

Career Guidance Opportunities in Entrepreneurship Curriculum Contents of Nigerian Universities and Potential Implications on Environmental Sustainability

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Abstract

The study examined career guidance opportunities in entrepreneurship curriculum contents of Nigerian universities and potential implications on environmental sustainability. To achieve the purpose of the study, the researchers formulated three research questions. The researchers used qualitative content analysis and descriptive survey designs to determine the structure of the curriculum and perception of counsellors on career guidance opportunities in the curriculum. The instrument used for the data collection is a structured questionnaire titled; Guidance Counsellor's perception on entrepreneurship questionnaire (GCPEQ) the instrument consists of two sections demographic and scoring items. The items were scored the following scale (Extremely accepted), (Moderately) and (Not at all). Based on the analysis, the scoring reveal that guidance counsellors' perception on counselling involvement was extremely accepted while few items were scored moderately, non-significant were scored for not at all. The analysis shows that only few of the ventures have negative implications on the environment as many of them generate degradable wastes, and where there is excessive use of resources, there are rooms for replenishment.

Keywords: *Entrepreneurship curriculum, Career guidance, ventures, Environmental sustainability*

Introduction

The introduction of entrepreneurship into university education in Nigeria is to bridge the gaps of unemployment and employability of students upon graduation, thus entrepreneurship education is key to the economic development and posterity of the country. In an anticipation to participate successfully in a life-long activity such as entrepreneurship in any society, one must set a goal to achieve it, this useful contribution also entails the learner's capacity for productive employment into any suitable jobs. Aluede, & Adubale, (2020).

Ab-initio, the emergence of western education introduces the reading, writing and mathematics etc, in Nigeria with the overarching goal of preparing students for white colour jobs or full-time employment, with the intention of making education more relevant to Nigerian society and also to understand all education through guidance and counselling. That brought about the purpose of unifying the educational services in various regions of Nigeria. The national curriculum conference of Nigeria of 1969 led among other things to an increase

in the number of subjects studied in school across Nigerian institutions of learning. The conference serves as the impetus for the creation of the national policy on education (NPE 1977), which was later reviewed in 2004 and 2007 respectively.

Despite all these reviews of the NPE and the fact that more Nigerians are acquiring formal education at the present time than at independence it appears the country is facing a different problem. This is the fact that before and immediately after successfully completing formal education even at university level, the recipient or graduate is not sure of getting a job. With not less than 90 universities in the country, the number of graduates joining the labour market every year, so far surpasses the limited employment opportunities available at Government agencies as well as at corporate organizations and industries. Besides, the global economic crisis which has crippled businesses has made it more difficult for people to find employment. In fact, the skyrocketing rate of unemployment in Nigeria is disturbing. In 1992, the World Bank put the Nigerian unemployment rate at 28%. In April 2009, during the discussion of a panel of experts on youth and employment in Washington, the Director of the National Planning Commission of Nigeria, Omotoso (The World Bank, 2009) put the rate of youth unemployment in Nigeria at between 60 to 70 percent, lamented that only 10 percent of graduates can be absorbed in the Nigerian Labour Market to supplement the entrepreneurship. This is disturbing. There is no gain saying the fact that this high rate of unemployment must have contributed to a large extent to the high rate of crime which has graduated in this country from social disturbances and armed robbery attacks, to kidnapping. It appears that these unemployed youths are taking it back on a society that has failed to give them a proper sense of direction through sound education (Nwafor, 2022) maintained that “Sound education which equips students to challenge the status quo and proffer better alternatives is the way out of the present economic quagmire. In this regard, (The World Bank, 2009) reported that among the strategies being adopted by Nigeria to redress the ugly situation reformation of the education sector. However, mere reformation of the education sector cannot result in entrepreneurship or job creation. The solution is not only limited to government and the society, but the role of guidance and counselling plays a very vital portion in educating and producing an exclusive curriculum that can stand to the test of time so as to canvassed, but basically returning to the bases. This means returning to real goals of education, which is the cultivation of human talent and creative/imaginative potentials through all round development that are inbuilt across human being.

