

Knowledge Economy and Entrepreneurship Education: A Panacea among Challenged Student in Higher Education in Nigeria: Counseling Implication

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Abstract

The paper assesses knowledge economy and entrepreneurship education: a panacea among challenged students in higher education in Nigeria: counseling implication. Two research questions were postulated to guide the study. The descriptive survey design was used for the study. The population of this study comprised 190 made up of 131 students/challenged student's counsellors and 59 professional counselors from the selected universities. The instrument for data collection was structured questionnaires developed by the researcher using strongly agreed, agreed, disagreed and strongly disagreed options. The data collected were analyzed using mean and standard deviation. A mean of 2.5 was accepted and any mean less than 2.5 were rejected for answering the research questions. The study revealed among other things that: information, creation of wealth, globalization/social interaction, and new-venture are good way a professional counselor utilizes knowledge economy and entrepreneurship education as a panacea among student/challenged student in higher education in Nigeria and that initiative, maintenance, aggrandized in knowledge economy and entrepreneurship education as a panacea among student/challenged students in higher education in Nigeria. One of the major recommendations is that stakeholders in planning, implementing, supervising, monitoring, directing and forwarding of curriculum should make sure that the needs of student/challenged students are catered for.

Introduction

The nature of a knowledge economy demands that education and training assume deferent dimensions. The implication is that acquisition of knowledge and skills in the global economy necessitates drastic education reform in higher education in Nigeria. The emerging global economy is based much more on the flow of ideas than on basic industrial infrastructure and capital. In today's economy, ideas and information are as valuable as tangible good (Castels 1998). This trend is known as the knowledge-based economy or "knowledge society". The UK white-paper titled: *Our Competitive Future: Building the knowledge driven economy*, defines knowledge economy as one in which the generation and the exploitation of knowledge has come to play the predominant part in the creation of wealth (Peters 2001). It is not simply about pushing back the frontiers of knowledge; it is also about the more effective use and exploitation of all types of knowledge in all manner of activity. The basic elements of the knowledge economy are information and communication technology (ICT); intellectual property such as: patent

and brand names; technical information such as: nano-technology, and biotechnology (Kozma, 2005).

Technologies can be used to improve learning and instruction in higher education among challenged students. Different forms of technology such as computers or CD-ROMs can be used to store, process, and retrieve lessons and curriculum resources on demand. Specialized teachers/professional counselors have found ICT to be a crucial tool for supporting drill or practice in previously taught skills or concept in class and assistive for challenged students with special needs, specifically, ICTs subject areas. The researcher, is of the opinion that improvement has been observed in core subject such as: principles of guidance counseling, use of English, statistics and sciences. As Haddad (1998) explains, these technologies make it possible for specialized teachers/professional counsellors and learners particularly challenged students to master educational materials by “endlessly going over the same material in a variety of forms and media, layering in additional information and nuances of understanding while re-enforcing the learning objective” collaboration among teachers/professional counselors and challenged students who may be separated in both time and space. The term knowledge economy or knowledge society generally refers to a society where knowledge is the primary production resources instead of capital and labour. It may also refer to a knowledge society which creates, shares and utilizes knowledge for the prosperity and well-being of its people. Developing countries like Nigeria need knowledge-based economies; not only to build more efficient domestic economies, but also to take advantage of economic opportunities outside their own borders. In a social sphere, knowledge economy enhances greater access to information, new forms of social interaction and cultural expression. Challenged students in higher education therefore have more opportunities to participate in and influence the development of their societies.

According to Evers (2003), characteristics of a knowledge society are:

- Its members have attained a higher average standards of education in comparison to other societies and growing proportion of its labour force are employed as knowledge workers, researchers, scientist, information specialist, knowledge managers and related workers.
- It is industrial process products with integrated artificial intelligence.
- Its organization private, government and civil society are transformed into intelligent, learning organizations.
- There is increased organized knowledge in form of digitized expertise, stored in data banks.
- There are multiple centres of expense and polycentric production of knowledge; and
- There is a distinct epistemic relating to knowledge culture of knowledge production and knowledge utilization.

