

Vol. 17, (2015)
ISSN: 1119-7048

International Journal of Emotional Psychology and Sport Ethics (IJEPS)

Volume 17, June, 2015 ISSN: 1119-7048 EDITORIAL COMMENTS

The Society for Psychology in Sport and Human Behavior is pleased to announce the stability and continuous impact of the International Journal of Emotional Psychology for meeting the yearnings and dreams of our ever-increasing and widely spread and articulate readers. This edition of the journal has added the benefits of continuous numbering starting from the last edition. The Society is, therefore, pleased to introduce the 17th Volume, 2015 of the International Journal of Emotional Psychology and Sport Ethics (IJEPS). The IJEPS is peer-reviewed and accessible online through the AJOL web site at (<http://www.ajol/journal>). The Journal e-mail: mtnlpsychlgy@yahoo.co.uk.

The International Journal of Emotional Psychology and Sport Ethics (IJEPS) is a professional journal of the Association of Psychology in Sport and Human Behavior. The IJEPS had metamorphosed from the old name of the Nigerian Journal of Emotional Psychology and Sport Ethics to reflect its versatility with foreign contributors while negotiation on the possibility of its being housed and co-founding in a South African University is on-going. It publishes a wide variety of original articles and reports relevant to feelings and/or emotions, human behavior in diverse forms as in sexual harassment, battery, battering, bullying, etc. theoretical propositions, research outcomes summarizing studies in behavior disorders, marriage and family issues, disabling behavior in learning/adjustment, (otherwise, education generally), workplace behaviors as well as sport-related regulations and ethics from different parts of the World. Other related areas of health psychology, mental health studies, Anthropological investigations as well as ecumenical behaviors also form part of its focus.

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Roles of Counsellors in Entrepreneurship Education in National Open University of Nigeria (NOUN)

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Abstract

Every Nigerian has the right to develop t his/her fullest potential. The National Open University of Nigerian (NOUN) and its Entrepreneurship Education motives students to become more productive and creative both at work and learning through counseling roles. Therefore, Guidance and Counseling and Entrepreneurship Education are meant to foster sustainable economic innovation in NOUN for self-development, self-satisfaction and national growth. They are strong determinations in human life as it affects students from childhood to maturity. In this paper, attempts were made to explain the concept of Guidance and counseling and Entrepreneurship Education, its objectives and its conceptual model for Entrepreneurship education with regards to NOUN study center's justification. Finally, the roles of counselors and some recommendations/suggestions were proffered.

Keywords: Guidance and counseling, Entrepreneurship. Education, Skill acquisition, NOUN.

Introduction

Guidance and Counseling is a helping profession that is in response to human needs. it is believed that counseling has developed into a more appreciable value from what it was in the past. The investment of guidance and counseling services has yielded more pragmatic results and is being integrated into almost all the societies in the world hence the counselors have a lot of roles to play in Entrepreneurship educators in NOUN.

Entrepreneurship education has received growing interest over the years. This may arise mainly due to the growing rate of unemployment and poverty that have pervaded most economics of the world after the economic recession f the early 80's. According to Akpomi, (2009:39) the issue of poverty eradication has been a top priority of many governments and institutions especially in developing countries where the increasing rate of unemployment has led to frustration, insecurity, violence and uncertainty about the future. When

graduates become unemployed, resources have been invested in their formal education. Moreover, they also make much consumption demands on the economy.

However, the importance of entrepreneurship development and training, therefore, become evidence as policymakers began to recognize the roles of entrepreneurship education in economic growth (Arogyaswamy & Rodsulti, 2007). Consequently, a wide range of measures to support entrepreneurship was developed by policymakers. Some of these were the provision of credit facilities, development of small and medium organizations and new partnership for African Development (NEPAD) to organize training and development program. According to Ritche and Lam (2006), the development of entrepreneurship education will go a long way in providing the necessary impetus for economic growth and development. It will be crucial in boosting productivity, increasing competition, innovations and revitalizing economies. Every Nigerian has the right to develop to his and her fullest potential. The National Open University of Nigeria (NOUN), inputting its whole weight on entrepreneurship education will motivate Nigerian to become more productive and creative both at work and learn/leisure. The NOUN is designed specifically to give training to all categories of her students such as employed, unemployed youth, adult, old, young, boys, and girls, poor and rich, etc who cannot afford the costly fee of the conventional University System.

