

**Guidance And Counselling Services And Students' Interest In Entrepreneurship Education  
In university Of Abuja, Nigeria**

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**Abstract**

The study investigated the influence of guidance and counselling services and students' interest in entrepreneurship education in University of Abuja, Nigeria. The study was guided by three research questions. The study adopted a descriptive survey design. The population of the study comprised all the students in the University of Abuja, Nigeria, for the 2024/2025 session. The population was 12836 students. The study sample comprised 1284 (560 male and 724 female) randomly drawn from all the Faculties. Two instruments: One on students' interest in entrepreneurial education and a proforma on students' visit to the University Counsellor with gender were used to gather data for the study. The instruments were validated by three experts. The researchers, with the help of 10 other research assistants identify the students from the University Faculties, gave the instruments to them to complete, and returned them on the spot to minimize instrument loss. The data collected in the course of the study were analyzed using descriptive statistics. The result revealed that the students have low interest in entrepreneurship education, students who make use of counselling services have more interest in entrepreneurship education, and female students are more interested in entrepreneurship education than males. It was recommended that the University entrepreneurship unit should be very intentional in the development of students' interest in entrepreneurial education. The study for entrepreneurship education implies that the University and students should be very intentional about the development of interest in entrepreneurship.

**Keywords: Guidance and Counselling Services, students' interest, Entrepreneurship education**

## **Introduction**

Guidance and counselling are essential services in the university education system. It assists the university management to give useful advice to the students, thereby enabling the university to produce well-educated and entrepreneurial students. With proper counselling, the students are well prepared for life after school. Guidance and counselling services are provided in all the universities in Nigeria (NUC, 2025). Most of the universities in Nigeria may not be able to operate without the services of the counsellors, who provide counselling services to the students. The major aims of Guidance and Counselling Services in the universities are to encourage students' academic, social, emotional, entrepreneurial, and personal development (Shi, 2018). For the above purposes, guidance and counseling services help students get to know themselves better and find effective solutions to their academic and entrepreneurial problems. The guidance counsellor performs the following services in the university: guides the students to know and develop their academic abilities and interests. Help the students to understand their academic strengths and weaknesses. Help the students in making realistic entrepreneurial choices and guide the students on the importance of entrepreneurial skills (Dabone et al., 2015; Zyromski et al., 2018). Using guidance and counselling to enhance academic performance and entrepreneurial skills development must be continuously practiced if students are to remain relevant in the university, show good academic results, and contribute to national development. Griffith et al. (2019) stress that lecturers and university administration have the responsibility of ensuring that students are continuously counselled along their academic interests and national development. Students are very important assets and the most essential element in education and national development. It is necessary to counsel students to exhibit acceptable entrepreneurial skills within and outside the university, and to also contribute to national development. The rapid expansion of student enrollment and growth in Nigeria has made university management a much more complex and difficult enterprise than before. The level of unemployment in Nigeria in the last 30 years has remained a source of national concern (Utibe & Agah, 2015, Utibe, & Onwiouokit, 2019 & NBS, 2025). This high level of unemployment is suspected to be linked with the level of guidance and counselling services received by students in the universities. Unemployment in Nigeria has its own attendant negative effects, especially on the development of the nation. This high level of unemployment across the nation is most likely to be linked to poor counselling services in the universities. The universities are supposed to provide guidance and counselling services to all students. The role of the university counsellors is as follows: to give direction to the dreams of the students through vocational and career-oriented guidance. Lends an ear to every student problem,

