

Article

Educational Counseling Services and Enhancement of Entrepreneurial Skills among Secondary School Students in Bamenda city, North West, Cameroon

Catherine Chuo Wung ¹, Lilian F Wiysahnyuy ², Maxwell Sigala ³

1,2,3 Faculty of Education, The University of Bamenda

Abstract: One of the core aspects of school counselling is to guide students in relation to the development of entrepreneurial skills which could be beneficial to their daily lives. The purpose of this paper was to assess the influence of educational counseling services like orientation and information services on enhancement of entrepreneurial skills among secondary school students in Bamenda city. The research design used in this study was the concurrent nested design. Qualitative data collected from 11 school counselors through the Educational Counseling and Entrepreneurship Interview Guide (ECEIG), were used to substantiate the quantitative data from 395 secondary high school students gotten through the Educational Counseling and Entrepreneurship Questionnaire (ECEQ). Descriptive statistics (in form of frequencies and percentages) and inferential statistics (Chi square, and regression analyses) were used to analyze the quantitative data. Thematic analysis is used to analyze qualitative data and results displayed in tabular and narrative forms. The findings reveal that: majority of the students (78%) received orientation service on entrepreneurial skills from their school counselors. A Chi Square test of association and a binary logistic regression revealed that there was a significant (P-value < 0.001) influence of orientation service on the enhancement of entrepreneurial skills among secondary school students in the Bamenda city. It was also noticed that majority of the students (68%) from the overall findings received information service on entrepreneurial skills from their school counselor. A Chi Square test of association and a binary logistic regression revealed a significant (P-value < 0.001) influence of information service on the enhancement of entrepreneurial skills among secondary school students in the Bamenda city. It is recommended that school administrators in collaboration with counselors should organize official yearly career orientation days and ensure that adequate information on entrepreneurial skills is made available for students.

Keywords: Counseling Services, Educational, Entrepreneurial Skills, Orientation, Information, Cameroon.

Citation: Catherine Chuo Wung
Educational Counseling Services
and Enhancement of
Entrepreneurial Skills among
Secondary School Students in
Bamenda city, North West,
Cameroon. International Journal on Integrated
Education (IJIE) 2025, 8(1),

Received: 20th Jan 2025
Revised: 27th Jan 2025
Accepted: 01th Feb 2025
Published: 13th Feb 2025



Copyright: © 2025 by the authors.
Submitted for open access
publication under the terms and
conditions of the Creative
Commons Attribution (CC BY)
license
(<https://creativecommons.org/licenses/by/4.0/>)

1. Introduction

In recent times, there has been increasing emphases on the professionalization of education aimed at the development of entrepreneurial skills among students and potential graduates. Consequently, the importance of educational counseling (which is a critical aspect of the educational system) towards entrepreneurship skills development among school children cannot be overemphasized. Gana (2001) opines that entrepreneurship is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run a small medium or big enterprise successfully based on the identified opportunities. According to Okachi (2005), entrepreneurship is the manifestation of effective control of human intelligence, skills and financial resources to achieve great profit which involves risk taking in human and financial resources.

Why the acquisition of entrepreneurship skills is very important at the secondary education level is because secondary education plays a vital role in the actualization of self-skills which helps in boosting the economy of any Nation and also reduces unemployment, thus, the need for partnership between government, employers and schools.

The increasing professionalization of 21st century educational systems and the quest by schools and educational stakeholders to keep track of their progress in guiding students towards professionalism and entrepreneurship development has put school guidance counselors and their services in a critical position in the educational life of students. This is because offering career and entrepreneurial guidance to these students may not only help them make more informed decisions, but could most importantly inspire them to develop and enhance hidden professional and entrepreneurial skills. Career-planning skills has inevitably made students to become more confident about making post-secondary choices with a firm understanding of the requirements needed to pursue professional and entrepreneurial paths for themselves. In the phase of this, school guidance counselors and school counseling researchers are also provided with a yardstick to constantly examine issues arising from the attempts by guidance counselors and school administrations to give entrepreneurial and professional visibility to students. The purpose of this paper is to examine the influence of educational counseling services in enhancing entrepreneurial Skills among Secondary School Students in Bamenda city.

Consequently, meeting school professional and career guidance requirements is a precondition to producing professionally and entrepreneurially skilled graduates, which could go a long way in solving the plaguing problem of graduate unemployment. The role of the school guidance counselor is therefore of paramount significance. According to Carrell and Carrell (2006), guidance counselors or school counselors are certified professionals employed by schools or academic institutions to assist and advise students through their different services about academic and personal decisions. Secondary school students often need information, orientation and placement services on available opportunities for the development of appropriate skills and subsequent professional integration and career advancement (Ezendu & Obi, 2013). On this basis, school counselors provide private counseling to students, assess their abilities and potentials, and work with fellow professionals within and out of school on student matters. Sink and Stroh (2003) posit that the major aim of School Counseling Services is to encourage students' academic, social, emotional, personal and professional development. To reach this aim, Sklare (2005) underscores that counseling services help students get to know themselves better and find effective solutions to their daily problems. They also help students improve themselves in all areas and be full-functioning individuals.