Ayob, (2021), suggested that formal and non-formal education in Nigeria should be geared toward instilling the students generic in particular entrepreneurly inclined skills. For Nigeria to respond to changing needs of the globalization must systematically do away with direct pay employment so as to have effective living in the current ICT dominated environment, obviously certain general skills are required they are not particular to certain jobs. Their acquisition calls for the type of general education found in entrepreneurship. That is, the type of education that equips the learner with the knowledge and skills to desire, seek, recognize and utilize available opportunity to do something new to create wealth for self and others and consequently contribute effectively to the society in this era of global economic crisis. The salient elements in entrepreneurship education and a curriculum framework for the integration that needs to be handled by professionally trained guidance counsellor so as to

inculcate the spirits of the skills, which supposedly to be commenced from secondary school to tertiary level of education that allows the students to be fully impacted.

Perception of Guidance and Counselling on Entrepreneurship Education

Entrepreneurship education is not synonymous with vocational education nor does it mean the same thing as business education. Over the year's people have erroneously linked entrepreneurship education with these two areas of study. Consequently, a student who would like to be an entrepreneur was advised to offer courses in any of those two areas of study. In Guidance and counselling concept entrepreneurship education is considered as the fundamental aim of education. It is the acquisition of knowledge, skills and a positive attitude to enable the learner apprehend life challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life. Entrepreneurship education is indeed a critical resource for whole life education.

What distinguishes entrepreneurship education from other forms of education is its emphasis on realization of opportunity. These opportunities can be realized through starting a business, introducing new products or ideas or through doing something in a different way with the aim of achieving goals. It is in this regard that the European Commission (2007) presents entrepreneurship as “an individual's ability to turn ideas into action” apart from using the word entrepreneurship to refer to innovative business that the term is also associated with “individuals who create or seize business opportunities and pursue them without regard to resources under their control. They build something from practically nothing and usually reinvest earnings to expand their enterprise or to create new enterprises”.

Entrepreneurship is often associated with such words and phrases as innovative, self-motivated, confident, creative, dynamic, resourceful, ingenious, endurance, risk daring, pressure management ability and willingness to accept both positive and negative results of life ventures. These are some of the entrepreneurial skills and capacities that learners are expected to acquire through entrepreneurship education. Other entrepreneurial skills are verbal and non-verbal expression skills, problem solving skills, team skills, as well as listening and empathy skills. Among the entrepreneurial attitude competences mentioned by (Rashid, & Ratten 2021). are self-awareness and self-confidence, personal responsibilities, flexibility and adaptability, orientation to opportunity, pro-activity and persistence. Entrepreneurial attitude competences are “dedication to duty and willingness to accept positive as well as negative results of business ventures” (Saiyed, et al 2023). These are some of the skills and attitude competences that learners need to acquire. How can entrepreneurship education be presented to learners to ensure the acquisition of these knowledge, skills and attitude competences? What type of curriculum should be developed and implemented in this regard? The remaining part of this paper presents a proposed curriculum framework for entrepreneurship education.

Entrepreneurship Education Curriculum (EEC)

Curriculum is concerned with the why, what and how of instruction. In other words, it is concerned with the goals and objectives of instruction, the content, organization and evaluation. These curriculum elements form the beacon for the development and implementation of entrepreneurship curriculum. This should constitute a core curriculum for every learner considering the psychological composition of student who chooses and select it

as a career on one's interest at all levels of education in Nigeria. The views of the guidance and counselling to the consortium for Entrepreneurship Education (2004) maintained that it is a lifelong learning process starting from elementary level to tertiary levels of education and spanning to adult education, Chukwuedo, et al 2021), among other educationists shared this view and opined that "the principles of entrepreneurship are increasingly considered valuable for students at all levels". In this regard, all students at all levels of education in Nigeria are basically exposed to entrepreneurial education. There is no doubt that the effective implementation of entrepreneurship education curriculum will help learners in Nigeria to develop entrepreneurial capacities and the ability to be self-reliant and self-employed employing the services of the counsellors.

