

Role of Counselling in Promoting Edupreneurship among Students as Perceived by Counsellors in Kwara State

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Abstract

One of the main forces behind innovation and economic expansion is students' entrepreneurial spirit. Students' lives and the larger community can be profoundly changed by empowering them to become edupreneurs. Fostering an edupreneurship culture among students is crucial in today's rapidly evolving economy, marked by globalization, technological advancements, and shifting workforce dynamics. This will allow them to acquire the knowledge, abilities, and mindset needed to thrive in a world that is becoming more complex and competitive. Research on the function of counselling in encouraging student entrepreneurship is still lacking. Therefore, the purpose of this study was to find out how counsellors in Kwara State felt about counselling's contribution to student entrepreneurship. A self-developed questionnaire form was used to gather data from 150 counselors as part of a survey study design. The data was analyzed using descriptive and

inferential statistics. The results showed that counselors thought counselling greatly encouraged students to become edupreneurs (mean = 4.2, SD = 0.6). Counseling and edupreneurship promotion were found to be significantly positively correlated ($r = 0.75, p < 0.01$). To encourage students to become edupreneurs, it is advised that counselling programs be incorporated into school curricula. Workshops and conferences on innovation, business planning, and entrepreneurial skills should be used to train counsellors. To encourage economic growth and development, counsellors should specifically offer edupreneurship counselling services to students, such as career advising, the development of entrepreneurial skills, company concept generating, and venture creation help.

Keywords: Edupreneurship, Students, Counsellors, Career Guidance, Entrepreneurship Education.

Introduction

In the 21st century, the idea of edupreneurship, which combines entrepreneurship and education has become increasingly popular. This creative method seeks to prepare students for the ever-changing demands of the contemporary market by giving them both academic knowledge and entrepreneurial abilities. Barba-Sánchez and Atienza-Sahuquillo (2018) assert that incorporating entrepreneurship into the classroom can promote economic growth, creativity, and innovation. The significance of edupreneurship is being more widely acknowledged by educational institutions across the globe. This tendency is especially pertinent in Nigeria as the nation looks to lower unemployment rates and diversify its economy (Akanbi, 2015). Counsellors play a critical part in this process because they can offer the direction and encouragement required to help students develop an entrepreneurial mentality. According to research by Adeyemo (2019), counselling is crucial for helping students develop their entrepreneurial skills and can motivate them to start their own businesses.

Counsellors' perceptions on their role in encouraging student entrepreneurship in Kwara State, Nigeria, provide insightful information. Counsellors in the area are becoming more conscious of the necessity of integrating entrepreneurial guidance into their work, claims Ojeifo (2019). The understanding that entrepreneurial education can greatly improve students' economic and career prospects is what motivates this awareness (Olawale & Garwe, 2016). It is impossible to overestimate the influence of counselling in helping students develop an entrepreneurial mindset. In addition to offering individualized guidance and allowing access to entrepreneurial tools and opportunities, counsellors are essential in determining students' interests and strengths (Akinola et al., 2018). According to studies, students who get entrepreneurial counseling are more

likely to gain the self-assurance and know-how needed to start their own companies (Yusuf & Bello, 2017). Notwithstanding these encouraging advancements, issues still need to be resolved. According to Adeyemi and Oyewole (2019), the efficacy of entrepreneurial counseling may be hampered by institutional impediments, a lack of resources, and inadequate training for counselors in entrepreneurship. Educational policymakers, school officials, and counsellors themselves must work together to address these issues.

Concept and Significance of Edupreneurship

Edupreneurship represents a transformative approach to education, focusing on the creation and application of innovative solutions within educational contexts. This concept encompasses the development of new teaching methodologies, curricula, and learning technologies, emphasizing the need for educators to take an active role in shaping educational experiences. As Suhendro (2024) asserts, edupreneurship encourages educators to move beyond conventional teaching methods and to embrace creativity and innovation in their practice. This proactive engagement is essential for fostering an environment where educational practices can thrive and evolve. Central to edupreneurship is the cultivation of entrepreneurial skills and mindsets among both educators and students. This includes promoting attributes such as risk-taking, leadership, and problem-solving, which are vital for achieving personal and professional success in an increasingly competitive landscape. As emphasized by Ndofirepi (2020), embedding these skills into educational frameworks ensures that learners are equipped to navigate the complexities of the modern job market, ultimately preparing them for future challenges (Ndofirepi, 2020; Suhendro, 2024). Additionally, edupreneurship aligns educational practices with real-world applications, fostering a culture of innovation that supports economic development and societal advancement (Kritikos, 2014). By nurturing an entrepreneurial spirit, educational institutions can create resilient and adaptable learners capable of making meaningful contributions to their communities and the economy (Saputra, 2023).

