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Guidance and Counselling and Secondary School Youth Entrepreneurial Skills Development for National Stability and Integration

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Abstract:

The paper was a descriptive survey research which sought to investigate Entrepreneurship Teachers' strategies for Developing Entrepreneurial skills for national stability and integration. The study was conducted in Onitsha Education Zone of Anambra State. The population consisted of all entrepreneurship teachers in thirty-32 Secondary Schools in Onitsha Education Zone totaling 48 in number. No sampling technique was involved since the number of the teachers was not large. Four research questions and one null hypothesis guided the study. The instrument for data collection was a 20-item questionnaire developed by the researcher. The instrument was subjected to validation and an internal consistency was calculated using Cronbach Alpha and found to be 0.81. The instrument was administered to the subjects and data were collected. Data were analyzed using mean and standard deviation to answer the research questions and z-test was used to test the hypothesis at $P < 0.05$. Results showed among others things that entrepreneurship teachers have the competence, skills, and strategies to develop youth Entrepreneurial skills for national stability and integration. Based on the finding, recommendations were made, among which is that entrepreneurial skills should be made mandatory as core skills to be learnt in Secondary Schools for self-reliant.

1. Introduction

The educational system most especially secondary education has always played an indispensable role in shaping the economic realities of any society (Orukotan, 2007). In the view of Ivowi (2004), the pursuit of the goals of secondary education is important to lay a basis for the foundations of developmental progression in the interaction with nature. Through interaction with nature, entrepreneurship education brings into focus problems that require attention and whose solutions are challenging and can lead to social and economic development. What should be taught and how it should be taught in schools therefore becomes the concern of groups, individuals, communities and even nations.

The Nigerian system of education has a set of goals, likewise other countries in the world, and this educational system has its curriculum prepared to suit their citizens' needs, aspirations and interests. The Nigerian Secondary School system of education has a set of essential goals relevant to the citizens' needs and national aspirations. National Policy on Education (FRN, 2004) stated that, the main role of education depends on how it provides technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development, ignite the latent talents in the citizens, in spire students with a desire for self-improvement and achievement of excellence, provide trained manpower in the applied science, technology and commerce at sub-professional grades, which may be demanded by the unpredictable and ever dynamic world in the future.

The problems however with the education sector of Nigeria and other developing countries, have become so serious that the united Nations Educational Scientific and Cultural Organization (UNESCO) concluded that the aims of various governments to combat poverty/unemployment, though the establishment and creation of poverty reduction programmes have failed because graduates of our educational system lack the practical skills (Aima, 2006). These practical skills can be acquired through Entrepreneurship Education Programme (EEP). Entrepreneurship education is the effective manipulations of human intelligence as demonstrated in a creative performance choice of assume risk, identifying business opportunities gathering resources, initiating actions and maximizing opportunities. Ikeme and Onu (2006) opined that Entrepreneurship education which stem on providing the youth graduate with adequate training that will enable them to be creative and innovative in identifying novel business opportunities. Guidance and Counselling as a part of the school programmes has attained a unique position in the curriculum of schools as a vital part of general education which, offer functional education for the youth that will enable them to be self-employed and self-reliant (Okafor, 2007). Guidance and Counselling services allow learners to understand what happens around them and its link with industry where entrepreneurial skills could be used or applied. This could be used to solve the problems in the nature of our educational system which tend to produce "job seekers" instead of job creators. It is very imperative to inculcate the spirit of entrepreneurship into the mode of counselling which will facilitate the emergence of entrepreneurial students.

Oguniye (2007), states that the introduction of entrepreneurship education into school curriculum could lead to a continuous and sustainable technological growth of the country. In view of these facts, development of Guidance and Counselling based entrepreneurship education should receive serious attention among our policy makers and curriculum planners. With the Guidance and Counselling services in the secondary schools, it is possible for the teacher to teach the students in such away that will enable the students to see the usefulness of secondary education and how they can utilize the knowledge and skills acquired for gainful employment in our society. It is a good teacher that can impart good education with good entrepreneurial skills. This proposition presumes the Nigerian teachers to be upright, dedicated, well informed, knowledgeable, inspiring and positively-oriented at all levels of learning. To this end capacity building strategies should be employed to improve the abilities of people in performing tasks. Capacity building means given an individual or group training to enable the individual or group perform entrepreneurial tasks, reduce poverty, enhance self-reliance and improve peoples' lives. Capacity building for secondary education teachers refers to the strategies, skills and roles through which they are helped to improve their competencies in teaching and learning activities especially on imparting entrepreneurial skills. This study therefore investigated guidance and counselling and youth entrepreneurial skills development for national stability and integration.