Conceptual Objectives of Guidance and Counselling on Entrepreneurship

The major aim of Guidance Counselling Services is to encourage students' academically, engage into entrepreneurship to possess the skills by setting up a business through prudent goals (revolves on idea, concept, brainstorm, work and success), firstly focuses on short term that will keep them aware of their target to achieve the financial year-end. So as to attained the strategic goals for entrepreneurs on one hand. While, long-term defining their business statement, It should be a series such as [increasing brand awareness](#), as well as acceleration of the business size, capturing market share and improving customer service. To reach this aim, Guidance counselling services help students get to know themselves better and find effective solutions to their daily problems and needs. That will make the students to be socially acceptable, emotionally stable and personally developing. In the longer-term, objectives are a must. Allocate individuals and teams to carry out functions and [achieve the targets and milestones](#).

The Goal and Objectives of Entrepreneurship Education.

Goal:

The major goal of entrepreneurship education is to promote creativity, innovation and self-employment among the citizens through the inculcation of entrepreneurial knowledge, competences and attitudes in the learners. Akudolu (2001), affirms that "the goal of entrepreneurship education is for learners to acquire entrepreneurial capacities and skills that will make them to be self-reliant and self-employed". Entrepreneurial capacities include the ability to take risks, create opportunities and resources, manifest undaunted commitment to a goal, cope with change and generally act with entrepreneurial mindset.

To achieve the major goal of entrepreneurship education there is need to ensure that instructional activities are directed towards the achievement of the following specific objectives.

Specific Objectives:

Learners who have gone through the curriculum should be expected to be able to:

- i. Demonstrate awareness about entrepreneurship.
- ii. Create entrepreneurial ventures.
- iii. Demonstrate ability to act entrepreneurially in different aspects of life.
- iv. Manifest positive attitude towards changes in life endeavors.
- v. Demonstrate self-worth and self-reliance irrespective of daunting challenges.

- vi. Analyze their strengths and weaknesses and be able to take advantage of their strengths while making effort to overcome the identified weaknesses.
 - vii. Recognize their entrepreneurial interests and capability.
 - viii. Demonstrate self-management and take responsibility for themselves and their activities.
 - ix. Engage in lifelong learning so as to manage and enjoy innovations.
 - x. Identify and exploit business opportunities.
- Among the specific objectives of entrepreneurial education mentioned by Obanya (2008:1) are:
- i. Demonstrate a good grasp of society – its functions, its economic demands etc.
 - ii. Recognize socio-economic opportunities in environment.
 - iii. Acquire and deploy the skills necessary for turning opportunities into viable ventures. (This includes developing enterprise plans, mobilizing and managing resources etc.).

These objectives can be achieved at different levels of education. For instance, the objective of developing awareness can be achieved at the basic level of education. Lesko (2010) shares this view and maintains that for pupils below the age of 14, “awareness should be raised of the benefits of basic entrepreneurship learning to society at large and to learners themselves, even at the early stages of education”. Lesko goes on to say that for pupils from age of 14, the objectives of entrepreneurship education should be to “raise students’ awareness of self-employment and entrepreneurship as options for their future career.”

Content

Entrepreneurship education is based on personality traits. It is a way of behavior and in this regard belongs to the affective domain of instructional process. Consequently, the content is not textbook or document – based. Rather the issues in the content of entrepreneurship education are found in the following three dimensions of human behavior: Attitudes and values (2) Knowledge (3) Skills.

1. Attitudes and values dimension:

Finland Ministry of Education (2009) quotes the Commission of the European Communities as stating that:

“An entrepreneurial attitude is characterized by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals or aims held in common with others, and/or at work”.