However, Guidance is a process whereby individuals or groups are helped to understand themselves in all ramifications so that they can effectively utilize their potentialities or talents in entrepreneurship education. Counseling refers to that specialized activity available within the guidance program which provides specialized help to a person facing obstacles in entrepreneurship education. What makes Guidance and counseling program relevant especially in consideration of NOUN is the fact, that Guidance and Counseling facilitate personal and interpersonal functioning across the life span of an individual with a focus on vocational, education, health-related, emotional, social, developmental and organizational concerns. Thomson and Sysder, 2002 as cited by Garba (2012).

Ali, (in Ogbodo, 2014) sees Guidance and Counseling as “services available to each student to facilitate his/her academic success in school, to also help them have a better understanding of their strengths and limitations, to identify their interest and aid them in attaining realistic goals”. Guidance & counseling assumes that individual who understand themselves and their world will

become a more effective, more fully functioning person in the sense described by Carl Rodger (1961) in Ogbodo (2014: p36) Thus through guidance and Counseling services the NOUN will purposely integrate entrepreneurship education and life for their mutual benefit. The NOUN will blend working and learning to stress the dignity of Labour though Job or trades oriented educator.

Entrepreneurship and Education

Entrepreneurship has been recognized as an important aspect and functioning of organizations and economies (Dickson, Solomon, & Weaver, 2008). It contributes greatly to the creation of wealth and new jobs, poverty reduction, and income generation for both government and individuals (Schumpeter, 1934) (in Keister, 2005) argued that entrepreneurship is very significant to the growth and development of economics. The move towards poverty reduction should not be considered and treated in isolation. This was why Akpomi (2009) concluded that for any country to foster genuine economic growth and development, its education system must be considered as a basis and essential ingredient. Education is undisputedly considered as the bedrock of any meaningful development is it economic, social or political. This is why the National Policy on Education emphasized the need for a functional educator to be relevant and practical. However, according to Adejimiola and Olufunmilayo (2009), about 80% of Nigerian graduates find it difficult to get employment every year. And at the same time much has not been done in trying to bring collaboration between the entrepreneurs and the institutions. Lack of this synergy shows the weaknesses, inadequacies and fallacies of the educational policies in Nigeria in the attainment of its educational objectives (Aladekomo, 2004; Akpomi, 2008; Adejimiola and Olufunmilayo, 2009).

The human capital theory provides a framework for examining the impact of acquired variables such as education, learning and experience on career outcomes. This as further developed on the assumption that education can serve as a key determinant providing benefits to specific ventures (Dickson, Solomon & Weaver, 2008). Generally, most of the theories examined on this topic assumed education as a means of enhancing managerial capabilities and generating broader option of making entrepreneurship lesser or of greater value. Given this Adejimiola and Olufunmilayo (2009) emphasized that education is a means of enhancing the supply of entrepreneurial initiatives and activates. The end of this is to inculcate the spirit of entrepreneurship in students through education.

Objectives of Entrepreneurship Education

1. To offer functional education for the youth that will enable them to be self-employed and self-reliant after graduation.
2. Provide graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities;
3. To catalyze economic growth and development;
4. Offer tertiary institution graduates with adequate training in risk management to make certain haring feasible; 5. To reduce the high rate of poverty;
6. Create employment generation;
7. Reduce rural-urban migration
8. Provide graduates with enough training and support that will enable them to establish in a small and medium-sized business.
9. To insulate the spirit of perseverance in youths and adult which will enable them to persist in any business venture they embark on;
10. Create a smooth transition from traditional to a modern industrial economy.

