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## Counseling Implications Of Attaining of Vision 20:20:20 Through Entrepreneurship Education In Nigerian Tertiary Institutions

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### Abstract

This study sought to investigate counseling implications of attainment of vision 20:20:20 in Nigerian tertiary institutions through entrepreneurship education. Descriptive survey design is used. The sample for this study comprises 110 student counselors and 80 professional counselors drawn through random sampling technique. Structured practicum models questionnaire was constructed by the researcher using strongly agree, agree, disagree and strongly disagrees options. The data collected were analyzed using mean and standard deviation for answering the research questions. A mean of 2.5 and above was accepted while any mean less than 2.5 were rejected. The study revealed among other things that genuineness/congruence, awareness, motivation, creativity, listening and confidentiality are counseling skills that could be utilized in attainment of vision 20:20:20. Also, time-management, decision-making, re-engineering or business process design, leadership and re-engineering entrepreneurial values for 21<sup>st</sup> century are needed by professional counselors in attainment of vision 20:20:20.

### Introduction

In late 19<sup>th</sup> century, not much was achieved in the area of mass literacy and even functional education generally. No wonder there is a lot of mass illiteracy in Nigeria that give rise to mass poverty. However, sustainable livelihood (SL) thinking centres on people and their livelihood has informed discussions with partners at all scales, from the international to the very local and has incorporated into other development processes which has brought a valuable, people-centred perspective to policy discussions and which call for effective structure for planning research. For example, some feel that there could be more guidance on sustainable livelihood, no wonder the most appropriateness of the theme of this conference on counseling for sustainable livelihood in developing nations economies.

Nigeria is popularly known as giant of Africa in terms of economic development. It is therefore an enormous challenge to Nigeria nationally and globally. No wonder one of the main objectives of vision 20:20:20 is to place Nigeria in the top 20 leading economies of the world by the year 20:20. The Nigerian government hopes to grow the size of the economy from its present position of 40<sup>th</sup> to 20<sup>th</sup> national economy in the world (Imogie, 2010). Yet education which will bring this vision 20:20:20 to a success, eradicate poverty and bring sustainable livelihood is still a borrowed technology; could not be able to record several economic, political, technical and socio-cultural feats and prowess. Worst still and most irritating is the collapse of the power sector and its resultant negative impact on education and on the nation's economy.

According to Ogundele (2005), recent developments in South East Asia have clearly shown other third world countries like Nigeria, that a nation's progress and economic development is not essentially constrained by the levels of natural resources it possesses, but by the human capacity and capability in responding to challenges in the environment. The Asian Tiger's (Indonesia, China, North Korea India and South Korea, etc) have developed and equipped their human assets with orientation and capacity for spontaneous responses to opportunities of wide ranging patterns both near and far. Because of appropriate entrepreneurial education, training and development, right from childhood every six out of ten people in Indonesia are entrepreneurs Ogundele, (2005). The truth is that entrepreneurship has become the culture of that country and indeed all the Asian Tigers. That is why their economies are the fastest growing and developing ones in the world today. Consequently, entrepreneurship development has equipped the Asian Tigers with the competences of turning the economies to very dynamic ones for national development. For Nigeria to move into top 20 leading economies of the world there must be massive evangelistic entrepreneurial education, training and development through proper counseling by professional counselors. As a result, every opportunity must be utilized to provide entrepreneurial education, training, learning and development for the general populace through proper counseling by professional counselors.

The entrepreneur in the context of this paper should be attained through counseling for profit seeking for sustainable livelihood in developing nations' economies through entrepreneurship education. The entrepreneur is often referred to as the agent of economic, technological and social changes because of the multi-dimensional roles that he places the economic, technological and social systems (Ogundele and Olayemi, 2004). Entrepreneurship is considered as the processes of emergence, behaviour and performance of entrepreneur (Ogundele, 2004a). According to Onyilofor (2010), entrepreneurship is therefore, a catalytic agent in the economic process. The economic growth and stability of a nation depend on the dexterity, skills, innovation and creativity of entrepreneurs in the business sector. Entrepreneurial activity (new venture formation) is a means of re-engineering stagnated economics and of coping with unemployment problems by providing new job opportunity where others see uncertainty, chaos, contradiction and confusion (Onyilofor 2010). The efforts of an entrepreneur in the educational sectors are greatly recognized by the government. It is important to note the restructuring and revitalization that is going on in our educational system as reported by the Federal Ministry of Education in Geneva (Federal Ministry of Education 2008). It is also important to note the very recent Minister of Education's Blue Print for the Nigerian Educational Sector (FME, 2009).

