

## Entrepreneurship Education through ICT for Global Competitiveness among Challenged Students in Nigeria's Higher Education: Counselling Implication

F. N. Chinwe Onyilofor

### Abstract

The study focuses on entrepreneurship education through ICT for global competitiveness among challenged students in Nigeria's higher education: counselling implication. Descriptive survey research design was used for the study. The population comprised 284 counsellors, made up of 242 challenged students' counsellors and 42 professional counsellors from North Central Geopolitical Zone of Nigeria. The instrument for data collection was structured questionnaire developed by the researcher using strongly agree, agree, disagree and strongly disagree (weighting 4,3,2,1) respectively. The data collected were analyzed using mean and standard deviation. A mean of 2.5 and above was accepted while any mean less than 2.5 was rejected for answering the research questions. The study revealed among other things that computer, internet facilities, ICT centres, video conferencing, power point and Email are best entrepreneurship education through ICT that brings about global competitiveness among challenged students in Nigeria's higher education. Furthermore, it was recommended that loans to start up business ideas should be provided to Challenge students in higher education so that upon graduation they will have micro and macro businesses of their own and become self-employed.

**Keywords:** Challenged Students; Counselling Implication; Entrepreneurship Education; Global Competitiveness; higher education; ICT.

### Introduction

Education is a core activity that is essential to the issue of sustainable development anywhere in the world. This consideration is based on the idea, that education improves the political, economic and scientific institution of a country (Alimba and Awodoyin, 2008). Education has to do with the transmission of relevant skills be it literacy, behavioural, affective, cognitive and psychomotor to younger generation in a bid to sustain desirable cultural traits and characteristics (Onyilofor, 2010). Education is a sharp instrument par excellence that empower individuals, in acquisition of skills, values and attitudes that lead to change in behaviour: and also, enable one to be independent and self reliant after graduation, in order to create jobs and become an employer of labour. It then becomes paramount that everybody should have access to education, challenged students (disabled students) notwithstanding.

Special education is meant to take care of children, youths and adults who as a result of some exceptionality cannot benefit optimally from the general school curriculum without some support services and the use of adapted learning materials or devices. Special education is defined as instruction that is specifically designed to meet the varying needs of challenge students in the classroom, at home, in hospitals and

institutions, and in other settings, with no cost to the family (IDEA, 2004). Onyilofofor (2010), defines special education as specifically designed instruction which is structured to meet the unique needs of exceptional individuals. The researcher opines that special education is meant for the special needs students who utilize special materials, methods and teachers for their classroom instruction. Therefore, it is the duty of government at all levels to provide ICT facilities that are specially designed for challenge students such as (Braille machine and papers, typewriter, computer, stop watch and their batteries for the visually challenged, sign language for the deaf and dumb). With all these they can compete maximally with the normal students and challenge students abroad. Therefore, people will know that there is ability in disability. In this paper, special needs students or disabled students are called challenge students. The following are the categories of challenged students – gifted and talented students, learning disabilities, mental retarded, hearing impairment, visual impairment and the physically challenged (Daojo, Libotosho and Aramide, 2013). While Onyilofofor (2010) identified them as vulnerable students such as the gifted students, mental retarded, talented, deafness, hard of hearing, blindness, blurred vision, astigmatism, short sighted, long sighted, orthopaedic disabilities, wheel chair bound, dwarfs, albinos, cerebral palsy, leprosy, paralytic and dyslexia (slight disorders in the brain that causes difficulty in reading, studying and spelling). The researcher observes that while in the international conference of the global education society in University of Legon Accra Ghana on May 28-31 2013, one of the keynote presenter Denkyirah states categorically that in America they no longer label the handicapped students as disabled, special needs students, people with impairment and so on. But rather, they call them by their names because “nobody calls normal students suffering from headache, “headache”. For instance if Okeke is blind, the Africans particularly Nigerians stigmatize him by calling him blind Okeke. Denkyirah warns that such is no longer in vogue and should no longer be practiced. Therefore, the various stakeholders in Nigeria have a lot of role to play. The stakeholders for entrepreneurship education for global competitiveness through ICT among challenged students include: educators (teachers/professional counsellors), Audiologist, Speech therapist/trainers/sign language interpreters/physiotherapist, and typists. Onyilofofor (2012) endorses that stakeholders are known to influence programmes/products and services and so are indispensable in the running of institutions/projects/programmes and services who with their best expertise according to the researcher with skills mould the challenged students into acquisition of skills like initiative skills, creativity, communication, adaptation, organizational, productive and entrepreneurial skills that help them on graduation to be job creators and self employed without seeking white collar jobs. No wonder, most higher education institutions in Nigeria have mounted entrepreneurship departments.

