

EFFICACY OF COUNSELING, TRAINING AND DEVELOPMENT ON ENTREPRENEURIAL CAPABILITIES

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ABSTRACT

This study assessed the effect of counseling, training and development on entrepreneurial capabilities of Small and Medium Enterprises Development Agency of Nigeria (SMEDAN). The objectives of the study were to examine whether training organized by SMEDAN affects entrepreneurial capabilities and also to determine the effect of counseling on entrepreneurial capabilities. Series of questions were asked using the questionnaire adopted by the researcher. The ex-post facto and Yamane formula was adopted. The test re-test reliability approach was used. The data was analyzed using manual and electronic based methods through the data preparation grid and statistical package for the social sciences, (SPSS) statistical package version 21.0. The study made use of statistical tools which include: analysis of variance (ANOVA), correlation efficient and regression analysis in testing hypotheses where applicable. The findings of the research showed that the impact of training organized by SMEDAN affects entrepreneurial capabilities and counseling affect entrepreneurial capabilities. It was also revealed that the impact of training and development would be more significant if the youths had earlier exposure to it from secondary and all through to their tertiary education which would have reduced or eliminate bad leadership and governance in Nigeria enterprise in general. The study recommends that training and development programme should focus on developing creative or innovative individuals who can help to move the nation forward. A Self-reliant person is a creative individual.

Keywords: Training and development, Counseling, Entrepreneurial Capabilities, SMEDAN.

INTRODUCTION

Training programmes are essential variable which enhance creativity ability of employees for their good and benefits of the larger society. They are also empowered to take initiatives, responsibilities and risks. Nigeria, arguably the largest and most populous African nation is not exempted from the global challenge. All employees need some form of training that gives them a wider general knowledge of new techniques that will be beneficial to both the employer and employees. Melodi (2006) posit that effective training programme can improve efficiency and morale, develop supervisors and decrease amount of supervisors needed .Ogundele (2012) emphasized that the objectives of management training is to improve current performance and provide trained staffs, skills to meet present and future needs. He further explained that when training is effective individual need will be determined. Management training yield new techniques, provide for succession, thus ensuring that qualified replacements are available, lead to reduction in waste, scrap rate and improve machine utilization (Ogundele,2000, Klapper, 2014). The need for entrepreneurs to pay attention to training and development has become necessary because of challenges beings faced by entrepreneurs in their various business environment. The quality of human resources that is available in an entrepreneur organization depend on the processes of recruitment, training and development of the workforce.The procedure of recruiting good staff into the organization, how to train new employees to be useful in their contribution to the organization and the development of management staff should be the concern of all organizations (Ajonbadi, 2017; Kowo, Akinbola & Oyedele, 2021).

Counselling is 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 (Mordi & Ojo 2013; Mbaane, 2016). Zahra den (1981). Assertion that entrepreneurship education is a programme that prepares individuals to acquire knowledge and skills to undertake the formation and operation of small business enterprise; thus, it is safe to say that entrepreneurship education constitutes efforts made and to equip people with valid and usable knowledge, skills, competences and business attitudes that assist them to own and manage their own business ventures efficiently. Maina (2013) posit that it is training that enables one to be not only self-reliant but also economically powerful. With counselling, an individual acquires the required knowledge and skills for production of goods and services, it gives one an enabling ability to recognize business opportunities. Adewunmi (2004) emphasized that in career education, counselling stresses the possibility of self-employment, the nature of occupation and job requirements to help young graduates to apply their knowledge in various contexts. It also involves the dynamic of the world, career choices, all types of preparation, knowledge of job requirements and all the concerns of the world of work (Olayemi & Ogundele 2004; Adewunmi, 2004). This strategy involves the counsellor using his expertise to go through the process of using variety of counselling services to obtain process and disseminate relevant information on entrepreneurship education, to help young people and adults not only to access careers in entrepreneurship education but also understand its future prospects and to remove their inhibitions to career certainty in entrepreneurship education (Adewunmi, 2004).

