
STUDENTS' ATTITUDE TOWARDS ENTREPRENEURIAL STUDY FOR THE PURPOSE OF BECOMING SELF-EMPLOYMENT: IMPLICATIONS FOR BEHAVIOR MODIFICATION AND COUNSELLING SERVICES

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Abstract

This study examined the extent to which behavior modification and counselling services will impact positively on students' attitude Entrepreneurial Study for the Purpose of Becoming Self-Employment. Entrepreneurship education programme was introduced by the National Universities Commission (NUC), as part of training programme of students of tertiary institutions (polytechnics inclusive), the program is laudable on the one hand, attitude of students' (beneficiary of the programme) towards entrepreneurial study for the purpose of becoming self-employment is a challenge on the other-hand. Efforts to bridge this gap prompted the researchers to investigate into the extent to which behavior modification and counselling services will go in influencing students' attitude positively. The researchers adopted descriptive research survey for the study; and stratified random sampling technique to select total number 570(five hundred and seventy) students from the entire population of 6000(six thousand) students of Kogi state polytechnics, average 38 students from 15randomly selected departments of the institution. Researchers' developed the research instrument tagged: "Students Needs for Behaviour Modification towards Entrepreneurial Study Questionnaire" [SNFBMTESQ] which was validated by two experts from department of General Studies Federal University, Lokoja. Using test-re-test method for pilot study on students that were not part of the study, the reliability of the instrument was established, data collected was correlated with Pearson product Moment Correlation and a reliability coefficient of 0.78 was obtained. Data collection was conducted by the researchers and four trained research assistants. Null hypotheses formulated for the study were tested using chi-square statistics at 0.05 alpha level of significance. Findings from the study revealed: that students have awareness of important of entrepreneurship education as means to provides training for students, the idea of students not embracing entrepreneurship education a means of becoming entrepreneur/self-employed is more of attitudinal than awareness of benefit of learning entrepreneurship education; that that significant differences exist the means score of students from school of pure sciences' and students from school from of management sciences' attitudes towards studying entrepreneurial education for the purpose of becoming entrepreneur/self-employment. Based on the findings from the study, it was recommended that:

practical entrepreneurship counselling, and introduction of behaviour modification and counselling services as regular part of Entrepreneurial education in such a way to counsel students for attitudinal change and from previous dream of 'white collar job' to embracing entrepreneur and self-employment, provisions of opportunities for young graduates to assess funds.

Keywords: Unemployment, Entrepreneurship Education, Self-employment, Entrepreneurial skills, Innovation and Competency.

1.1 Introduction

Entrepreneurship has become a permanent inclusion in our vocabulary in Nigeria today. Tertiary institutions in Nigeria have come to embrace entrepreneurship education just as governments at all levels see it as the pathway to job creation and poverty reduction. Entrepreneurship education is said to provide the platform for economic development for youth. Shane (2003) described entrepreneurship as the act of being an entrepreneur. According to Shane, the word 'entrepreneur' can be taken to mean an individual who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods and the result of one effort in entrepreneurship may be the creation of a new organization or revitalizing an existing organization in response to a perceived opportunity, is the process of acquiring the knowledge, attitudes and skills of entrepreneurship, to provide self-reliant job-creators and not job seekers, to equip individuals for creative problem solving and innovation. Entrepreneurship is one of the most powerful drivers of growth and prosperity in the modern global economy.

At the 2000 UN millennium summit, it was declared that citizens be freed from abject dehumanizing conditions of extreme poverty, Gabadeen&Raimi (2012). Youths are most affected by these challenges and issues of employment because jobs are lost and new ones are not created. The economic depression has resulted in the displacement of many Nigerian families from their source of livelihood. As a result of the economic, political, and social influence of the global economic meltdown, nations have decided to look inward of their domestic economy in order to build a virile and viable domestic economy that will be relatively immune from the financial and economic strangulations that may occur in the western world again. National Universities Commission (NUC), introduced Entrepreneurship Education (EE) which is aimed at equipping tertiary students with entrepreneurial skills, attitudes and competencies in order to be job creators and not just job hunters. This is to improve the economic, technological and industrial development of the nation, as well as to reduce poverty to its minimum, NUC, (2011). Nigeria adopted entrepreneurship education to accelerate economic growth and development. This reflect in Nigeria's national policy on education which states that education is the most important instrument for propelling change, as no fundamental change can occur in any society except through educational revolution that impact on the intellects.

