

The Roles of Teacher Counsellors in Promoting Entrepreneurship Education Among Students of Tertiary Institutions in Oyo State, Nigeria

Rasaq Abimbola FADIPE

Department of Counsellor Education
Faculty of Education, University of Ilorin, Nigeria
fadiperasaqabimbola@gmail.com

Olayide Amos OLAKOJO

Department of Educational Psychology
Oyo State College of Education, Lanlate
olakojoolayide@gmail.com

Omowumi Olajire ADEYEMI

Department of Counsellor Education
Faculty of Education, University of Ilorin, Nigeria
seunseyi67@gmail.com

Abstract

The study examined the roles of teacher counsellors in promoting entrepreneurship education among students of tertiary institutions in Oyo State, Nigeria. The study adopted a descriptive survey method and targeted teacher counsellors in tertiary institutions across Oyo State. Using simple random sampling, 383 teacher counsellors were selected and administered questionnaires from various institutions in the state. However, 380 responses were fully retrieved and analysed for the study. The research instrument, titled: "Roles of Teacher Counsellors in Promoting Entrepreneurship Education among Students Questionnaire (RTCPEESQ)," was used to collect data from the respondents. The findings obtained from the study revealed the roles of teacher counsellors in promoting entrepreneurship education among students include providing information on entrepreneurship opportunities, helping students to online courses and resources on entrepreneurship, assisting students in understanding the importance of risk management in business, aiding students in developing business strategies, supporting students in conducting feasibility studies for business ideas, guiding students in obtaining funding and investment for startups, among others. The findings also revealed that there were significant differences in the roles of teacher counsellors in promoting entrepreneurship education among students of tertiary institutions in Oyo State based on gender and years of experience. However, there was no significant difference in the roles of teacher counsellors in promoting entrepreneurship education among students of tertiary institutions in Oyo State based on age. It was recommended that teacher counsellors should continuously organise programmes on entrepreneurship education for students. These programmes, including counselling career day, orientation seminars and workshops, will empower students acquire necessary entrepreneurship skills and knowledge to become either gainfully employed or successfully self-employed entrepreneurs.

Key words: Teacher counsellors, Entrepreneurship, Education, Students, Tertiary institutions

Introduction

Education remains the most powerful tool to discover individual potential and to foster societal growth. It serves various functions in society, such as preparing individuals for citizenship, developing a skilled workforce, promoting cultural literacy, and helping young people become critical thinkers. Thus, functional education is essential for adapting to future demands and equipping individuals with the skills and competencies needed in a globalised world. Without functional education, the certificates students receive at graduation are merely pieces of paper. According to the Nigerian National Policy on Education (FRN, 2013), for education to be functional, it must be relevant and practical, incorporating the acquisition of appropriate skills and the development of competencies that enable individuals to live productively and contribute to society. This stresses the importance of instilling in students the skills and competencies necessary for self-reliance, thereby contributing to national development.

Entrepreneurship is a deliberate activity involving a series of integrated decisions by an individual or a group of individuals aimed at starting, maintaining, or expanding a profit-oriented business unit for the production or distribution of economic goods and services (George-Isunwa, 2022). Entrepreneurship drives innovation, economic growth, and societal progress; it can enhance the beneficiaries' mental, physical, and intellectual capacities, enabling them to acquire, interpret, and apply information effectively, thereby benefiting themselves and the nation as a whole. According to Tiwa (2020), a survey was conducted by the Federal Ministry of Education from 2010 to 2023 revealed that eighty six percent (86%) of graduates from Nigerian universities and other tertiary institutions have not yet secured employment. Therefore, the significance of entrepreneurship education in Nigerian tertiary institutions cannot be overemphasized, as it is the driving force of any progressive economy.

Ohaegbulem (2022) classified entrepreneurship into four categories: basic production, processing, distribution, and services. Basic production involves the creation of raw materials, such as in agriculture and mining. Processing focuses on transforming these raw materials into finished or semi-finished goods, like in manufacturing and food processing. Distribution encompasses the logistics and sale of goods, ensuring products reach consumers through channels like wholesale, retail, or e-commerce. Services cover businesses providing intangible products, such as consulting, education, and healthcare. Each category represents a distinct area of entrepreneurial activity, with unique challenges and opportunities. This classification helps to

understand the various ways entrepreneurship can manifest in different sectors, including education.