Conceptual Model for Entrepreneurship Education

This model tries to identify the need to incorporate entrepreneurial education to ameliorate the persistent socio-economic problems especially unemployment among the youth and high incidence of poverty in the country. The need for entrepreneurship education has to be upheld by society and calls for reorientation among students and their teachers. This will ensure debunking and unlearning the earlier belief of being employed rather than being self-employed after schooling. The government is expected to play a greater role in providing the necessary atmosphere and policy framework for the success of the transformation process. Subtends while in school will acquire the necessary skills and training, identify an opportunity to explore and eventually create their business venture.

The aggregation of individual efforts and the emergent large number of businesses will promote the economic growth and development in the country and consequently reduce socio-economic challenges. Vincett and Farlow (2008) in their research work identified and suggested some tasks to educators involved in entrepreneurship training: that idea will go a long way in explaining and clarifying the above framework, viz:

1. Students must have a Serious Business Idea: They believe that good ideas cannot be without an idea. Normally, students are asked to produce a business plan and their assessment is based on that. Therefore, they are urged to provide a realistic guided experience of the entrepreneurial life which can be done if

students are truly committed to their real ideas and can be entrepreneurs not just pretending to be so doing their course.

2. A formal Business Plan is not required, but planning itself is important (Honing, 2004). Spors (2007) (in Vicett and Farlow, 2008) raised a question on where formal business plans correlate with business. According to them, it may even be counterproductive, time-consuming and perhaps psychologically diminishing in the early state of the actual operations.

3. Insistence on extensive, direct student contact with the outside community, to validate and optimize the ideas. This explains the need for students to learn in an uncontrolled environment that is far from institutional context through a relationship with stakeholders (customers, suppliers and competitors). Students can modify their ideas based on their direct experience outside the university or institution. The educator as to make sure the students establish contact with outsiders.

4. The number of businesses is limited to allow a highly interactive environment. The classroom environment is identified as a key complement of student entrepreneurial workshops. The bulk of classroom time is devoted to students discussing their experience. It allows free flow of business ideas with diverse concepts and experience it also provides an opportunity for students to experience creative initiative and lateral thinking from various people (Garba, 2010)

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To achieve these objectives, the National Open University of Nigeria (NOUN) is known worldwide as a low-cost institution. In a period of recession, less expensive means of promoting education, especially at higher levels must be given higher priority. The openness of the National Open University implies increased accessibility to higher education. NOUN has its operational headquarters in Vitoria Island, Lagos and its annex office in Abuja. The centre for Educational Technology and Entrepreneurial Development (CETED) is situated in Kaduna.

However, the National Open University of Nigeria (NOUN) currently has fourth seven (47) study centers which are located in the state capitals, major and important towns in all the six geo-political zones of the country as well as the Federal Capital Territory (Abuja). Some of these centers have permanent NOUN Structures while others are situated within some selected colleges of Education (Polytechnics NOUN profile, 2012).

Justification for National Open University of Nigeria (NOUN)

The NOUN delivery system is on several grounds, these include:

i. Provision of Education for all and promotion of Life-Long learning ii. Filling the gap created by the closure of outreach/satellite campuses iii. Costeffectiveness iv. Improved economics of scale v. Flexibility of delivery system vi. Maximum Utilization of academic personal vii. On the job teacher training viii. Poverty eradication, vocational and life-long education

- Provision of non-formal education
- Reaching the unreached
- Propagation of national orientation

The NOUN Entrepreneurship Education is under centre for Educational Technology and Entrepreneurial Development to justify the above number i. Cost-effectiveness ii. Improved economics of scale iii. Poverty eradication, vocational and lifelong education.

With these, the Guidance and Counseling services are provided by the NOUN through her professional Counsellors. Every study centre has at least two professional counselors to confer with students who seek needed guidance and counseling on both academic and non-academic issues and concerns.