In this regard, the attitude and values dimension of entrepreneurship education covers the demonstration of:

- a) Interest and enthusiasm
- b) Hard work and perseverance
- c) Orientation to change
- d) Intra-personal skills (knowledge of self).
- e) Positive disposition to life-long learning
- f) Initiative
- g) Creative thinking

2. Knowledge Dimension:

The knowledge dimension includes:

- a) Understanding of concepts and processes in entrepreneurship.
- b) Understanding and manifestation of appropriate personal traits/behaviors for successful entrepreneurial performance.
- c) Understanding and application of concepts and strategies for effective communication.
- d) Understanding and application of basic economics, management and accounting knowledge.

3. Skills Dimension:

The Consortium for Entrepreneurship Education (CEE-2004) categorized the learning content of entrepreneurial education into Entrepreneurial skills and Ready skills. The entrepreneurial skills comprise the themes of entrepreneurial processes and entrepreneurial traits/behaviors. The ready skills comprise the themes of business foundations, communications and interpersonal skills, digital skills, economics, financial literacy, professional development, financial management, information management, marketing management, operations management, risk management, and strategic management. In fact, the skills dimension is concerned with specialized skill in any area of human endeavor. Consequently, Anyakoha (1997) classified entrepreneurial skills into personality skills and management related skills. Entrepreneurship education should equip learners with skills not only for understanding their capabilities but also for coping with different situations in life.

Organization of Content and Learning Experience

For the achievement of goal and objectives of entrepreneurial education, the strategies for organizing content and learning experiences should be learner-centered. In this regard effort should be made to help the learner understand the entrepreneurial dimension of the learning content. While making a case for the adoption of special methodology for entrepreneurship education, Anowor (2001) argues that “Since the underlying ingredient is to be located in the affective domain of the human mind, only learning experiences which touch that attitudinal abode will produce the desired outcome. Among the commonly adopted instructional strategies for entrepreneurship education are group work, role play, projects, games and simulations, field visits, traineeship, mentoring, brainstorming, exchange visits and other forms of practical and learner-driven methodology. Effort should be made to introduce creativity, risk taking and other entrepreneurial traits into any entrepreneurship instructional strategy. Instructional methods should be entrepreneurship-driven. The implementation of entrepreneurship curriculum as proposed in this paper involves virtually no lectures. Instruction is almost totally project-oriented (learning by doing). Effort is made to encourage self-directed learning. Creativity is built into every student activity so as to challenge learners to think out of the box. Emphasis is on experiential learning, interactive learning and cooperative learning. It is in this regard that the Finland Ministry of Education (2009) observes that: The learning environment in entrepreneurship education gives responsibility to learners, encourages them to do things themselves, guides them towards recognizing opportunities and seizing them, bolsters insightful and inventive learning, reinforces learners’ confidence in their capabilities, gives scope for risk-taking and guides towards goal-oriented collaboration with others.

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Instructional methods should be entrepreneurship-driven. The implementation of entrepreneurship curriculum as proposed in this paper involves virtually no lectures. Instruction is almost totally project-oriented (learning by doing). Effort is made to encourage self-directed learning. Creativity is built into every student – activity so as to challenge learners to think out of the box. Emphasis is on experiential learning, interactive learning and cooperative learning. It is in this regard that the Finland Ministry of Education (2009) observes that: Case study is another entrepreneurship learning strategy that should be used in Nigerian schools. Above all, practical and learner-driven methodology should be used and this includes brainstorming, role plays, varied activities, role models and mentoring as well as study tours and exchange. Items in the attitude and values dimension should also be integrated into teaching-learning activities at different levels of education. School/world of work collaboration is another important entrepreneurship education instructional strategy. With this learning strategy, learners are given the opportunity to have a practical experience of what happens in the society or in the world of work. Consequently, learners are exposed to entrepreneurship-in-practice through the use of life case studies and testimonies of life practitioners as well as actively working with entrepreneurs through the immersion method. The immersion periods are interspersed with school-based learning. Each student is assigned to an entrepreneur for about three months (depending on institutional arrangement) at the end of which the student submits a report to his/her supervisor.