Ogundele (2005) emphasized on the need for management and other training and development institution in Africa to focus on developing creative or innovative individuals who can help to move the nation forward. In essence, training and development forward. A self-reliant person is a creative individual who has used his/her creativity to device technologies and to produce the products and services that meet his/her needs. Ogundele (2015) argues that the ultimate goal of entrepreneurship which practices is all about increasing the ability to anticipate and respond to societal changes. Otokiti (2012) posit that except employees are disciplined and exhibit ethical behavior all training and development efforts will produce little or no results. It is now an important phenomenon for entrepreneurs to utilized effective management training which is a source of wealth for entrepreneurial growth and expansion of new markets in the regions. The crucial agents in the wealth development process are the creative individual in the region which provides a platform for employees to transform opportunities to business ventures and to manage those ventures to become a medium for job creation for themselves and others. This research work examined the impact of counseling, training and development on entrepreneurial capabilities. The study used (SMEDAN) as case studies.

LITERATURE REVIEW

The concept of counselling

Hintea, Ringsmith & Mora (2006) suggested that successful entrepreneurs should be allowed to be visiting institutions often and give lectures to students in classes. Jules (2017) When tours and excursions are well organized and embarked upon several times, a cordial relationship evolves between institutions and operators of such industries so much that students on Industrial Attachment (IT) will no longer be rejected by owners of those industries. With time, many industries and entrepreneurship organizations where students visit during tours and excursion programmes will elevate their comfort level to allow IT students to gain the practical work experiences in their various organizations (Udo-Aka,2015; Wasaga, 2014) Group Counselling offers the opportunity for group discussions that will centre on entrepreneurship skills acquisition. During such group counselling in school or among undergraduates, the counsellor uses practical tools rather than theory to help youngsters to understand and make use of available resources in their locality to develop entrepreneurship culture (Ogundele and Opeifa 2014b; Oyemere, 2013). Counselling enhances the interest of young people in entrepreneurial enterprise, when youths are

taken round entrepreneurial organizations to observe and interact with owners of industries and private organizations by the counsellor (Blenker et al,2008; Osuagu, 2016).

Types and Category of counselling in Entrepreneurship Education

Amstrong (2008) posit that there are different types of counselling which are career vocational, marital, personal-social and educational counselling among others. counselling is ubiquitous for it exists everywhere human beings are found. Most technical college students of Nigerian technical institutions are in the exploration stage of career development theory by Donald Super; This stage which is between 15 and 19 years (Akinbola, Kowo & Akinbola, 2019) is when adolescents and young adults explore different occupational alternatives and match them with the knowledge acquired about various occupations. Therefore, it is a critical period when career counselling is needed since career counselling is the process of assisting individuals in the development of a lifelong work, focusing on workers' role and interactions with other life roles (Neck, 1997). In career counselling, the counsellor helps the students through proper orientation and current global trends in the world of work. Students also need counselling on the dignity of labour and entrepreneurial characteristics such as determination, need for achievement, taking initiative, calculated risk taking, creativity, innovativeness, and leadership among others. Career guidance has been identified as a key focus in addressing this mismatch between the needs of labour market and the products of the educational and training system thereby dealing with unemployment and improving labour mobility (Nziramasanga, 1999; Kowo & Akinbola, 2018).

There are a number of variations in the definition of career guidance. Garner & Carter (2003) defines career guidance as services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training, occupational choices and to manage their careers. According to Osuagu (2016) career guidance refers to assistance given to individuals or groups of individuals in addressing problems related to occupational and life choices, offering full opportunities for personal development and work satisfaction. According to Jarvis (2011) career guidance assists the young ones in selecting their career in line with their choice and interest thereby making them healthy, self-reliant, resilient individuals and develops entrepreneurial skills. However, these careers are offered in Technical institutions like Technical colleges. Technical colleges are concerned with the acquisition of skills and knowledge for employment and sustainable livelihood (Gollwitzer, 1999). Technical education is that aspect of education which leads to the acquisition of skills as well as basic knowledge. Vocational education, on the other hand is training for a specific vocation in industry or trade or job (Gatner & Carter 2003). Jarvis (2011) posit that Vocational education refers to systematic learning experiences which are designed to fit individuals for gainful employment in recognised occupations as semi-skilled workers or technicians or sub-professionals. It includes guidance and counselling in relation to training and giving other instruction directly associated to an occupation (Gollwitzer, 1999; Kowo, Akinbola & Akinriola, 2021).