Guidance and Counseling and Entrepreneurship Education

Guidance and counseling is a helping profession which cannot be separated from entrepreneurship education. This is because the two concepts depend largely on the identifiable potentialities present in the individual who can be explored and maximized for self and corporate development. Guidance and counseling within entrepreneurship education can help in the development of the potentials of NOUN students if meaningful and relevant entrepreneurship education program are developed. Great utilization of the capabilities of NOUN entrepreneurship education students must be realized for entrepreneurship education development to achieve Guidance and counseling can help individuals to develop appropriate skills and talents for entrepreneurship education development.

However, an overview of the development in many European countries reveals the extent to which Entrepreneurship educators with the active support of counseling activities have played. Countries like Denmark, France, Cyprus, Austria, Italy Belgium Hungary, Poland, Romania, etc have in no doubt put several efforts in the area of entrepreneurship education with integration and inclusion of this education in their national curriculum for people betterment. In

Nigeria, several steps are being taken in line with the objectives of the Millennium Development Goals (MDG) and the vision 2020 of the Federal Government of Nigeria. In the face of the current global and national challenges, unemployment especially as it affects the young people who make up the bulk of the unemployed and underemployed population. UNESCO & ILO. (2006) in Olubunmi (2012:pg.80) assert therefore necessary that entrepreneurship education with effective counseling and Entrepreneurship education will encourage students to think innovatively about their future entrepreneur, a career of employment options as well as how they can contribute directly to their community's well-being UNESCO & ILO (2006:Pg8).

However, researches into some of the developed countries have shown that successful programmes promote and stimulate entrepreneurial spirit by unlocking the talents, imagination, creativity of youth as drivers of change. In essence, such programmes help to reduce youth vulnerability, social marginality and poverty especially in distressed or disadvantaged environments (communities). The Owerri Technology Foundation in Nigeria established in September, 2003 has become a part of the move towards ensuring national development under the Global Education, Tele-Community Initiative (GEL) whatever may be the vocational or entrepreneurial content of a nation's school curriculum, the role of counseling is of great importance.

Young people need help, assistance, direction, guidance in choosing between alternatives in a vast array of learning and training in their careers. Guidance and counseling will help potential entrepreneurs access business management skills, turn business ideas into reality and enhance the chances of business success (UNESCO & ILO, 2006 in Olubunmi, 2012: P21). Currently, there are six schools and three academic centres in the NOUN. The schools are:- (a) School of Arts and social sciences; (b) School of Management Sciences; (c) School of Education; (d) School of Science and Technology; (e) School of law and (f) School of postgraduate studies. The centres are: Centre for lifelong learning and workplace Training; Access programmes; centre for educational Technology and Entrepreneurship Development. The NOUN Schools are headed by Deans while the centres are headed by Director. Source: NOUN profile (2012).

The Guidance and counseling services in NOUN are provided by the University through her professional counsellors. Every study centre has at least two counselors. The counsellors are always around to confer with students who seek needed guidance and counseling on both academic and non-academic issues and concerns. We encourage our students to learn to confide in our counsellors

so that these counsellors would assist them with solving problems difficulties or concerns that border on academic (entrepreneurship education) or social issues.

Roles of Counsellors in Entrepreneurship Education in NOUN

The concept of Guidance and Counseling has been sanctioned in the Holy Bible. According to Horance (1971) in Okafor (2011), the Ethiopian eunuch in answer to Philip's question: "Do you understand what you are reading?" replied that: "How can I understand unless someone explains it to me?" In other words, there is need for one to help another in understanding an issue or issues. Thus, Ipaye (1983) in Ogbodo (2014) justifies that the above assertion refers to guidance and counseling as a helping profession, where the individual is helped to sharpen his/her perception of the issue at hand to facilitate his/her getting into grips with the issue. The issue could be Entrepreneurship education, social, personal, developmental or any other adjustment tendencies that could interfere in the life of the individual. Hence, counseling is the process meant to help the individual through certain specialized skills to overcome challenges by focusing on his/her potentialities that will enable him/her function effectively in society (Uzoechi, 2005 in Ogbodo, 2014). Counselling from the above perspective can be used to foster entrepreneurship education since its focus is on the identification and the development of the individual potentials. The counselor must purposeful demonstrate his/her capabilities and mastery of the various specialized skills and strategies with which to harness all available resources at his/her disposal to be able to bring about the successful information communication technologies (ICTS) that are used to produce and process or distribute and exchange information with the NOUN students in entrepreneurship education.

