



Impact of Educational Guidance and Counselling Programmes on Entrepreneurship Skills Acquisition of Youths in Tertiary Institutions in Rivers State

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Abstract

Educational guidance and counselling play a vital role in shaping the entrepreneurial mindset of youths. To this end, the Study was centred on guidance and counselling programmes on entrepreneurship skills acquisition of youths. The study adopted descriptive survey research design. The study utilized three objectives and three research questions, the population of the study comprised 230 final year students of Ignatius Ajuru University of Education, Nigeria and University of Port Harcourt, Nigeria. The researcher used the entire population of 230; hence consensus sampling. The instrument for data collection was a well-structured questionnaire titled: Guidance and Counselling Programmes Entrepreneurship Skills Acquisition of Youth Questionnaire (GCPESAYQ). The instrument was validated by three experts in Measurement and Evaluation at Federal University of Technology, Nigeria. The reliability of the instrument established using Cronbach Alpha, a radiality co-efficient of 0.84 was obtained, which showed that the instrument was reliable. Mean and standard deviation were used in answering the research questions. The study reviewed that guidance and counselling ensures to a high extent the development of entrepreneurship skills by students in tertiary institutions in Rivers State. It was recommended among others that Lecturers should offer career exploration and guidance to help students identify entrepreneurial career paths that align with their interest and skills.

Keywords: Acquisition; Entrepreneurship; Programme; Youth; Nigeria; Counselling

1. Introduction

Entrepreneurship is characterized as readiness and capacity of a person to search out speculation openings in a situation and have the capacity to set up and run an undertaking effectively dependent on distinguished chances. Entrepreneurship helps youth develop new skills and experiences that can be applied to solve many other challenges in life. It creates employment, both for the youth who owns the enterprise and those employed in those enterprises. It also provides valuable products and services for the nation and promotes innovation and development (Awatara et al, 2018). On the other hand, entrepreneurship encourages youth especially in tertiary institutions in Rivers State to find new innovations, ideas and ways of doing business in more professional way. Martinez (2020), the basic entrepreneurship skills that empower the youths are computer training or networking, vocational training, micro business entrepreneurship and innovation entrepreneurship programme. The basic objective of computer training is to achieve computer literacy in an inclusive manner. The basic computer course is to impact basis level computer appreciation programme with more emphasis on hands on training and empowering the youths. Vocation training refers to instructional programmes or courses that focus on the skills required for a particular job function or trade and empowering of the youths. Vocational education or vocational education training (VET), also called career and technical education (CTE), prepares learners for jobs that are based in manual or practical activities, that empower the youths. Micro business is a business that operates on a very small scale. It is a subcategory of small business, with sales and assets valued at less than a million naira per year and less than five employees, including the owner. Its purpose is mainly to empower the people economically. Innovative entrepreneurship are people or youths who are constantly

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coming up with new ideas and inventions. They take these ideas and turn them into business ventures. They often aim to change the way people live for the better. (Barata 2019). The success of these entrepreneurship skills should be embedded into educational guidance and counselling programmes for the purposes of effective delivery in our tertiary institutions.

Ordu (2019) enumerated educational guidance and counselling programmes as thus:

- **Support systems:** Guidance and counselling are professional services that provide support to individuals in educational or therapeutic settings to help youth overcome challenges and achieve goals.
- **Holistic development:** This programme focusses on multiple aspects of an individual's life, including their intellectual, emotional, social, and physical well-being.
- **Skill development:** Assist students in developing essential life skills, such as personal adjustment, self-understanding, and effective management skills. These programmes can involve various forms of guidance, including educational (assisting with learning and school-related problems) and vocational or career counselling (helping with career choices and planning).

Kiriswa, (2018) asserts that effective implementation of guidance and counselling programmes in tertiary institutions, can relieve youth in various ways such as:

- **Builds psychological readiness:** Counselling can help students become psychologically prepared for business ventures by managing stress, developing self-confidence, and cultivating a resilient mindset.
- **key entrepreneurial traits:** Guidance and counselling units, like the one at Rivers State University, explicitly aim to foster creativity, innovation, self-reliance, initiative, and tenacity, which are fundamental for entrepreneurs.
- **Provides career and vocational guidance:** By assisting students in making appropriate career choices, vocational counselling ensures they align their skills and interests with a viable path, which can include starting their own business rather than just seeking traditional employment.
- **Improves personal and social skills:** Through personal-social counselling, students develop the necessary social skills, self-understanding, and public relations abilities that are critical for running and managing a business successfully.
- **Enhances decision-making:** The programmes help students develop better decision-making skills, which is crucial for navigating the complex process of starting and managing a business.
- **Supports innovation:** By encouraging a growth mindset and providing a supportive environment, these programmes can help students identify opportunities and take the initiative to create new businesses, contributing to national development.