Training and Development

Matanmi (2007) considers education as involving the acquisition of general knowledge and the development of basic mental ability in centra-distinction which involves the acquisition of special skills. Since education is concerned with increasing general knowledge and understanding of total environment, the major burden of education falls upon our formal school system. Although training and education frequently occur at the same time (Olayemi & Ogundele 2004). Development is regarded as advancement through progressive stages of growth from within (kuratkho 2005; Jules, 2017). Ugoji et al (2014) considers development as a systematic process of training and growth through which a person gain and apply knowledge, skills, insights and attitudes to manage work organizations effectively. Development as a planned process of providing employees with many experiences desired to enhance their contribution to organizational goals. Ajonbadi (2017) postulates that training and development is the process of modifying behavior in

organizations which represent entrepreneurial function. Akinbola, Alaka and Kowo (2018) consider training as the organized procedure by which people learn knowledge or skills for a definite purpose. Training means to educate someone narrowly by instruction, drill and discipline, it is regarded as applying principally to the improvement of skills and hence of learning how to perform specific tasks (Lawal et al 2001). Adewunmi (2004) emphasized that once an individual has been employed, job requirements often change, as there are changes in the work environment and technology of production, therefore there will be the need for training and development to improve the skill and enhance the performance of the workforce. Training is concerned with modifying behavior in organization (Mordi & Ojo, 2013). Training programme should focus on developing creative or innovative individuals who can help to move a nation forward (Ajonbadi 2012). Training is the systematic development and improvement of an individual's ability to perform specific task or job (Ajonbadi,2014). Entrepreneurs are agent of social technological and economic changes, entrepreneurial training and development will encourage Nigerian to become job creators, rather than job seekers. it will equip them with skills for innovation and improvement of ideas and skills(Olayemi & Ogundele 2004). Adewunmi (2004) posit that within the context of globalized economy, nation states and their economies are being reorganized into one big production unit, where transnational corporations are free to operate virtually on their own terms and without much regard to national legislations. Ogundele (2004) observes that for success of National Economic Empowerment and Development Strategy (NEEDS) we require a new development effort, this he calls spiritual capitalism, which will involve among other things, calling out the best from every Nigerians. Armstrong (2009) notes that globalization has several elements with varying contending demands on national development; this range from self-reliance, ethics or discipline behavior, man power development,entrepreneur stream development to several others. Training brings improvement to employee's skills, leadership with vision and not mafia managers will cap these suggested improvement (Moberg K.2014).

Evolution and Evaluation of Training and Development in Nigeria

Ogundele (1987) The origin of serious concern for training and development in Nigeria can be dates back to April 1959 when the federal government set up the Ashby commission on the eve of independence to conduct an investigation into Nigeria needs in the field of post-school certificate and higher education over the next twenty years. The deficiencies of the Ashby was a result of lack of balance both in structure and in geographical distribution, Ashby reports recommend a broad based university education. It demands that professional qualification in accounting, personnel and banking should be obtained in the universities, Ashby made direct recommendation on management studies. Ashby also recommend that institute should provide make sure they make available full time commercial courses. Higher management should be taught at the postgraduate .University of Lagos was arranged for courses leading to commerce and business administration among others (Zahraden 1981). Nigeria Management Group brought non formal employment training in 1961; the group was renamed in 1962 as Nigeria Institute of Management which was established as a nonprofit making association of professional managers. The Second National Development Plan 1970-1975 brought the establishment of key manpower training and development programs and institutions which led to the establishment of Administrative Staff College of Nigeria(ASCON),The Center for Management Development(CMD) and the Industrial Training Fund(ITF) (Udo-Aka,1987).Industrial Training Fund(ITF) was established under decree no 47 of 1971 which are set up for four broad categories which are supervisory and management training; employer owned training institutions; trade group training programme and in company training programme(Ogundele, 2012).Nigeria Institute of Management(NIM) services and programmes include management consultancy, executive selection, publication, annual national management conference and training, management research and offering courses to help practicing managers for concepts, techniques and method acquired(Osuagu,2006). According to Ajonbadi (2017) The Administrative Staff College of Nigeria(ASCON) was set up by decree no 39 of 1973 with the following functions which include to provide and arrange for comparative study of management techniques; providing higher