According to Raimi, &Ogunjirin(2012), entrepreneurship education is not a new phenomenon in the annals of Nigeria; it has always been an age-long tradition, a culture and a habit that has consistently been transferred from one generation to another within the diverse ethnic

nationalities that made up Nigeria. Entrepreneurial mind-set is prevalent in Yoruba-land in western Nigeria, Hausa-land in the northern Nigeria and among the Igbo people of eastern Nigeria. The three major ethnic nationalities prior to colonialism provided informal entrepreneurship education to their able-bodied youth early in life through communal socialization, village engagements and social services. Fajana (2000) wrote that the informal entrepreneurship education in Nigeria thus: "The economy of the various states which make-up modern Nigeria was basically a subsistence economy and customs had established the practice that people serve their parents, village heads and the community. On a given day, people went and work for a particular individual. Through the day, the man they serve was responsible for their food and drink. On another day, the man returned the service and it went on until everybody in the group was served."

During the period of colonialism that lasted for several decades, Nigeria lost the culture of self-reliant and self-employment according to Fajana (2000), as it adopted without option the western-style of formal education. It paid off initially as the few privileged Nigerians who went through the colonial system of education regarded and more importantly absorbed into enviable positions in the colonial administration and civil service as public servants, because in those days, the Nigerian economy was large enough to absorb the educated into the prestigious "white collar jobs" (Raimi&Towobola 2012). It is apt to mention however that, the age-long formal education inherited from the imperialist turned out graduates with job-seeking mind-sets as opposed to job-creation; they thus lack entrepreneurial traits like self-motivation, drive and innovation needed by the world of work and employers of labour.

The colonial educational policy centered on the production of literate nationals who were required to man positions, which would strengthen the colonial administration. Thus our educational institutions, few as they were remained factories for producing clerks, interpreters, forest guards and sanitary inspectors as no special professional or entrepreneurial skill were envisaged in the educational system."Based on the structural and functional flaws found in the nation's developmental blueprint, It then dawn on government that the proper thing to do is to review the nation's education curriculum by embedding entrepreneurship education as a compulsory course to be taken by all undergraduate students. Onuoha (2011) notes that the Nigerian education especially university system produces graduates that do not meet the need of the labour market, there is obvious disconnect and mismatch between the expectations of the industry and products of the nation's higher institutions. This structural imbalance rendered many graduates of Nigerian higher institutions unemployable and hopeless. Consequently, the Federal Ministry of Education directed that entrepreneurship education be included as part of the curricula of the universities, polytechnics and colleges of education through the National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE), Gabadeen and Raimi, 2012). It has since been made a compulsory course for all undergraduate students in the three levels of tertiary education irrespective of students' areas of specialization. The policy thrust of entrepreneurship education in the polytechnic system is the acquisition of entrepreneurial skills by students, so as to be self-reliant and self-employed after graduation, complementing the view above, Yahya (2011: para.2)

asserts that: The overall objective (of entrepreneurship education in the tertiary education level) is to continuously foster entrepreneurship culture amongst students and faculty with a view of not only educating them but to also support graduates of the system towards establishing and also maintaining sustainable business ventures, including but not limited to those arising from research.

1.2 Statement of problem

The current trends in terms of global economic recession have generated a number of economic and social problems especially for the developing and underdeveloped nations. In Nigeria, the skyrocketing rate of unemployment and the search for white collar jobs especially among youths have deepened the worsening case of the economic recession. Experiences from personal observations show that most of the Nigerian youths have been engrossed in white collar jobs and never thought of being self-employed through the establishment of small and medium scale entrepreneur. To this end the Federal government of Nigeria formulated policy on learning entrepreneurial education in all tertiary institutions in Nigeria. The initiatives to promote entrepreneurship has evidence from National Universities Commission policy of introducing EE into tertiary education curriculum in Nigeria as means to addressing unemployment among Nigerian youth, the initiatives has presented challenges in terms of availability of material for effective teaching and learning entrepreneurship education so as to bring about improvement in the unemployment status among graduates of tertiary institutions in Nigeria. The main problem of this research is to examining whether the processes of implementing the policy are trying to create a change in attitudes or in behaviour or in both among Nigerian youth. It is the interest of this research to determine the extent to which that policy reflects whether the target groups towards which policy initiatives are directed: first, have a positive or negative attitude towards entrepreneurship, and second, are engaged or not engaged in entrepreneurial action.