A knowledge society is one where growth, development and innovation are driven by optimal use of information and information products. In knowledge societies

- The agricultural and manufacturing sectors become less significant in favour of service and knowledge based industries.
- Competition is greater, with enterprises being exposed to global competition and global markets.

- Individual opportunity is greatly increased, with mobility being significantly determined by education.
- Cooperation is an important strategy for organization and enterprises, in markets and societies with high levels of integration and interdependence. African leadership in ICT program (ALICT)'s pillars of knowledge society outlines four main pillars of a knowledge society: education, ICT, sciences and technology and innovation.

An entrepreneur is a person that has possession of an enterprise venture and assumes significant accountability for the inherent risk and outcome of the enterprises. The entrepreneur is not just an owner-manager of a business enterprise but does his business in a significantly new and better way than the competitor. If an entrepreneur weathers the storms he becomes a Michael Adenuga of globacom Nigeria, an Aliko Dangote, a Bill Gate, an Oprah Winfrey and an Onyishi Maduka of Peace Mass Transit. Generally the entrepreneur performs such roles as re-allocating and recombining factors of productions: articulating the commercial goals of the projects (Idea or business), identifying and soliciting the necessary recourse; coordinating their use and assuming responsibility for the ultimate search of the project (Inegbenebor and Igbinomwanhia, 2011). Furthermore, Inegbenebor and Igbinomwanhia (2011), assert that in the popular press, entrepreneurship is depicted as important for economic development: seen to create jobs, ease fiscal burden and provides competition. However, the role that entrepreneurship plays in any society is general employment, increase productivity through innovation, facilitate the transfer/adaptation of technology, stimulates growth in those sector which supplies it with inputs, reinvigorates large-scale enterprises and public enterprises, encourage and sustain economic dynamism that enables an economy to adjust successfully in a rapidly changing global economy, enables challenged students to use their potentials and energies to create wealth, independence, and status for themselves and the society at large.

The origin of the word "entrepreneurship" is an important indicator of the process, and is derived from the French words "etre" meaning "between" and "prendre" meaning to "take or to undertake" (Bolton and Thompson, 2002; Okolo, 2000). Entrepreneurship according to Sternhoff and Burgess (1993) occurs when an individual develops a new venture, a new approach to an old business or idea or a unique way of giving the market place a product or service by using resources in a new way, under conditions of risk. In consonance with the above assertion Haruna (2008) remarked that entrepreneurship is the willingness and ability of an individual to seek investment opportunity, establish and run an enterprise successfully. Entrepreneurship is a process of planning, operating and assuming risk of a business venture. It can also be seen as the process of creating a unique value, of putting together a unique package or resources to exploit opportunity. The researcher opines that an entrepreneur is a risk taker and risk bearer who does not sit down and wait for things to happen but makes things happen. Entrepreneurship encompasses various activities which are carried out to ensure the survival and growth of a business.

Entrepreneurship education is not new in Nigeria. It is dated back to the pre-colonial era. Our parents and guardians of old made it a point of duty to teach their children/wards the rudiments of their professions so that these children will be able to

stand on their own and cater for their own needs when they are not present. These include the act of hunting, farming, fishing, craft making/knitting, pottery, mat weaving, cloth dying and a whole lot of others. Entrepreneurship education is a form of education given to enhance purposeful activity of an individual or group of associated individuals undertaken to initiate, maintain or aggrandize a profit oriented business for the production or distribution of economic goods and services (Awe, 2002). In line with the above assertion, Adediran and Atandan (2010) assert that entrepreneurship education is a peculiar education in which the recipient are expected to use the professional skills acquired to perceive, conceive goals and services to satisfy the needs of his immediate communities and at the same time be self dependent by being job creators not job seekers. This thus implies that entrepreneurship involves planning, organizing and running a business/enterprise/venture (UNESCO, 2000).

