needs... who fall into three categories the disabled, the disadvantaged, the gifted/talented. Onyilofofor (2012) launches that special education is an individually planned and systematically monitored arrangement, teaching procedures, adapted equipment and materials, accessible setting and other interventions designed to help learners with special needs to achieve functional education that can transform them to be self-reliant, self-sufficient, self-dependent and self-actualized. Special education is an organized educational programme with a lot of special instruction that is dependent on other discipline such as psychology, medicine, psychometric, guidance and counselling etc. that makes provision for supportive counselling among others for system to the exceptional individual who has significant deviation from normative characteristic of the majority (Onyilofofor, 2013). However, the researcher defines special education as a mode of instruction that is specifically designed to meet various needs of the students/challenged students in the classroom, at homes, hospitals, institutions and in other settings with no cost to the family.

This is why entrepreneurship education is being advocated for students/challenged students so that they will not only be worthwhile to their family, state and the nation, but will have what it takes in future to be recognized globally. The need for students/challenged students to acquire the necessary entrepreneurial skills has become paramount in Nigeria higher education. Examination bodies need to come up with syllabus in entrepreneurship career to enable students gain admission in the new field since many universities have introduced entrepreneurship in their programmes, university of Nigeria is the first to do that. It is recommended that the state government through schools introduce entrepreneurship training and make it mandatory (Gyang and Shilong, 2013).

On one hand, Onyilofofor (2011) perceives entrepreneurship as the process of emergence behavior and performance of an entrepreneur. On the other hand, Onyilofofor (2013) sees entrepreneurship as educational transformation of the curriculum in higher

education that desists from white collar job which is cognitive oriented, but tailored towards affective and psychomotor approach resulting in work, poverty eradication and employment generation of the youth after graduation. Again, Shobowale (2013) describes entrepreneurship as the combination of human, material and financial resources to set up an enterprise in order to generate wealth for economic survival. The researcher sees entrepreneurship as a process of combining creative and innovative ideas with management skills, organizational skills, focus skills, financial skills and marketing skills using available resources in order to meet a specific need and thereby create wealth and job opportunities through the acquisition of skill obtained in higher education through entrepreneurship education. Drucker (1970) defines entrepreneurship as taking risk while Stanley (2006), states that entrepreneurship is about seeing opportunities and bringing about change. Hisrich and Peters (2002) observed that different professionals have different meanings for the entrepreneur. An economist sees entrepreneurs as one who brings resources, labour, materials and other assets into combinations that make their values greater than before and also introduces change innovations and a new order. To the psychologist an entrepreneur is a person typically driven by certain forces to obtain or attain something, to experiment, to accomplish or perhaps to escape the authority of others. To the researcher, a counsellor sees entrepreneur as a person that takes risks and uncertainty in career ventures... where others venture fails, after receiving counselling with giant stride, an entrepreneur ventures sees opportunities, expands his business, turns cottage industries to both medium and large industries and becomes an entrepreneur per excellence by happily creating job for others.

Global challenges have made entrepreneurship education very important. The nation and indeed the entire world is faced with serious economic challenges, poverty and national disasters, thus, excessive flooding, global warming and food insecurity are issues of serious concern. Omoniyi (2013) observes that Nigeria, despite the government poverty eradication campaign, national development plans and sectional papers, poverty is still a major challenge, particularly to parents of challenged students, and as influenza, influencing their challenged individuals who carry the poverty to higher institutions. Entrepreneurship education empowers students/challenged students. Igbo (2009) sees entrepreneurship education as a process of acquiring knowledge, attitudes, and skills of entrepreneurship. Similarly, Oke and Uguru (2011) support the above assertion by saying that such education as observed should be able to produce self-reliant job creators and not job seekers. It should be able to equip individual for creative problem-solving and innovation skills. Also Onyilofor (2010) observes that entrepreneurship education is education that aims at preparing students to have great positive mindset, have sharp focus to earn more for themselves and the society at large. Ojeaga and Owolabi (2011) defines entrepreneurship education as education designed to provide individuals with concept and abilities to recognize business ventures that