An attitude is a tendency to act or react in a certain manner when confronted with certain stimuli. Here stimuli may be object, individual, idea or anything else that an individual can react negatively or positively to it. The reaction may take verbal, physical, mental or behavioral form attitude as emotional trends in response to affairs, persons, locations, events or ideas people are motivated to use systematic processing when they want to achieve a desired level of confidence in their judgments, Wendy, (2000). For examples” the phrase such as “I like Entrepreneurship Education” or “I enjoy Entrepreneurship Education course” is enumerate as attitude. An attitude is an aspect of individual personality such as of motivational, emotional, perceptual and cognitive process with respect to some aspect of the environment; attitude may be positive or negative, optimistic or pessimistic, rational or irrational, desirable or undesirable. Particular attitude may therefore be a problem or solution to a problem depending on the environmental factors that influence the attitude of an individual. Individual/student acquire attitude from their environment, and learners (students) along with their course of study. If a student has a positive attitude towards a course he/she may excel with an ability to learn it that out strip what might have been expected of him/her. Reverse is the case when a student holds negative attitude towards a course, he may strongly resist learning that the teacher’s effort no matter how thorough and ingenious are futile, Peterman & Kennedy (2003) indicated that offering entrepreneurship

education course is helping students in development of favourable entrepreneurial attitude. To sustain favourable attitude towards entrepreneur, thereby changing the mindsets of undergraduates to embrace entrepreneurship through behavior modification and counselling might change the high graduate unemployment in Nigeria, the researchers' considered it necessary to investigate: "Students' Attitude towards Entrepreneurial Study for the Purpose of Becoming Self-Employment and its Implications for Behavior Modification and Counselling services"

1.3 Objectives of the Study

The broad aim of this research is to investigate students' perception towards role of counselling services in promoting positive attitude towards entrepreneurial study for the purpose of becoming entrepreneur/self-employment. Essentially the objectives of the study are;

- i) To determine differences in the means score of male and female students' attitudes towards studying entrepreneurial education for the purpose of becoming entrepreneur/self-employment.
- ii) To investigate differences in the means score of students from school of pure sciences' and students from school from of management sciences' attitudes towards studying entrepreneurial education for the purpose of becoming entrepreneur/self-employment.
- iii) To find out differences in the means score of students' perception on role of behavior modification and counselling services in promoting positive attitude towards entrepreneurial study for the purpose of becoming self-employment.

1.4 Research Questions

The following research questions were set to guide the investigation of this research:

- i) What difference exist in the means score of students' attitudes towards studying entrepreneurial education for the purpose of becoming entrepreneur/self-employment?
- ii) What is the differences in the means score of students from school of pure sciences' and students from school from of management sciences' attitudes towards studying entrepreneurial education for the purpose of becoming entrepreneur/self-employment?
- iii) What difference exist in the means score of students' perception on role of behavior modification and counselling services in promoting positive attitude towards entrepreneurial study for the purpose of becoming self-employment?

1.5 Research Hypotheses

The following null hypotheses were formulated to guide the investigation of this research:

HO₁: There is no significant difference in the means score of students' attitudes towards studying entrepreneurial education for the purpose of becoming entrepreneur/self-employment

HO₂: There is no significant differences in the means score of students from school of pure sciences' and students from school from of management sciences' attitudes towards studying entrepreneurial education for the purpose of becoming entrepreneur/self-employment.

HO₃: There is no significant difference in the means score of students' perception on role of behavior modification and counselling services in promoting positive attitude towards entrepreneurial study for the purpose of becoming self-employment.

1.7 Methodology

Descriptive research survey was adopted for the study; the target population for the study was students from Kogi State Polytechnics, Lokoja. For the purpose of this study, the researchers employed stratified random sampling; this is because of the large students' population of students of Kogi State Polytechnics, Lokoja. This procedure known as stratified random sampling is also a form of probability sampling. To get stratify sample for the study the researchers classify students into groups according to their department, subsets of students, A random sample was selected from each stratum based upon the percentage that each subgroup represents in the population. Stratified random samples are generally more accurate in representing the population than are simple random samples, participants were then chosen randomly from each stratum, a complete list of the population within each stratum was constructed.