An entrepreneur is an innovative individual who has developed an ongoing business activity where none existed before (Arogundade 2011). An entrepreneur is that person that searches for change, responds to change by converting those changes to business opportunities. An entrepreneur is therefore a catalytic agent in the economic development process. Gibson (2001) sees entrepreneurship as a process of suing private initiative to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with high great potential. To the researcher Entrepreneurship aims at creating unique things that are valuable without emotions or feelings but bearing the psychological and financial risk or uncertainty. The researcher calls this risk taking, challenge students self employed and wealth creators who never see obstacles but turn every disappointment to an opportunity. ACS (2006), distinguishes two

types of entrepreneurship, necessity entrepreneurship and opportunity entrepreneurship. Necessity entrepreneurship is having to become an entrepreneur because you have no better option, while opportunity entrepreneurship is an active choice to start a new enterprise based on the perception that an unexploited or under exploited opportunity exists and for one to create jobs in his society he/she has to have a knowledge of entrepreneurship education.

Entrepreneurship education is education given to students in order to teach them how to be self reliant, self actualized, and to be self established. Entrepreneurship education is not vocational education. Onyilofor (2010) construes it as education that prepares the challenged students to have the necessary skill to create wealth and new business venture which will create jobs. For this to happen, counsellors have great roles to play in helping challenged students to be globally competitive. Entrepreneurship education has the advantage of helping the nation come out of its abysmal (extremely bad/deplorable) economic crisis. As the saying goes, teach a man to fish and he will not have to go hungry again". If this is done then the challenged students can make a living for themselves without depending on government for white collar jobs and they can even employ others. This is the rationale for the introduction of entrepreneurship studies in Nigerian's Higher Institutions of learning. In the University of Nigeria, Nsukka for example an entrepreneurial faculty called Centre for Entrepreneurship Development and Research (CEDR) was established. But apart from these steps little has been done to empower challenged students for entrepreneurship. Entrepreneurship education and poverty reduction for challenged students in higher education can be acquired through skill acquisition. This will in the long run eradicate poverty. The researcher observes that many Nigerian challenged students make a reasonable livelihood through these creative entrepreneurial ventures which includes: hairdressing, computer operation, barbing saloon, selling of recharge cards, establishments of indomie and eggs restaurant, selling of kerosene, bricklaying, cyber café operation and organizing tutorials for other students. Others are junk food outlets like Mr. Biggs, rendezvous, Crunches, Chitis, (Okoye, 2013). Despite these steps in the right direction, there are still a lot of students in Nigeria who has the erroneous belief that entrepreneurial ventures are for the educationally poor students. The researcher however disagrees with the above statement because when the researcher went to Maui Hawaii conference in 2013, the researcher observed that graduates are those piloting the taxis and executive buses and run companies in beautiful Maui Sheraton hotel. Masters students do the cleaning job (Room services) and security work. Again the managers of the hotel are also Masters Degree holders. This they did with joy. Therefore, the professional counsellor has a lot of role to play in the reorientation of these sets of challenged students so that they will know the value of entrepreneurial education through ICT for global competitiveness. One of the merits of higher institutions is inculcating the necessary entrepreneurial skills to the challenged students so that after graduation they will be self sufficient and self actualized. These skills include cross-sectional skills, innovation/creativity, planning and organizing skills. 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 and information technology (IT) in order to be a self reliant citizen.

Global competitiveness is a worldwide competition, mainly a contest in skill or knowledge. Brown, Lauder and Ashton (2005) states that global competitiveness is a competition skill that enhances economic development. The more skilled the workforce,

the more competitive the economy is. Also Proneza (2010) endorses that today's global economy is an innovation economy, driven by the discovery and application of new knowledge that emerges from research and development (R and D). To be relevant in today globally competitive world, focus should be on improving the quality of higher education system to enhance critical thinking, creativity and communication skills and inculcate good morals and positive work values. This leads to policies aimed at increasing the skills of the workforce, where the goal is to create a more highly skilled economy than other competitive nation. The researcher opines that global competitiveness is a competitive skill that increases the skill acquisition of the workforce. Again, the more increase in information and technology the more global competition, which emerges through qualified research and video conferencing, Skype, mobile phone and computer. According to Kolawole and Omolayo (2006), many challenged students have difficulties developing business ideas, translating their business idea to realities and creating new business ventures because of lack of necessary information and skills needed to achieve their targets. If this trend continues, then the challenged students will not be able to compete favourably with their counterparts across the globe. As a result of this, there is need for proper and effective counselling of these challenged students in higher education by a seasoned professional counsellor and specialized teachers.