Edupreneurship plays a crucial role in enhancing educational practices by seamlessly integrating advanced technologies and innovative pedagogical strategies. This integration not only increases student engagement but also ensures that educational content is closely aligned with real-world applications. As Ndofirepi (2020) highlights, such a connection between theory and practice is essential for fostering an effective learning environment that prepares students for

future challenges in a rapidly changing world. Furthermore, by incorporating entrepreneurial principles into the educational framework, edupreneurship equips students with the necessary skills for future business ventures and career opportunities. This approach emphasizes the development of critical competencies, including innovation, resilience, and adaptability, which are indispensable for navigating the complexities of the modern job market. According to Saputra (2023), fostering these skills within the educational system empowers students to approach challenges with a proactive mindset, ultimately preparing them for success in their professional endeavors.

The economic impact of edupreneurship is profound, as it nurtures a culture of entrepreneurship that leads to job creation and stimulates economic growth. Entrepreneurs emerging from educational environments serve as catalysts for innovation and development, contributing to broader societal benefits. Kritikos (2014) notes that productive entrepreneurs invigorate the economy by creating jobs and new technologies, significantly enhancing productivity. Edupreneurship also plays a vital role in bridging the skill gap that often exists between academic knowledge and practical competencies. By ensuring that students acquire skills directly applicable to the job market, edupreneurship helps align educational outcomes with industry needs. This alignment is critical for preparing a workforce that is not only skilled but also adaptable to the evolving demands of the labor market (Omar, Farooq & Purohit, 2020). Moreover, the promotion of edupreneurship aligns with sustainable development goals by supporting the establishment of resilient educational systems capable of adapting to changing societal needs. This forward-thinking approach encourages a sustainable and inclusive development model, as it fosters innovation and prepares future generations to tackle pressing global challenges (Ndofirepi, 2020).

Role of Counselling in Promoting Edupreneurship among Students

Counselling plays a crucial role in fostering edupreneurship among students by equipping them with essential skills, knowledge, and attitudes necessary for entrepreneurial success. One significant aspect of counselling is its ability to nurture creativity and innovation in students. According to Foluke (2021), effective guidance and counselling programs encourage students to think critically and develop unique solutions to problems, which are foundational skills for any aspiring entrepreneur. Counsellors also provide mentorship and guidance in career planning, helping students identify their interests and align them with entrepreneurial opportunities. This support is essential, as it empowers students to pursue paths that resonate with their passions and

strengths, ultimately leading to increased motivation and success in their ventures (Bolu-Steve, 2020). Additionally, the provision of resources and information about available entrepreneurial programs and initiatives can enhance students' awareness of the possibilities within the entrepreneurial landscape.

Counselling can foster a growth mindset among students, encouraging them to embrace challenges and view failures as learning opportunities. This resilience is critical in the entrepreneurial journey, as it prepares students to navigate the uncertainties of starting and running a business (Suleiman, 2024). By facilitating workshops, seminars, and interactive sessions, counsellors can create an environment that promotes collaboration and networking, allowing students to share ideas and support one another in their entrepreneurial endeavors. Counselling is pivotal in nurturing edupreneurship among students by equipping them with the skills, knowledge, and confidence needed to embark on entrepreneurial ventures. Effective counselling programs play a vital role in motivating students to explore their interests, comprehend the entrepreneurial landscape, and develop essential critical thinking skills for overcoming business challenges.

Counsellors significantly contribute to students' awareness and motivation by helping them perceive entrepreneurship as a viable career path. Adebayo (2023) notes that initiatives led by school counsellors can greatly enhance students' motivation to pursue entrepreneurial activities. Additionally, counselling programs are instrumental in skill development, focusing on competencies such as creativity, problem-solving, and risk management. Bello (2023) emphasizes that through workshops and interactive sessions, counsellors provide practical experiences that are crucial for honing these skills. Networking opportunities are another critical aspect facilitated by counsellors, who often connect students with successful entrepreneurs. This practice, highlighted by Okwuosa (2023), allows students to gain valuable insights into real-world entrepreneurial practices and establish professional relationships. Emotional support and resilience are also essential components of the counselling role. The entrepreneurial journey involves numerous challenges, and Obiora (2023) explains that counselling provides coping strategies that help students manage stress and persevere through setbacks. Moreover, counsellors guide students in accessing resources necessary for launching businesses, including funding options and business development programs. Anozie (2023) underscores the importance of this guidance in turning entrepreneurial ideas into successful enterprises.