be it academic, personal, or national. Assist the students in entrepreneurial developments. Offer information about jobs, interviews, career scopes, advantages of selecting a specific field, and the process of achieving it. Advise students on study and safety techniques. Make the students mentally prepared for future outcomes. Work on polishing the students' entrepreneurial skills to reach a determined goal (Nakipodia, 2010). The students in the university visit the university counsellor on all issues, and specifically on academic issues relating to their subject choice and entrepreneurial development. During the visits, the university counsellor keeps records of students such as: Name of student, level, gender, age, complaint, and the guidance given to the students (Cooper et al., 2018). These guidance and counselling records are kept by every university counsellor in Nigeria. When the students visit the university counsellor, they are given the following guidance: Prepares students for career and personal challenges through career and personal development. It makes them competent for future success. Equip them with all the latest career trends. Improve entrepreneurial skills development. Shape the students for decision-making and making the process by developing their entrepreneurial skills. Give them a feeling of being heard and contribute to national development. Facilitate better communication skills and enhance their abilities for self-reliance in life after the university (Utibe et al., 2017). Nigeria has been faced with high unemployment challenges for more than 30 years (Tanko, 2022). It is hoped that with proper guidance and counselling services to all the students in the Nigerian university, which is the main objective of this study, the above unemployment challenges would be brought under control.

Interest, according to Adeyemi and Adeyemi, (2014), is an effect that relates individuals to the activities that provide the types of novelty, challenge, or aesthetic appeal that one desires. Adah and Anari (2019) described interest as an interactive relation between an individual and certain aspects of the environment (e.g. entrepreneurial skill, objects, events, ideas). It can be viewed both as a state and as an outlook of a person, and it has cognitive as well as affective components. The study considers interest to be a unique motivational variable, as well as a psychological condition that occurs during interactions between persons and their objects of interest and is characterized by increased attention and concentration. Contributing, Utibe and Olah (2024) stated that interest is a feeling of liking and dislike towards an activity, such as entrepreneurial skill development considered in this study. According to Ganley and Lubienski, (2016), interest is a subjective feeling of concentration or curiosity over something. The study also regarded interest as a learning response that provides sets of readiness for behaviour. Interest

involves a combination of what the students would like to achieve and how confident they are about achieving it, making the competence component of a student's self-esteem.

A major determinant of students' entrepreneurial interest is, of course, the benefits of such entrepreneurial skills. Rodríguez et-al (2020) also stated that many studies have found that the energizing function of interest includes fostering, remembering, and understanding materials and stimulates students' positive attitudes and skills towards a task. This view is supported by Owan et al (2020) work who argued that interest has a profound effect on students' recollection and retrieval processes, their acquisition of knowledge, skills, and their effort expenditure. In addition, an interested individual is more likely to develop high competency and to receive positive training from others. Being interested may also serve as protection against the negative effects of failure (Robert and Owan, 2019).

Utibe and Agwagah (2016) defined entrepreneurial skills education as the training of students in the University to be able to set up and run a business (no matter how small the business may be) profitably and sustainably. Sodha et al. (2024) defined an entrepreneur as an individual who creates a new business, bearing most of the risks and enjoying most of the rewards. The process of setting up a business is known as entrepreneurship. Entrepreneurs play a key role in any economy, using the skills and initiative necessary to anticipate needs and bring new ideas to market. Important facts about an entrepreneur are:

- i. A person who undertakes the risk of starting a new business venture is called an entrepreneur.
- ii. An entrepreneur creates a firm to realize their idea, known as entrepreneurship, which aggregates capital and labour to produce goods or services for profit.
- iii. Entrepreneurship is highly risky but also can be highly rewarding, as it serves to generate economic wealth, growth, and innovation.
- iv. Ensuring funding is important for entrepreneurs.

Mónico et al. (2021) noted that entrepreneurial skills are acquired through training that emphasizes the acquisition and development of appropriate knowledge and techniques that will enable individuals to maximize the surrounding resources within the limits of their capability. The skills consist of effective utilization of ideas, information, and facts that help a learner develop competencies, marketing, service,s or being productive employees of organizations (Hahn et al., 2020). Astiana et al. (2022) defined entrepreneurial skill as the ability to create and build something from practically nothing. The study opines that true entrepreneurial skill is

characterized by three attributes: Opportunity recognition, marshaling of resources, and creation of a business. Aima et al. (2020) defined entrepreneurial skill as the willingness and the ability of an individual to seek investment opportunities in the environment and be able to establish and run an enterprise successfully based on identified opportunities.