In this paper the special needs and challenged students are synonymous but the researcher would like to call them challenged students. Several national indicators clearly document that there are many challenged students for whom teaching and learning as usually is not meeting their needs. Some of these challenged include autism, attention disorders, obesity, poliomyelitis, dyslexia, epilepsy, dwarfism and albinism, diabetes, asthma, visually impaired, physically challenge students, cerebral palsy, the deaf and the dumb (Disabilities world, 2005). The term “challenged students” is a notion that is not always quantifiable and precise, and which varies from day to day and from situation to situation. Challenged student then is not just a physical or inherent attribute, but a result of interaction between people and their physical and social environment, including a complicated mix of social, cultural, political, climatic, topographic, architectural, and technological components.

In spite of all the remarkable and wonderful strides made so far in the education of challenged students, some groups of individuals around the world criticize it. They tend to regard the education of challenged students as non-essential and sometimes call for it to be scrapped off or its funding be drastically reduced. For instance, some people who oppose the education of challenged students have attacked the field as being too expensive (Beaver, 1999); potentially stigmatizing in the way challenged students are labeled, educated or treated (Snow, 2006); and some even liken it to a roach (cockroach or freshwater fish) motel, where students are pushed into, but never come out until they graduate (DeWitt, 2011). Also some believe that institutions should adopt a “wait to fail” approach in the education of challenged students (Yaccino, 2013). Similarly the researcher observes that in Nigeria, challenged students are viewed as useless members of society. They are marginalized, discriminated against and castigated by government organizations, parents, communities and society at large. The challenged student has various needs but these needs are not catered for and this has made the challenged student resign to fate. They are isolated, seen as a curse, sometimes abandoned in the hospitals by their parents when they are born and are found everywhere around Nigerian cities begging for alms except for some few who are lucky to be gainfully employed or who are self-employed. For instance, some people who oppose the education of challenged students have attacked the education of challenged students as being too expensive. Unlike in developed countries like United States of America (USA), Britain, Germany, France, China, Australia and many others. Challenged students are properly taken care of, and the right education put in place for them. Challenged students can be found in most

of the higher education institutions in Nigeria and we have a handful of them in University of Nigeria, Nsukka, University of Jos College of Education, Uyo special among others. Therefore stakeholders in planning implementing, supervising, monitoring, directing, forwarding of curriculum should cater for these challenged students. Stakeholders should comprise of the following; teachers/professional counselors, parents, community, philanthropists, ministries of education and NGOs (Onyilofo, 2011).

The necessary assistive technology (AT) needed by these challenged students should be in place so that they will be able to be at par with their counterparts abroad. These assistive technologies are needed for easy computer access; during lectures and class tests; for personal organization; for studying/learning, reading and writing. They include: alternative mouse device, alternative keyboard, text to speech application and speech recognition software, sign language interpreter, note taking assistant, digital recorder, FM listening device, computer for taking notes, real time captioning, talking watch, print or picture schedule, voice output reminders for task and assignments, personal data assistants, graphic organizer software, etc for easy computer access, personal organization and during class lectures. AT needed during class tests, studying/learning, reading and writing include: extended time, low distraction testing environment, repeating directions, oral testing and use of computer in class, audio book, large print- Braille materials or computer Braille display, pens and screen magnifiers, computer or portable word processor, electronic speech checker and dictionary, slant board and scribe. There are also human assistive devices like readers, scribes, interpreter and job coach or mentor. If all these assistive technologies are put in place, the challenged students will be self reliant, productive, self independent and will become a full and integrated member of the society. However, in Nigeria, challenged students do not have any of these assistive technologies listed above and even when these AT are available they come in exorbitant prices which parents of challenged students cannot afford.

Counseling is dynamic, ever evolving and exciting professions that deals with human problems and circumstances in an intensive, personal and carry way. Counseling is a helping relationship/process whereby a professional counselor helps a client in building up self development. A counsellor helps a client in building up self development; self confidence, self-dependency, positive mind set and ability to solve his/her own personal problems through creating maximum degree of report. According to Ifelunni (2003) counseling can also be viewed as the assistance an individual who is trained gives to another to enable him understand his potentials, interest, ability, strength and weaknesses. Similarly, Onwuasoanya (2007) defines counseling as that specialized help activity available within the guidance programme which provides a specialized help to a person facing obstacle in life. While Olutokun (2003) defines counseling as efforts channeled towards ensuring that individual becomes a better and well adjusted person in the society. The role of a professional counselor like that of audiologist, occupational therapist, vision specialist, physician, rehabilitation counselors, speech and language pathologist (SLP) and psychologist has its roots in the early humanistic tradition.