Entrepreneurship education is an important tool for achieving the objectives of preparing students for the 21st century labour market. It refers to the process of teaching and learning about entrepreneurship, which includes the skills, knowledge, and attitudes necessary to become a successful entrepreneur. It provides students with the knowledge, skills, and innovation to encourage entrepreneurial success in a variety of settings (Suleiman, 2022). There is need for Nigeria to grow and catch up with other developed nations through education and viable entrepreneurship model that would help tackle hydra-headed poverty, unemployment, crimes, conflict, terrorism, insurgency, while at the same time promote growth of small and medium scale enterprises, wealth creation, enhance value orientation, preserve the ecosystem from abuse, and promote public health and in the final analysis achieve sustainable economic development (Mbwa & Katura, 2022).

The goal of entrepreneurial education is to provide students with the knowledge necessary to start and sustain a business, along with the skills required for its success, ultimately turning them into successful entrepreneurs. According to Godwin (2021), entrepreneurial education is a part of the overall educational system that encompasses the acquisition of skills, ideas, and management abilities essential for job creation. Eseribe (2020) stated that entrepreneurial education aims to prepare learners to establish their own businesses upon completing their studies. Its objectives include offering students the chance to learn about entrepreneurial orientation, raising their awareness of entrepreneurship as a career option, and enhancing their self-efficacy. Consequently, teacher counsellors have significant roles to play in entrepreneurship education within tertiary institutions in Oyo State and across Nigeria.

Teacher-counsellors are educators who provide guidance and support to students, addressing their academic, social, emotional, and personal development needs. They assist students in navigating challenges, making informed decisions, and developing skills for success both inside and outside the classroom. According to Egbe-okpenge and Orhungur (2022), teacher-counsellors use both individual and group counselling to guide and transform students in Nigeria, addressing academic, vocational, and social issues. Their main roles are to facilitate the comprehensive development of individuals, making them valuable to both themselves and society. Scholastica (2022) stated that when students in tertiary institutions receive proper guidance and

counselling, along with entrepreneurial skills, their reliance on government for employment decreases, and they are more likely to become employers rather than job seekers.

Teacher-counsellors in tertiary institutions play a key role in promoting entrepreneurship education among students. They offer mentorship and personalised support to those involved in entrepreneurial ventures and assist in developing and incorporating entrepreneurship-focused courses into the academic curriculum. Through workshops, seminars, and training sessions, they enhance key skills such as leadership, business planning, and financial management (George-Isunwa, 2022). They also facilitate connections with valuable resources like funding opportunities, business incubators, and industry contacts. By linking students with successful entrepreneurs, industry experts, and alumni, they provide valuable networking opportunities. Career counselling is offered to guide students on entrepreneurial paths and evaluate potential business opportunities. Additionally, teacher-counsellors foster a culture of innovation and creativity within the institution, encouraging students to explore and pursue new business ideas (Eseribe, 2020). This comprehensive support system is instrumental in nurturing the entrepreneurial spirit among students, ensuring they are well-prepared with the knowledge and skills necessary for successful ventures. By integrating these roles, teacher-counsellors make a significant contribution to the development of entrepreneurship education, bridging the gap between academic learning and practical business practices (Towosbola & Raimi, 2022).

The objectives of teacher-counsellors in promoting entrepreneurship education in tertiary institutions involve cultivating an entrepreneurial mindset among students. They strive to equip students with vital entrepreneurial skills such as business planning and financial management. Teacher-counsellors offer career guidance on entrepreneurial paths, helping students navigate the opportunities and challenges of business management (Scholastica, 2022). They facilitate connections to resources like mentorship, networking opportunities, funding, and business incubation centers. A key objective is to integrate entrepreneurship education into the academic curriculum, encouraging interdisciplinary learning. They also facilitate practical experiences through internships and projects, allowing students to apply their knowledge in real-world scenarios. Creating a supportive environment for entrepreneurial activities, such as clubs and workshops, is essential. Raising awareness about the significance of entrepreneurship and motivating students to consider it as a career is a priority. Additionally, they promote innovation

and research in entrepreneurship, supporting the development of new business ideas (Okeke, Nwawube, & Nwadinobi, 2022).