Utibe and Olah, (2024), in a study, investigated the influence of guidance and counselling services, national security concerns, and students' performance in Physics in Gwagwalada area council of FCT, Abuja, Nigeria. The study was guided by three research questions and two hypotheses and tested at the 0.05 level of significance. The study adopted an ex-post facto design. The population of the study comprised all the Physics students in the 13 public secondary schools in Gwagwalada area council of FCT. A sample of 454 (154 Physics students who make use of counselling services and 300 Physics students who don't make use of counselling services). Personal and academic data of Physics students from four randomly selected public secondary schools were used for the study. The instrument for data collection was a proforma and was validated by three experts. The researchers visited the selected schools and extracted the data for the 2022/2023 session used for the study. It was analyzed using mean, standard deviation, and t-test statistics. The result revealed that there was a significant difference between the mean performance scores of Physics students who make use of counselling services and Physics students who don't make use of counselling services, and their gender. There was no significant difference between the mean performance scores of male and female Physics students who did not make use of counselling services. The security risk is higher among students who don't visit the counsellors. Recommendations are that the school authorities in Abuja should encourage Physics students to visit the guidance counsellor.

Finally, entrepreneurial skill education is the process of creating something different with value by devoting the necessary time, assuming the accompanying financial, psychic, and social risk, and of most personal satisfaction. In the above reviews, the issue of creating, organizing, and managing a business stands out clearly. The end effect of this method is to create employment and reduce unemployment in the nation. In this study, guidance and counselling services and students' interest in entrepreneurship education in Nigeria would be carefully planned in a process that would lead the students to the knowledge and possible acquisition of entrepreneurial skills for self-employment and the reduction of unemployment in Nigeria.

## **Statement of the Problem**

As practicing Guidance Counsellor and Physics lecturers, the researchers have personally observed consistently high unemployment in Nigeria, especially among University graduates. The researchers have also observed that university students graduate without acquiring entrepreneurial skills. It is based on these observations that the researchers were motivated to carry out this study to examine the effect of guidance and counselling services and students' interest in entrepreneurship education in Nigeria.

## **Research Objectives**

The objective of this study was to investigate the influence of guidance and counselling services on students' interest in entrepreneurship education in Nigeria. Specifically, the study seeks to:

1. Establish the students' interest in entrepreneurship education in University of Abuja, Nigeria.
2. Compare the students' interest in entrepreneurship education that makes use of counselling services and students who don't make use of counselling services in University of Abuja, Nigeria.
3. Compare the male and female students' interest in entrepreneurship education in University of Abuja, Nigeria.

To guide the researchers in the study, the following research questions were posed:

1. What is the mean students' interest in entrepreneurship education in University of Abuja, Nigeria?
2. What is the mean students' interest in entrepreneurship education that makes use of counselling services, and students who don't make use of counselling services in University of Abuja, Nigeria?
3. What are the male and female students' interests in entrepreneurship education in University of Abuja, Nigeria?

## **Significance of the Study**

The result of this study would be beneficial to the students, counsellors, lecturers, curriculum planners, government, and researchers. This study, when published, will sensitize the students on the importance of counselling services. The lecturers would encourage their students

to consult the counsellors for guidance. Finally, the results of the study would also contribute to the pool of research materials in the area of entrepreneurial education at the University for researchers.

### **Scope of the Study**

This study covered the entrepreneurial education in University of Abuja, Nigeria (NUC, 2025). This study was also delimited to the students' interest, counselling services, and gender with entrepreneurial education in the University.

### **Methods**

This study adopted a descriptive survey research design (McLeod, 2023). This design is appropriate because the population of students in the study is large and the findings would be generalized for the entire student population. Students from all the Faculties in the University of Abuja, Nigeria, for 2024/2025 session were used for the study. The population was 12836 students (Student Affairs, 2025). The study sample comprised 1284 (560 male and 724 female) students randomly drawn from different Faculties of the University. Two instruments: One on students' interest in entrepreneurial education and a proforma on students' visit to the University Counsellor with gender were used to gather data for the study. The Students' Interest in Entrepreneurial Education in the University (SIEEU) comprised 20 items and was adapted from a 27-item Mathematics Interest Inventory used in Wong and Wong (2019). The SIEEU is a three-point scale, ranging from 1 = low interest to 3 = high interest, which was used for all items in this instrument. Items 11 to 20 had a negative cue in the instrument and were reverse-scored before the scores were computed at the data analysis stage. The analyses were based on Low interest, Moderate interest, and High interest as depicted below:

Interest Type	Score	Boundary
Low interest	1	0 - 1.49
Moderate interest	2	1.5 - 2.49
High interest	3	2.5 – 3.0

The proforma was a tabulation guide for data on students' visits to the University Counsellor and their gender. The instruments were validated by three Lecturers: One Professor each from Counselling and Entrepreneurial Education, and one from Test and Measurement, all from the University of Abuja, Nigeria. Their comments were used in the final drafting of the instruments.

To further strengthen the validity of the instrument used, the SIEEU was administered to a trial testing group of 70 students from different Faculties of the University of Abuja, who were not part of the main subjects for the study. They were found to be equivalent in all respects to the subjects in the study. The results obtained in this administration using the Cronbach Alpha method showed a reliability coefficient of 0.87. On the basis of the above reliability index, the instrument was deemed suitable for use in conducting the study.

The experiment was conducted directly by 10 trained lecturers of the various Faculties of the University as research assistants. The research assistants were trained for two days on the purpose of the study and the administration of the instrument. The data for the study were collected during the one-week study period. The research assistants identified the students from their Faculties, gave the instruments to them to complete, and returned them on the spot to avoid instrument loss. The data collected in the course of the study were profiled in line with the purpose of the study and analyzed using descriptive statistics.

## Results

**Research Question 1:** What is the mean students' interest in entrepreneurship education in University of Abuja, Nigeria?

**Table 1: Summary of mean students' interest in entrepreneurship education, n = 1284**

S/N	Items	Responses		
		Mean	SD	Remarks
1	I have an interest in answering questions in the entrepreneurship class	1.21	0.12	Low interest
2	I am interested in the subject of entrepreneurship	1.09	0.22	Low interest
3	Learning entrepreneurship is helpful	1.40	0.13	Low interest
4	I feel happy in the practical entrepreneurship class	1.32	0.31	Low interest
5	I want to learn a lot about entrepreneurship	1.41	0.21	Low interest
6	I am excited when a new entrepreneurship topic is taught	1.19	0.22	Low interest
7	I want to learn more about entrepreneurship, practical	1.35	0.15	Low interest
8	I went to all the classes in entrepreneurship	0.99	0.31	Low interest
9	I spend long hours in practical entrepreneurship	1.44	0.14	Low interest
10	I like discussing entrepreneurship with my peers	1.29	0.21	Low interest
11	I am wasting my time learning entrepreneurship	2.59	0.13	Low interest
12	I am bored when learning entrepreneurship	2.91	0.22	Low interest

13	I would like to learn other subjects than entrepreneurship	2.63	0.22	Low interest
14	I give up easily when learning entrepreneurship	2.72	0.15	Low interest
15	During practical entrepreneurship, I want to do other practical	2.88	0.31	Low interest
16	I like other subjects than entrepreneurship	2.59	0.14	Low interest
17	I get bored easily during entrepreneurship class	2.82	0.21	Low interest
18	I have difficulty paying attention in entrepreneurship class	2.67	0.15	Low interest
19	I spend very little time to learn entrepreneurship compared to other subjects	2.61	0.31	Low interest
20	I struggle with entrepreneurship learning	2.55	0.14	Low interest

Results in Table 1 show that there are 20 distinct items on students' interest in entrepreneurship education in the University. This result indicates that all the students all have low interest in entrepreneurship education. With this result, students in University of Abuja, Nigeria have low mean interest in entrepreneurship education.

**Research Question Two:** What is the mean students' interest in entrepreneurship education that makes use of counselling services, and students who don't make use of counselling services in University of Abuja, Nigeria?