Entrepreneurial education is not vocational education. However, the vocational education skills are incorporated in the innovation expectation of an entrepreneurial minded workforce. Entrepreneurship education is education that prepares the students to have great positive mindset, positive self-efficacy, mindset that is creative, productive self-reliance, and to have sharp focus to earn more for themselves and the society at large (Onyilofor, 2010).

Vision 20:20:20, entrepreneurship education for sustainable livelihood should be attained through counseling and reformation of curriculum in Nigeria tertiary institutions. We are living at a time when without good training and research at a higher levels, no country can be sure of progress compatible with needs and expectation of its society in which economic development is carried out with due consideration for the environment and is accompanied by building of a culture of peace based on democracy, tolerance and mutual

respect, in short, sustainable human development (UNESCO, 1995). No nation can rise above the quality of her educational system and educational system cannot rise above the quality of its teachers (FRN, 2004). Professional counselors have a reasonable role to play in the attainment of vision 20:20:20 through entrepreneurship education in tertiary institution. Ifelunni (2003) construed counseling as the assistance an individual who is trained gives to enable him understand his potentials, interest, ability, strength and weakness. He further points out that an individual puts these skills into positive use only when he understands his potentials, interest, ability, strength and weakness. He further point out that an individual puts these skills into positive use only when he understands them. While Onyilofor (2010) defines counseling as services a counselor renders to a client/student in order to help them cope with their career choice, make educational training, manage their careers and make informed decision. Njoku (2007, Onyilofor 2010) assert that the school counselor should be able to create awareness, motivate, create orientation services that will enable out of school students to be entrepreneurship independent or economic independent for sustainable livelihood and to contribute meaningfully to the society at large.

Education generally, should be seen as a productive investment, and instrument in human goings which accounts for a significant proportion of a nation's economic development, education makes for a better skilled labour force, and a more developed entrepreneurial ability. Given that these are the goals of education, it then implies that it is only with the right curriculum properly designed, and implemented that tertiary education can achieve these goals (Oreh, 2010).

The system of higher education is binary and provided by universities, polytechnics, institutions that are part of the universities, polytechnics, institutions of technology, colleges of education (which may form part of the universities and polytechnic colleges or are affiliated to these) and professional institutions. The university and non-university higher education tracks are quite distinct and there is very little opportunity for lateral movement between the two.

Obanya (2002: 28) summarized what higher education should do for the individual and the wider society thus:

- Enculturation – equip the individual with socio-cultural skills that will enable him/her fit neatly in one's immediate society.
- Acculturation – enables progression of outside influence to learn and borrow from them for expansion;
- Intellectual skills acquisition – for self-development through the acquisition of knowledge in various forms;
- Affective and manipulative and psychomotor skills development to awaken the physical process of the individual and effectively coordinate physical activities with those of the mind.
- Inculcating of lifelong learning skills (also called learning –to-learn skills – activities, habits, mind-set etc. that predisposes one to develop the spirit of inquiry and thirst for knowledge).

While Oreh (2010) states that the generic skills one should acquire through higher education are: analytical power, communication, problem-solving, team spirit, creativity,

versatility, lifelong learning skills, information technology (IT). Oreh (2010) further opines that the tertiary level of the nation's education is:

1. Decolonization of Curricula – in this 21<sup>st</sup> century, our tertiary institutions need to overhaul the curricula towards decolonization. This would mean mounting compulsory courses on entrepreneurial education in conflict management etc (the University of Nigeria must be commended for her efforts in the right direction in these areas).
2. Promotion of research – special emphasis should be placed on scientific, technological and agricultural research. Our tertiary institutions should link up with other programs and graduate training outside the country. The moves made by the current administration of the University of Nigeria in these areas are highly commendable.
3. Scholarship, loans and bursary Scheme should be reactivated to make education more inclusive for world-be potentials whose poor family backgrounds may prevent them from benefiting maximally from the tertiary education.