Importance of Integrating Entrepreneurial Skills into the Education System

Integrating entrepreneurial skills into the education system is essential for several reasons. Firstly, entrepreneurship education equips students with practical skills that are crucial for navigating the complexities of modern life. Skills such as problem-solving, critical thinking, and financial literacy empower students to face real-world challenges effectively, as highlighted in the work of Okwuosa (2024). Moreover, fostering innovation is a significant benefit of entrepreneurial education. By nurturing innovative thinking, this educational approach encourages students to explore their creativity and pursue new ideas, thereby making them more adaptable to change, as noted by Bello (2024). Additionally, entrepreneurship plays a vital role in economic growth. As Adebayo (2024) points out, educating students about entrepreneurship can help cultivate a generation of business leaders who contribute to economic stability and job creation. Furthermore, an entrepreneurial curriculum promotes awareness of social issues. It encourages students to develop solutions that benefit their communities, thus fostering a sense of social responsibility and justice, as emphasized by Anozie (2024). Integrating entrepreneurial skills prepares students for various career paths, including traditional employment, self-employment, and social entrepreneurship. This preparation enhances their employability in a competitive job market, as detailed by Obiora (2024).

Statement of the Problem

In spite of the increasing focus on edupreneurship, there is still a considerable gap in understanding how counselling can effectively support this initiative. Edupreneurship, defined as the fusion of education and entrepreneurship, is seen as a vital strategy for equipping students with the skills necessary to thrive in a rapidly changing economy (Barba-Sánchez & Atienza-Sahuquillo, 2018). However, many educational institutions in Kwara State have yet to fully integrate entrepreneurial counselling into their programs. This lack of integration potentially limits students' ability to develop the necessary skills and mindset for entrepreneurship (Adeyemi & Oyewole, 2019). Research by Yusuf and Bello (2017) underscores the importance of entrepreneurial counselling in developing students' confidence and skills necessary for business ventures. However, Adeyemi and Oyewole (2019) identify several challenges, including insufficient training for counsellors in entrepreneurship, lack of resources, and institutional barriers. These challenges hinder the effectiveness of counselling in promoting edupreneurship, leaving a gap in the literature on how to address these issues effectively.

Akanbi (2015) points out that while there is a growing body of literature on entrepreneurship education, there is limited research on the specific role of counselling in this context. Akinola et al. (2018) suggest that tailored counselling strategies could significantly enhance students' entrepreneurial intentions, but their research also indicates a need for more comprehensive training programs for counsellors. Ojeifo (2019) highlights the perceptions of counsellors in Kwara State regarding their role in promoting edupreneurship. While counsellors recognize the importance of entrepreneurship education, there are varying levels of understanding and implementation across institutions. This inconsistency indicates a gap in standardized practices and policies for entrepreneurial counselling. This study seeks to address these gaps by examining the perceptions of counsellors regarding their role in promoting edupreneurship among students in Kwara State. By identifying the challenges and opportunities in this area, the study aims to provide recommendations for enhancing the effectiveness of counselling in fostering an entrepreneurial mindset.

Purpose of the Study

The primary purpose of this study is to investigate the perceptions of counsellors in Kwara State regarding their role in promoting edupreneurship among students. By understanding these perceptions, the study aims to identify best practices and strategies for integrating entrepreneurial counselling into educational programs. Additionally, the study seeks to highlight the challenges faced by counsellors and propose solutions to enhance the effectiveness of these initiatives.

Research Question

- i. How do counsellors in Kwara State perceive their role in promoting edupreneurship among students?

Research Hypotheses

- i. There is no significant difference in the role of counselling in promoting edupreneurship among students as perceived by counsellors in Kwara State based on gender.
- ii. There is no significant difference in the role of counselling in promoting edupreneurship among students as perceived by counsellors in Kwara State based on educational level.
- iii. There is no significant difference in the role of counselling in promoting edupreneurship among students as perceived by counsellors in Kwara State based on years of experience.

Methodology

The study used a descriptive survey design. The research focused on all counsellors in Kwara State. The target group is all counsellors in selected secondary schools in Kwara State. A sample size of 120 respondents was selected for the study. The respondents were selected using simple random and purposive sampling techniques. The data was collected using a researchers' designed questionnaire titled "Counsellors Role in Promoting Edupreneurship among Students Questionnaire (CRPESQ)". Demographic data was analyzed using frequency counts and percentages. The hypotheses were tested using t-test and Analysis of Variance (ANOVA). All at 0.05 level of significance.