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others have overlooked and have the insight, knowledge, skills and self confidence to act on them where others have hesitated. Also the researcher perceives that entrepreneurship education is to develop S/CS conceptual thinking, critical thinking, reflective thinking, manipulative skills, scientific attitude, technological, and psychomotor attitude. Furthermore, the researcher describes entrepreneurship education as an opportunity for the S/CS, in every sector of business and education to develop ability to manage the resources, rate of capital formation and to learn demographic (statistics of birth, death, diseases, etc. to show the condition of a community) composition, skills and efficiency in an organizational set up. All these are made possible through economic development.

No single definition incorporates all the different strands of economic development. Typically, economic development can be described in terms of objective, economic activities, self-reliance and employer of labour and what have you. Etoyeaku and Ajala (2010) is in support of the above assertion and construes that youth (students/challenged students) could be trained to enable them embark on some economic activities that can help them become self-reliant or employer of labour. These are most commonly described as the creation of jobs and wealth and the improvement of quality of life. In the broadest sense, economic development encompasses three major areas:

1. Policies that government undertakes to meet broad economic objectives including inflation control, high employment and sustained growth.
2. Polices and programmes to provide services including building highways, managing parks and providing medical access to the disadvantaged.
3. Polices and programmes explicitly directed at improving the business climate through specific efforts, business finance, marketing, neighbourhood development, business relation, expansive technology transfer, and real estate development. NPE (2008), Formulation of ideas: integration for national development and interaction of person and ideas are all aspects of economic development.

The main goal of economic development is to improve the economic wellbeing of a community through efforts that entail job creation, job retention, tax base enhancement and quality of life. ([www.compete.org/nri](http://www.compete.org/nri)). Etonyeaku et al (2010) further declares that, economic development is often a difficult understanding that needs a person willing to put his or her career and financial security on the line and take risks in the name of an idea, spending much time as well as capital on an uncertain venture with communicative skills, financing skill, accounting skills, business management skills and economic skills. Why entrepreneurship education and economic development for S/CS in Nigerian higher education? The reasons are many... and they include: increased problem-solving and decision making abilities, improved academic

performance, improved interpersonal relationship and teamwork, enhanced social, psychological development (self esteem, ego development), job readiness, money management and public speaking skills.

In this 21<sup>st</sup> century, a new branch of economics is born known as economics of development. It refers to the problems of the economic development of underdeveloped or developing countries like Nigeria. In addition, to the illuminating report of the United Nation Organization (UNO) on the subjects, some top ranking economists like Nurke, Dobb, Staley, Buchanan, Rostow and Ellis have made some original contributions to economics of development. The main reason for the growing popularity of economics of development as a separate branch of economic theory is the increasing tendency on the part of the new independent countries of Asia and Africa to resort to developmental planning as a means to eliminate their age old poverty and raise living standards. Amuseghan and Tayo-Olajubutu (2009) in support of the above mention assertion declared that, current national and regional policy thrusts like the National Economic Empowerment and Development Strategy (NEEDS) and the New Partnership for Africa's Development (NEPAD) have been sensitizing the youths by emphasizing on poverty eradication, employment generation and wealth creation as well as public-private partnership.