Guidance and counselling are a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, their problems, their school environment and their world (Suryani et al, 2022). Onyi and Alawane, added the development of effective study habits in relation to how youth can utilize their assets and manage their abilities for optimal development as an essential service of guidance and counseling programme. In relation to the above, Smith (2021) views guidance and counselling as a process of planned intervention within a school system by which the total development of students is stimulated in areas relating to their personal, social, career, emotional and academic concerns. School guidance and counselling programmes have therefore been introduced to assist students overcome the number of challenges they experience at home and at school. Thus, the problem is that despite the introduction of entrepreneurship education and guidance and counselling programmes in tertiary institutions, many undergraduate and graduate youth lack the necessary practical skills, confidence, and mindset to become entrepreneurs, leading to persistent high unemployment. Existing guidance and counselling programs via, support system programme, holistic development programme and skill development programme are often ineffective due to a lack of practical training, computer training, networking, vocational training, and a shortage of skilled guidance counselors to properly motivate and guide students towards entrepreneurship education. This paper therefore, focused on how to improve entrepreneurship skills acquisition in Youths of our tertiary Institutions in Rivers State with the aid of educational guidance and counselling programmes.

1.1. Purpose of the Study

The main purpose of this study was to determine the impact of educational guidance and counselling programmes on entrepreneurship skills acquisition of Youths in tertiary Institutions in Rivers State. Specifically, the study sought to:

Examine the extent to which counselling support system programmes enhance entrepreneurship skills acquisition of Youths in tertiary Institutions in Rivers State.

Investigate the extent to which counselling holistic development programmes enhance entrepreneurship skills acquisition of Youths in tertiary Institutions in Rivers State.

Examine the extent to which counselling computer development programmes enhance entrepreneurship skills acquisition of Youths in tertiary Institutions in Rivers State.

1.2. Research Questions

- To what extent do counselling support system programmes enhance entrepreneurship skills acquisition of Youths in tertiary Institutions in Rivers State?
- To what extent do counselling holistic programmes enhance entrepreneurship skills acquisition of Youths in tertiary Institutions in Rivers State?
- To what extent do counselling computer development programmes enhance entrepreneurship skills acquisition of Youths in tertiary Institutions in Rivers State?

2. Method

The study adopted descriptive survey research design. The study was carried out in tertiary institutions in Rivers State, Nigeria. The study was limited to final year undergraduate students in the department of guidance and counselling, faculty of education Ignatus Ajuru University of Education Rumuolumeni Port Harcourt, and University of Port Harcourt Rivers State. The population of the study was two hundred and thirty (230) final year students (Office of the Head of the Departments, 2025). Ignatus Ajuru University of Education Port Harcourt had 160 final year students and the University of Port Harcourt 70 final year students. The entire population was studied as total enumeration without sampling; this was because the population size was small and manageable by the researcher. A well designed questionnaire containing 19 items were used for data collection. The instrument was titled: Guidance and Counselling Programmes Entrepreneurship Skills Acquisition of Youth Questionnaire (GCPESAYQ) the items of the questionnaire were structured on a 4-point rating scale of Very High Extent (VHE) 4, to Very low Extent (VLE) 1. The instrument was validated by expert judgment of three lecturers in measurement and evaluation in the department of guidance and counselling at Federal University of Technology Owerri, Nigeria. The experts assessed the instrument in terms of content, suitability of language and appropriateness. Their corrections and modifications were incorporated before distribution of the instrument. The reliability of the instrument was established using Cronbach Alpha method, a reliability co-efficient of B1 0.79, B2 0.88 B3 0.85, B4 0.77 and B5 0.91 was obtained. The whole reliability index of the instrument was 0.84 indicated that the instrument was reliable, 230 copies of the questionnaire were administered and all 230 were properly filled and returned and were used for analysis. Mean and standard deviation were used in answering the research questions.

3. Results

Research Question 1: To what extent do counselling support system programmes enhance entrepreneurship skills acquisition of Youths in tertiary Institutions in Rivers State?