The researcher posits that an effectively trained teacher/counselor's role is to help the challenged student in increasing his/her productivity through innovation, adjustment, placement, proper use of time, utilize their resources, placement, solve behavioural and emotional problem, eradication of indiscipline, development readiness to

face new challenges, generate employment, facilitate the transfer/adaptation of technology. Another important role that cannot be overemphasized is how to guide the students/challenged students in manipulating the assistive technology. Therefore, it is critical that the government of all levels, philanthropists, NGO's, faculties in higher education align themselves together to train the expert teacher/professional counselor on the proper usage of these assistive technologies. Also, they should embark on professional development (that is training and retraining of expert teacher/professional counselors) through conferences, workshop, symposium among others. Both in Nigeria and abroad just to learn more of the entrepreneurial skills needed to teach these student/challenged student. Based on this, special emoluments, incentives, allowances among others should be packaged to them so that they will be able to discharge this function to challenged students heartily. According to Oreh (2010), the entrepreneurial skills in counseling student are analytical power, communication, problem-solving, creativity, versatility, lifelong learning skills and information technology. Other entrepreneurial skills according to Ogundele (2005a) are time management, entrepreneurial self development, managing change for competitive success, decision making, human resources, team building, project management, organization development, corporate excellence and people gifted business skills. Njoku (2007) asserts that the professional counselor should be able to create awareness, motivate and create orientation service. Skills according to Awe (2002) include initiative, maintenance, aggrandizement, and profit orientation for production of goods and services. Other skills required for entrepreneurial education are inter-personal skill, intrapersonal skill, technical skills, and technological skills (Guile, 2010). The researcher posits that: team spirit skill, problem solving skill, analytical skill, communication skill, critical thinking skills, lifelong learning skill, collaboration skill, higher order thinking skills, ability to synthesize, coherence skills, coping skills, encouragement skills, monitoring, and evaluation skills are vital skills for counseling challenged students. Knowledge economy is the ability to contribute to knowledge generation and application.

In an economy dominated by knowledge-based activities, two related but differencing sets of skill are required for creation and deployment of knowledge, knowledge creation involves highly educated creative skills at the very top of the skill distribution, while knowledge deployment involves widespread high – quality skills and education in the middle and bottom of the skill distribution. In the 19th century in Nigeria, capital equipment was seen as the single decisive factor in driving economic growth with knowledge and skills merely playing a supportive role. But in this 21st century, knowledge and skill play the major role in driving this economic growth. Based on the above, it is the role of the expert teacher/professional counsellor to impact positively to the students/challenged students in Nigerian higher education. The shift from the supportive role of knowledge and skill in 19th century to the major role of driving economic growth in the 21st century, guiding them on the use of entrepreneurial skills to be self productive and self reliant and self actualized and even become entrepreneurs that provide employment. The expert teachers/professional counsellors with the aid of assistive technology train them to move from a pitiable situation of non acceptance, over dependent beggarish life, marginalization, low self esteem, rejection in society, feeling of 'I can't make it', 'I can't do it', to an enviable level of acceptance, independence, high self-esteem, and so on. This knowledge economy, when impacted on the challenged

students in Nigerian higher institution, it equips them to be able to compete with their counterparts in the USA, Japan, Australia, China, India and Germany among others. Beneficiaries of this study include: students/challenged students, parents/guardians of Students/challenged student, speech therapists, doctors, expert teachers/professional counselor, managing directors to mention but a few.

Based on the foregone, the question that becomes germane is “How does knowledge economy and entrepreneurship education become a panacea to challenged students in higher education in Nigeria: Counseling implication”?