The guidance counsellor’s role in the implementation of entrepreneurship education as proposed in this paper changes from that of disseminator of knowledge to that of an organizer, planner, motivator, counselor or coach. The counsellor spends time listening to and observing the learner. He/she engages the learner in constructive feedback. Above all, the counsellor is responsible for strategizing the students using psychological inferences to actualize their goals.

Integrating Entrepreneurial Skills into All Fields of Studies

Integrating the entrepreneurship education should be a school-wide programme covering basic education through tertiary education. The programme can fit into any of the various school programs as follows:

- a. **Basic Education:** Entrepreneurship education should be in-built into all school activities. Emphasis is on the attitudes and values dimension as well as on basic lifelong learning skills. All basic education teachers are expected to use entrepreneurship driven- methodology as already presented in this paper in teaching all school subjects. Though there is no formal lecture on entrepreneurship at this level of education, teachers use every opportunity to develop in the learners, positive attitude towards entrepreneurship. Emphasis is on developing basic entrepreneurship awareness in the learners.
- b. **Senior Secondary Education:** At this level, there is no formal lecture but through the systematic use of entrepreneurship-driven methodology, students are exposed to the

knowledge and skills dimensions of entrepreneurship education across the curriculum. Fundamental issues in attitude and values dimension are integrated not only into all subjects and learning activities but also into guidance and counseling activities presented to students. Emphasis is on creating entrepreneurship environment.

- c. **Tertiary Education:** At this level of education, all instructional activities take place in a strategically planned entrepreneurship environment. Also entrepreneurship education is a compulsory course offered by all the students. The course is taught in creative/non-conventional ways. The course titled should show the goal of this type of course, e.g. turning your talents into life opportunities or taking full advantage of your talents.

Objective 1 To determine the perception of guidance counsellors embedded effect on other professions in structuring entrepreneurship curriculum

Objective 2 To disseminate the perception of guidance counsellor involvement in all curriculum structuring using hand out from counsellors

Research Question 1: To what extent an embedded guidance counsellor's' perceptions affect other professions in structuring entrepreneurship curriculum?

Objective 2 To what extend the dissemination of the perception of guidance counsellors involvement in all curriculum structure using hand out from counsellors?

Methodology

This study employs snowball effect: Alludes to the image of a snowball rolling a hill, descends, the snowball gets bigger and bigger, moving faster with greater force. It occurs when a problem begins small but develops over time, gaining strength and momentum. The total number Participants surveyed were 161 among the registered counsellors both researchers and students that are inclined to Counselling Association of Nigeria, the selection was done in part, the sample was taken at a random.

Procedure

Before being used in the current study effort, the instrument underwent a pilot test with a group of counselling and psychology students at nearby state university (Godwin 2005). Clarification were made to the time frame, direction and unclear wordings. The instrument was made to take roughly 30 minutes to complete due to practical factors, the survey was offered with the option to participate at the discretion of participants without any rewords. No participant rejected to participate. A psychological concept known as the 'Snowball Effect' describe how modest activities at first can leads to bigger and bigger actions which eventually produce a significant shift in the field of Guidance and Counselling it is most suitable and comparable to the theory that an Avalanche may be started by a small snowball or pebble that rolls down from top to bottom. The counsellor perspectives must be embedded into all levels of curriculum rolling through professionals, technical, technological, educational and skills inculcating institutions. The study used a structured questionnaire to obtained the perspectives of registered Counsellors, and it should be shared, as well as schedule to present the findings of this study as step down to all stakeholders mentioned above in conformity to effects of the Snowball.