Empirical studies have revealed the substantial impact of teacher-counsellors in promoting entrepreneurship education within tertiary institutions. Research indicates that teacher-counsellors who offer mentorship significantly boost students' entrepreneurial skills and confidence, aiding them in overcoming business challenges (Towosbola & Raimi, 2022). They are also crucial in integrating entrepreneurship into the curriculum by developing and incorporating entrepreneurship-focused courses into academic programmes, ensuring that students receive practical and relevant education (George-Isunwa, 2022). Also, workshops and training sessions organised by teacher-counsellors enhance skill development, especially in leadership and business planning (Fashiola, 2024).

In addition to developing the curriculum and enhancing skill development, teacher-counsellors play a crucial role in facilitating access to essential resources like funding opportunities and business incubators, which are critical for the success of entrepreneurial ventures (Akpomi & Ikpesu, 2020). They also improve students' networking opportunities by connecting them with successful entrepreneurs and industry experts, offering valuable insights and professional connections (Mason & Brown, 2014). Career guidance from teacher-counsellors assists students in exploring and evaluating entrepreneurial career paths, further supporting their business ambitions (Ojekunle, 2022).

Furthermore, teacher-counsellors foster a culture of innovation within institutions by promoting entrepreneurial mindsets and encouraging the creation of new business ideas (Fashiola, 2024). By combining roles such as mentoring, curriculum development, skill training, resource facilitation, networking, career guidance, and innovation encouragement, teacher-counsellors play a comprehensive and essential roles in promoting entrepreneurship education and nurturing the next generation of entrepreneurs.

Research studies have highlighted the influence of age, gender, and years of experience on the roles of teacher-counsellors in promoting entrepreneurship education. The age of teacher-counsellors can influence their approach to entrepreneurship education (Egbe-okpenge and Orhungur, 2022). Older counsellors, with extensive professional experience, may provide a wealth of practical knowledge and industry insights, enhancing their mentoring effectiveness. They might also have more established professional networks, which can benefit students through more

substantial resource facilitation. On the other hand, younger counsellors may be more attuned to current entrepreneurial trends and technologies, potentially offering a more modern perspective and innovative teaching methods in entrepreneurship (Adebayo, 2023).

Gender can influence the approach and style of teaching and mentorship provided by teacher-counsellors. Research has demonstrated that incorporating diverse gender perspectives in entrepreneurship education can enhance the learning environment. For example, female teacher-counsellors might provide unique experiences and roles models that can positively affect female students' engagement and aspirations in entrepreneurship (Godwin, 2021). However, the impact of gender diversity on entrepreneurship education largely depends on the institutional setting and the specific needs of the student population.

Based on the years of experience, the length of experience a teacher-counsellor has can significantly impact their effectiveness in promoting entrepreneurship education. Experienced counsellors are often better equipped to provide nuanced mentorship, develop and integrate entrepreneurship curricula, and facilitate valuable networking opportunities (Fashiola, 2024). Their extensive experience allows them to draw on a wide range of case studies and real-world examples, enriching the learning experience for students. In contrast, less experienced counsellors might still be developing their expertise and professional networks, which can affect their ability to fully support students in their entrepreneurial endeavors (Towosbola & Raimi, 2022).

Few studies have been conducted on the nature of entrepreneurship in Nigeria. For instance, Tiwa (2020) explored the roles of entrepreneurial education in reducing unemployment in Nigeria; Godwin (2021) examined entrepreneurship education in public universities in South-South Nigeria with a focus on achieving sustainable development goals; Suleiman (2022) analysed youth entrepreneurship education for national development on an international scale; Mbwa and Katura (2022) investigated entrepreneurship education at the tertiary level in Nigeria, emphasising its importance for poverty reduction and economic development; and Adebayo (2023) discussed the experiences of Nigerian industrial and university education in entrepreneurship.

Despite the contributions of earlier research on entrepreneurship in Nigeria, to the best of the researchers' knowledge, none of the previous researchers had conducted a study on roles of teacher-counsellors in promoting entrepreneurship education among students in tertiary institutions in Oyo State. This main focus of the study was to advance knowledge and fill the existing gap from the aforementioned studies in literature. This study therefore examined the roles

of teacher counsellors in promoting entrepreneurship education among students in tertiary institutions within Oyo State.