Purpose of the Study

The purpose of the study in general is to determine knowledge economy and entrepreneurship education: A panacea among students/challenged students in higher education in Nigeria, specifically, (1) to determine various ways a professional counsellor utilizes knowledge economy and entrepreneurial education as a panacea among student/challenged student in higher education in Nigeria. (2) What entrepreneurial skills does a professional counselor utilizes as a panacea among student/challenged in higher education in Nigeria? Two research question were state for the study.

1. What are the various ways a professional counsellor utilizes knowledge economy and entrepreneurial education among student/challenged students in higher education in Nigeria?
2. What entrepreneurial skill does a professional counselor utilizes among challenged students in higher education in Nigeria?

Methodology

Design of the Study: Descriptive survey design was used in carrying out the study. The justification of this design was informed by the fact that the study’s purpose was descriptive on knowledge economy and entrepreneurship education: a panacea among student/challenged in higher education in Nigeria.

Areas of Study

The study covers four universities in the South-South zone of Nigeria: University of Port Harcourt in Rivers State, University of Uyo in Akwa Ibom State, University of Benin in Edo state and University of Calabar in Cross Rivers State.

Population of the Study

Population of the study was 190 made up of 131 student/challenged students counsellors and 59 professional counsellors from the selected universities.

Sampling and Sampling technique

The sampling was drawn through simple random sampling technique with professional counselors and student/challenged student counselors drawn from various universities of area of study. The distributions are as follows: For University of Port Harcourt 15 professional counselors and 28 student/challenged student counselors, for University of Uyo 12 professional counselors and 29 student/challenged student counselors, for University of Benin 17 professional counselors and 43 student/challenged student

counselors and for University of Calabar 15 professional counselors and 28 student/challenged student counselors.

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, agreed, disagreed and strongly disagreed with values of 4,3,2, and 1 respectively.

Validation and reliability of the instrument

The questionnaire was face validated using 7 experts; 3 in guidance and counseling in the University of Nigeria, Nsukka; 2 in guidance and counseling in Nnamdi Azikiwe University, Awka; 1 in measurement and evaluation in University of Nigeria Nsukka; 1 in measurement and evaluation in Nnamdi Azikiwe University, Awka outside the target sample. The internal consistency on various ways professional counselor creates awareness of learning autonomy: implication for effective curriculum innovative method among challenged students in Nigeria Higher education was determined using Cronbach alpha. It yielded an alpha value of 0.93 which was considered high enough.

Method of Data Collection

The instrument was administered with the help of seven trained research assistants assigned to collect data from the various institutions under consideration as well as for their retrieval. Direct approach by hand was used with the service of the assistants. This was to ensure maximum return of questionnaires.

Data Analysis

Mean and standard deviation was used for answering the research question. Any mean that is 2.50 and above was accepted and any mean below 2.5 was rejected.

Result

Research Question One

What are the various ways a professional counsellor utilizes knowledge economy: a panacea among student/challenged students in higher education in Nigeria?

Table 1: Mean responses of various ways a professional counsellor utilizes knowledge economy