2.1 Concepts of Entrepreneurship Education

Entrepreneurship is a form of education, a move towards self-reliance, a reasonable channel that will greatly assist in curbing the employment problems. This is because its emphasis is on the acquisition of skills and capacities to be self-employed. Entrepreneurship activity being a dynamic process of creating incremental wealth, wealth created by individuals who assume the major risks in terms of equity, time and/or career commitment or provide value for some product or services. Entrepreneurship Education seeks to provide student (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting. Entrepreneurship education training could be given to interested individuals both adults and students through workshops, classes, and conferences thereby learning the basic ideas of starting their own businesses and managing it well. Owoseni (2009) asserted that entrepreneurial education is a specialized training given to students of education to acquire the skills, ideas and managerial abilities and capacities for self-employment rather than being employed for pay. Entrepreneurship education involves a comprehensive learning process and outcome that should key into the national development plans.

Entrepreneurship education requires the use of active learning methods that place the learner at the centre of educational process and enable them to take responsibility for their learning experience and learn about themselves. Such methods have been shown to make learning experiences richer and to have positive benefits for students in terms of improving their motivation with positive effects from their engagement with learning and long-term attainment.

2.2 Objectives of Entrepreneurship Education

The objectives of entrepreneurship education clearly show that it is concerned with the development and survival of both the individual and society. In other words, it is a tool through which socio-economic and political development could be achieved if properly planned, funded and implemented. Among other things, the objectives of entrepreneurship education as spelt out by Oduwaiye (2009) are:

1. To provide meaningful education for young people which could make them self-reliance and subsequently encourage them to drive profit and be self-independent;
2. To provide graduate with the training and support necessary to help them establish a career in small and medium size business;
3. To provide graduates with training skills that will make them meet the manpower needs of society;
4. To provide graduates with enough training in risk management to make uncertainty bearing possible and easy;
5. To stimulate industrial and economic growth of rural and less developed area;
6. To provide graduate enough training which will make them creative and innovative in identifying new business opportunities; and
7. To provide small and medium sized enterprises with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to management of the businesses.

From the above objectives, it is evident that this type of education if it is given the necessary attention and properly implemented will produce quality graduates that will foster job creation and reduce unemployment and alleviate poverty in Nigeria. This could be realized when the graduates are self-reliant by establishing their own business small/medium scale enterprises. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings, including education services such as behavior modification and counselling. Entrepreneurship education among graduates will lay solid foundation for the emergence of a generation of innovators willing to apply necessary capital into the production process for new products, open and expand new markets, explore new sources of materials and ensure the organization of new industries. Through this process, there would be an emergence of small unit of businesses that would burgeon into bigger industrial or business concerns with the application of the right managerial skills. This, according to Olorunmolu (2008) helps to reduce the problem of unemployment and other social vices in Nigeria. The entrepreneur does not only provide jobs/employment for him/herself alone, but provides for others too. This in turn helps the individual to increase per capital income and improve the standard of living. By building entrepreneurship culture into Nigerian educational system and instilling entrepreneurship spirit in our graduates, Nigeria would have laid a strong foundation for reducing general unemployment and associate social problems and ensuring a private-sector driven economy, increasing productivity and enlarging the market-base of the economy. Entrepreneurship education will produce graduates who will provide jobs, create wealth, and enlarge and fast-track the economy to attain the status of one of the developed

economies of the world. It is expected that quality entrepreneurship education, Nigeria could produce a lot of entrepreneurs who could establish and manage businesses on their own. Based on the above merits, it is no doubt that entrepreneurship education could be used as major weapon in reducing the worrisome, untamed and ever rising problem of unemployment and poverty in Nigeria.

2.3 Need for Behavior Modification for Students to Embrace Entrepreneurship Education

Professional psychologist and counsellors need to manage the students' learning, emotional attitude and behaviour in order to help them adapt to tertiary education and life's challenges and learn more easily. To handle these issues effectively, professional psychologist and counsellors must understand the basic behavioural principles and techniques, human behaviour is complex and varies greatly among individuals, certain behavioural patterns can be identified, when our behaviour (whether desirable or undesirable) is followed by a positive and encouraging response (such as praise or reward), the chance of us repeating this behaviour will increase. However, if our behaviour is followed by a negative response (such as criticism or reproach), or even no response, the chance of people repeating this behaviour in the future will be reduced. According to Crano, & Prislin, (2006), people have the need to carefully evaluate new messages on the basis of whether these messages support or contradict with prior messages, regardless of whether they can recall the prior messages after they reach a conclusion. This comparative processing mechanism is built on 'information-integration theory' and 'social judgement theory'. Both of these theories have served to model people's attitude change in judging the new information while they haven't adequately explained the influential factors that motivate people to integrate the information, in this case students need a lot of information, behaviour modification and counselling to positively embrace entrepreneurship education as means to becoming self-employed and entrepreneurs. The expectations should be determined by the continuous collecting of data. Along with the expectations, there should be a system of acknowledgement and reinforcement of expected behaviors. (PBIS is an acronym for Positive Behavioral Intervention and Supports.) The Core Principles of PBIS at the primary level are:

1. schools can effectively teach appropriate behavior to all students
2. intervene early
3. use a multi-tier model
4. use research-based interventions
5. monitor student progress often
6. use data to make decisions
7. use assessments to screen, diagnose, and monitor progress

These principles make the PBIS program significant in that it makes it more proactive rather than reactive. Furthermore, PBIS helps schools develop a common language, common practices, and consistent application of positive and negative reinforcement at a school-wide level. Behavioral

interventions are taught by specialized staff like special educators, school psychologists, behavior interventionists, and counselors.

2.4. i) Role of Counselling Services

Counsellors should encourage students to develop the ability to identify potentially useful and economically viable fields of endeavours. The following are numerous examples of enterprises related to different fields of study. Agricultural/agro-allied activities where there are foodstuffs, restaurants, fast food vending etc. In the area of solid minerals, there are quarrying, germ stone cutting/polishing and crushing engineering. In the area of information and telecommunication business, there are manufacturing and repairs of GSM accessories and the printing and selling of Recharge cards. In hospitality and tourism business, there are hotels, accommodation, resorts centres, film and home video production; in oil and gas business, there are construction and maintenance of pipelines, drilling, refining by products. In the area of environmental and waste management business, there is refuse collection/disposal, recycle of waste materia, and drainage/sewage construction job. In the area of financial banking services, there is banking, insurance and stock trading. In engineering and fabrication work, there are machines and tools fabrications. There is also the building and construction, where there are plan and design services and material sourcing Agbeze, (2012).

2.4. ii) Goals of counselling services in counselling for entrepreneur/self-employment

It is the goal of counselling services to:

- 1) Make it clear that every student is expected to undergo relevant general and specific programme in entrepreneurship which will help them in setting up profitable business ventures along their professional line on a new different idea entirely after graduation;
- 2) Bring it to the notice of students, areas of self-employment/ small scale and medium scale entrepreneur in all field of study.
- 3) Present to opportunities to acquire skills and attitudes necessary to develop educational goals which are suited to their needs of intents and abilities, as well as information that would enable them to make decisions about life and career opportunities.

According to Gladding (2004),counselling is the skilled and principled use of relationship to facilitate self- knowledge, emotional acceptance and growth and the optimal development of personal resources. The overall aim is to provide an opportunity to work towards living more satisfyingly and resourcefully. Counselling relationships will vary according to need but may be concerned with developmental issues, addressing and resolving specific problems, making decisions, coping with crisis, developing personal insights and knowledge, working through feelings of inner conflict or improving relationships with others. Simply put counselling is a process whereby the person to be counselled can come to understand himself or herself, so that such individual can solve his /her own problems. Counselling enhance self-understanding of one's educational, social,moral emotional, physical, and vocational needs.

Modo (2008) defined counselling as a helping relationship between the counsellor and the counselee. It is aimed at helping the counselee adjust properly to family, school, peer association, and society in general. Okonkwo and Anagbogu (2002) opined that counselling is a process of helping a troubled person to understand himself and his work so as to feel and behave in a more personally satisfying manner. Okoye, Adejumo, Achebe and Obayan (2000) defined counselling as an interactional relationship designed to facilitate the personal development of information leading to effective decision taking and awareness of self. Psychosocial interventions such as behavior modification and counselling can be done individually or in groups. The essence of offering psychological intervention both to individual/group is to yield in the individual or group of persons' self-development for excellence in life's endeavour. The Counselling-Main (2014) stated the objectives of the Students' behavior modification and counselling Centre as follows :