The demands of globalization have shown that Nigerian entrepreneurs must have multiple skills if they are to be agents of national development. Ogundele (2005a) presents three broad categories of such skills. You cannot talk about entrepreneurship education without mentioning the skills involved. The skills cover all the spectrums of disciplines in tertiary institutions which the professional counselors will utilize in counseling them in tertiary institutions. When they graduate, they will not only be independent without white collar jobs, but will be self-employed, self-actualized and employers in the micro or macro industries respectively. When they establish these micro and macro industries, they have entrepreneurship Development Programmes (EDPs) which enhances self-employment, self-expansion of industries, promotion and efficacy skills, the demands of globalization have shown that Nigerian entrepreneurs must have multiple skills if they must attain vision 20:20:20. Ogundele (2005a) presents three broad categories of such skills which have twenty eight elements. The first is *Management Development Perspective skills*. there are thirteen elements in this category they are: time managements, entrepreneurial self-development; managing change for competitive success; decision-making; human resources'environment of business; helping people to learn; team building; project management; re-engineering or business process redesign; total quality management; organization development; corporate excellence and people skills. The second is *interpersonal skills*. There are also twelve elements in this group they include: leadership; subordinate development, delegation and counseling; information technology; re-engineering entrepreneurial values for the 21<sup>st</sup> century; entrepreneurial effectiveness; motivation and entrepreneurship ventures; managing information; employment; conflict management; negotiation, and communications skills. The third category is *cross-sectional skills*. This group consists of four elements which are innovation/creativity, planning, organizing and Kaizen skills.

For Nigeria to attain vision 20:20:20, there must be quality specialized teachers and professional counselors in all the faculties in tertiary institutions. These specialized teachers and professional counselors will be very competent in both their subject areas and counseling students for proper placement in their career choice. Furthermore, since education in tertiary institutions in the 21<sup>st</sup> century should be student centered and not school centered or faculty centered, the curriculum planners in brainstorming and implementation, should involve these

stakeholders – professional counselors, students, parents, community, philanthropists, NGOs, educators and the Ministry of Education. This is in line with the International conference on Curriculum Reformation and Implementation in 21<sup>st</sup> Century (2005) hosted by the Board of Education of the Turkish Ministry of National Education. There should be adequate supervision and monitoring by already mentioned stakeholders. As a result, they would build the students acquisition, initiative and creative capacity which will package them to neglect paper certificate to become entrepreneurship oriented for national economic empowerment. Moreover, In order that vision 20:20:20 will be achieved, every students should borrow a course in guidance and counseling so that they will have adequate knowledge of counseling which will enable them stand up to challenges, solve problems, beat uncertainties that will arise in their job market as entrepreneur. Counseling will make them to achieve, build their capacity, and change their negative non-assertive behavior to assertive and desirable behavior that will always sharpen their positive mindset that they can make it. The federal government should make sure that these specialized teachers and professional counselors should be trained and retrained both nationally and internationally to bring Nigeria at par with nations like USA, Germany, Japan, China UK (traditional top 5 economies) (Imogie, 2010). Content curriculum should be silenced while processing and increasing support by the private market places will be highlighted. The researcher further opines that all universities should have office of entrepreneurship education and both Federal and State governments should mount capacity building in all the local governments, state governments and Federal Capital City in Nigeria for both economic students empowerment and youth empowerment respectively, where the students will learn entrepreneurship skills, men and women in villages will learn entrepreneurship skills to make vision 20:20:20 a reality, otherwise it will be a dream in Nigeria.