Purpose of the Study

The purpose of the study was to examine the roles of teacher counsellors in promoting entrepreneurship education among students of tertiary institutions in Oyo State. The study also examined whether moderating variables such as age, gender and years of experience would influence the roles of teacher counsellors in promoting entrepreneurship education among students of tertiary institutions in Oyo State.

Research Question

The following research question was raised and answered in this study:

- i. What are the roles of teacher counsellors in promoting entrepreneurship education among students of tertiary institutions in Oyo State?

Research Hypotheses

The following research hypotheses were formulated and tested in this study at .05 level of significance:

- i. There is no significant difference in the roles of teacher counsellors in promoting entrepreneurship education among students of tertiary institutions in Oyo State based on gender.
- ii. There is no significant difference in the roles of teacher counsellors in promoting entrepreneurship education among students of tertiary institutions in Oyo State based on age.
- iii. There is no significant difference in the roles of teacher counsellors in promoting entrepreneurship education among students of tertiary institutions in Oyo State based on years of experience.

Methodology

The researchers used a descriptive survey method to investigate the roles of teacher counsellors in promoting entrepreneurship education among students in tertiary institutions in Oyo State. The study population included 7,583 teacher-counsellors from Federal, State, and private tertiary institutions in Oyo State, Nigeria (Oyo State Ministry of Education, 2024). According to the Research Advisor Sample Size Determination Table (2006), a sample size of 365 was recommended for this population with a confidence level of 95% and a margin of error of 5.0%.

To accommodate potential attrition, an additional 5% (18) was added, resulting in a total sample size of 383 respondents. The researchers employed purposive and simple random sampling techniques. Purposive sampling was employed to select teacher-counsellors from tertiary institutions in Oyo State, while simple random sampling technique was used to select respondents at their respective institutions during the study period.

The instrument used in this study was developed by the researchers and comprised 15 items based on a comprehensive literature review. It was titled "Roles of Teacher Counsellors in Promoting Entrepreneurship Education among Students (RTCPEES)" and was validated for face and content validity by five lecturers from the Department of Counselling and Human Development Studies, University of Ibadan, Oyo State. A pilot study was conducted with 30 randomly selected teacher counsellors, members of the Counselling Association of Nigeria, Oyo State Chapter, who were not part of the main study. The data collected were analysed for internal consistency using the Cronbach alpha method, yielding a reliability coefficient of 0.79.

Therefore, the research instrument (questionnaire) consisted of two sections: A and B. Section A gathered demographic data from the respondents, while Section B assessed the roles of teacher-counsellors in promoting entrepreneurship education among students. Section B employed a four-point Likert scale ranging from Strongly Agree to Strongly Disagree (Strongly Agree = 4 points, Agree = 3 points, Disagree = 2 points, Strongly Disagree = 1 point). The benchmark for the instrument was determined by summing the points and dividing by 4, resulting in a mean score of 2.5 (i.e., $4+3+2+1=10/4=2.5$). Scores of 2.5 or above were considered as indicating the roles of teacher-counsellors in promoting entrepreneurship education, while scores below 2.5 were not.

The questionnaires were administered to the respondents by the researchers with the help of two research assistants who were trained on how to administer the instrument. The researchers established adequate rapport with the respondents and promised them confidentiality in order to ensure maximum response to the questionnaire items. The respondents were encouraged to respond accurately and promptly to the questionnaire, and the completed ones were retrieved from them. The data collected were analysed using percentages for the demographic data, mean and rank order for the research question, and Independent t-test and One-Way Analysis of Variance (ANOVA) to test the null hypotheses at a 0.05 significance level.

Results

Three hundred and eighty three (383) copies of questionnaire were distributed to the respondents, but only 380 were properly filled, recovered, and analysed, while the incorrectly filled ones were discarded.