**Table 2: Summary of mean students' interest in entrepreneurship education that makes use of counselling services and those who don't make use of counselling services n = 1284**

S/N	Items	Responses					
		Students who make use of counselling services n = 584			Students who do not make use of counselling services n = 700		
		Mean	SD	Remarks	Mean	SD	Remarks
1	I answer questions in the entrepreneurship class very well	1.61	0.12	Moderate Interest	1.21	0.12	Low interest
2	I know about the subject of entrepreneurship	1.71	0.12	Moderate Interest	1.09	0.22	Low interest
3	Learning entrepreneurship is helpful	2.40	0.13	Moderate Interest	1.40	0.13	Low interest
4	I perform very well in the practical entrepreneurship class	1.61	0.11	Moderate Interest	1.32	0.31	Low interest
5	I want to learn a lot about entrepreneurship	1.51	0.11	Moderate Interest	1.41	0.21	Low interest
6	I paid much attention to the new entrepreneurship topic	1.82	0.11	Moderate Interest	1.19	0.22	Low interest

7	I want to learn more about entrepreneurship, practical	1.62	0.15	Moderate Interest	1.35	0.15	Low interest
8	I attended all the classes in entrepreneurship	1.71	0.11	Moderate Interest	0.99	0.31	Low interest
9	I spend long hours in practical entrepreneurship	1.59	0.14	Moderate Interest	1.44	0.14	Low interest
10	I discuss entrepreneurship with my peers always	1.80	0.11	Moderate Interest	1.29	0.21	Low interest
11	I am wasting my time learning entrepreneurship	1.82	0.11	Moderate Interest	2.59	0.13	Low interest
12	I am bored when learning entrepreneurship	1.62	0.15	Moderate Interest	2.91	0.22	Low interest
13	I like to learn subjects other than entrepreneurship	1.71	0.11	Moderate Interest	2.63	0.22	Low interest
14	I give up easily when learning entrepreneurship	1.59	0.14	Moderate Interest	2.72	0.15	Low interest
15	I love doing other things during practical entrepreneurship	1.80	0.11	Moderate Interest	2.88	0.31	Low interest
16	I like other subjects than entrepreneurship	1.61	0.12	Moderate Interest	2.59	0.14	Low interest
17	I get bored easily during entrepreneurship class	1.71	0.12	Moderate Interest	2.82	0.21	Low interest
18	I have difficulty paying attention in entrepreneurship class	2.40	0.13	Moderate Interest	2.67	0.15	Low interest
19	I spend very little time to learn entrepreneurship compared to other subjects	1.61	0.11	Moderate Interest	2.61	0.31	Low interest
20	I struggle with entrepreneurship learning	1.51	0.11	Moderate Interest	2.55	0.14	Low interest

Results, as shown in Table 2, revealed that students who make use of counselling services have a moderate interest in entrepreneurship education, while students who do not make use of counselling services have a low interest in entrepreneurship education. With this result, students' interest in entrepreneurship education in University of Abuja, Nigeria, is a function of their visit to the University counselor, with students visiting the counsellor having a higher level of interest.

**Research Question Three:** What is the mean male and female students' interest in entrepreneurship education in University of Abuja, Nigeria?