In this paper youth and S/CS are synonymous, and can be used interchangeably. The present school curriculum seems to lack the necessary contents of making S/CS in Nigeria higher education meet their needs. This seems to be the reason why Amuseghan and Tayo-Olajubutu (2009), support the above mentioned by observing that it is a common experience that about 80% of the graduates from Nigerian universities find it very difficult to get employment every year. This is partly due to the curricula of the universities and other tertiary institutions which lay emphasis on training for white-collar jobs. Madumere (2006) laments that the process of education enables S/CS to acquire knowledge and facts with little understanding, without useful skills that can lead them to attain self-actualization. This situation seems to be responsible for S/CS rural-urban migration. That is S/CS going to the urban areas searching for non-existing jobs for which they are ill-equipped. Osuwa (2006) is of the opinion that the current wave of S/CS restiveness in Nigeria is an example of the result of unemployment. The national policy on education (FRN, 2008) emphasized on the use of functional education for the promotion of a United Nation. The present education system is yet to provide adequate entrepreneurship education and economic development required for one to be self-reliant in the present world of work. It is not easy to give any precise and clear definition of economic development but in view of its scientific study and popularity, a working definition of the term seems to be quite essential. Economic development is a process whereby an economy's real national income as well as per capita income increases over a long period of time. It contains

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changes in resource supplies, in the rate of capital formation, in demographic composition, in technology, skills and efficiency, in institutional and organizational set-up. While Federal government in collaboration with the National Universities Commission (NUC) has given directive that all Nigerian universities must establish entrepreneurship development centre (CEDR) latest by 2007/2008 session. This is a bold step in the right direction (Amuseghan & Tayo-Olajubutu 2009). Kudos will be given to university of Nigeria Nsukka for being the first university to start it in 2007/2008 session. They included among other things in the CEDR programme, entrepreneurship education and economic development for all manner of individuals including students/challenged students. It also implies respective changes in the structures of demand for goods, in the level and pattern of income distribution, in size and composition of population, in consumption habits and living standards, and in the pattern of social relationship and religious dogmas, ideas and institutions. On one hand moderate poverty generally refers to conditions of life in which basic needs are met but just barely. On the other hand, relative poverty is construed as a household income level below a given proportion of average national income in high income countries. They lack access to cultural roads, entertainment, recreation, quality health care, education and other prerequisite for upward social mobility (Omoniyi, 2013). Also, the World Bank has been defining poverty as in statistical terms of income of one US dollar per person per day; measured at purchasing power parity (equalities) to determine the number of extreme poor around the world. Cursory (casual) observation shows that many Nigerians are living below the poverty level of one US dollar per day. The base line is that many Nigerians live in poverty in its extreme nature resulting in lack of basic standard of health, nutrition, shelter, water, sanitation and so on. The researcher sees poverty in Nigeria as ardent poverty. No wonder most S/CS are indigent to the core. Onyilofor (2010) is in support of the above assertion by saying that most students both normal and special need students in Nigerian higher education are indigent to the core. They cannot afford basic materials like books and hostel fees and do not have pocket money. Worse still, some eat “001, 100, 010” meaning that they will not eat in the morning, afternoon but eat in the evening; or they will eat in the morning not eat afternoon and evening; or they will not eat in the morning, eat in the afternoon but not eat in the evening. For such hungry S/CS, how can they perform excellently academically, socially and personally? As the adage says, “a hungry man is an angry man”. S/CS of this status can only improve through economic development and through educations.

Education increases the overall productivity and intellectual flexibility of the labour force and ensures that a country is competitive in world market including Nigeria which brought S/CS novelties, changes, entrepreneurial skills, assistive technology skills, current communication skills , creative skill and collaboration skill through higher education so as to make them be at par with their foreign counter part

abroad by the assistance of their teachers, expert teachers and professional counsellors (Daniella and Demetria 2011). Omoniyi (2013), declares further that education and economic development are characterized by changing technologies and production methods. Educating S/CS and other individuals are probably the most single and effective investment a developing country like Nigeria can make. It creates a lot of psychomotor skills, organizational, planning, marketing, accountability, financial skills and so on. Denison (2008) and Bownan (2010) emphasize that many researchers have shown handsome returns to various forms of human capital accumulation, basic education, research, training and aptitude building. While Roberts (2011) opines that the primary determinant of a country's standard of living is how well it succeeds in developing and utilizing the skills and knowledge and furthering the wealth and educating the majority of its population, challenged students notwithstanding. Ozturk (2011) declares that no country has achieved constant economic development without considerable investment in education and human capital. These investments and human capital are all obtained in higher education.