management training for public and private sectors of the Nigeria economy; establishing and maintaining library; conduct management research and to provide exchange ideas and experiences among management and administrators for better understanding and promotion.

Lawal (2006) postulated that Center for Management Development (CMD) contributed immensely in the role of managerial resources which can be categorized under promotion of entrepreneurial role; coordination of activities of private and public institutions involved in management education training and development and the action role which aim at improving the quality of management education, training and development. Osuagu (2006) Emphasized that National Institute for Policy and Strategies (NIPSS) was established under Decree No 20 of 1st January 1979 to conduct courses for top level policy makers and executives drawn from different sectors of the nation; conduct conferences, workshops and seminars for leaders in public services and private sectors with certificates awarded when necessary. Ogundele (2012) noted that evaluation is determined whether changes in skills, knowledge and attitudes have taken place as a result of training and development. This is so because; first, there are problems that arise from the nature of behavioral sciences which are not exact, and second, there are problems that arise from the variety of factors influencing employees and managers (Sulamon, 2000). Ajonbadi (2014) stated that from 1960 to date there has been phenomenal increase in training and development activities. He emphasized that training and development has expanded horizontally and vertically. It is obvious that training and development have a moderating influence on organizational performance and organizational members' effectiveness. Thomas (2013) highlight the factors affecting training and development in Nigeria which includes among others: Programmes were largely in the traditional management areas; The existing western management education and training programme in Nigeria is diffused; Inadequate of research grants and facilities limited the rate and size of management education and training research; The dominant use of foreign resources seemed to accept the concept of interchangeability of management education and training knowledge. Moberg (2014) noted that critical leadership problem in all organization sectors, from public, private enterprises, armed forces, political and religious organization has a negative influence on effectiveness of training and development. Most of them are leaders who say one thing and practice an entirely different thing which has contributed to high level of indiscipline in Nigeria organizations. (Maina, 2013).

Expanding Capabilities through Counseling, Training and Development

One of the objectives of this study is to conceptualize using counseling and training as the capability approach paradigm. The capability approach focuses on the effective opportunities which people have to do and to become what they value. This capability set includes certain entrepreneurial and managerial competencies (Morris, Webb & Singhal, 2013), as well as adequate access to relevant physical, information, financial and other resources needed for entrepreneurial success (Arogundade., 2011). Lalkaka (2003) noted that counseling is a means of providing adequate support to newly founded firms, thereby helping to boost their survival rate and growth prospects. In this way, counseling expands the opportunities that the Nigerian youth have by providing them with requisite entrepreneurial skills, knowledge and resources which give them an alternative to job seeking. With this capability set in place, an aspiring entrepreneur can be said to have the effective freedom or opportunity to start and run a successful business venture (Eze and Nwali, 2012).

THEORETICAL FRAMEWORK

Sens Capability Approach

It focuses on the available opportunities or freedoms (capabilities) for a person to achieve various state and functions which he/she has reason to value (Sen, 2011). Thus, capability approach serves as a theoretical perspective for understanding relevant developmental concepts, and can be used as a practical tool for evaluating services, institutions and social arrangements.