The survey queried both registered researchers and the students regarding their perceptions of professionalism, taking about 20–30 minutes to complete. Anonymity was provided to all the participants regarding answers to all items. Questions were asked about the overall effectiveness of counsellor's' perception regarding curriculum supposedly embedded by

counsellor viewpoints, for which types of problems identified and recommend various effective solutions, and overall perceptions of the counsellor make a significant shift in all field of curriculum and counselling that should be extended to all field of studies. Although obviously many types of survey, perception and perspective exist, this particular study focused on rolling in to all aspect of study the perception and perspective of Guidance counsellor do professionally and technically assist

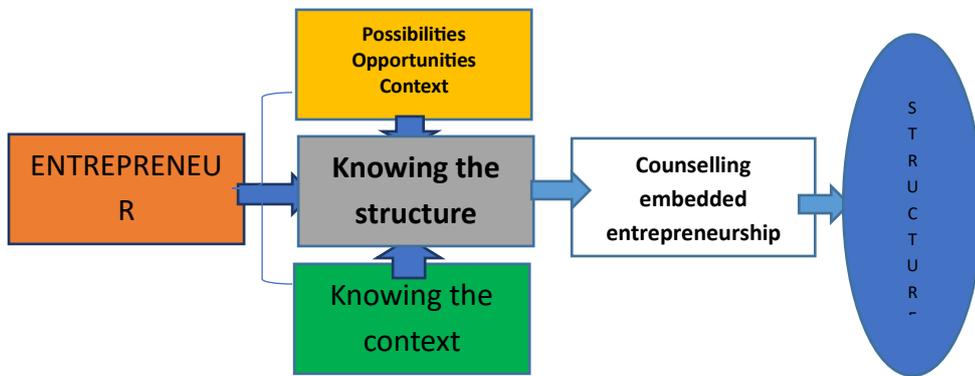


Figure 1 above shows the structure, possibility, opportunities and context in entrepreneurship, indicated that knowing the structure is very imperative, as well as knowing the context is one of the process that will make the counsellor to have wide idea to formulate a formidable structure.

Entrepreneurship education curriculum structure was also presented indicating foundation level of education, secondary and post-secondary levels of education on how e-learning environment provides awareness, at the secondary school level realizes appreciation and at the tertiary levels knowledge, skills and capacity building. Considering the entrepreneurial interaction with structurelization and counselling embeddedness into conceptualising the process, from the model advances had indicated from previous models. The model has also demonstrated how our findings might be used to comprehend the relationship, additionally it emphasizes the dynamism and nature of the relationship which provides illustration of the interactive environment in which entrepreneur take place. It also emphases how our study has demonstrated that spotting some business possibilities happens in a particular setting, so also the entrepreneur needs to be aware of and comprehend the context in order to recognise the opportunities and realised its potential. Every entrepreneur must be entrenched by counselling notion in order to actualise.

The analysis of the the content of the questionnaire used as the findings of this study in the table below:

Results

Research Question 1: To what extent an embedded guidance counsellor’s’ perceptions affect

<p>GUIDANCE COUNSELLOR’S PERCEPTION ON ENTREPRENEURSHIP QUESTIONNAIRE (GCPEQ)</p> <p>Three scale of Extremely Accepted, Moderately and Not at all.</p> <p>Male=90 Female=71 n=161</p>
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other professions in structuring entrepreneurship curriculum