Higher education has variety of definition. In foreign countries, there are two types of education namely: higher education and further education. Nevertheless, the researcher narrows this paper to higher education (HE). Higher education succinctly means university education. In Nigeria, higher education also means tertiary institution which ranges from polytechnics, colleges of education, diplomas, Institute of management and technology (IMT), monotronics, and so on. English Dictionary and Thesaurus (2007), defines higher education as education at college or university level. Higher education is described as education offered after secondary education in universities, colleges of education, polytechnics, monotronics and institutions offering correspondent courses. The national policy on education (2004) stipulates the aims of higher education as the acquisition, development and inculcation of the proper value orientation for the survival of the individual and society, the development of intellectual capacity of the individual to understand and appreciate the environment, the acquisition of both physical and intellectual skills which will enable individuals be useful members of the community, the acquisition of objective view of the local and external development, and the promotion of national and international understanding, interaction and collaboration. Higher education is the third level in Nigerian educational systems, obtainable in institutions such as universities, polytechnics, colleges of education and monotronics (Obasi 2012). In Nigeria which is the focus of this study, the three major ethnic groups i.e: the Yorubas call higher education "Ile-eko-giga", the Igbos call it "Mahadum" while the Hausas call it "Makaranta". (Onyilofor, 2010). It is through education that American citizens learned not to be incompetent, thus, leading them to become productive citizens of a dynamic land of opportunities (Chisely, 2011). It is in higher education that S/CS are taught entrepreneurship education. The researcher maintains that entrepreneurship is a key driver to any

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economy, wealth and a majority of jobs created by small business started by entrepreneurial minded individuals, many of whom go on to create big businesses.

The researcher further opines that it is only in higher education that great minds are developed with their creative ability, initiative, and novelty. Also, with their deeper insights, ability to solve their problems and others, they create opportunities where others go and fail. Therefore entrepreneurship has the following elements: starting business, being creative and innovative in developing business portfolios, managing an existing venture in such a way that it grows rapidly and consistently, seeking significant financing and accepting risk in the development of a new venture.

Without the professional counsellors assistance, entrepreneurship education and economic development for S/CS in Nigeria higher education would have been producing illiterate and semi- illiterate entrepreneurs, that produce “hand to mouth business ventures”. A helper can be any specialist in the helping profession like doctors in the medical profession, lawyers in law profession, clinical psychologist and social workers in welfare profession (Onyilofor 2012). The specialist in this study is a professional counsellor. A professional counsellor is one that has training and certification in the discipline of guidance and counselling. Professional counsellor in this 21<sup>st</sup> century must be given a first lift concern in the entrepreneurship education and economic development for S/CS in Nigerian higher education (Onyilofor 2010). A counsellor is any individual who is trained and can render help to another individual to discover and develop his/her educational, vocational, and psychological potentialities so as to achieve optimal level or personal happiness and social usefulness (encyclopedia Britannica, 2010). While the researcher maintains that counselling is defined as a learning process designed to increase adaptive behavior and to decrease maladaptive behavior. Stead and Harrington (2000) states that “the world is fast becoming a global village and the problems surrounding work in one country are often issues in other countries. Unemployment, career indecision, career decision making, work adjustment and career education, among others, need attention in all countries. Career counsellors assist people to explore, pursue and attain their career goals. Career counselling basically consists of four elements: (a) helping individuals to gain greater self awareness in areas such as interest, values, abilities, and personality style. (b) connecting students to resources so that they can become more knowledgeable about jobs and occupations (c) engaging students in the decision making process in order that they can choose a career path that is well suited to their own interests, values, abilities and personality style; and (d) assisting individuals to be active managers of their career paths (including managing careers transition and balancing various life roles) as well as becoming lifelong learners in the sense of professional development over the lifespan (UNESCO, 2002).