S/N	Items	X	SD	Remark
1.	Information is one of the various ways a professional counsellor utilizes knowledge economy; entrepreneurship education: a panacea among students/challenged students in higher education in Nigeria	3.93	2.16	Strongly Agree
2.	Creation of wealth is another best way a professional counsellor utilizes knowledge economy; entrepreneurship education: a panacea among students/challenged students in higher education in Nigeria.	3.90	2.12	Strongly Agree
3.	Primary productive/new approach is a way a professional counsellor utilizes knowledge economy; entrepreneurship education: a panacea among students/challenged students in higher education in Nigeria.	2.56	0.54	Agree
4.	Globalization/social interaction is another best way a professional counsellor utilizes knowledge economy; entrepreneurship education: a panacea among students/challenged students in higher education in Nigeria.	3.86	2.04	Strongly Agree
5.	New venture is another good way a professional counsellor utilizes knowledge economy; entrepreneurship education: a panacea among students/challenged students in higher education in Nigeria.	2.59	1.00	Strongly Agree
6.	Entrepreneurship education is another best way a a professional counsellor utilizes knowledge economy; entrepreneurship education: a panacea among students/challenged students in higher education in Nigeria.	3.92	2.16	Strongly Agreed
7.	Reallocating and recombining factors of production is a good way a professional counsellor utilizes knowledge economy; entrepreneurship education: a panacea among students/challenged students in higher education in Nigeria.	2.58	0.59	Agree
8.	Running enterprise is another way a professional counsellor utilizes knowledge economy; entrepreneurship education: a panacea among students/challenged students in higher education in Nigeria.	3.77	0.94	Strongly Agree
9.	Seeking investment opportunities is another good way a professional counsellor utilizes knowledge economy; entrepreneurship education: a panacea among students/challenged students in higher education in Nigeria	3.52	0.45	Strongly Agree
10.	Uniqueness is one of the best ways a professional counsellor utilizes knowledge economy; entrepreneurship education: a panacea among students/challenged students in higher education in Nigeria.	3.90	2.12	Strongly Agree

From table 1 above, items 1, 2, 4,6,8,9 and 10 obtained mean score of 3.52 to 3.92. This shows that respondents strongly agreed that information, creation of wealth, globalization/social interaction, entrepreneurship education, running enterprise, seeking investment opportunities and uniqueness are ways a professional counsellor utilizes knowledge economy and entrepreneurship education. While items 3, 5 and 7 which obtained a mean score of 2.56 to 2.59 shows that the respondents agreed that primary production/new approach, new venture, and reallocating and recombining factors of

production are ways a professional counsellor utilizes knowledge economy and entrepreneurship education.

Research Question Two

What entrepreneurial skill does a professional counselor utilize as a panacea among students/challenged students in higher education in Nigeria?

Table 2: Mean responses entrepreneurial skills professional counselors utilize as a panacea among students/challenged students in higher education in Nigeria

S/N	Items	X	SD	Remark
1.	Initiative is one of the best entrepreneurial skills a professional counselor utilizes as a panacea among s/cs in higher education in Nigeria.	3.87	2.06	Strongly Agree
2.	Maintenance is another good entrepreneurial skill a professional counselor utilizes as a panacea among s/cs in higher education in Nigeria.	3.86	2.04	Strongly Agree
3.	Aggrandizing a profit oriented business is a good entrepreneurial skill a professional counselor utilizes as a panacea among s/cs in higher education in Nigeria.	3.80	1.00	Agree
4.	Self dependence is one of the very best entrepreneurial skills a professional counselor utilizes as a panacea among s/cs in higher education in Nigeria.	3.80	1.00	Strongly Agree
5.	Planning/organizing is another best entrepreneurial skill a professional counselor utilizes as a panacea among s/cs in higher education in Nigeria.	3.93	2.18	Strongly Agree
6.	Use of assistive technology is one of the most wonderful entrepreneurial skills a professional counselor utilizes as a panacea among s/cs in higher education in Nigeria.	3.93	2.18	Strongly Agree
7.	Analytical power is one of the good entrepreneurial skills a professional counselor utilizes as a panacea among s/cs in higher education in Nigeria.	2.57	0.67	Agree
8.	Versatility/life-long learning is a good entrepreneurial skill a professional counselor utilizes as a panacea among s/cs in higher education in Nigeria.	2.56	0.64	Agree
9.	Entrepreneurial self development is one of the best entrepreneurial skills a professional counselor utilizes as a panacea among s/cs in higher education in Nigeria.	3.92	2.16	Strongly Agree
10.	Creating awareness/orientation services is never an entrepreneurial skill utilized by a professional counsellor as a panacea among students/challenged students in higher education in Nigeria.	1.00	0.05	Strongly disagree

Summary

From the table 2 above, items 1, 2, 3, 4, 5, 6 and 9 obtained a mean score between 3.80 to 3.93. This shows that respondents strongly agree that initiative, maintenance, aggrandizing of profit on ended business, self dependent, planning/organization, use of assistive technology and entrepreneurial self development are entrepreneurial skills a professional counsellor utilizes as a panacea among students/challenged students in higher education in Nigeria, while items 7 and 8 obtained a mean score between 2.55 to 2.57. This shows that respondents agree that analytical power and versatility/life-long learning as an entrepreneurial skill professional counsellors utilize as a panacea among student/challenge student in higher education in Nigeria. While item 10 obtained a mean score of 1.00. This shows that the respondent are yet to accept creating awareness/orientation services as an entrepreneurial skill utilized by a professional counsellor as a panacea among students/challenged students in higher education in Nigeria.