- 1 Professionalism**
1. I am aware of counselling ethical issues that relates counselling practicing
(Extremely = 153 M = 90 F= 63) (Moderately = 08 M= 3 F= 5) (Not at all = 00)
 2. I feel confident that other professions accept the perception of counsellors
(Extremely = 133 M = 88 F = 53) (Moderately = M =11 F=10) (Not at all = 07 F=07)
 3. in confidence entrepreneur curriculum be develop involving counsellors
(Extremely = 149) (Moderately = 06) (Not at all = 06)
- 2 Relationship**
1. I wish for my co-professions to know we are loyal to each other
(Extremely =101) (Moderately = 58) (Not at all =02)
 2. I would like other field of study to feel the impact of counsellor
(Extremely = 149) (Moderately = 06) (Not at all = 06)
 3. I wish all other profession to be interested in my views as a counsellor
(Extremely = 149) (Moderately = 06) (Not at all = 06)
 4. I wish to encourage al professionals to establish positive relationships with other professions
(Extremely = 152) (Moderately = 09) (Not at all = 00)
- 3 Empowerment**
- 1.I can persuade others to do what I want
(Extremely = 88) (Moderately = 61) (Not at all = 12)
 2. I establish session to solve the problem of others
(Extremely = 158) (Moderately = 03) (Not at all = 00)
 3. I care about team work pertaining to structuring entrepreneurship
(Extremely = 155) (Moderately = 05) (Not at all =01)
 4. I have the spirit of empowerment, cooperation and interaction with others
(Extremely = 77) (Moderately = 80) (Not at all = 04)
- 4 Diversity**
- 1.Counselling profession is committed in diversity and inclusion
(Extremely = 160) (Moderately =01) (Not at all =00)
 2. People and profession of all background are respected and valued in the counselling professions
(Extremely = 147) (Moderately =09) (Not at all =05)
 3. I am comfortable involving the views of counsellors while developing entrepreneur curriculum
(Extremely = 159) (Moderately =02) (Not at all = 00)
- 5 Individual**
1. I have high level of coping capacity on workload assign to me pertaining to structuring entrepreneurship curriculum
(Extremely = 154) (Moderately =04) (Not at all = 03)
 2. How satisfied are you with the tools to complete entrepreneurlly related curriculum development?
(Extremely = 60) (Moderately =80) (Not at all =21)
 3. Are you satisfied with the future prospect of the counselling profession and built harmony with other professions?
(Extremely = 156) (Moderately = 04) (Not at all =01)

- 6 Group Accomplishment**
1. Guidance and counselling team has a meaningful, shared purpose
(Extremely = 79 M=51 F= 28) (Moderately = 82 M = 30 F= 52) (Not at all =)
 2. We are able to create understanding amongst other professional teams collaboratively
(Extremely =100 M= 44 F=56) (Moderately = 59 M = 21 F = 38) (Not at all =)
 3. We seek to arrange our priorities to meet the needs of other professional working group
(Extremely = 125 M= 70 F = 55) (Moderately =30 M=19 F = 11) (Not at all =06 M=1 F=5)
 4. we address and resolve issues quickly to the benefits of our clients on the other field of study
(Extremely = 87 M = 50 F= 37) (Moderately = 70 M = 40 F = 30) (Not at all = F=4)
- 7 Education**
1. It is a mandate of guidance counsellor to give updated knowledge on entrepreneur curriculum
(Extremely = 150 M =75 F= 75) (Moderately = 11 M= 4 F =7) (Not at all =)
 2. Guidance counsellor have the ability to deliver lesson in the widest perspective and professional views
(Extremely = 113 M = 60 F = 53) (Moderately = 47 M =37 F = 10) (Not at all = M= 1)
 3. Counsellors attend seminar/training to keep abreast with the current educational trends
(Extremely = 99 M = 50 F = 49) (Moderately = 62 M = 60 F = 2) (Not at all =)
- 8 Career Goal**
1. It is important for me to do well then to compare to others in my profession
(Extremely =88 M = 44 F= 44) (Moderately = 70 M = 30 F = 40) (Not at all = 3 M=1 F =2)
 2. I set a goal to achieved what I think is important to the field of counselling
(Extremely = 147) (Moderately =14 M =10 F = 4) (Not at all =)
 3. It is important for me to understand the information related to my field and all other professions
(Extremely = 86 M=70 F =16) (Moderately =70 M= 29 F 41) (Not at all =5 M =5)
 4. I set a goal that can link my profession and other co-professions
(Extremely = 134 M=80 F = 54) (Moderately = 27 M=10 F = 17) (Not at all =)

Figure 1 shows the proposed entrepreneurship education curriculum.