The increasing awareness and in fact the need for S/CS becoming self-employed necessitated the search for entrepreneurship education and economic development for the said students in Nigeria higher education. Entrepreneurship education and economic development help to develop a pool of potential entrepreneurs who are well equipped with skills and technical know-how to manage their own business. This study was therefore conducted to determine entrepreneurship education and economic development of S/CS in higher education particularly in UNN for their CEDR workshop where the S/CS are taught entrepreneurial and economic skills to develop interest, ability, positive mindset, in selling automobiles (four wheel vehicle powered by an internal combustion engine – Motor car and other entrepreneurship ventures) when they have graduated. This study revealed entrepreneurial and economic skills required by the S/CS for establishing their own automobile and upholstery workshop among others when they graduate. Other skills for the automobile and upholstery which the professional counsellor encourages and inculcates in them are as follows: business plan skill, financial management skill, marketing skills, human resource skills, creative skills, organizational skills, accountability skills, positive mindset skills, problem solving skills among others. Other skills by Ademuluyi (2009) are operational skills, legal skills, management skills and communication skills. Other skills by Igbo (1995) are knowledge of costing, ability to interpret financial statement, ability to acquire skill of preparing financial statement, ability to understand payroll and various deductions, ability to know gross and net profit, ability to know sources of funds; Ability to know how to obtain loans and knowledge of government levies, taxes and regulations.

Skills by Anyakoha (1995) are: an entrepreneur should be able to set appropriate goals, planning skills, operational skills, plan implementation skills and purchasing skills. The professional counsellors help the S/CS for the entrepreneurship education and economic development in Nigeria higher education on graduation by: helping them obtain loans in these banks: agricultural development bank (ADB) and micro finance banks and to monitor how they utilize the loans, so that they will pay their interest as at when due, counsels and gives them effective piece of advice, assist them to make wise decisions on any career choice they want that is of their interest, ability and capability. Their role also involves actively listening to individual's story and communicating understanding, respect and empathy, clarifying goals and assisting individuals with current and effective decision-making process. Another role is that the professional counsellor (PC) and their client are in a dynamic and collaborative relationship.

To Onyilofor (2011), challenged students include visually challenged, orthopedically impaired, hard of hearing, the deaf and dumb, persons with dyslexia, leprosy, albinos, poliomyelitis, paralytic and gifted people. To Olaribigbe (2012),

challenged students include deaf-blinded, dwarf, albino, and cerebral palsy. The professional counsellor through entrepreneurship education and economic development uses assistive technology to rapidly and radically transform these S/CS to an enviable and honorable position in life that nobody can ever discriminate, reject or marginalize them. However, these assistive technologies make them through the help of the professional counsellor to collaborate competitively with their counterparts abroad. In Nigeria, government should ensure that they procure these assistive technologies because they are so exorbitant and are not always available. But when available, they are not affordable by the S/CS due to the indigent nature of their families. The government should train more technocrats who can repair this assistive technology when damaged, and should also provide these/some assistive technologies to the expert teachers and professional counsellor so that they can properly assist them and should make sure that stakeholders work hand in hand with them. The developed countries like USA, Japan, Germany, Italy and Canada do exactly what the researcher said above. The following are the assistive technologies that can be procured - non-technical auxiliary aids, mechanical and electrical devices, dry-erase boards, photo albums, three-ring binders, tape recorder, timers, calculators, voice input device, scanners, digital, cameras, balls, augmentative and alternative communication computer software's, simulations, and virtual. These implements can help an individual with disability (visual, hearing, cognitive, physical) accomplish a task that would otherwise be impossible, extremely time-consuming or difficult without the tools. In an attempt to create a broad network of access to assistive technology (AT) for individuals who are elderly and those with disabilities, the AT act (the tech Act) of 1998, (P.L. 100-407) was passed. The tech act funded state level programs and services that allowed individuals with disabilities centre on accessible information technology tools (the national centre on Accessible information technology in education, 2002-2010). Nigeria can do likewise. Based on the aforementioned, the question that remains germane is what are the counselling implications of entrepreneurship education and economic development for the students/challenged students in Nigerian higher education?. In general, the purpose of this study is to determine counselling implication of entrepreneurship education and economic development of S/CS in Nigerian higher education. Specifically, the study seeks to (i) find out the entrepreneurial education and economic development skills utilized by S/CS in Nigeria higher education. (ii) To identify the roles professional counsellor plays in entrepreneurship education and economic development of S/CS in Nigeria higher education. Two research questions were drawn to guide the study. They include:

1. What are the entrepreneurial education and economic development skills utilized by S/CS in Nigeria higher education?
2. What are the roles played by professional counsellors in entrepreneurial education and economic development of S/CS in Nigeria higher education?

## **Research Method**

### **Research Design**

The survey design was used in carrying out the study. The justification of this design was based on the fact that the purpose of the study was descriptive on the counselling implication on entrepreneurial education and economic development of S/CS in Nigeria higher education.

### **Area of Study**

The study covers universities in the south-south geopolitical zone of Nigeria. They include university of Calabar in cross Rivers State, University of Benin in Edo State, University of Port Harcourt in rivers State, Delta State university, Abraka, and University of Uyo, Akwa Ibom State.

### **Population of the Study**

The population of the study comprised of 225 persons; made up of 165 student counsellors 46 professional counsellors and 14 business experts drawn through simple random sampling techniques.

### **Sample and Sampling Techniques**

The entire population was used because the population is small.

### **Instrument for Data Collection**

The structured questionnaire was developed by the researcher. The questionnaire contains 20 items on a 4 point response scale, of strongly agree, agree, disagree and strongly disagree (weighted 4,3,2, and 1).

### **Validation and Reliability of the Instrument**

The questionnaire was face validated by five experts, two in guidance and counselling unit Nnamdi Azikiwe University, Awka, Anambra State; two in guidance and counselling unit university of Nigeria, Nsukka, Enugu State and one in Measurement and Evaluation unit, University of Nigeria, Nsukka, Enugu State all in Nigeria. The questionnaire was trial tested using five professional counsellors, two expert teachers in Nnamdi Azikiwe University, Awka, outside the target sample. The internal consistency of entrepreneurial education and economic development of S/CS in Nigeria higher education was determined using Cronbach alpha. It yielded an alpha value of 0.95 which was considered high enough.

### **Method of Data Collection**

The instrument was administered with the help of eleven trained research assistants assigned to collect data from the various institutions under consideration.

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Direct approach by hand was used with the services of these assistants. This was to ensure maximum return of the questionnaires.

**Data Analysis**

Mean and standard deviations were used for answering the research question. Acceptance point of the items was 2.5 and above while any mean less than 2.5 was rejected.

**Results**

**Research Question One: What are the entrepreneurial education and economic development skills utilized by S/CS in Nigeria higher education?**

**Table 1: Entrepreneurial Education and Economic Development Skills Utilized by Students/Challenged Students in Nigeria Higher Education**

| S/N | Items   | X    | SD   | Remark         |
|-----|---|------|------|----------------|
| 1.  | Legacy skill is one of the best entrepreneurial education and economic development skills utilized by S/CS in Nigerian higher education.          | 3.98 | 2.28 | Strongly Agree |
| 2.  | Technological Advancement is another best entrepreneurial education and economic development skill utilized by S/CS in Nigerian higher education. | 3.97 | 2.26 | Strongly Agree |
| 3.  | Adapted learning materials are a good entrepreneurial education and economic development skill utilized by S/CS in Nigerian higher education.     | 3.97 | 2.26 | Strongly Agree |
| 4.  | Communicative skill is another best entrepreneurial education and economic development skill utilized by S/CS in Nigerian higher education.       | 3.98 | 2.28 | Strongly Agree |
| 5.  | Interactive skill is yet another best entrepreneurial education and economic development skill utilized by S/CS in Nigerian higher education.     | 3.98 | 2.28 | Strongly Agree |
| 6.  | Manipulative skill is another good entrepreneurial education and economic development skills utilized by S/CS in Nigerian higher education.       | 3.96 | 2.24 | SA             |
| 7.  | Economic survival skill is one of the best entrepreneurial education and economic development skill utilized by S/CS in Nigeria higher education. | 3.98 | 2.28 | Strongly Agree |