Sen criticized the welfare approach, thus, the welfare approach is susceptible to the negative consequences of adaptive preference, which connotes choices made less from one's own reflection than from habituation/socialization or resignation. For example, a young woman living in a patriarchal society like Nigeria might have been socialized into thinking that entrepreneurship is only for men. She might have accepted the notion as an unchangeable reality, making her comfortable with just being a housewife or a subordinate worker. Furthermore, Sen (2001) identifies five main freedoms which are instrumental in policy issues. The five freedoms (namely political freedom, social opportunities, economic facilities, protective security and transparency guarantees), complement one another and all contribute to a person's general capability to live freely (Sen, 2001, p. 38-40). Nevertheless, in this study, while a preliminary list of capabilities were developed from the literature research, the researcher also engaged Sen's notion of democratic process in developing a list of relevant capabilities for digital entrepreneurship. This was achieved by giving the participants the opportunity to identify various factors and situations which influence success in digital entrepreneurship. According to Robertson et al, (2003), such critics argue that any good theory ought to regard the individual as a part of a larger social environment and not treated in isolation. For example, have followed the line of this criticism, arguing that agents should be seen as socially embedded and interconnected to others, rather than as isolated humans. Using the previously mentioned example of women in Nigeria, ethical individualism will urge that the impact of lack of freedom to choose a career should be assessed based on how it affects the individual women and not just the community in general. The community might perceive any attempt to empower women, career wise, as a threat to social cohesion. They might argue that leaving wives with the full right to decide what career to choose will not only jeopardize their culture but will also affect the wellbeing of the husbands and children negatively. However, ethical individualism, considers of paramount importance, the wellbeing of the individual, in this case the individual women. In this way, the good of the individual takes precedence over that of the community. Furthermore, Sen's capability approach is considered the theoretical foundation of the human development approach which is an approach that aims at providing a policy framework for development based on human development dimensions and indicators (Caloghirou et al, 2013). Just like the capability approach, the human development approach acknowledges the importance of money, economic growth and the market, but also sees them as a means, not as ends in themselves. However, there are very few empirical and theoretical applications of the capability approach to entrepreneurship and ICT development. Sen (2011) drew upon the approach in providing theoretical reflections on ICT development.

Suggested Solution to the Problems of Training and Development Programmes in Nigeria.

- Ogundele & Olayemi (2004) postulates that interest in research work should increase in the area of training and development, relevance and functionalism should be a criterion for accepting training and development in Nigeria. Increase in research work on the area of entrepreneurial training and development will provide a unique solution to Nigeria entrepreneurial existing problems in the aspects of training and development because it will help entrepreneurial to define their standard and purpose.
- There should be systematic review in the design of training and development programmes in Nigeria. Human resources constitute the ultimate wealth of a nation, human development is the greatest asset of any country as should be considered as a capital expenditure and not current as been seen presently (Klapper,2004)
- Jules (2017) suggested that there should be training in vocational areas to improve functional literacy skills of talented entrepreneurs and youths which should be the responsibility of the local government by establishing trade centers, craft schools and organizing running craft.

- The Federal and State government should give both moral and adequate financial supports to research institutes and universities so as to enable them guide us in molding good educational programme for development of our nation. Presently we have over 100 universities with the federal democratic government approval of new universities which form a basis for positive development for the future of Nigeria (Mordi & Ojo 2013)
- Research has indicated that job experience and skills are more effective than any other instrument. It is important to have appropriate training and development techniques of conferences and seminars. Training ranks lowest among the named techniques (Matanmi, 2007)
- Research has also shown that structured and directive styles were found to be more effective of minimizing participant's conflict, increasing effective communications and achieving good cohesiveness. With this it is obvious that there is need for well-structured training programme which will encourage a favorable attitude towards trainer than a less structured trainer style (Galloway & Brown 2002)
- Managers are not born but made, training and development are concerned with modifying behavior in organization. There should be Ethical training and development that will have direct impact on behavior modification and societal or organizational set of valued behavior. Ethical education, training and development should be employed as instrument of innovative change in the society which will eradicate or reduce the pattern of fraud in the workforce in Nigeria enterprises (Ogundele & Opeifa 2004)
- There is need of developing global skills in Nigerian Executives which will help them to cope effectively with global competitions. Globalization have a contending demand on national development; these range from self-reliance, ethics or disciplined behavior, man power development and several others. It was emphasized that Nigeria entrepreneurial need skills that will enable them to adjust appropriately to global demands for effectiveness. These skills which range from self-management, time management, managing information, managing negotiation, organizing, planning, innovation skills are supposed to be in build by Nigeria executives to enable them cope with competition globally (Zahra, Abdel-Gawad, Svejenova, & Sapienza, 2011).