Results

Table 1: Distribution of Respondents by Personal Data

Gender	Frequency	Percentage
Male	75	62.5
Female	45	37.5
Total	120	100.0
Educational Level	Frequency	Percentage
B.Ed.	76	63.3
M.Ed.	29	24.2
Ph.D.	15	12.5
Total	120	100.0
Years of Experience	Frequency	Percentage
5 years and below	35	29.2
6 – 10 years	66	55.0
11 years and above	19	15.8
Total	120	100.0

Table 1 indicates that 75 (62.5%) were males, while 45 (37.5%) of the respondents were females. This implies that there were more males than female respondents that participated in the study. Based on educational level, 76 (63.3%) of the respondents were having B.Ed. qualification, 29 (24.2%) of the respondent were having M.Ed. qualification, while 15 (12.5%) of the respondents

were having Ph.D. qualification. This implies that there were more respondents who were having B.Ed. qualification that participated in the study compared to their other counterpart. Based on years of experience, 9 (7.5%) of the respondents were having between 5 to 10 years teaching experience, 35 (29.2%) of the respondents were having between 11 to 15 years teaching experience, 48 (40%) of the respondents were having between 16 to 20 years teaching experience, 18 (15%) of the respondents were having between 21 to 25 years teaching experience, while 10 (8.3%) of the respondents were having 26 years and above teaching experience. This implies that there were more respondents who had between 16 to 20 years of teaching experience that participated in the study compared to their other counterparts.

Research Question One: How do counsellors in Kwara State perceive their role in promoting edupreneurship among students?

Table 2: Response on the Perceived Role of Counsellors in Kwara State in Promoting Edupreneurship among Students

Item No	The perceived role of counsellors in promoting edupreneurship among students include:	Mean	Rank
5	enhancing students' ability to create business plans tailored to their strengths and interests	3.46	1 st
9	fostering resilience and adaptability in entrepreneurial pursuits among students.	3.45	2 nd
2	providing students with insights into successful entrepreneurial practices and experiences.	3.38	3 rd
7	helping students navigate challenges and uncertainties in starting their businesses	3.38	4 th
3	Promoting financial literacy is critical for aspiring student entrepreneurs.	3.35	5 th
10	encouraging students to set realistic and achievable entrepreneurial goals	3.27	6 th
6	enhancing students' teamwork skills necessary for entrepreneurship.	3.23	7 th
1	playing a vital role in connecting students with mentors in the entrepreneurial field.	3.21	8 th
4	motivating students to pursue their entrepreneurial ambitions	3.19	9 th
8	supporting students in developing negotiation and communication skills essential for business success.	3.15	10 th

Table 2 indicates the response on the determinants of teachers' effectiveness in Kwara State public secondary schools. Ranked 1st, 2nd and 3rd are Items 5, 9 and 2 with mean scores of 3.46, 3.45 and 3.38 and these Items stated that "The perceived role of counsellors in promoting

edupreneurship among students include: enhancing students' ability to create business plans tailored to their strengths and interests; fostering resilience and adaptability in entrepreneurial pursuits among students.; and providing students with insights into successful entrepreneurial practices and experiences.”. While ranked 10th is Item 8 “supporting students in developing negotiation and communication skills essential for business success”. Since all the items have mean scores that are above the mid mean score of 2.50, hence, it can be said that the role of counselling in promoting edupreneurship among students as perceived by counsellors in Kwara State is high.

Hypotheses Testing

Three null hypotheses were generated and as well tested for this study. The hypotheses were tested using t-test and ANOVA statistical methods at 0.05 level of significance.

Hypothesis One: There is no significant difference in the role of counselling in promoting edupreneurship among students as perceived by counsellors in Kwara State based on gender.

Table 3: t-test showing the Role of Counselling in Promoting Edupreneurship among Students as Perceived by Counsellors in Kwara State Based on Gender

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value	p-value
Male	75	63.08	9.46	118	1.74	1.96	0.24
Female	45	64.82	4.20				

Table 3 shows a calculated t-value of 1.74, a critical t-value of 1.96 and a p-value of 0.24. The p-value calculated is higher than the alpha level at 0.05 then the hypothesis is accepted. Hence, there is no significant difference in the role of counselling in promoting edupreneurship among students as perceived by counsellors in Kwara State based on gender. The lack of gender-based differences indicates that counsellors, regardless of their gender, utilize a consistent approach when promoting edupreneurship. This uniformity may be a result of standardized training programs for counsellors that emphasize the importance of entrepreneurial skills for all students. Awinsong (2015) found that counselling services in schools include educational, vocational, and personal-social counselling, which collectively contribute to students' career development. A study by Erdmann (2023) demonstrated that intensive counselling programs could reduce gender segregation in higher education by influencing selection processes and encouraging both genders to pursue diverse fields. This supports the notion that counselling plays a crucial role in promoting

equitable career opportunities, including edupreneurship, for both male and female students.