Table 1 Mean responses on extent counselling support system programme enhanced entrepreneurship skills acquisition of Youths in tertiary Institutions in Rivers State

S/N	Items	IAUE =160			UNIPOINT =70		
		Mean	S.D	Rmk	Mean	S.D	Rmk
1	Help to get rid of fear in business venture	2.69	1.11	HE	2.63	1.09	HE
2	Help to develop self confidence	2.88	1.09	HE	2.78	1.02	HE
3	Attainment of realistic occupational placement.	2.65	1.10	HE	2.59	1.06	HE
4	Develop the ability to discuss problems with counsellors	2.90	1.13	HE	2.85	1.04	HE
5	To make plans for myself better	2.57	1.20	HE	2.63	1.12	HE

6	Equip me to establish entrepreneurship venture on leaving school	3.08	1.03	HE	3.24	0.82	HE
	Grand Mean & S.D	2.85	1.11		2.79	1.03	

Field Survey, 2025

Table 1 presented the extent counselling support system programmes enhanced entrepreneurship skills acquisition of Youths in tertiary Institutions in Rivers State. Based on the criterion mean value of 2.50, it was found that counselling support system programmes improved IAUE and UNIPORT students to get rid of fear for entrepreneurship venture (2.69 & 2.63), develop self-confidence (2.88 & 2.78), occupational placement (2.65 & 2.59), discuss problems with counsellors (2.90 & 2.85), to make plans better (2.57 & 2.63), establish entrepreneurship venture on leaving the school (3.08 & 3.24), at high extent. With grand mean of 2.85 for IAUE students and 2.79 for UNIPORT students.

Research Question 2: To what extent do counselling holistic programmes enhance entrepreneurship skills acquisition of Youths in tertiary Institutions in Rivers State?

Table 2 Mean responses on extent counselling holistic programmes enhanced entrepreneurship skills acquisition of Youths in tertiary Institutions in Rivers State

		IAUE=160			UNIPORT=70		
S/N	Items	Mean	S. D	Rmk	Mean	S. D	Rmk
1	Ability to team up with experts in gaining entrepreneurship skills	2.81	1.02	HE	2.66	0.91	HE
2	Courage to take extreme measure to gain entrepreneurship skills	2.73	1.10	HE	2.56	1.04	HE
3	Proper placement of individual into suitable enterprise	3.02	0.78	HE	3.00	0.82	HE
4	Personal social adjustment and good communication skills	2.96	0.95	HE	2.99	0.91	HE
5	Maintain viable business partnership	2.81	1.09	HE	2.97	0.99	HE
6	Financial prudent/management	3.04	0.83	HE	3.11	0.85	HE
	Grand Mean and S.D	2.90	0.96		2.88	0.92	

Field Survey, 2025

Table 2 shows the extent to which counselling holistic programmes enhance entrepreneurship skills acquisition of Youths in tertiary Institutions in Rivers State. Based on the criterion mean of 2.50, study revealed that counselling holistic programme heightened IAUE and UNIPORT students in team up with experts in gaining entrepreneurship skills (2.81 & 2.66), extreme measure to gain entrepreneurship skill (2.73 & 2.56), placement of individual into suitable enterprises (3.02 & 3.00), personal social adjustment and good communication skills (2.96 & 2.99), maintain viable business partnership (2.81 & 2.97), and financial prudent/management (3.04 & 3.11) at high extent, with grand mean of 2.90 for IAUE students and 2.88 for UNIPORT students.

Research Question 3: To what extent do counselling computer programmes enhance entrepreneurship skills acquisition of Youths in tertiary Institutions in Rivers State?

Table 3 Mean responses on extent counselling computer programmes enhanced entrepreneurship skills acquisition of Youths in tertiary Institutions in Rivers State

		IAUE=160			UNIPORT=70		
S/N	Items	Mean	S.D	Rmk	Mean	S.D	Rmk
1	Ability to use word processing application in entrepreneurship venture	3.01	0.89	HE	3.21	0.71	HE
2	Ability to use spreadsheet application in entrepreneurship venture	3.34	0.70	HE	3.30	0.68	HE

3	Ability to use web design application in entrepreneurship	3.52	0.63	HE	3.40	0.73	HE
4	Ability to use communication application in entrepreneurship venture	3.44	0.74	HE	3.54	0.64	HE
5	Ability to use computer connected to the internet for entrepreneurship venture	3.24	0.81	HE	3.25	0.71	HE
6	Coding skills were beneficial to me	2.11	0.69	LE	2.02	0.63	LE
7	I feel better competent using computer for entrepreneurship ventures	3.40	0.59	HE	3.52	0.52	HE
	Grand Mean & S.D	3.15	0.72		3.18	0.66	