Professional counselors have articulated packages for students to make wise decisions on their career choices particularly in this era of globalization when Nigeria wants to bring her students at par with developed countries in making career choices. Therefore, it is pertinent that they cannot do without professional counselors who in their bestiality, questioning, probing, rapport, empathy, genuineness/congruence, specificity, concreteness, unconditional positive regard, exploration, paraphrasing, confrontation and silence skills, etc. these skills will help to have and change Nigeria students to make well informed decision in choosing their type of entrepreneurship. Most Nigeria students capitalize on emotional exploration and their behaviors are guided by feeling rather than cognitive or realistic considerations of their entrepreneurship choice. Again, many Nigeria students lack adequate knowledge about the nature of psychoanalytic therapy. As a result, many Nigeria students come into counseling sessions with dependent attitude and very high expectations from the counselors. In European countries according to client centered theory by Carl Rogers, counseling is non-directive, client centered approach in counseling enables the student to solve their own problem, make their own informed decision through the guide of professional counselor unlike Nigeria students who depends on the counselor to direct their problem and decision. Students will learn this through practicum by guardian and student counselors, field work by engineering and survey students, etc. a counselor attain a level of maturity to be able to function effectively; and to proffer well informed decision as stated by European commission's Memorandum on Lifelong learning; identified information, advice and guidance as one of the key components of national strategies for the implementation of

lifelong learning (OECD, 2004). For example, a graduate doctor, a lawyer, a pharmacist, an architect, a veterinary doctor, etc. can be able to own their hospital, chamber, and pharmaceutical shop, office livestock firm respectively without working in public and privates sectors.

Based on the foregone the question that remains germane is: how can counseling be utilized in attainment of vision 20:20:20 through entrepreneurship education in tertiary institutions?

The purpose of this study in general is to determine the counseling implications of attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions. Specifically, the study seeks to ascertain various quality of counseling skills in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institution to find out various entrepreneurship skills needed by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions. Two research questions were drawn to guide this study. These are:

1. What various counseling skills could be utilized in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions?
2. What are various entrepreneurship skills needed by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institution?

## **Research method**

### **Research design:**

The survey design was used in carrying out the study. The choice of this design was informed by the fact that the study purpose was descriptive on counseling implications of attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institution

### **Area of Study**

The study covers South-South zone of Nigeria, University of Uyo, Akwalbom State; University of Calabar in Cross River State; University of Port Harcourt, Rivers State; and University of Benin, in Edo State.

### **Population of the Study**

The population of the study comprises of 110 students counselors and 80 professional counselors from four universities in the South-South zone of Nigeria. The subjects were 190 in number.

### **Sample and Sampling Techniques**

The Sample was made of 190 respondents – 110 student counselors and 80 professional counselors. Sampling was drawn through random sampling technique.

### **Instrument for Data Collection**

Structured practicum model questionnaires were developed by the researcher. The questionnaires contained 22 items on a four-point response scale (strongly agree, agree, disagree and strongly disagree).

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

The questionnaire was face-validated using five experts. Two in guidance and counseling in NnamdiAzikiwe University, Awka, Anambra State; two in guidance and counseling and one in measurement and evaluation both in University of Nigeria, Nsukka,

Enugu State. The questionnaires were tested using ten professional counselors in NnamdiAzikiwe University, AwkaAbanbra State, outside the target samples. The internal consistency of counseling implications of attainment of vision 20:20:20 through entrepreneurship education in Nigeria was determined using Cronbach alpha. It yielded an alpha value of 0.94 which was high enough.

### Method of Data Collection

The instrument was administered with the help of seven assistants. Direct approach by hand was used with the services of these assistants. This was to ensure maximum return of the questionnaire.

### Method of Data Analysis

Mean scores and standard deviation were used for analyzing the research questions. Acceptance point of the items was 2.5 and above, while rejection point was below 2.5.

**Table 1**  
**Various counseling skills that could be utilized in attainment of vision 20:20:20 through Entrepreneurship Education in Nigeria Tertiary Institution**

S/N	Items	Professional counselors			Student counselors		
		Mean (X)	SD	Remark	Mean (X)	SD	Remark
1.	Genuineness/congruence is one of the counseling skills that could be utilized in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	3.44	1.22	Strongly agree	3.31	1.28	Strongly agree
2.	Awareness is a wonderful counseling skill that could be utilized in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	3.18	1.47	Strongly agree	3.31	1.28	Strongly agree
3.	Motivation skill is a wonderful counseling skill that could be utilized in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	3.12	0.31	Strongly agree	3.05	0.49	Strongly agree
4.	Creativity skill serves a wonderful counseling tool that can be utilized in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	3.15	0.35	Strongly agree	3.15	0.35	Strongly agree
5.	Listening skill is another counseling skill that be utilized in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	3.38	1.31	Strongly agree	3.15	0.35	Strongly agree
6.	Confidentiality skill is a good counseling skill which can be utilized in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	3.02	0.32	Strongly agree	3.05	0.09	Strongly agree
7.	Career information skill is a wonderful counseling that will be utilized in attainment of vision	2.98	0.35	Agree	2.84	0.54	Agree