In this 21st century, the concern of higher Education is the promotion of employment opportunities for its people in the contemporary global environment particularly the challenged student for global competitiveness. In contemporary Nigeria of today there is high rate of unemployment. Nigeria is endowed with a lot of mineral resources that can generate employment yet, Nigeria popularly known as the giant of Africa, which it is not so in reality is wallowing in abject poverty. This has created enormous challenges to Nigeria nationally and globally (Onyilofor, 2012). The poorly managed Nigerian economy cannot guarantee generating adequate employment for the teeming population in the country. Onyilofor (2012) supports the above assertion by saying that enabling environment should be provided for the professional development of teachers to enable the educators take their rightful place and carry out their responsibility in the society. In this paper higher education and tertiary institutions are synonymous.

Higher education according to Obasi (2010) is described as the third level in Nigerian educational system obtained in universities, colleges of education, polytechnics, Monotechnics and institutions offering correspondence courses. Federal Government of Nigeria, (2004) stipulates the aims of higher education as the acquisition, development and inculcation of proper value orientation for the survival of the individual and society (including challenged students). The purpose of higher education in Nigeria is the development of highly skilled manpower to drive the nation's economy and this can be done by using information and communication technology (ICT). It cannot be denied that information and communication technologies (ICTS) have had a transformative impact on the entire world. As a result educational institutions, particularly institutions of higher learning are faced with challenges of incorporating these new technologies in their academic programmes. This has placed increasing competitive pressure on vocational educators/professional counsellors. To differentiate them completely distinctively by adopting innovative technologies in their course designs and pedagogical approaches to meet the needs of challenged graduates who must be prepared adequately to fit into the ICT permeated business environment (Usioboh 2011). In recent times, there has been a shift towards the use of automated office equipment for instructional purposes. The use of information and communication technology (ICT) involves using the modern system for

creation, acquisition and dissemination of technical information in this wise, the availability of items such as printers, the computer, internet facilities etc is a welcome development, (Amaewhule, 2004). The researcher, in support of the above assertion opines that internet, internet fax, E-mail, presentation software (power-point) can also be used. According to Olutola (2010) these facilities include computers, electric typewriters and office copiers. In some of Nigerian tertiary institution there are a lot of challenges that militate against acquisition of the above mentioned ICT equipments.

The success of ICT entrepreneurship education for global competitiveness for the challenged students, in tertiary institutions in Nigeria, will demand a refocusing and reforming of the curriculum to sooth the economic, socio-cultural, philosophical and social demand in this era of globalization, thereby curbing youth unemployment and other challenges that face the challenged students after graduation. These challenges include: lack of support from management/faculty, sceptical attitude among lecturers for change, lack of professional development, sceptical or indifferent culture and low level of accepting self employment, low degree of students readiness to accept the idea of self employment after graduation. Since in this 21<sup>st</sup> century, education is challenged student centred and not teacher or faculty centred, the curriculum planning should be aimed at determining the goals, objectives, content learning, experiences/evaluation and instructional methods. Again, since it is entrepreneurship/self employment for these said challenged students, the curriculum planner will focus more on psychomotor, skill acquisition and affective skill acquisition rather than cognitive paper certificate oriented. So as to make Nigeria at par with their global counterparts, who upon graduation do not seek government jobs but be a self-employed and employers of other graduates by starting from micro to macro, and large companies. Obanya (2002) is in support of the above assertion by the researcher by saying that higher education should train individuals in the areas of affective traits development/manipulative and psychomotor skills development and lifelong learning skills.

However, in as much as the professional counsellor/special educators have taught them various skills while on graduation to have counselling chambers of their own, they will also be encouraged to partner with initial vocational education and training models which is made up of three systems. The dual system, the pure school based system and the work placed-based system. The dual system combines formal school based education with work place training. Students have usually signed an apprenticeship contract with the on-the job work place. This is high integration of theory and practice within the dual system. In pure school-based system, student enrolled in this system, both theoretical and practical learning is provided at school by participating in learning, simulations, workshops and counselling the students to acquire practical learning. Even through theory and practice in the pure school based system is not as highly integrated as in the dual system, the level of integration is till significant. While in the workplace-based system the work based system has several similarities with the dual system but puts a stronger emphasize on workplace- based system. The students mainly undergo on-the job training in companies, while simultaneously following courses offered by tertiary institution and also going for counselling. Nevertheless, the challenged students in this approach are also faced with certain challenges in self employment which includes: emotional problems. According to Elias, (2004) Emotion affects how well we relate to others/resolve issues and learn new information. Also Kirk, Gallagher and Anastasiow (2013), asserts that having difficulty with executives functioning and strategies make the process of selecting, recognizing and executing problem solving strategies a challenge.