METHODOLOGY

For this research project, the quantitative research design was used. This design is such that numerical data would be generated from a number of questionnaires administered to several respondents. The questionnaires employed for this study comprises two (2) sections. A and B. Section A has to do with the demographic analysis of respondents and it contains 7 questions, while section B, has to do with questions relating to the research topic and this contain (32) questions. The Likert-scale was used to measure opinions, where for positive questions (Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly Disagree = 1), and for negative questions (Strongly Agree = 1, Agree = 2, Undecided = 3, Disagree = 4, Strongly Disagree = 5). Relevant data were collected at the same instance, a cross-sectional design was adopted as well. The case study for this research work was Small and Medium Enterprises Development Agency of Nigeria (SMEDAN). SMEDAN is a government agency with the objectives of providing entrepreneurship education in the area of training and development to micro, small and medium entrepreneurs (MSMEs). Sample size was determined using Yard's formula. This formula is concerned with applying a normal approximation with a confidence level of 95% and a limit of tolerance level (error level) of 5%.

To this extent the sample size is determined by $[n = N/(1+Ne^2)]$

Where: n = the sample size

N = population

Ne = the limit of tolerance

Therefore, $n = 280/1+280(0.05)^2 = 280/1+280(0.0025) = 280/1+0.7 = 280/1.7 = 165$ respondents

The sample size consists of one hundred and sixty-five (165) employees out of the two hundred and eighty (280) SMEDAN. All members of the population had equal chances to be chosen as part of the sample because one hundred and sixty-five (165) questionnaires were administered randomly to the entire employee population. Simple random sampling technique was adopted for this study. The instrument used for this research work is questionnaire and it valid because it is designed in such a way to deduce information in the variables of the research problems. The instrument also passes the following test of validity. These are: content test, criterion related test, construct test and discriminate validity by reducing bias, errors that might result from personal characteristics of respondents and from variability in their skill. The data was analysed using manual and electronic based methods through the data preparation grid and statistical package for the social sciences, (SPSS). The utilization of structured grids allows specific responses to be located with relative ease and facilitate the identification of emerging patterns (Creswell, 2009). In this research work, linear regression analysis method which also makes use of ANOVA was employed to test the hypothesis. Other methods of data analysis which was also used in this study include parametric and non-parametric measurement such as trend analysis.

RESULTS AND DISCUSSION

Presentation of Data

The research questionnaire was administered to one hundred and sixty-five (165) employees which is the sample size representing the study population of SMEDAN Staffs. One hundred and forty (140) questionnaires representing 84.8% were returned, and twenty-five (25) questionnaires representing 15.2% were not returned. The table below shows the details at a glance

Table 1. Distribution of respondents and response rate

Respondents Occupation	Questionnaire administered (sampled)	Percentage of total response (%)
Supervisory	29	20.7
Managerial	80	57.1
Executive	31	22.1
Total	140	100.0
Gender/Category	Questionnaire administered (sampled)	Percentage of total response (%)
Male	67	62.8
Female	73	37.2
No of Returned	140	84.8
No of Not Returned	25	15.2
Total no of Questionnaires	165	100

Data analysis and Hypothesis Testing

Table 2. The Descriptive statistics of Counseling and Entrepreneurial Capabilities