	20:20:20 through entrepreneurship education in Nigeria tertiary institution						
8.	Rapport is another counseling instrument that can be utilized in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	2.80	0.72	Agree	2.65	0.42	Agree
9.	Concreteness is another counseling skill which can be used in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary.	2.65	0.42	Agree	2.70	0.68	Agree
10.	Prodding is one of the best counseling tool that can be utilized in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	2.91	0.42	Agree	2.92	0.57	Agree
11.	Decision-making is another veritable instrument counseling skill which can be utilized in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	3.52	1.02	Strongly agree	3.31	1.28	Strongly agree

From table 1 above, the items 1, 2, 3, 4, 5, 6, and 11, the mean ranges from 3.02 to 3.52 on both sides of the professional counselors and students. This shows that both strongly agree that genuineness/congruence, awareness, motivation, creativity, listening, confidentiality and decision-making skills are counseling skills that could be used in attainment of vision 20:20:20 through entrepreneurship education in Nigeria Tertiary Institutions. In addition, items, 7, 8, 9, and 10, the mean ranges from 2.65 to 2.98 on both sides of the professional counselors and students. This also indicates that both agree that career information skill, rapport, concreteness and prodding skills are counseling skills that could be utilized in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.

## Research Questions 2

**What are various entrepreneurship skills needed by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria Tertiary Institutions?**

S/N	Items	Professional counselors			Student counselors		
		Mean (X)	SD	Remark	Mean (X)	SD	Remark
1.	Entrepreneurial self-development skill can be utilized by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	3.42	1.22	Strongly agree	3.41	1.28	Strongly agree
2.	Time-management is another entrepreneurial skill needed	3.37	1.31	Strongly agree	3.35	1.21	Strongly agree



	by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.						
3.	Decision-making is one of entrepreneurial skills utilized by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	3.39	1.31	Strongly agree	3.37	1.29	Strongly agree
4.	Re-engineering or business process redesign is a wonderful entrepreneurial skills needed by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	3.28	0.58	Strongly agree	3.12	0.76	Strongly agree
5.	Leadership skill is one of the entrepreneurial skills needed by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	3.15	0.62	Strongly agree	3.05	0.35	Strongly agree
6.	Information technology is veritable skill of entrepreneurial skills needed by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	2.95	0.92	Agree	2.90	0.09	Agree
7.	Re-engineering entrepreneurship values for 21 <sup>st</sup> century is most important entrepreneurship skills needed by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institution	3.36	0.58	Strongly agree	3.25	0.71	Strongly agree
8.	Planning is a good entrepreneurial skill needed by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	3.20	0.70	Strongly Agree	3.02	0.77	Strongly Agree
9.	Organizing and	2.98	0.90	Agree	2.91	0.98	Agree

	entrepreneurship ventures is another entrepreneurship instrument utilized by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary.						
10.	Motivation and entrepreneurship ventures are another best entrepreneurial skills needed by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	3.12	0.31	Strongly Agree	3.05	0.049	Agree
11.	Kaizen skill is another wonderful entrepreneurial skills needed by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.	2.74	1.04	Agree	2.69	1.05	agree

From table 2 above, items numbers 1, 2, 3, 4, 5, 7, 8 and 10, means range from 3.02 to 3.42. this is an indication that both the professional counselors and students strongly agree that entrepreneurial self-development skill, time-management, decision-making, re-engineering or business process redesign, leadership skill, re-engineering entrepreneurial values for 21<sup>st</sup> century, planning and motivation and entrepreneurship are the wonderful entrepreneurial skills needed by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions. It can be seen also that items 6, 9 and 11 had mean score that ranges from 2.69 to 2.98. this shows that the respondents agree that information technology skill, organizing and entrepreneurship ventures and Kaizen skills are needed by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.