Furthermore, Tur-kaspa and Bryan (1993) is of the view that social challenges for students with learning disabilities have been attributed to a low self-esteem or sense of self worth and inability of the challenged student to engage in simultaneous processing when socially interacting. The specialized teacher/professional counsellor through seminar, workshop, symposium et cetera, encourages and counsels the challenged students that have the above problems to be who they are suppose to be. In the same vain, they can encourage them by citing examples of few people that have challenges and have made it. Examples of such people include late Chinua Achebe Nigerian novelist and playwright who became physically challenged in the later part of his life and was not deterred by his challenge, Tanni Grey-Thompson, a disabled athlete that most people instantly recognized. Tanni has competed in Paralympics games since 1998; Sarah Bernhardt, a French Actress disabled by knee injury, her leg amputated and was regarded as French greatest actress, Walt Disney had a learning disability, Albert Einstein, the mathematician/physicist who had a learning disability and did not speak until age 3, Tom Cruise, one of the most popular actors in Hollywood, but who is highly dyslexic. The professional counsellor has a lot of role to play in helping the challenged students rediscover themselves. This can be done through guidance and counselling of the challenged students in tertiary institutions.

Guidance has been defined as an organized effort of a school to help the challenged students develop his maximum potential. Guidance and counselling is therefore an integral part of the school programme meant to assist the challenged students towards self understanding, self-adjustment and self fulfilment.. National centre for guidance in education (1999) defines guidance as a full range of interventions which assist challenged students to make choices about their lives. Counselling, works toward establishing a trusting relationship that facilitates one's self-discovery understanding and actualization, and offers guidance for exercising appropriate replacement behaviours (Thompson 2006). Counselling as one of the services in guidance programmes involve a cluster of specialized activities including the information service, educational service, appraisal services, referral service, following-up service and placement service. The central concern of counselling is to assist the individual in the process of self actualization. Pattison (2006) suggests that counselling is an activity that takes place behind closed doors in privacy, the nature of client confidentiality requires this. Onyilofor (2011) opines that counselling is a help: professional counsellors give to their client on issues of education, socio-personal, and vocational. This helps to eliminate barriers to entrepreneurship education for global competitiveness for challenged students in tertiary institutions. Counselling at this level will focus on self-concept, self control, self direction, self development, value development and value clarification. It will ensure that the challenged students, the professional counsellor and parents understand the various phase of human and individual development. Counsellors therefore have the role of providing opportunities for challenged students to think critically and encourage them to think reflectively rather than automatically accepting everything as correct in Corey's (2002) words, the central function of counselling is to help clients recognize their own strength, discover what is preventing them from using their strengths and clarifying what kind of person they want to be. The counsellor also has the role of planning intervention strategies that will enable the individuals to slow down and consolidate growth experiences and using collaborative problem solving techniques in order to help clients (S/CS) solve their problem. Counsellor as experts will utilize various counselling and entrepreneurial skill in counselling challenged students entrepreneurship education for



global competitiveness. Such entrepreneurial skills are innovative skill, creativity, imagination, risk taking, independent change initiator and creative growth ambitions skills. Again there will be provision for loan for students/challenged students who wish to be self established and also professional development through conferences, seminars, workshops and symposium should be put in place for graduate students/challenged students so that they will be able to compete favourably with their counterparts abroad. Government through the ministry of education will put the right structure in place and also utilize the business idea generated by these students. In Nigeria for the goal of entrepreneurship education/job creation through ICT for global competitiveness to be effective, there is need for professional counsellors/ special educators to go through training and retraining abroad so as to beef up their skills in order to teach the students/challenged students in tertiary institution. They will also, be given loan to start up a business idea like it is done in America, Australia, New Zealand, Britain, Canada and even some Asian countries like Thailand and Japan. It is still obvious that Nigeria has a lot to do in order to be globally competitive and to produce globally competitive graduates.

Based on the foregone the questions that remain germane is in what ways, do entrepreneurship education/ job creation through ICT bring about global competitiveness among challenged students in Nigeria's higher education. The purpose of this study in general, is to determine ways entrepreneurship education/ job creation through ICT bring about global competitiveness among challenge students in Nigeria's higher education. Specifically, the study was designed to determine

1. entrepreneurship education/job creation through ICT for global competitiveness among students/challenged student in Nigeria's higher education.
2. Entrepreneurship education/ job creation skills, among challenge students for global competitiveness in Nigeria's higher education: Counselling implication. Two research question, were postulated to guide the study these are:-
  1. In what ways can entrepreneurship education/job creation through ICT bring about global competitiveness among challenge students in Nigeria's higher education?.
  2. In what ways can entrepreneurship / job creation skills, bring about global competitiveness among challenge students in Nigeria's higher education?

## **Method**

### **Design of the study:**

**Research Design:** Descriptive survey design was used in this study. The design was used because the study sought to determine entrepreneurship education/ job creation through ICT that brings about global competitiveness among challenge students in Nigeria's higher educations.