Discussion

Information, creation of wealth, globalization/social interaction, entrepreneurship education, running enterprise, seeking investment opportunities and uniqueness are various ways a professional counsellors utilizes knowledge economy and entrepreneurship education a panacea among students/challenged student in higher education in Nigeria. This is in line with Castels (1998) who opined that ideas and information are as valuable as tangible good. While Peters (2001) defines knowledge economy as one in which the generation and the exploitation of knowledge has come to play the predominant in the creation of wealth. However, the researcher agrees that globalization and the changing world economy is driving a transition to knowledge based economies. In particular, in the developing countries like Nigeria needs a knowledge-based economies not only to build more efficient domestic economies but to take advantage of economic opportunities outside their borders.

Initiative, maintenance, aggrandizing of profit oriented business, self dependence, planning/organization, assistive technology and entrepreneurial self development are some of the entrepreneurial skills a professional counsellor utilizes as a panacea for knowledge economy and entrepreneurship education among student/challenged students in higher education in Nigeria. UNESCO (2000) contributed by implying that entrepreneurship involves planning, organizing and running a business enterprise or venture in the same vein Ogundele (2005a) says entrepreneurial skills include management entrepreneurial self development,... managing change for captivities success, decision making, human researches environment of business, project management, organizational of business, project management, organizational development corporate excellence and gifted business skills. Adediran and Atanda (2010) states that entrepreneurship education is a peculiar education in which the recipient are expected to use the professional skills acquired ... to satisfy the need of his immediate communities and the same time be self dependent by being job creators.

Conclusion

The study revealed that knowledge economy and entrepreneurship education is a panacea among challenged students in higher education in Nigeria and so it should not be ignored. If the right facilities are put in place and the right assistive technology provided for students/challenged students then these students will be able to be their best and will compete with their fellow student anywhere around the world. All hands should be on deck so that the right type of education and entrepreneurship education needed will be provided to these students/challenged students. These challenged students should not be seen as a curse but as a blessing and should be like those who are not challenged. They should be given employment by government, parastatals and private sectors assisted and supported by the government and given loans to be self employed and employers of others. Other experts should be trained and retrained and scholarship should be awarded these students. When challenged students acquire the know-how of manipulating these AT then they will become independent, full of ideas and be able to do anything and face any challenges confronting them then knowledge economy and entrepreneurship education will now be part and parcel of their lives. However, the challenged students will acquire high dimension of information, create wealth always, have a new approach in solving any problem and even problem of others where there is risk and uncertainty. When others run away it will be an opportunity for them to make new ventures they have mastered higher increasing skills higher think tank, meta cognitive ability to compete globally with their counterparts abroad then they will not only be productive but will emerge world class champions in productivity. Based on the aforementioned the following recommendations are made.

1. Stakeholders in planning, implementing, supervising, monitoring, directing and forwarding of curriculum should make sure that the needs of challenged students are catered for.
2. Special emoluments, incentives and allowances should be given to teachers/professional counselors of these challenged students as to inspire them to do their job easily.
3. Workshop, seminars, symposium and conference should be organized for these teachers/professional counselors both home and abroad so that they will come and rub minds together and seek the way forward.
4. Assistive technologies that will make learning easier and better for challenged students should be put in place and technicians to repair them when they get damage should be provided.
5. Government should make this assistive technology cheaper and accessible to these challenged students and even procure some for them.
6. Government should provide loans to these challenged students so that they will be self employed and create employment for others.

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