Responses	Total (N)	Mean
Counseling and Entrepreneurial Capabilities		
High level of counseling strategies helps to overcome the emerging problems of entrepreneurship education significantly	140	3.89
Counseling in entrepreneurship education helps to eradicate poverty.	140	3.88
You have benefitted from Counseling organized SMEDAN	140	3.92
Counseling play a critical role in Entrepreneurial Capabilities	140	3.89
There exists an effect between Counselling and Entrepreneurial Capabilities	140	3.88
Training-Development (T&D) and Entrepreneurial Capabilities		
Training-Development (T&D) helps young graduates to do away with inner turmoil towards application of entrepreneurial skills and knowledge and increase their desire to manage good work adjustment which will enhance entrepreneurial capabilities.	140	3.85
T & D with assertiveness training technique, could help the young graduates to develop readiness aptitude (translating insight into action) to engage in job creation.	140	3.84
T & D strategies help youngsters acquire job skills and also elevate their personal or individual desire to begin to use the skills acquired to enhance their flair for coping with employment difficulties and respect for dignity of labour leading to formation of a good work habit	140	3.93
T & D allow children to choose career opportunities in entrepreneurship education of their own interests. The Training could achieve these using T & D strategies.	140	3.87
T & D is a mental process of understanding realities such as employment	140	3.89
T & D helps to increase entrepreneurial skills and knowledge and also enhances entrepreneur desire to manage good work adjustment.	140	3.94

Testing Hypothesis One

Ho: There is no significant effect between Training-Development (T&D) and Entrepreneurial Capabilities

Ha: There is significant effect between Training-Development (T&D) and Entrepreneurial Capabilities

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.105 ^a	.011	.004	.64385

a-Predictors (Constant) TRAINING & DEVELOPMENT (T&D)

Table 4. ANOVA (b)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.641	1	.641	1.547	.216 ^a
1 Residual	57.207	138	.415		
Total	57.848	139			

a-Predictors (Constant) TRAINING & DEVELOPMENT (T&D)

b-DependentVariable: ENTREPRENUERIAL CAPABILITIES

Interpretation of Results

The results from the model summary table above revealed that the extent to which the variance in Entrepreneurial Capabilities can be explained by training and development(T&D) is 1.1% i.e (R square = 0.011). The ANOVA table shows the Fcal 1.547 at 0.0001 significance level. There is significant effect of Training and Development (T&D) on Entrepreneurship Capabilities.

Table 5 Coefficients (a)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.323	.193		12.031	.000
TRAINING& DEVELOPMENT(T&D)	.096	.077	.105	1.244	.216

The coefficients table above shows the simple model that expresses how Training and Development (T&D) affects Entrepreneurial Capabilities. The model is shown mathematically as follows; $Y = a+bx$ where y is Training and Development (T&D) and x is Entrepreneurial Capabilities, a is a constant factor and b is the value of coefficient. From this table therefore, Entrepreneurial Capabilities = 2.323 +0.096 Training and Development (T&D). This means that for every 100% change in Training and Development (T&D), Entrepreneurial Capabilities contributed 9.6%

Decision

The significance level below 0.01 implies a statistical confidence of above 99%. This implies that Training and Development (T&D), have effect on Entrepreneurial Capabilities. Thus, the decision would be to reject the null hypothesis (H_0), and accept the alternative hypothesis (H_1).

Testing Hypothesis Two

Ho: There is no significant effect between Counseling and awareness of Entrepreneurial Capabilities

H1: There is significant effect between Counseling and awareness of Entrepreneurial Capabilities

Table 6. Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.379 ^a	.144	.137	.59087

a-Predictors: (Constant), COUNSELING

Table 7. ANOVA (b)

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	8.080	1	8.080	23.142	.000 ^a
Residual	48.179	138	.349		
Total	56.258	139			

a-Predictors: (Constant), COUNSELING

b-Dependent Variable: ENTREPRENUERIAL CAPABILITIES

Interpretation of Results

The results from the model summary table above revealed that the extent to Counseling has an effect on ENTREPRENUERIAL CAPABILITIES is 14.4% i.e (R square = 0.144). The ANOVA table shows the Fcal to be 23.142 at 0.0001 significance level. The implication is that Counseling significantly affects Entrepreneurial Capabilities.