### **Area of the Study:**

The study covers selected tertiary institutions in North Central geopolitical zone of Nigeria. They include Federal University of Technology Mina, Niger State, Federal University of Agriculture Markudi, Benue State, University of Abuja, Abuja and University of Jos, Plateau State. This areas were chosen because this is where the challenge students on graduation roam about the streets seeking white collar jobs.

### **Population of the Study:**

The population comprised 284 counsellors made up of 242 students/challenged students counsellors and 42 professional counsellors from North Central zone of Nigeria.

### **Sampling and Sampling Technique**

Sampling was drawn through simple random sampling technique. The entire sample was used because sampling was small.

**Instrument for Data Collection:**

Structured questionnaire was developed by the researcher. The questionnaire contained 20 items on a four point rating scale of strongly agreed, agree, disagree and strongly disagree (weighting 4,3,2,1 respectively).

**Validation and Reliability of the Instrument:**

The questionnaire was face validated using 7 experts 3 in guidance and counselling in University of Nigeria Nsukka, Enugu State and 2 in guidance and counselling Nnamdi Azikiwe University Awka, Anambra state and 2 in measurement and evaluation university of Nigeria Nsukka Enugu State. The entrepreneurship/ job creation data were trial tested using 7 professional counsellors in University of Ibadan, Oyo State Outside the target sample. The internal consistency of entrepreneurship education/job creation through ICT that brings about global competitiveness among challenged students in Nigeria's higher education was determined using Cronbach Alpha. It yielded an alpha value of 0.95 which was considered high enough.

**Method of Data Collection**

The researcher with 7 trained research assistants went to the five universities in the North central zone to solicit the cooperation of the respondents. The researcher and the research assistants established rapport with the respondents for easy administration of the questionnaire. Direct approach by hand was used for the retrieval of the instrument. This was to ensure maximum return of the questionnaires which were then cross checked and collated for data analysis.

**Method of Data Analysis**

The data collected were analyzed using mean and standard deviation for measuring the research question. A mean of 2.5 and above was regarded as positive response while any mean less than 2.5 was regarded as negative response.

**Results**

**Research question one:**

In what ways can entrepreneurship education/job creation through ICT bring about global competitiveness among challenge students in Nigeria's higher education?.

| S/N | Item  | X    | SD   | Remark          |
|-----|---|------|------|-----------------|
| 1.  | Computer is the most important entrepreneurship education/job creation through ICT that brings about global competitiveness among Challenge students in Nigeria's Higher education.         | 3.96 | 2.24 | Strongly agreed |
| 2.  | Internet facility is another important entrepreneurship education/job creation through ICT that brings about global competitiveness among Challenge students in Nigeria's Higher education. | 3.96 | 2.24 | Strongly Agreed |
| 3.  | ICT Centers is yet another important entrepreneurship education/job creation through ICT that brings about global competitiveness among Challenge students in Nigeria's Higher education    | 3.94 | 2.20 | Strongly Agree  |
| 4.  | Video conferencing is also another important  | 3.95 | 2.22 | Strongly        |



|    |  |      |      |                 |
|----|--|------|------|-----------------|
|    | entrepreneurship education/job creation through ICT that brings about global competitiveness among Challenge students in Nigeria's Higher education.   |      |      | Agreed          |
| 5. | Power point is also another important entrepreneurship education/job creation through ICT that brings about global competitiveness among Challenge students in Nigeria's Higher education  | 3.92 | 2.16 | Strongly agreed |
| 6. | E-mail is yet another important entrepreneurship education/job creation through ICT that brings about global competitiveness among Challenge students in Nigeria's Higher education  | 3.93 | 2.18 | Strongly agreed |
| 7. | Internet fax is another wonderful entrepreneurship education//job creation through ICT that brings about global competitiveness among Challenge students in Nigeria's Higher education   | 3.98 | 2.28 | Strongly Agreed |
| 8. | Digital technology/information technology centre is also the most important entrepreneurship education/job creation through ICT that brings about global competitiveness among Challenge students in Nigeria's Higher education. | 3.95 | 2.22 | Strongly Agreed |
| 9. | Advanced manufacturing/geospatial technology is never ever an important entrepreneurship education/ job creation through ICT that brings about global competitiveness among Challenge students in Nigeria's Higher education     | 1.00 | 0.05 | Disagreed       |
| 10 | Photonic/renewable energy is never ever a good important entrepreneurship education/ job creation through ICT that brings about global competitiveness among Challenge students in Nigeria's Higher.                             | 1.00 | 0.05 | Disagree        |