Demographic Data of the Respondents

Table 1: Percentage Distribution of Participants Based on Gender, Age and Years of experience

Gender	Frequency	Percentage (%)
Male	183	48.2
Female	197	51.8
Total	380	100.0
Age	Frequency	Percentage
22-35 years	98	25.8
36- 49years	150	39.5
50-70years	132	34.7
Total	380	100.0
Years of experience	Frequency	Percentage
10-35 years	184	48.4
36 years and above	196	51.6
Total	380	100.0

Table 1 presented that 183 respondents (48.2%) were males, while 197 respondents (51.8%) were females, indicating that a higher number of female respondents participated compared to their male counterparts. In terms of age, 98 respondents (25.8%) were between 22 and 35 years old; 150 respondents (39.5%) were between 36 and 49 years old; and 132 respondents (34.7%) were between 50 and 70 years old, suggesting that the 36-49 age groups had the highest level of participation. Regarding years of experience, 184 respondents (48.4%) had between 10 and 35 years of experience, while 196 respondents (51.6%) had 36 years or more of experience, indicating that those with 36 years and above years of experience participated more than those with 10 to 35 years.

Research Question: What are the roles of teacher counsellors in promoting entrepreneurship education among students of tertiary institutions in Oyo State?

Table 2: Mean and Rank Order of Roles of Teacher Counsellors in Promoting Entrepreneurship Education among Students of Tertiary Institutions in Oyo State

N	The roles of teacher counsellor are to:	Mean	Rank Order
12	Provide information on entrepreneurship opportunities	3.89	1 st

8	Help students to online courses and resources on entrepreneurship	3.87	2 nd
11	Assist students in understanding the importance of risk management in business	3.85	3 rd
5	Assist students understand market needs and demands	3.81	4 th
9	Support students in conducting feasibility studies for business ideas	3.77	5 th
7	Guide students on how to balance academic and entrepreneurial activities	3.69	6 th
14	Guide students in obtaining funding and investment for startups	3.64	7 th
15	Organise guest lectures by successful entrepreneurs	3.61	8 th
2	Promote entrepreneurship thinking and problem-solving skills	3.60	9 th
6	Support students in finding internships with local businesses	3.57	10 th
4	Provide motivation support for entrepreneurial endeavours	3.53	11 th
13	Aspire students to consider entrepreneurship as a career path	3.51	12 th
3	Encourage students to utilise technology in their entrepreneurial ventures	3.49	13 th
1	Organise workshops on business start-up strategies	3.46	14 th
10	Connect students with local entrepreneurs for mentorship	3.41	15 th
Sectional Mean		3.63	

Source: Researcher's Fieldwork, 2024

Table 2 showed the mean scores and rank order regarding the roles of teacher counsellors in promoting entrepreneurship education among students in tertiary institutions in Oyo State. The table showed a grand mean of 3.63, which exceeded the benchmark of 2.5. This higher mean score indicated that teacher counsellors agreed on their roles in promoting entrepreneurship education among students in these institutions.

Hypotheses Testing

In this study, three null hypotheses were formulated and tested using Independent t-test and One-Way Analysis of Variance (ANOVA) statistical tools at .05 level of significance.

Hypothesis 1: There is no significant difference in the roles of teacher counsellors in promoting entrepreneurship education among students of tertiary institutions in Oyo State based on gender

Table 3: t-value Showing Respondents' Expression on the Basis of gender

Gender	No.	Mean	SD	Df	Cal. t-val.	Crit. t-val.	p-value	Decision
Male	183	64.2889	5.12360	378	2.91*	1.96	0.001	Sig.
Female	197	65.8209	4.74845					

*Significant at 0.05 level

Table 3 showed that the calculated t-value of 2.91 was greater than the critical t-value of 1.96. Also, the p-value of 0.001 was less than the significance level of 0.05, leading to the rejection of the null hypothesis. This indicated that there was a significant difference in the roles of teacher counsellors in promoting entrepreneurship education among students in tertiary institutions in Oyo State based on gender.

Hypothesis 2: There is no significant difference in the roles of teacher counsellors in promoting entrepreneurship education among students of tertiary institutions in Oyo State based on age

Table 4: One-Way ANOVA Showing Respondents' Expression on the basis of age

Sources	SS	df	MS	Cal. F-val.	Crit. F-val.	p-value	Decision
Between Group	23.375	2	11.687	0.48	3.00	0.0619	N.S
Within Group	9205.953	377	24.4189				
Total	9229.328	379					

*Not Significant at 0.05 level

Table 4 indicated that the calculated F-value of 0.48 was less than the critical F-value of 3.00 at the 0.05 alpha level. Also, the p-value of 0.0619 was greater than 0.05, the null hypothesis was accepted. This indicated that there was no significant difference in the roles of teacher counsellors in promoting entrepreneurship education among students of tertiary institutions in Oyo State based on age.