### The Summary of Major Findings

1. Genuineness/congruence, awareness, motivation, creativity, listening, confidentiality and decision-making skills are counseling skills that could be utilized in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions. Also career information skill, rapport, concreteness and prodding skills are counseling skills that could be utilized in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions.
2. Entrepreneurial self-development skill, time-management, decision-making, reengineering or business process redesign, leadership, re-engineering entrepreneurial values for 21<sup>st</sup> century, planning and motivation entrepreneurship needed by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institution.

## Discussion

From the findings, genuineness/congruence, awareness, motivation, creativity are skills that could be utilized in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions. This is in line with the assertion of Onyilofor (2010) who expresses entrepreneurship as catalytic agent in the economic process. The economic growth and stability of nation depends on the dexterity, skills, innovation and creativity of entrepreneurs in the business sector. Further, Onyilofor (2010), still in line with findings, opines that entrepreneurship is an education that prepares the students to have great positive mind-set, positive self-efficacy, mind-set that is creative, productive self-reliance, and have sharp focus to earn more for themselves in the society at large. Also in line with the findings that listening, confidentiality and decision-making skills that could be utilized in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions; Ifelunni (2003) posits counseling as the assistance an individual who is trained gives to enable him understand his potentials, interest, strength and weakness. He further pointed out that an individual puts those skills into positive use only when he understands them.

Entrepreneurial self-development skill, time-management, decision-making, re-engineering or business process redesign and leadership are skills needed by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions. This is in line with Ogundele (2005a) who posits some multiple skills which entrepreneurs must possess amongst which are: time-management, decision-making, re-engineering or business process redesign, leadership, Kaizen etc. Similarly, in line with the findings that re-engineering, entrepreneurship values for 21st century, planning and motivation needed by professional counselors in attainment of vision 20:20:20 through entrepreneurship education in Nigeria tertiary institutions. Oreh (2010), noted that the generic skills one should acquire through high education are: analytic power, communication, problem-solving, team spirit, creativity, versatility lifelong learning skills and information technology (IT).

## Conclusion

In conclusion, if the counseling skills and entrepreneurial skills already mentioned above are utilized in Nigeria tertiary institutions through entrepreneurship education, the vision 20:20:20 will be achieved making the dream a reality.

## Recommendations

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

1. All universities in Nigeria, starting from federal, state and private universities, should mount faculty of entrepreneurship education; so that by the time they graduate, they might have acquired entrepreneurship skills which will empower them build economic capacity for suitable livelihood.
2. There should be an entrepreneurship capacity building that is well equipped, in all the local governments, state and federal capital city so that students that are jobless will go there and learn entrepreneurship skills which will empower them to be self-employed so that social parasites (like kidnappers, armed robbers, smugglers, fraudsters, etc) should be minimized or eradicated in Nigeria.

3. Professional counselors and specialized teachers in other disciplines in tertiary institutions, should be given first lift by training and retraining from abroad to always compete with their counterparts so that vision 20:20:20 will not be a dream. This package of training abroad will be with allowances and incentive to motivate them.
4. The new curriculum which is full of entrepreneurship skills, should be supervised and monitored by all the stakeholders as to ascertain for the effective implementation.
5. All the students in tertiary institutions should have guidance and counseling awareness so that when they graduate, they will develop assertive spirit, initiative spirit, creative spirit, team spirit, helping spirit, collaborative spirit, project spirit, empathetic spirit, positive mind-set, etc. which will help them to be self-employed, have desirable behavior for self-actualization.
6. In this 21<sup>st</sup> century, our tertiary institutions need to overhaul the curricula towards decolonization. This would mean mounting compulsory courses in Africa culture and the diaspora, courses on entrepreneurial education, in conflict management etc.
7. Promotion of research should be encouraged i.e special emphasis should be placed on scientific, technological and agricultural research through proper counseling. Our tertiary institutions should link up with other programmes and graduates training, outside the country. The moves made by the current administration of the university of Nigeria, in these areas are highly commendable.

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