From table 1 above items 1, 2, 3, 4 ,5 and 6 obtained mean scores ranging from 3.92 – 3.96 this shows that respondents strongly agreed that computer, internet facilities, ICT centres, video conferencing, power point and Email are best entrepreneurship education/ job creation through ICT that brings about global competitiveness among challenged students in Nigeria's higher education. Also, items 7 and 8 obtained mean scores ranging from 3.95 – 3.98 that shows that respondents strongly agreed that internet fax, and digital technology/ information technology centres are best entrepreneurship education/job creation through ICT that brings about global competitiveness among challenged students in Nigeria's higher education. However, item 9 and 10 which obtained a mean score of 1.00 shows that respondents never ever agreed that advanced manufacturing/ geospatial technology and photonic/ renewable energy are good entrepreneurship education/job creation through ICT tools brings about global competitiveness among challenged students in Nigeria's higher education.

**Research Question Two:**

In what ways can entrepreneurship skills, through ICT bring about global competitiveness among challenge students in Nigeria's higher education?.

| S/N | Item   | X    | SD   | Remark          |
|-----|--|------|------|-----------------|
| 1.  | Psychomotor skill is the best entrepreneurship/ job creation skill through ICT that brings about global competitiveness among Challenged students in Nigeria's higher education  | 3.98 | 2.28 | Strongly agreed |
| 2.  | Communication and organizational skills are yet another best entrepreneurship/ job creation through skill ICT that brings about global competitiveness among Challenge students in Nigeria's higher education.         | 3.96 | 2.24 | Strongly Agreed |
| 3.  | Adaptation/productiveness is a good entrepreneurship educational/job creation skill through ICT that brings about global competitiveness among Challenge students in Nigeria's higher education.                       | 3.94 | 2.20 | Strongly Agree  |
| 4.  | Innovation is a wonderful entrepreneurship /job creation skill through ICT s that brings about global competitiveness among Challenge students in Nigeria's higher education.  | 3.95 | 2.22 | Strongly Agreed |
| 5.  | Hard working skill and soft skills are never a good entrepreneurship educational/job creation skill through ICT skill that brings about global competitiveness among Challenge students in Nigeria's higher education. | 1.02 | 0.71 | Disagree        |
| 6.  | Confidentiality is one of the best entrepreneurship /job creation skill through ICT that brings about global competitiveness among Challenge students in Nigeria's higher education.                                   | 3.97 | 2.26 | Strongly agreed |
| 7.  | Educational skill is another best entrepreneurship /job creation skill through ICT that brings about global competitiveness among Challenge students in Nigeria's higher education.                                    | 3.97 | 2.26 | Strongly Agreed |
| 8.  | Socio personal skill is yet another best entrepreneurship /job creation skill through ICT that brings about global competitiveness among Challenge students in Nigeria's higher education.                             | 3.96 | 2.24 | Strongly Agreed |
| 9.  | Entrepreneurial skill is another best entrepreneurship /job creation skill through ICT that brings about global competitiveness among Challenge students in Nigeria's higher education.                                | 3.98 | 2.28 | Strongly agreed |

|    |   |      |      |                |
|----|---|------|------|----------------|
| 10 | Occupational skill is also another best entrepreneurship /job creation skill through ICT that brings about global competitiveness among Challenge students in Nigeria’s higher education. | 3.97 | 2.26 | Strongly agree |
|----|---|------|------|----------------|

From table 2 above items 1, 2, 4, 6 and 7 obtained mean scores ranging from 3.94 – 3.98 this shows that respondents strongly agreed that psychomotor skills, communication and organizational skills, innovation, confidentiality and educational skills are best entrepreneurship /job creation skill that brings about global competitiveness among Challenge students in Nigeria’s higher education. Also items 8, 9 and 10 obtained mean scores ranging from 3.96 – 3.98. This shows also that respondents strongly agreed that socio personal, entrepreneurship and occupational skills are best entrepreneurship /job creation skill that brings about global competitiveness among Challenge students in Nigeria’s higher education. However, item 5 obtained a mean score of 1.02 this shows that respondents are yet to understand hard skill and soft skill as an entrepreneurship /job creation skill that brings about global competitiveness among Challenge students in Nigeria’s higher education.

**Discussion**

The findings of the study on the research question one reveals that computer, video conferencing, internet facilities, internet fax, ICT centres, power point are important entrepreneurship/ job creation through ICT that bring about global competitiveness among challenged students in Nigeria’s higher education. This findings is in line with Amaewhule (2004) who asserts that the use of information and communication technology involves using the modern system for creation, acquisition and dissemination of technical information in this wise, the availability of items such as printers, the computer, the internet facilities and so on is a welcome development. The researcher also opines that internet, internet fax, e mail, and presentation software (power point) can also be useful. Furthermore, the researcher stresses that the more global competition, which emerges through qualified research and video conferencing. Furthermore, Olutola (2010) supporting the above assertion, construes that these facilities include computer, electric typewriters and office copiers.