**Table 3: Summary of mean male and female students' interest in entrepreneurship education n = 1284**

S/N	Items	Responses					
		Male N = 560			Female N = 724		
		Mean	SD	Remarks	Mean	SD	Remarks
1	I answer questions in the entrepreneurship class very well	1.21	0.12	Low interest	1.61	0.12	Moderate Interest
2	I know about the subject of entrepreneurship	1.09	0.22	Low interest	1.71	0.12	Moderate Interest
3	Learning entrepreneurship is helpful	1.40	0.13	Low interest	2.40	0.13	Moderate Interest
4	I perform very well in the practical entrepreneurship class	1.32	0.31	Low interest	1.61	0.11	Moderate Interest
5	I want to learn a lot about entrepreneurship	1.41	0.21	Low interest	1.51	0.11	Moderate Interest
6	I paid much attention to the new entrepreneurship topic	1.19	0.22	Low interest	1.82	0.11	Moderate Interest
7	I want to learn more about entrepreneurship, practical	1.35	0.15	Low interest	1.62	0.15	Moderate Interest
8	I attended all the classes in entrepreneurship	0.99	0.31	Low interest	1.71	0.11	Moderate Interest
9	I spend long hours in practical entrepreneurship	1.44	0.14	Low interest	1.59	0.14	Moderate Interest
10	I discuss entrepreneurship with my peers always	1.29	0.21	Low interest	1.80	0.11	Moderate Interest
11	I am wasting my time learning entrepreneurship	2.59	0.13	Low interest	1.82	0.11	Moderate Interest
12	I am bored when learning entrepreneurship	2.91	0.22	Low interest	1.62	0.15	Moderate Interest
13	I like to learn subjects rather than entrepreneurship	2.63	0.22	Low interest	1.71	0.11	Moderate Interest
14	I give up easily when learning entrepreneurship	2.72	0.15	Low interest	1.59	0.14	Moderate Interest
15	I love doing other things during	2.88	0.31	Low interest	1.80	0.11	Moderate Interest

16	practical entrepreneurship I like other subjects than entrepreneurship	2.59	0.14	Low interest	1.61	0.12	Moderate Interest
17	I get bored easily during entrepreneurship class	2.82	0.21	Low interest	1.71	0.12	Moderate Interest
18	I have difficulty paying attention in entrepreneurship class	2.67	0.15	Low interest	2.40	0.13	Moderate Interest
19	I spend very little time to learn entrepreneurship compared to other subjects	2.61	0.31	Low interest	1.61	0.11	Moderate Interest
20	I struggle with entrepreneurship learning	2.55	0.14	Low interest	1.51	0.11	Moderate Interest

The result in Table 3 shows that male students in Nigerian universities have low interest in entrepreneurial education, while female students have moderate interest in entrepreneurship education. This result indicates that there is a gap between the male and female University students' interest in entrepreneurship education in favour of female students in Abuja, Nigeria.

## **Discussion of Findings**

### **Students' Interest in Entrepreneurship Education in the University**

The result of the study, as shown in Table 1, showed that the students have a low interest in entrepreneurship education. This result validates the position of NUC (2025) on the introduction of entrepreneurship education. The NUC states the objectives of entrepreneurship education to include the promotion of students' interest and attitudes as a preparation for the technological application of such interest. It also aims to stimulate and enhance self-employment, job creation, and general creativity among the University students.

### **Students' Interest in Entrepreneurship Education based on use of Counselling Services in the University**

Counselling is an important service provided to every Nigerian student in the University. The visit to the University Counselor is free and open to all students. The result of the study, as shown in Table 2, revealed that students who make use of counselling services have a moderate interest in entrepreneurship education. Students who did not make use of counselling services have a low interest in entrepreneurship education. This finding lends support to the study of Utibe and Olah (2024), which was on the influence of guidance and counselling services, national security

concerns, and students' performance in Physics. The study reveals that the high rate of unemployment can be corrected if the students in Nigeria University visit the Counsellor.

### **Gender and Students' Interest in Entrepreneurship Education**

Gender is a significant factor that affects students' interest in entrepreneurship education. The result of the study, as shown in Table 3, revealed that there is a gap between the male and female University students' interest in entrepreneurship education in favour of female students in Abuja, Nigeria. This higher interest of female students over their male counterparts is because women in Nigeria are good home managers and more enterprising than men. This finding lends support to the work of Utibe and Olah (2024). The study was on the influence of guidance and counselling services on students' performance in Physics. The domestic demands of women motivated the female students to developed interest in entrepreneurship education so they can apply it after school.

### **Conclusion**

Based on the findings of the study, the researchers hereby concluded that the use of counselling services can improve students' interest in entrepreneurship education. The female students in Nigerian universities are more interested in entrepreneurship education than the males. This trend is because of the University approach toward entrepreneurship education.

### **Recommendations**

Based on the results and the conclusions reached, the following recommendations were made:

1. The University Faculties should be very intentional in the development of students' interest in entrepreneurial education.
2. Managers of entrepreneurial education in the University should devise ways of promoting male students in entrepreneurial education.

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