1.1. Research Questions

To guide this study, the following research questions were asked.

1. What are the entrepreneurial skills needed by secondary school youth for enterprise establishment?
2. What guidance and counselling competencies do counsellors possess for developing youth entrepreneurial skills in the secondary schools in Anambra State for national stability and integration?
3. What is the availability of guidance and counselling technological and infrastructural facilities for developing youth entrepreneurial skills in the secondary schools in Anambra State for national stability and integration?
4. What are the guidance and counselling services to be adopted for developing youth entrepreneurial skills in the secondary schools in Anambra State for national stability and integration?

1.2. Null Hypothesis

One null hypothesis was tested at .05 significance level.

- Ho: There is no statistical significant difference in the mean ratings of male and female counsellors on the competences for developing youth entrepreneurial skills for national stability and integration.

2. Research Method

A survey research design was used for the study which was carried out in the thirty-two (32) Secondary Schools in Onitsha Education Zone of Anambra State. The population comprised all the counsellors numbering 48 in the existing Secondary Schools in Onitsha Education Zone of Anambra State. The researchers did not involve any sampling or sampling technique since the number of the teachers was not large. The instrument for data collection was a structured type questionnaire developed by the researcher. The instrument was structured to elicit information on the degree of agreement and disagreement with the item statements based on a modified four-point scale of Strongly Agreed (SA) = 4; Agree (A) = 3; Disagree (D) = 2 and Strongly Disagree (SD) = 1. The Questionnaire was validated by three experts in the departments of Measurement and Evaluation, Psychology and Vocational and Technical Education of the Nnamdi Azikiwe University, Awka. The instrument was modified using their suggestions. The questionnaire was administered to 20 counsellors in Otuocha Education Zone. Data collected were used to compute reliability efficient of internal consistency of 0.81 using Cronbach Alpha. A face-to-face method of administration was used to ensure a hundred percent (100%) return of the questionnaire. The research questions were answered using means, standard deviation and decision on level of agreement. A mean rating of 2.50 and above was accepted as indicative of agreement while 2.49 and below indicated disagreement. The null hypothesis was tested at $P < 0.05$ using z-test statistics.

3. Results

The findings of this study were presented according to the research questions and hypothesis.

S/N	Items on Entrepreneurial needed for Enterprise Establishment	Mean \bar{X}	Standard Deviation SD	Decision
1.	Observational skill is a very vital skill needed by the students.	4.12	0.83	Agree
2.	Adequate drawing skill is an important skill needed by the students.	4.03	1.04	Agree
3.	Ability of the students to carry out simple experiment perfectly is very necessary.	4.74	1.00	Agree
4.	Proper handling of entrepreneurial kit is an essential skill needed by students	3.74	1.24	Agree
5.	Ability to persevere on a task by students is needed to enable them establish their enterprise	3.63	1.20	Agree
	Grand mean	3.7		

Table 1: Mean Rating and Standard Deviations of Responses on the Entrepreneurial skills needed by Youth for Enterprise Establishments.

Results in Table 1 revealed that items 1-5 have means rating above the cut-off point of 2.50 for respondents. Thus, the respondents agreed with the statements.

S/N	Items on G & C Competencies for Developing Entrepreneurial Skills	Mean \bar{X}	Standard Deviation SD	Decision
6	As a school counsellor, I possess the required subject matter competencies for entrepreneurial skill development of students.	3.89	0.83	Agree
7	I possess professional pedagogical competences for entrepreneurial skill development of students.	3.45	0.94	Agree
8	I have the guidance and counselling process skills for entrepreneurial skill development of students.	4.2	1.04	Agree
9	I have the guidance and counselling interpreting data skill for developing students entrepreneurially.	3.92	0.60	Agree
10	I maintain good friendly relations with students to enhance their development entrepreneurially.	3.34	1.22	Agree
	Grand mean	3.76		

Table 2: Mean Rating and Standard Deviation on Guidance and Counselling Competencies for developing Entrepreneurial Skills in Secondary School Youth for National Stability and Integration.

From table 2, mean rating of 6-10 were more than 2.50. This reveals that counsellors possess the above competencies as strategies for developing entrepreneurial skills.