|     |  |      |      |       |
|-----|--|------|------|-------|
| 8.  | Contagious infection skill is never-never a good entrepreneurial education and economic development skill utilized by S/CS in Nigerian higher education. | 1.00 | 0.05 | D     |
| 9.  | Awareness/freedom is a very important entrepreneurial education and economic development skill utilized by S/CS in Nigerian higher education?            | 3.94 | 2.20 | Agree |
| 10. | Job creation is one of the best entrepreneurial education and economic development skills utilized by S/CS in Nigerian higher education.                 | 3.92 | 2.16 | SA    |

From table 1 above items 1, 2, 3, 4, and 5 obtained means score ranging from 3.96 – 3.98. This shows that respondents strongly agree that legacy, technological advancement, adapted learning materials, communicative skill and interactive skill are among the best entrepreneurial education and economic development skill utilized by S/CS in Nigeria higher education. While items 6,7,9 and 10 which obtained mean scores ranging from 3.92-3.98 shows that respondents also agree that manipulative skill, economic survival skill, awareness skill and job creation skill are also best entrepreneurial education and economic development skills utilized by S/CS in Nigerian higher education while item 8 which obtained a mean score of 1.00 shows that respondents never ever agreed that contagious infection skill is a good entrepreneurial education and economic development skill utilized by S/CS in Nigerian higher education. .

**Research Question Two: What are the roles played by professional counsellor in entrepreneurial education and economic development of S/CS in Nigeria higher education?**

**Table 2: Roles Played By Professional Counselors in Entrepreneurial Education and Economic Development of Students /Challenged Students in Nigeria Higher Education**

| S/N | Items   | X    | SD   | Remark         |
|-----|---|------|------|----------------|
| 1.  | Assistive technology is one of the best role played by professional counsellors in entrepreneurial education and economic development of S/CS in Nigerian higher education. | 3.98 | 2.28 | Strongly Agree |
| 2.  | Creativity/ motivation is another best role played by professional counsellors in entrepreneurial education and economic development of S/CS in                             | 3.97 | 2.26 | Strongly Agree |

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Nigerian higher education.

|     |   |      |      |                |
|-----|---|------|------|----------------|
| 3.  | Educational transformation is a very important role played by professional counsellors in entrepreneurial education and economic development of S/CS in Nigerian higher education.          | 3.97 | 2.26 | Strongly Agree |
| 4.  | Problem solving is a very important role played by professional counsellors in entrepreneurial education and economic development of S/CS in Nigerian higher education.                     | 3.98 | 2.28 | Strongly Agree |
| 5.  | Ability to obtain loan is a good role played by professional counsellors in entrepreneurial education and economic development of S/CS in Nigerian higher education.                        | 3.92 | 2.16 | Strongly Agree |
| 6.  | Self awareness is another important role played by professional counsellors in entrepreneurial education and economic development of S/CS in Nigerian higher education.                     | 3.93 | 2.18 | SA             |
| 7.  | Supportive counselling is one of the best role played by professional counsellors in entrepreneurial education and economic development of S/CS in Nigerian higher education.               | 3.98 | 2.28 | Strongly Agree |
| 8.  | Career decision is another important role played by professional counsellors in entrepreneurial education and economic development of S/CS in Nigerian higher education.                    | 3.96 | 2.24 | SA             |
| 9.  | Vocational/psychological potential is also an important role played by professional counsellors in entrepreneurial education and economic development of S/CS in Nigerian higher education. | 2.54 | 0.51 | Agree          |
| 10. | Education is another best role played by professional counsellors in entrepreneurial education and economic development of S/CS in Nigerian higher education.                               | 3.98 | 2.28 | SA             |