- i) Counselling and behavior modification Centre will provide services that will aim at assisting people to maximize their overall growth, academic and personal-social problems, and challenges for all round development.
- ii) Assisting the students to identify and recognize their interest, values, abilities and capacities, skills and positive personality traits and to match these with their chosen careers.
- iii) Equipping students with knowledge, values, experiences e.t.c and prepare them for the world of work or self-employment.
- iv) Equipment, promoting and developing training programmes which will enhance student's employment ability.
- v) Training students to be effective and skillful through entrepreneurship training,
- vi) Providing student's with relevant job information and bridging the gap between them and the job market.
- vii) Organizing training workshops and seminars on career and occupational information, study habits, personal-social traits

3.1 Data analysis and results of findings

Hypothesis 1 (H_{O1}): There is no significant difference in the means score of male and female students' attitudes towards studying entrepreneurial education for the purpose of becoming entrepreneur/self-employment

Table 1: Chi-square analysis of significant difference in the means score of students' attitudes towards studying entrepreneurial education for the purpose of becoming entrepreneur/self-employment

| S/N | ITEMS | SA | A | D | SD | Row Total | D F | cal. x^2 Value | tab. x^2 Value | Remarks |
|---------------------|--|----------------|----------------|----------------|----------------|-----------|-----|------------------|------------------|-------------|
| 1 | Do students consider that entrepreneurial education as appropriate for the purpose of becoming entrepreneur/self-employment? | 367 (64.4%) | 152 (26.7%) | 32 (5.6%) | 19 (3.3%) | 570 | | | | |
| 2 | Do you know if there are students from this institution who intent to start their own business? | 39 (6.8%) | 54 (9.5%) | 148 (26.0%) | 329 (57.7%) | 570 | | | | |
| 3 | Do you agree that present Entrepreneurship Education provides students qualities that fortify students to becoming entrepreneur/self-employment? | 428 (75.1%) | 93 (16.3%) | 29 (5.1%) | 20 (3.5%) | 570 | 12 | 346.23 | 27.50 | H0 Rejected |
| 4 | Do you think; Present Entrepreneurship Education System trains the students to manage the businesses of their own in the future? | 284 (49.8%) | 206 (36.2%) | 49 (8.6%) | 31 (5.4%) | 570 | | | | |
| Column Total | | | | | | | | | | |

The findings from Table 1 showed that the calculated chi-square value of 346.23 and the table x^2 value is 27.50 at degree of freedom 12 at 0.05 level of significance. Since the calculated x^2 value of 345.23 is greater than the table value of x^2 27.50 at df12, the null hypothesis one is therefore rejected. The implication of this finding is that significant differences exist in students' attitudes towards studying entrepreneurial education for the purpose of becoming entrepreneur/self-employment. This implies that students have awareness of important of entrepreneurship education as means to provides training for students, the idea of students

not embracing entrepreneurship education a means of becoming entrepreneur/self-employed is more of attitudinal than awareness of benefit of learning entrepreneurship education.

Table 2: Chi-square analysis of significant difference in the means score of students' attitudes towards studying entrepreneurial education for the purpose of becoming entrepreneur/self-employment

Hypothesis (HO₂): There is no significant differences in the means score of students from school of pure sciences' and students from school from of management sciences' attitudes towards studying entrepreneurial education for the purpose of becoming entrepreneur/self-employment.

| S/N | ITEMS | SA | A | D | SD | Row Total | DF | cal. x ² Value | tab.x ² Value | Remarks |
|-----|--|----------------|----------------|--------------|--------------|-----------|----|---------------------------|--------------------------|-------------------------|
| 1 | Do you agree that course contents in school of management sciences provide opportunities to embrace idea of becoming entrepreneur/self-employment? | 346 (60.7%) | 158 (27.7%) | 32 (5.6%) | 34 (6.0%) | 570 | | | | |
| 2 | Do you agree that course contents in school of pure sciences provide opportunities to embrace idea of becoming entrepreneur/self-employment? | 286 (50.2%) | 235 (41.2%) | 29 (5.1%) | 20 (3.5%) | 570 | | | | |
| 3 | Availability of Capital will constitute barriers on development of entrepreneurial activity for more students in pure sciences than in management sciences | 420 (73.7%) | 78 (13.7%) | 30 (5.3%) | 42 (7.3%) | 570 | | | | |
| 4 | Availability of Capital will constitute barriers on development of entrepreneurial activity for more students in management sciences than in pure sciences | 308 (54.0%) | 180 (31.6%) | 39 (6.8%) | 43 (7.6%) | 570 | 15 | 456.43 | 25.00 | H ₀ Rejected |

| | | | | | | | | | | |
|---------------------|--|---------------|---------------|----------------|----------------|-----|--|--|--|--|
| 5 | Availability of Raw materials will constitute barriers on development of entrepreneurial activity for more students in pure sciences than in management sciences | 56 (9.8%) | 63 (11.1%) | 215 (37.7%) | 236 (41.4%) | 570 | | | | |
| 6 | Availability of Raw materials will constitute barriers on development of entrepreneurial activity for more students in management sciences than in pure sciences | 68 (11.9%) | 76 (13.3%) | 219 (38.4%) | 207 (36.4%) | 570 | | | | |
| Column Total | | | | | | | | | | |