Field Survey, 2025

Table 3 shows the extent counselling computer programme enhanced entrepreneurship skills acquisition of Youths (students) in tertiary Institutions in Rivers State. Based on the mean decision rule, the mean responses of respondents on each items showed that IAUE and UNIPORT students agree computer programme improved entrepreneurship skills acquisition in word processing application (3.01 & 3.21), spreadsheet application (3.34 & 3.30), web design application (3.52 & 3.40), communication application (3.44 & 3.54), computer connected to the interest (3.24 & 3.25), and erratic power supply (3.40 & 3.52) at high extent, students deteriorate in coding skills with low extent of (2.11 & 2.02). However, 3.15 and 3.18 are Grand mean of high extent responses.

4. Discussion of Finding

The finding in research question one showed that counselling support system development programmes enhanced entrepreneurship skills acquisition of Youths (students) in tertiary Institutions in Rivers State to a high extent. This high extent is shown in their ability to rid of fear in business venture, develop self-confidence, with problem problems with counsellors, make plan for myself better, attainment of realistic occupational placement and establish entrepreneurship venture on leaving school. This finding is in agreement with Nnubia (2016), opinion that entrepreneurship skills can be taught and learned provided that the techniques used are knowledgeable by a proper understanding of how such programme skills are most effectively developed. For one to make head way in any entrepreneurship endeavor, acquiring skills should be the watch word. Also, there is need to promote counselling programmes in our education system.

The finding of research question two (Table 2) exposed that counselling holistic development programmes heighten entrepreneurship skills acquisition of Youths (students) in tertiary Institutions in Rivers State to a high extent. The responses showed that students have the ability to team up with experts in gaining entrepreneurship skills, placement of individuals into suitable enterprise, personal social adjustment and good communication skills, maintain viable business partnership and financial prudence and management. In support of above findings, Sanni and Mervin (2022) stated that, holistic development programme, in education is crucial for nurturing well-rounded individuals who possess not only academic prowess but also emotional intelligence, social skills, creativity, and physical well-being. This balanced growth ensures that individuals are equipped to navigate various challenges and succeed in diverse spheres of life, integrating different subjects and engaging students in interdisciplinary activities such as acquiring entrepreneurship skills for business venture.

The finding of research question three (Table 3) displayed that counselling computer development programmes improved entrepreneurship skills acquisition of Youths (students) in tertiary Institutions in Rivers State to a high extent. The responses showed that students have the ability to use word processing application in entrepreneurship venture, spread-sheet application in entrepreneurship venture, web design application in entrepreneurship venture, communication application in entrepreneurship venture, and very competent for using computer application in entrepreneurship venture. Though, they are unskilled in coding skill. This study is in line with Amini (2022) investigated digital entrepreneurial skills acquired by Business Education undergraduates for decent works in tertiary institutions in Rivers State. ICT is applied in many ways to achieve value outcome and produce that are both original and of value. Students have acquired moderate levels of entrepreneurial information and communication technology (ICT) skills, including using word processing, graphic design programs, and digital marketing skill. Also recommended that educators should improve the basic ICT skills (such as computer operations, coding applications, software applications, internet skills and WWW skills) of their students.

5. Conclusion

Based on the findings of the study, it was concluded that the implementation of educational guidance and counselling programmes enhanced entrepreneurship skills acquisition of Youths (students) in tertiary Institutions in Rivers State. Students can get rid of fear in entrepreneurship venture, make plans by themselves, develop confidence, use word processing application, spreadsheet application, web design application, communication application, and maintain viable business partnership among others at high extent. The study also concluded that students are faced with constraints that militate against their proficiency in entrepreneurship skills such as ability to acquire coding skill for entrepreneurship venture. Also, entrepreneurship skills should be embedded into educational guidance and counselling programmes for the purposes of effective delivery in our tertiary institutions.

Recommendations

Based on the findings of the study, it was recommended that:

- Lecturers should offer career exploration and guidance to help students identify entrepreneurial career paths that align with their interest and skills.
- Lecturers should establish a feedback mechanism to gather insights from students, entrepreneurs and industry experts.
- Lecturers should provide personalized guidance and counselling support to student to help them develop entrepreneurial mindset and skills

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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