S/N	Items on availability of G & C technological and infrastructural facilities for developing entrepreneurial skills	Mean \bar{X}	Standard Deviation SD	Decision
11	Well-equipped counselling clinic is present.	4.32	0.95	Agree
12	Aquarium for livestock farming like fishery is present.	3.34	0.96	Agree
13	Functional farmland with knives, hoes, fertilizers	3.23	1.05	Agree
14	Computers with internet connectivity is available in the school	3.16	1.21	Agree
15	There is well equipped workshop for practical work.	4.11	1.14	Agree
16	There is well equipped library.	3.81	0.93	Agree
	Grand mean	3.66		

Table 3: Means scores and standard deviation of availability of G & C technological and infrastructural facilities for developing entrepreneurial skills.

Table 3 revealed that the mean rating of all the items were above 2.50, these were accepted as available guidance and counselling technological and infrastructural facilities for developing entrepreneurial skills in the secondary schools for national stability and integration.

S/N	Items on Strategies for Developing Youth Entrepreneurial Skills	Mean \bar{X}	Standard Deviation SD	Decision
17	Use of inquiry approach in teaching and learning of entrepreneurship subjects.	3.89	1.23	Agree
18	Use of guided discovery technique	3.76	1.16	Agree
19	Use of field/excursion teaching strategies	3.32	1.08	Agree
20	Use of classroom assessment technique	4.11	1.09	Agree
	Grand mean	3.77		

Table 4: Mean rating scores and standard deviation on the strategies adopted for Developing Youth Entrepreneurial Skills for National Stability and Integration.

From table 4, it was shown that all the items were highly rated, therefore they are accepted.

Source of variation	N	Mean \bar{X}	SD	Df	z-cal	z-crit	P<0.05
Male	15	3.81	0.73				
				46	0.831	1.96	Not Significance
Female	33	4.6	0.68				

Table 4: Mean scores, standard deviations and z-test of male and female Counsellors on Strategies for Developing Entrepreneurial skills.

Table 5 showed that z-calculated is 0.831 as against z-critical of 1.96. Therefore z-calculated is less than z-critical hence the null hypothesis of no significant difference is not rejected.

4. Discussion

The finding of this study showed guidance and counselling strategies for developing youth entrepreneurial skills in the secondary schools in Anambra State for national stability and integration. From the finding we discovered, all the entrepreneurial skills needed by students for enterprise establishment. This is in agreement with Akpomi (2008), stated that if students acquire the right entrepreneurial skills attitude and knowledge they will on leaving the school be self-employed and employers of labour. The finding also revealed the guidance and counselling competencies possessed by the counsellors for developing youth entrepreneurial skills in the secondary schools in Anambra State for national stability and integration. We also discovered that technological and infrastructural guidance and counselling facilities are available for developing youth entrepreneurial skills in the secondary schools in Anambra State for national stability and integration. This is line with Omolayo (2006), who states that infrastructural and technological facilities make clear the complexities of any skill or concept thereby making the pupils understand the lessons. They form basis for conceptual thinking.

The findings also revealed that field trip, guided discovery, inquiry approach and classroom technique are necessary strategies to be adopted to ensure effective teaching and learning entrepreneurial skills for developing youth entrepreneurial skills in the secondary schools in Anambra State for national stability and integration. Furthermore, this study revealed that the null hypothesis was accepted showing that there is no statistical significant difference in mean ratings of male and female counsellors on strategies for developing youth entrepreneurial skills in the secondary schools in Anambra State for national stability and integration.

5. Conclusion

Nigeria is lagging behind in preparing her work force for the challenges of the rapidly changing global economy. Improved and sustainable global economy development depends on a strong entrepreneurship education. Students in Nigeria need entrepreneurial skills development so that on leaving the school will be self-employed and employers of labour. This will go a long way in ensuring national stability and integration. The acquisition of entrepreneurial skills is an open door for national development.

6. Recommendations

Based on the findings of the study, the following recommendations were made:

- Nigeria students should engage themselves in acquiring entrepreneurial skills in other to be self-reliant and employers of labour.
- Entrepreneurial skills should be made mandatory as core skills to be learnt in secondary schools this would help students when out of school to self-reliant
- Serving school counsellors should attend workshops, conferences and seminars for continuous training in the skills and counselling techniques that enhance creative and manipulative skills among the students and hence prepares for a self-reliant life in the society.
- The school-based enterprise, where students identify potential business, plan, create and operate small business using the schools as mini-incubators should be provided.

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