The findings from the analysis in table 2 reveals that the calculated chi-square of 456.43; while the table value of χ^2 is 25.00, with degree of freedom 15, at 0.05 alpha level of significance. Since the calculated chi-square value of 456 is greater than the table value of χ^2 of 25.00; at $df = 12$, the null hypothesis two is therefore rejected. Result of this finding implies that significant differences exist the means score of students from school of pure sciences' and students from school from of management sciences' attitudes towards studying entrepreneurial education for the purpose of becoming entrepreneur/self-employment. This finding has implications for behavior modification and counselling services for students' attitudinal change and self-discovery, for students to develop positive attitude towards becoming entrepreneur/self-employed as recipients of entrepreneurial education.

Hypothesis three: (H_{O3}): There is no significant difference in the means score of students' perception on role of behavior modification and counselling services in promoting positive attitude towards entrepreneurial study for the purpose of becoming self-employment.

Table 6: Chi-square analysis of significant difference in the means score of students' attitudes towards studying entrepreneurial education for the purpose of becoming entrepreneur/self-employment

| S/N | ITEMS | SA | A | D | SD | Row Total | DF | cal. χ^2 Value | tab. χ^2 Value | Remarks |
|-----|---------------------------------------|----------------|----------------|--------------|--------------|-----------|----|---------------------|---------------------|---------|
| 1 | Behavioral management and counselling | 278 (48.8%) | 212 (37.2%) | 45 (7.9%) | 35 (6.1%) | 570 | | | | |

| | | | | | | | | | | |
|----------|---|------------------------|------------------------|----------------------|----------------------|------------|--|--|--|--|
| | services will serve , as a systematic approach to increasing students’ attitudes to learning , entrepreneurial study for the purpose of becoming entrepreneur/self-employment | | | | | | | | | |
| 2 | Exposure of students to behaviour management therapy and counselling services that involves, cognitive restructuring and brain-storming will likely increase students attitude to becoming entrepreneur self-employment | 381 (66.9%) | 146 (25.6%) | 28 (4.9%) | 15 (2.6%) | 570 | | | | |
| 3 | When teaching and learning entrepreneurial education is supported by students are is followed by behaviour management therapy and counselling services this will likely bring positive and | 352 (61.8%) | 132 (23.1%) | 48 (8.4%) | 38 (6.7%) | 570 | | | | |

| | | | | | | | | | | |
|----------|--|------------------------|------------------------|-----------------------|----------------------|------------|-----------|---------------|--------------|------------------------|
| | encouraging response making entrepreneur/ self-employment attractive to students | | | | | | | | | |
| 4 | There is need for lecturers, counsellors, and psychologist to regularly organize practical counselling sessions to acquaint students with the practical skills require of entrepreneur | 409 (71.7%) | 98 (17.2%) | 26 (4.6%) | 37 (6.5%) | 570 | 18 | 438.89 | 32.00 | H0 Rejected |
| 5 | Behaviour management and counselling services should aim at develop the values, attitudes and skills that will enable students to develop their capabilities to work, to participate fully in their society, to take control of their become entrepreneur/ self-employment | 269 (47.2%) | 166 (29.1%) | 86 (15.1%) | 49 (8.6%) | 570 | | | | |
| 6 | Behaviour management and counselling should to expose students to motivational experiences during | 276 (48.4%) | 206 (36.1%) | 46 (8.1%) | 42 (7.4%) | 570 | | | | |

| | | | | | | | | | | |
|---|--|------------------------|------------------------|----------------------|----------------------|--|--|--|--|--|
| | the early stages of tertiary education life. | | | | | | | | | |
| 7 | Behaviour management and counselling should create in students' spirit of entrepreneurship if they must survive and make their impact in the globalized world. | 362 (63.5%) | 152 (26.7%) | 32 (5.6%) | 24 (4.2%) | | | | | |
| | Column Total | | | | | | | | | |