The findings for research question two reveals that psychomotor skills, communication and organizational, adaptation/ productiveness, innovation and confidentiality skills are entrepreneurship education /job creation skill that bring about global competitiveness among Challenge students in Nigeria’s higher education. This is in line with Obanya (2002) who is of the view that higher education should train individuals in the areas of alternative trait development, manipulative and psychomotor skills development and lifelong learning skills. Gibson (2005) sees entrepreneurship as a process of using private initiative to transform a business concept to a new venture for growth and diversity, an existing venture or enterprise with high great potential while Arogundade (2011) states that an entrepreneur is an innovating individual who have developed an ongoing business activity where non existed before. Also Pattison (2006) suggest that counselling is an activity that takes place behind closed doors or privacy, the nature of client confidentiality requires this. Onyilofor (2011) opines that counselling is the help professional counsellor give to their client on issues of education, socio-personal and occupational decisions.

In conclusion, the aim of higher education is for the acquisition, development, and inculcation of proper value. Therefore, the enabling environment must be created if

the opportunities for job creation are to be achieved. The required ICT faculties and loans to help students acquire the necessary entrepreneurship education for global competitiveness should be put in places so that the students can be self-reliant, self-sustained and self-established. Professional counsellors/special educators should be trained and retrained both in Nigeria and abroad. Based on the above findings the following recommendations are made.

### **Recommendation**

- Government through the ministry of education should put the right structure in place and also utilize the business idea generated by their student.
- Government at all levels should collaborate with faculties in sending special educators/professional counsellors abroad at least once in a year to learn more skills in order to be at par with their global counterpart.
- Based on the importance of ICT all levels of government should recognize the importance of ICT and mount information technology centre ICT (in all tertiary institutions in the country).
- The loan to start up business ideas should be provided to students/CS in tertiary institution in order that upon graduation they will have micro and macro businesses of their own and become self-independent.
- Government and universities should organize symposium, workshops and seminars for already established graduate to teach them more skills that will improve in their business.

### **References**

- Alimba, N.C. and Awodoyin, O.F (2008), *Disarmament Education; An Imperative for Effective Management of Education for Sustainable Development in Africa*. Ibadan; His Lineage Publishing House.
- Onyilofor (2010), *Implementation of Special Education Curriculum Reform in Nigeria in this Millennium, the Role of Counselors Curriculum and Media Technology Research*. Journal of CUDIMAC vol.2 (1) pg. 179-194.
- Arogundade B.B. (2011); *Entrepreneurship Education: An Imperative for Sustainable Development in Nigeria*. Journal of emerging trends in educational Research and Policy Studies (JETERAPS) 2(1); 26-29.
- Casson M. (2005), *The Individual Opportunity Nexus: A Review of Scott Shane: the General Theory of Entrepreneurship Small Business Economics* 24(5): 423 – 430.
- Gibson, C.E. (2001), *Entrepreneurship Development on Third World: A Realistic Approach*; New York McGraw – Hill Inc.
- Acz, J. (2006), *How is Entrepreneurship Good for Economic Growth Innovations* winter, 97- 109.
- Oztark S.K (2011), *Investment in Human Capital- American Economic review*, 51 (1), 334 – 342.