Hypothesis 3: There is no significant difference in the roles of teacher counsellors in promoting entrepreneurship education among students of tertiary institutions in Oyo State based on years of experience

Table 5: t- value Showing Respondents' Expression on the Basis of years of experience

Years of experience	No.	Mean	SD	Df	Cal. t-val.	Crit. t-val.	p-value	Decision
10-35 yrs	184	58.2833	6.45160					

				378	2.09*	1.96	0.003	Sig.
36 yrs and above	196	56.1343	4.16135					

*Significant at 0.05 level

Table 5 revealed that the calculated t-value of 2.09 was greater than the critical t-value of 1.96. With a p-value of 0.003, which was less than the 0.05 significance level, the null hypothesis was rejected. This indicated a significant difference in the roles of teacher counsellors in promoting entrepreneurship education among students of tertiary institutions in Oyo State based on years of experience.

Discussion of Findings

The findings indicated that teacher counsellors play a significant role in promoting entrepreneurship education among students in tertiary institutions in Oyo State. Their roles include providing information on entrepreneurship opportunities, guiding students to online courses and resources on entrepreneurship, helping students understand the importance of risk management in business, assisting in the development of business strategies, supporting students in conducting feasibility studies for business ideas, and advising on obtaining funding and investment for startups. These findings align with Akpomi and Ikpesu (2020), who noted that entrepreneurship education aims to impart the competencies, skills, knowledge, and values needed to identify business opportunities, organise, and start new ventures. The agreement among teacher counsellors on these roles may stem from the fact that entrepreneurship education fosters critical skills such as critical thinking, problem-solving, and decision-making. Moreover, by promoting entrepreneurship, teacher counsellors contribute to both local and national economic development through the creation of new businesses.

The findings revealed a significant difference in the roles of teacher counsellors in promoting entrepreneurship education among students in tertiary institutions in Oyo State based on gender. This indicated that male and female teacher counsellors have different perspectives on their roles in promoting entrepreneurship education. This result contrasts with Godwin (2021), who found no significant difference between male and female lecturers in promoting entrepreneurship education in public universities in South-South Nigeria. The observed difference may be attributed to variations in how male and female teacher counsellors communicate and interact with students, potentially affecting the promotion and reception of entrepreneurship education. Additionally, differences in educational backgrounds and training related to gender

studies and entrepreneurship might influence how male and female teacher counsellors approach their roles.

Another finding indicated that there was no significant difference in the roles of teacher counsellors in promoting entrepreneurship education among students in tertiary institutions in Oyo State based on age. This suggested that teacher counsellors, regardless of their age, had similar views on their roles in promoting entrepreneurship education. This aligns with Scholastica (2022), who found no significant difference in the roles of teachers in promoting guidance and counselling through entrepreneurship education in public institutions in Akwa Ibom State, based on age. The lack of difference may be attributed to the fact that teacher counsellors, irrespective of age, typically undergo similar training and professional development, leading to a uniform approach in promoting entrepreneurship education. Furthermore, teacher counsellors, regardless of their age, might share common goals and objectives, such as enhancing student development, contributing to economic growth, and improving skillsets.

The findings also revealed a significant difference in the roles of teacher counsellors in promoting entrepreneurship education among students in tertiary institutions in Oyo State based on years of experience. This indicated that teacher counsellors expressed their roles differently depending on their experience level. The variation might be attributed to professional growth and expertise; more experienced counsellors (with 36 years and above) possess deeper insights and refined methods, while mid-career counsellors (with 10 to 35 years of experience) bring contemporary trends and innovative approaches. Additionally, experienced counsellors tend to offer personalised support, while those in mid-career often engage students using modern methods.

Conclusion

The study concluded that teacher counsellors play a significant role in promoting entrepreneurship education among students in tertiary institutions in Oyo State. Their involvement helps students become self-employed and contributes positively to society. The findings also indicated that there were significant differences in the roles of teacher counsellors in promoting entrepreneurship education among students of tertiary institutions in Oyo State based on gender and years of experience. However, there was no significant difference based on age.