There is a need for counselors to conduct regular enlightenment programme within the NOUN and the general public. Essentially, the counselor in NOUN is to allow the students to define, explore, discover and adopt ways of living a more satisfying and resourceful life within the entrepreneurship, educational, social and vocational groupings with which he or she identifies (Lee, 2001). Nevertheless, continuous guidance and counseling are still necessary at the NOUN for entrepreneurship educator, because some students still have tension in handling higher academic problems, the tension in combining vocation and academic work with family tension, some may have economic problems, family problems, disappointment here and there. Counsellor should allow the students to see that entrepreneurs maybe a career possibility for them; they should present entrepreneurship as a possible vocation. Counsellors should make use of ICT technologies.

Through the counselors, ICT can solve most of the social-economic challenges and problems. This is because ICT provides opportunities for individuals to turn problems into opportunities and get solutions that can be explored for entrepreneurship development. The counsellors should look at the development in some areas and possible factors that have contributed to the growth of such areas and take students within the Nigerian context. The counsellor can encourage the NOUN students to run business centres where, photocopying machines, telephone and other tools could be used to provide services, telephone and other tools could be used to provide services for communication of information for people who required them. The students of NOUN can run a business as Entrepreneurs.

Counselors should make use of films and e-learning materials, reference materials of all sorts regarding various trades and professions. The students need to know and understand that while there are rewards to the entrepreneurial life, entrepreneur lives with risk and constantly face the possibility of failure, encourage students to be creative and innovative.

Recommendations/Suggestions

The recommendations and suggestions would include the following:

- i. The Federal Government of Nigeria should ensure that career exploration is made mandatory by including entrepreneurship education in vocational guidance and extending entrepreneurship to other fields of study in vocational education or career education.
- ii. Make counselling readily available in NOUN to ensure effective proper guidance and counseling dissemination of information, successful experiences and practices of entrepreneurship.
- iii. Employ more professional counsellors to increase the ratio from two to four on each centre to handle these students with more skills.
- iv. NOUN counsellors to go for more training in computer technology to be more creative and innovative in discharging their services.
- v. NOUN students to be introduced to business ventures with new ideas to do better and more efficient manner
- vi. Support should be given to students who are interested in starting up a business.
- vii. The NOUN counsellors to follow the curriculum in entrepreneurship educators effectively to help these students who don't have face to face contact with their lecturers. That will be a great opportunity for them to meet with their counselors to assist in difficult issues.

viii. The curriculum of counsellors' education should attach new importance to entrepreneurship education and career development principles and vocational guidance practices. The instructional change will subsequently be reflected in the increased quality and quantity of vocational counseling and career guidance activities, particularly in the NOUN.

Guidance and counseling services are provided with the belief that meaningful and varied educational and entrepreneurship or occupational opportunities will be available for individuals to make wise choices. Nigeria has to up-date the school curriculum not only in NOUN but at all levels of educator and improve services to young people in the hope that they have various alternatives to choose from. Counsellor (s) has a responsibility to create more job opportunities to help individuals, choose wisely and intelligently.

Conclusion

In entrepreneurship education at NOUN, the counselor (s) has the professional perspective of helping or encouraging some students to become entrepreneurs after graduation from NOUN rather than hunting for non-existent government jobs. They could learn different trades to become self-employed through counselling, self-employment and self-reliance. The counselor's innovation can successfully turn to the exploitation of an idea which could in turn become profitable products, processes, services and business advancement.

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