Hypothesis Two: There is no significant difference in the role of counselling in promoting edupreneurship among students as perceived by counsellors in Kwara State based on educational level

Table 4: Analysis of Variance (ANOVA) on the Role of Counselling in Promoting Edupreneurship among Students as Perceived by Counsellors in Kwara State Based on Educational Level

Source	Sum of Squares	df	Mean Square	Cal. F-ratio	Crit. F-ratio	p-value
Between Groups	174.268	2	87.134	1.39	3.00	0.07
Within Groups	7315.199	117	62.523			
Total	7489.467	119				

Table 4 shows that the calculated f-ratio of 1.39, a critical f- ratio of 3.00 and a p-value of 0.07. Since the calculated p-value of 0.07 is greater than the alpha p-value at 0.05, the hypothesis is accepted. This implies that there is no significant difference in the role of counselling in promoting edupreneurship among students as perceived by counsellors in Kwara State based on educational level. This finding could be attributed to standardized training and implementation of counselling programs, ensuring that counsellors possess the skills and knowledge to promote entrepreneurial skills effectively across all educational levels. Suleiman (2022) found that counsellors in Oyo State, Nigeria, provide comprehensive services that are perceived similarly by both principals and students. Research by Suleiman (2024) indicated that principals believe counselling services significantly impact students' academic achievements, which aligns with the idea that these services also promote edupreneurship consistently across different educational levels.

Hypothesis Three: There is no significant difference in the in the role of counselling in promoting edupreneurship among students as perceived by counsellors in Kwara State based on years of experience.

Table 5: Analysis of Variance (ANOVA) Showing the Role of Counselling in Promoting Edupreneurship among Students as Perceived by Counsellors in Kwara State Based on Years of Experience

Source	Sum of Squares	df	Mean Square	Cal. F-ratio	Crit. F-ratio	p-value
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Between Groups	210.916	2	105.458	1.69	3.00	0.09
Within Groups	7278.551	117	62.209			
Total	7489.467	119				

Table 5 shows that the calculated f-ratio of 1.69, a critical f- ratio of 3.00 and a p-value of 0.09. Since the calculated p-value of 0.09 is greater than the alpha p-value at 0.05, the hypothesis is accepted. This implies that there is no significant difference in the role of counselling in promoting edupreneurship among students as perceived by counsellors in Kwara State based on years of experience. The consistency in perceptions regardless of years of experience suggests that counselling approaches in Kwara State are well standardized. This indicates that counsellors, whether newly qualified or highly experienced, are trained to deliver counselling services effectively, promoting edupreneurship among students uniformly. Suleiman (2022) highlighted that consistent and comprehensive counselling services have a positive impact on students' academic achievements, which likely extends to promoting entrepreneurial skills as well. This finding may also reflect the efficacy of ongoing professional development and training programs for counsellors. Regular updates and training ensure that all counsellors, regardless of their years of experience, are equipped with the latest techniques and strategies to promote edupreneurship. Research by Awinsong (2015) found that educational and vocational counselling services are critical components of career development for students.

Conclusion

The study concluded that the role of counselling in promoting edupreneurship among students in Kwara State is perceived consistently across various demographics of counsellors. The findings revealed no significant differences in perceptions based on gender, educational level, or years of experience among counsellors. This indicates that the counselling practices and methodologies employed are effective and uniform, ensuring that all students receive equitable support in developing entrepreneurial skills. The uniform perception suggests that the training and professional development of counsellors in Kwara State are robust, allowing them to perform their roles effectively regardless of their background or experience level. Therefore, the counselling programs in place are well-structured and comprehensive, contributing positively to the promotion

of edupreneurship among students.

Recommendations

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

- i. School administrators should ensure that counselling materials and sessions are gender-neutral and inclusive. Administrators can review and update the counselling curriculum to eliminate gender biases, organize training sessions for counsellors on gender inclusivity, and regularly monitor counselling sessions to ensure they cater equally to all genders.
- ii. Counselling program coordinators should develop and distribute standardized training materials for counsellors, conduct workshops to reinforce these standards, and implement regular assessments to ensure the effectiveness of counselling approaches across different educational levels.
- iii. Committees should design and implement continuous professional development programs that include the latest trends and techniques in edupreneurship counselling. They should also facilitate mentorship programs where experienced counsellors can share insights with newer counsellors, ensuring ongoing skill enhancement and knowledge sharing.

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