Table 8. Coefficients (a)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	1.411	.170	8.277	.000
	COUNSELING	.331	.069	4.811	.000

b-Dependent Variable: ENTREPRENUERIAL CAPABILITIES

The coefficient table above shows the simple model that expresses the effect of Counseling on Entrepreneurial Capabilities. The model is shown mathematically as follows; $Y = a + bx$ where y is Entrepreneurial Capabilities and x is Counseling, 'a' is a constant factor and b is the value of coefficient. From this table therefore, Counseling = 1.411 + 0.331 Entrepreneurial Capabilities. This means that for every 100% change in Counseling, Entrepreneurial Capabilities is responsible for 33.1% of the change.

Decision

The significance level below 0.01 implies a statistical confidence of above 99%. This implies that Counseling affect Entrepreneurial Capabilities. Thus, the decision would be to reject the null hypothesis (H_0), and accept the alternative hypothesis (H_1).

Conclusion

The impact of counselling, training and development in both school and out of school settings cannot be over emphasized. Career counselling which emphasizes entrepreneurial guidance is aimed at meeting the pressing need of today's world of work and therefore, should never be overlooked in any programme seeking solutions to any programme of entrepreneurship education. The study has revealed that there is a positive and significant relationship between Counseling and Entrepreneurial Capabilities. For this reason, counsellor could use this golden opportunity to create informed awareness among parents. In a parents' forum, the counsellor could counsel parents on the need to start from cradle to let their children know there is dignity in labour, to realize the effects of the anomaly in the society and allow their children choose career opportunities in entrepreneurship education of their own interests. The study also revealed that there is a moderating influence of training and development on entrepreneurial capabilities. The findings of this paper shows that educational system have been contributing towards entrepreneurship development. Moreover, Nigerian educational system has contributed positively in training and development which has enhanced entrepreneurial capabilities in Nigeria and this is in accordance with the findings of Ogundele (2012) and Jules (2017) Furthermore, It was also revealed that the impact of training and development would be more significant if the youths had earlier exposure to it from secondary and all through to their tertiary education which would have reduced or eliminate bad leadership and governance in Nigeria enterprise in general. The study concluded that base on the current requirements of the nation, with its privatization and commercialization exercises, our training and development effort should build self-reliance capabilities in our trainees because this is to ensure that they put up desirable behavior that will ensure the success of their organization in the fast changing environment. The study also demonstrate the need of developing global skills in Nigerian executives which will helps them to cope effectively with global competitions; these range from self-reliance, ethics or disciplined behavior, man power development and several

others. It was emphasized that Nigeria entrepreneurs need skills that will enable them to adjust appropriately to global demands for effectiveness.

Recommendations

- i. There is therefore need to identify a best practice approach to resolving problems encountered with training and development in promoting entrepreneurial capabilities
- ii. Regular seminars and workshops should be organized for entrepreneurs on the importance of systematic approach of training and proper procedure to follow in identifying skills gaps.
- iii. The requirement noted in this paper call for disciplined behavior and ethical conduct of the entrepreneurs. Except people are disciplined and exhibit behavior all training and development efforts will produce little or no results.
- iv. Our training and development programme should focus on developing creative or innovative individuals who can help to move enterprises forward. A Self-reliant person is a creative individual.
- v) Career counselling which emphasizes entrepreneurial should never be overlooked in any programme seeking solutions of entrepreneurship education.
- vi) During Youth seminars and conferences, professional counsellors should be among the major facilitators to ensure that cognitive strategies are effectively implemented

Suggestions for Further Research

- i) The quantitative aspect of this research adopted a survey method of data collection; other studies could consider carrying out a study involving a longitudinal data collection process to provide a reliable confirmation of the relationships identified in this research.
- ii) For this research, the quantitative research design was used. This design is such that numerical data was generated from a number of questionnaires administered to several respondents. Further studies could employ in-depth interviews as qualitative data collection process to enrich the data collection process.

Limitations of the Study

- a) The sample size of this study was determined based on the population of SMEDAN staff. Further studies should focus on larger and broad population.
- b) The Sample Size for this research was determined using Yard's formula. Using an alternative method for the sample size determination may offer a different sample size.

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