Recommendations

Sequel to the findings and discussions from the study; the following recommendations were made:

1. Teacher counsellors should continuously organise programmes on entrepreneurship education for students. These programmes, including counselling career day, orientation seminars and workshops, will empower students acquire necessary entrepreneurship skills and knowledge to become either gainfully employed or successfully self-employed entrepreneurs.
2. Teacher counsellors should provide information and support on accessing funding options, such as grants, loans, and investor networks, to help students start their businesses.
3. Teacher counsellors should continuously encourage the use of digital platforms, online courses, and entrepreneurship simulation tools to make learning more interactive and relevant to current market demands.
4. Teacher counsellors should promote gender equity in all aspects of entrepreneurship education, ensuring that both male and female students have equal opportunities to learn and succeed.
5. Teacher counsellors should provide support to meet the diverse needs of students, regardless of their age. They must recognise that students come from different backgrounds, have varying levels of experience and interest in entrepreneurship.
6. Teacher counsellors, regardless of their varying years of experience, should continuously promote entrepreneurship education among students, helping them develop the skills and mindset essential for entrepreneurial success.

References

- Akpomi, M. E. & Ikpesu, O. C. (2020). Entrepreneurship in tertiary education. In S.O. Nwafor & S.O. Oluwuo (Eds); *Management of Education for Sustainable National Development in Nigeria*. Port Harcourt: University of Port Harcourt Press.
- Egbe-okpenge, E. G. & Orhungur, M. M. (2022). Gender issues in entrepreneurial development in Benue state and counselling implications. *Bulgarian Journal of Science and Education Policy*, 6, (2), 386-397.
- Eseribe, S. N. (2020). Effective counselling strategies for colleges of education science students towards entrepreneurship skill development in south east Nigeria. *Review of Education. A publication of the Institute of Education University of Nigeria Nsukka*, 32(1) 322-328
- Fashiola, K.O. (2024). *Entrepreneurship Theory, Strategies and Practice*. Abuja: Bee Publishers.

- Federal Republic of Nigeria (2013). *National Policy on Education*. Lagos: NERDC Press.
- George-Isunwa, M (2022). Childhood Education and Self-reliance for sustainable development. *Journal of Childhood Motivators in Education* 2(1), 9-15. <https://en.m.Wikipedia.org/wiki/unemployment>
- Mbwa, W. A., & Katura, J. I. (2022). Entrepreneurial education at the tertiary level in Nigeria-imperative for poverty reduction and economic development. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 13(2), 110-128. Retrieved from <http://gssrr.org/index.php?journal=JournalOfBasicAndApplied>
- Godwin, P. (2021). Managing entrepreneurship education in public universities in south-south, Nigeria for the attainment of sustainable development goals. *Nigerian Journal of Management Sciences*, 22(2), 345-364.
- Ohaegbulem, N. M (2022). A radical view of entrepreneurial context of business education curriculum in Nigeria, education system. In E. A. Aromolran (ed.), *Book of readings in business education*, 1(1), 263-272.
- Ojekunle, S. O. (2022). *The New SSEC: Objectives, Scope and Effective Implementation: The Role of Guidance Counsellors*. A paper presented at a one-day seminar organised by CASSON Ijebu Bloc, Ogun state chapter, Tuesday, 13th Sept. 2022.
- Okeke, A. K., Nwawube, M. C., & Nwadinobi, N. V. (2022). *Counsellors' perception towards entrepreneurship education for skilful employment of Nigerian youths*. *Prestige Journal of Counselling Psychology*, 3(2), 168-178.
- Scholastica, N. E. (2022). The roles of guidance and counselling in ensuring effective entrepreneurship education for the eradication of graduate unemployment. *Ibom Journal of Social Issues*, 11(2), 54-63.
- Suleiman, H. (2022). Youth entrepreneurship education for national development international. *Journal of Education Studies*, 1(1), 47-50.
- Tiwa, Y. (2020). The roles of entrepreneurial education as a tool for reducing unemployment in Nigeria. *INOSR Humanities and Social Sciences* 6(1), 33-39. Retrieved from <http://www.inosr.net/inosr-humanities-and-social-sciences/>
- Towosbola, W. L. & Raimi, L. (2022). Open distance learning: A catalyst for educational and entrepreneurship development in Nigeria. *Continental Journal Education Research*, 4(3), 1-11.