FIG. 1

ENTREPRENEURSHIP EDUCATION CURRICULUM STRUCTURE

FOUNDATION LEVEL	SECONDARY EDUCATION	TERTIARY LEVEL OF EDUCATION
EE Learning Environment	EE Learning Environment	EE Learning Environment EE General Studies Course
EE Awareness	EE Awareness and Appreciation	EE Knowledge, Skills and Capacity

EE stands for entrepreneurship education

Figure 2: Checklist of ventures in entrepreneurship curriculum and implication on environmental sustainability

Ventures	extraction	Excessive use of nat. resource	Noise pollution	emission of pollutants	Radiation release	Degradable waste	Replenishing	Non-degradable waste
Aquaculture						x	X	
Bag making						x		x
Bakery				x		x		x
Bead making			x			x		
Brewing				x			X	x
Bricklaying							X	
Cane technology			x			x		
Carving			x			x	X	
Ceramics production	X	X						
Cloth making				x		x		
Computer repair services				x				x
Distilling and bottling water				x				x
Electric wiring								x
Electrical/installation					x			x
Fabrication			x	x				x
Fashion designing			x			x		
Fisheries		X				x		
Furniture making	X	X				x		
Graphic design					x			
GSM credit card retailing						x		
GSM phone repair services					x			x
Hair weaving						x		
Horticulture		X						x
Interior decoration						x		
Knitting children's sweaters, socks and caps						x		x
Landscaping							X	
Leather work								

Curriculum contents and environmental sustainability

Table 2 above shows list of ventures in the entrepreneur curriculum and their implications on environmental sustainability. Categories of implications identified with the venture are: extraction of earth materials, for example those ventures involving excavation of earth materials for contraction of bricks or pot making- with resultant implications in the form of exposing soil to erosion and hence degradation; excessive of natural resources, which involves ventures that depends on exploiting natural resources such as vegetation or water

resources; ventures generating noise pollution; those that generate gaseous and liquid pollutants; those releases dangerous radiations such as ventures relating to computer and other ICT gadgets; those generating degradable and non-degradable wastes; as well business that replenishes environmental resources such as horticulture and other agro businesses.

Conclusion and Recommendations

The curriculum contents consciously or subconsciously involved green entrepreneur in its design as indicated by the ventures most of which have positive dispositions towards environmental sustainability. Effective implementation of entrepreneurship curriculum in Nigeria requires a transformation of Nigerians' educational ideology. The perception of guidance counsellors should have employed as snowball effect so as to step down the information, importance of guidance counsellor and awareness services on rolling down to all other field of study as co-professional workers involving counsellors while structuring curriculum on all field of studies in particular entrepreneurship. The education wave has moved from elite education to mass education; from exam – oriented to all-round-development and from employment – oriented to entrepreneurship-oriented education. Effective implementation of curriculum for entrepreneurship education in Nigeria will result in the entrepreneurization of learning environment in the country and consequently in the development of confident, empowered, motivated students and innovative employees in the country. To achieve these aims, the following recommendations are made:

1. Entrepreneurship education as general education across all levels of education should be made a policy issue.
2. Entrepreneurship education should be a general course in every tertiary institution in Nigeria.
3. Practicing guidance counsellors, lecturers and teachers at all levels of educational institutions should undergo professional training through seminars, workshops and other in-service training to acquire knowledge and skills in the adoption of entrepreneurship – driven instructional methodology.
4. Dimensions of entrepreneurship should be a component of teacher preparation curricular.
5. Federal and State Ministries of Education should build resource centers and networks for exchange of good practice.
6. School administrators should establish linkages with entrepreneurs.

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