- Brown, p. Lauder, H and Ashton, B. (2008), *Education Globalization and the Knowledge Economy – A Commentary by the Teaching Learning Research Programme*. [www.tlrp.org/pub/documents/globalization.com.pdf](http://www.tlrp.org/pub/documents/globalization.com.pdf)
- Proenza, I.M. (2010), *Relevance, Connectively and Productivity – Three Paths to Innovation in Higher Education Innovations*, spring, 3 – 11.
- Bassey U.U (2013), *Entrepreneurship Education in Nigerian Universities; the Journey so Far*. A Paper Presented on the 5<sup>th</sup> Faculty of Education Seminar Series, University of Calabar, held in the old Senate Chamber, May 2<sup>nd</sup>.
- Iroha K (2013) *Tertiary Education for Global Competitiveness and Entrepreneurship Development*. a lead paper presented at the 2013 Annual Faculty Conference of the Faculty of Education, University of Nigeria Nsukka May 20-25.
- Omolayo B. (2006), *Entrepreneurship in Theory and Practice*. In F. Omoloho T.K.O. Aliko, O.I. Wale Awe and G. Adaramola (eds). Introduction to Entrepreneurship Development in Nigeria Ado-Ekiti, UNAD Press.
- Idea (2004) *Partnership Individuals with Disabilities Education Act*. The Individuals with Disabilities Act. Retrieved September 27, 2008, from <http://www.ideapartnership.org/topicdetail.cfm?topicid=38>
- Olaajo, Gbotosho and Aramide (2013), *School Librarians basic Ingredients for Ensuring Lifelong Literacy of students with special needs*. A paper presented at the international conference on education and development holding at university of Ghana between 28-31<sup>st</sup> May.
- Onyilofor (2012), *Counseling Implication of attaining vision 202020*: International Journal in research in art and social sciences vol. 4 (IJRASS).
- Onyilofor (2012), *Management Information System for Quality Assurance in Curriculum Adaptation for Special needs Students in Higher education Implication for Counseling*. African Journal of Pedagogy vol. pp. 39-67.
- Obasi (2012), *Curriculum Delivery at Higher Education Level*. A key note address presented at the World Council of Curriculum instruction conference
- Federal Government of Nigeria (2004), *National Policy on Education*, Lagos Heinemann Publishers.
- Usioboh (2011), *Entrepreneurship Education in Vocational Education and the challenges of Youth Unemployment: Information and Communication Technology*. A Paper presented at the Nigerian Vocational Association Conference University of Nigeria Nsukka 16-19<sup>th</sup> 2011.
- Amaewhule W. (2004), *Business Education and the Challenges of Standardization* Business Education Journal 14 (2), 1 – 6.
- Onyilofor (2010), *The Role of Counselors in Curriculum Transformation in Education of the Visually Challenged Students (VCS) Implication for Globalization*. International Journal of educational research beams expression Ltd. Vol. 12 no. 1 pages 6-19.
- Onyilofor (2012), *Inclusive Education and Transformation: Implication for Counseling*. International Journal of educational research vol. II No. 1 2012.
- Ogundele O.J.K. (2005), *Entrepreneurship Development for a Great and Dynamic Economy in Nigeria*, 2<sup>nd</sup> National Conference, National Association for Encouraging Quality Education: and Annual conference /Ambrose Alli University Ekpoma 9<sup>th</sup> 13<sup>th</sup> .
- Oreh, C.L. (2010), *Curriculum Reforms at all Levels Education (for Adult and non Formal Education)*. A lead paper presented at CUDIMAC first International

- Conferences 2010 on curriculum reforms with 21<sup>st</sup> century university of Nigeria 16<sup>th</sup> – 19<sup>th</sup> 2010.
- Olutola, C. E. (2010), *Education Faculties and Students Performance in WASC Examination International Finance of Educational Management* Vol. 1, pp. 35-42.
- Ewing Marion Kaufman Foundation (2007), *on the Road to an Entrepreneurial Economy*. A Research and Policy Guides Kansas city. Mo Authr.
- Obanya P. (2002), *Revitalizing Education in Africa Sterling-Horden*: Ibadan.
- Elias, M.J. (2004), *The Connection Between Social Emotional Learning and Learning Disabilities*: Implication for intervention. *Learning disability Quarterly*, 27, 53 – 63.
- Kirk, S.A. Gallager, J.J., and Anastasiow, N. J. (2003), *Educating Exceptional Children* (10<sup>th</sup> ed) Boston, MA: Houghton Mifflin Company.
- Tar-Kaspa, H and Bryan, T. (1993), *Social Attributions of Students with Learning Disabilities*. *Exceptionality* 14(4), 209-243.
- Thompson, R.A. (2006), *Nurturing Future Generation: Promoting Resilience in Children and Adolescents Through Social, Emotional, and Cognitive Skills*. New York, NY: Routledge.
- American School Counselor Association (1999), *The Role of the Professional School Counselor*. Available from: <http://www.schoolcounselor.org> (Accessed in 13 March 2007).
- Pattisons, (2006), *Making every Child Matter: a Model for Good Practice in Counseling Children and Young People with Learning Disabilities*. *Pastoral Care in Education* 24(2),22-28.
- BoR, R., Ebner- Landy., gulls and brace C (2002). *Counseling in schools*: London sage
- Ministry of education (2000), *General Administration for Guidance and Counseling* 2<sup>nd</sup> RiyadhAba kan.
- Onyilofor (2010), *Counselors Role in ICT Entrepreneurship Education for Challenged Student in Tertiary Institution in Nigeria*.
- Corey, G., (2002) *Theory and Practice of Counseling and Psychotherapy*. 6<sup>th</sup> ed. Pacific Grove, CA. Brooks/Cole.
- National center for guidance in Education (1999), *Guidance and Counseling in Post Primary School*: reviewing Pupils needs, Developing a Schools response.
- Okoye (2013), A Lead Paper Presented at the Education International Conference.
- Onyilofor (2010), *Impact of Quality Assurance in Guidance and Counseling on Career choice of Students*. *Journal of Institute of Education, University of Nigeria Nsukka*.