From table 2 above, items 1, 2, 3, and 4 obtained mean scores ranging from 3.97-3.98. This indicates that respondents strongly agreed that assistive technology, creativity, innovation, educational transformation and problem solving are best roles played by professional counsellors in entrepreneurial education and economic development of

student/challenged students in Nigerian higher education. Items 5,6,7,8 and 9 which obtained mean scores ranging from 3.92 – 3.98 shows that respondents also strongly agreed that ability to obtain loan, self awareness, supportive counselling, career decision and education are roles played by professional counsellors in entrepreneurial education and economic development of students/challenged student in Nigerian higher education. However item 9 which obtained a mean score of 2.54 shows that respondents agree that vocational/psychological potential is also an important role played by professional counsellors in entrepreneurial education and economic development of student/challenged student in Nigerian higher education.

### **Discussion**

The finding of the study shows that legacy, technological advancement, adapted learning materials, communicative skills and interactive skills are entrepreneurial education and economic development skills utilized by S/CS in Nigerian higher education. This is in line with Osakwe (2011) who opines that education is the best legacy a nation can give to her citizens. Particularly the youths and S/CS. According to the researcher education fosters self understanding, improves quality of lives and raises people's and challenged students productivity and creativity thus promoting entrepreneurship and technological advances. Olaribigbe (2012) observes that special education caters for children, studentS/CS and adults who as a result of some exceptionalities cannot benefit optimally from the general school curriculum without some support services and the use of adapted learning materials or devices. FRN (2008), sees education as a way of giving the students opportunities for developing manipulative skills, team spirit skill, organizational skills, communicative skills, demonstrative skills, self development skills and planning skills among others. The findings of research question two revealed that assistive technology, creativity/innovation, educational transformation, problem solving and ability to obtain loans are roles played by professional counsellors in entrepreneurial education and economic development of S/CS in Nigerian higher education. This is in line with Daniella and Demetria (2011) with the view that education increases the overall productivity and intellectual flexibility of the labour force and ensures that a country is competitive in world market including... entrepreneurial skills, assistive technology skills, current communication skills, creative skills and collaboration skill through higher education. The researcher sees entrepreneurship as a process of combining creative and innovative ideas with managerial skills, organizational skills, focus skills, financial skills and marketing skills using available resources in order to meet specific need and create wealth through entrepreneurship education. Onyilofor (2013), sees entrepreneurship as educational transformation of the curriculum in higher education that desists from white collar job... the researcher is of the opinion that the reasons for entrepreneurship education and economic development of S/CS in Nigeria are many and they include increased problem solving and decision making abilities. According to

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Igbo (1995) they are knowledge of costing, ability to interpret financial statement, ability to acquire the skill of preparing financial statement, ability to understand pay rolling and various deductions, ability to know gross net profit, ability to know sources of funds, ability to know how to obtain loans and knowledge of government levies, taxes and regulations.

### **Conclusion**

Entrepreneurship education empowers S/CS and is aimed at preparing students to have great positive mindset and have sharp focus to earn more for themselves and the society at large. These entrepreneurship educations are basically for the economic development of S/CS and to improve the economic well being of a community through efforts that entail job creation, retention and tax based enhancement and quality of life.

### **Recommendations**

Based on the findings of the study the following recommendations are made.

1. The government should train more technocrats who can repair this assistive technology
2. The government should ensure that stakeholders focus on the planning of curriculum.
3. Government should ensure that they procure this assistive technology for S/CS in Nigerian higher education so that they can be at par with their counterparts abroad.
4. The state government through schools should introduce entrepreneurship training and make it mandatory.
5. Professional counsellors should help S/CS obtain loans from agricultural development banks and microfinance banks.
6. The professional counsellors should also monitor how these students utilize the money given to them by these banks so that they will pay their interest as at when due.

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