Results of findings in table 6 shows that the calculated chi-square value is 438.89 and the table value is 32.00 with degree of freedom 18 at 0.05 alpha level of significance. Since the calculated χ^2 value of 438.89 is greater than the table value of 32.00 at $df=18$, the null hypothesis three is rejected. This implies that significant difference exist in the means score of students' perception on role of behavior modification and counselling services in promoting positive attitude towards entrepreneurial study for the purpose of becoming self-employment. The implication of this is that students of tertiary institutions require behavior modification and counselling services to promote positive attitude towards entrepreneurial study for the purpose of becoming entrepreneur/self-employment as recipients of entrepreneurial education.

3.2 Discussion of Findings

Results of testing hypothesis one shows that significant differences exist in students' attitudes towards studying entrepreneurial education for the purpose of becoming entrepreneur/self-employment. This implies that students have awareness of important of entrepreneurship education as means to provides training for students, the idea of students not embracing entrepreneurship education a means of becoming entrepreneur/self-employed is more of attitudinal than awareness of benefit of learning entrepreneurship education. This finding agrees with Ojo and Gbinigie (2006) stressed that entrepreneurship education aim at supporting people's business knowledge, skills and attitude. It exposes them to recognize the role of the people enterprise desire, active entrepreneurship. Effective entrepreneurship education prepares the recipients to be responsible and enterprising individual who becomes entrepreneurs or entrepreneur thinkers, and who can contribute to economic development. Result from testing hypothesis two shows that significant differences exist the means score of students from school of pure sciences' and students from school from of management sciences' attitudes towards studying entrepreneurial education for the purpose of becoming entrepreneur/self-employment. This finding has implications for behavior modification and counselling services for students'

attitudinal change and self-discovery, for students to develop positive attitude towards becoming entrepreneur/self-employed as recipients of entrepreneurial education, this finding is in agreement with Owoseni (2009) asserted that entrepreneurial education is a specialized training given to students of education to acquire the skills, ideas and managerial abilities and capacities for self-employment rather than being employed for pay. Entrepreneurship education involves a comprehensive learning process and outcome that should key into the national development plans.

Results of testing hypothesis three shows that significant difference exist in the means score of students' perception on role of behavior modification and counselling services in promoting positive attitude towards entrepreneurial study for the purpose of becoming self-employment. The implication of this is that students of tertiary institutions require behavior modification and counselling services to promote positive attitude towards entrepreneurial study for the purpose of becoming entrepreneur/self-employment as recipients of entrepreneurial education, this idea is in line with assertion by Crano, &Prislin, (2006), that people have the need to carefully evaluate new messages on the basis of whether these messages support or contradict with prior messages, regardless of whether they can recall the prior messages after they reach a conclusion; this is in line fact that introduction of entrepreneur education/ becoming self-employed is relatively new idea in Nigeria compare with the previous ideology that strongly belief in 'white collar job' behaviour management and counselling services as one of ancillary services in education will go a long way in creating positive attitude towards studying entrepreneur education and becoming self-employed. It provides opportunities for youth to master competencies related to core entrepreneurial knowledge, skills and attitude such as business opportunity recognition, idea generation, creativity and critical thinking.

4.1 Recommendations

i) Practical entrepreneurship counselling:

Entrepreneurial lecturers, counsellors, and psychologists need to counsel the students on the benefit, importance, significance and contribution of entrepreneurship education to national development. There is need for lecturers and counselors to regularly organize practical counselling sessions to acquaint students with the skills of writing business plans, feasibility report, securing finance and establishing business.

ii) Introduction of Behaviour modification and counselling services as regular part of Entrepreneurial education in such a way to counsel students for attitudinal change and from previous dream of 'white collar job' to embracing entrepreneur and self-employment, as well as guiding students to achieve self-discovery for developing interest becoming self-employment as recipients' of entrepreneurship education

iii) Regular visitation to entrepreneurs in the community:

This visit afford students the opportunities to become familiar with entrepreneurial and management tasks and also introduce students to contacts they can draw upon to pursue and

realize their entrepreneurial aspirations and dreams. Entrepreneurial lecturers should regularly organize visit to local entrepreneurs for their students.

- iv) Provisions of opportunities for young graduates to assess funds are available for interested graduate to actually take to entrepreneurship and self-employment.

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