Bobga (2016), opines that one of the principal roles of the school counselor is to guide students through educational counseling services by empowering them towards developing survival skills that will help them succeed in school and at home. School counselors, like all educational professionals, are therefore increasingly being required to demonstrate evidence of effective practice. Effectiveness is achieved when they are able to lead students not only towards success in their academic or educational, personal-social goals within a school milieu (Bama & Borokonda, 2019) but most importantly in developing all types of skills including entrepreneurial skills that will enable them cope in the challenging economic environments in which they find themselves. Therefore, improved performance, skills development, better career aspirations and greater personal-social adjustment is the hallmark of effectiveness in school counseling services when educational counseling is employed (Lapan, Tucker, Kim & Kosciulek, 2003). This study thus examines the influence of educational counseling services – notably orientation, information and placement services, in enhancing entrepreneurial skills among Secondary School Students in Bamenda City, North West, Cameroon

One of the objectives of every secondary school guidance counseling program in Cameroon is to offer career and professional guidance to students, which is expected not only to help them make more informed decisions about their career lives post-secondary education, but most importantly inspire them to develop and enhanced hidden professional, career-

planning and entrepreneurial skills. These skills could inevitably make them to become more confident about making choices with a firm understanding of the requirements needed to pursue professional and entrepreneurial paths for themselves. However, this appears not to be so. Despite the efforts being made by the government to curb youth unemployment and increase youth engagements in the country, unemployment rates amongst the youth in the country according to the World Bank (share of the labor force ages 15-24 without work but available for and seeking employment) stands at 6.46 percent. In the Bamenda city in particular, it is observed that most secondary school graduates and dropouts who are among this age group are presently experiencing high rate of poverty and unemployment. Even in the absent of employment opportunities from the state and other private employers of labour, these youths are unable to be self-employed or engaged in skillful entrepreneurial and income generating activities due to the lack of the relevant skills needed for these activities. This has led them to engage in antisocial behavior, become public nuisances and labour liabilities to the state and their communities, while others have been engaged into non-state armed groups and gangs to terrorize the region and their communities. While there are many factors that could account for this problem of unskilled secondary graduate and consequently youth unemployment, the role of the school guidance counseling programs in our secondary schools is put to test. Having passed through most of the secondary schools in the region, it is expected and believed that these youths ought to have been given the proper professional guidance that would enable them fit into the society during and after school. They are supposed to have been; given proper career and professional orientation service on what to study in school and the professional opportunities attached, provided with the necessary information service on available opportunities in society and also given proper placement service in their study programs, which could have all enabled them to acquire hands-on and entrepreneurial skills to get them economically engaged even as students and upon graduation. But it would appear this has not been the case, given the disposition of these youths in the society today, who are completely void of the spirit of creativity, innovation and entrepreneurship. While preliminary observations and interactions with some stakeholders questioned the effectiveness of the counseling services of orientation, information and placement, it becomes necessary for an empirical examination of the influence of these counseling services on the enhancement of entrepreneurial skills among students within secondary schools in the Bamenda City.

RESEARCH QUESTIONS

How does orientation service influence the enhancement of entrepreneurial skills among secondary school students in the Bamenda City?

What is the influence of information service on the enhancement of entrepreneurial skills of secondary school students in the Bamenda City?

METHODOLOGY

The research design used in this paper was the concurrent nested design. The concurrent nested design involves the collection and analysis of quantitative and qualitative data at the same time. The qualitative findings (secondary data), were used to compliment the quantitative findings (primary data) to gain better understanding of educational counseling services in enhancing students' entrepreneurial skills in secondary schools in Bamenda city. The purposive and random sampling techniques were used to select 11 school guidance counselors and 395 high school students from different secondary schools such as, G.B.H.S Bayelle Nkwen, G.B.H.S Bamendankwen, G.B.H.S Bamenda, G.B.H.S Down Town-Bamenda, St Micheal Nkwen, St Puul;s college Nkwen, G.T.H.S Bamenda, Baptist High School Mankon, Presbyterian High School Mankon, G.B .H.S Atiela making a total of 406.

The accessible population was made up of 3098 high school students (lower and upper sixth) and 43 school counselors in the public, lay-private and confessional high schools within Bamenda City (Regional Delegation for Secondary Education, 2023). The sample constituted of 11 school counselors and 395 secondary high school students. The counselors were purposively sampled because of their longevity in service and the type of schools they work in within the city while the high school students were considered because of their

educational disposition (they were in the sixth and seventh year of secondary education) and exposure educational or school counseling services over a long period of time as students.

The instruments used for data collection were questionnaire and an interview guide for counselors and students respectively. The qualitative opinions of the sampled school counselors were gotten through face-to-face interviews using the Educational Counseling and Entrepreneurship Interview Guide (ECEIG), while the quantitative data was collected from the sampled students using the Educational Counseling and Entrepreneurship Questionnaire (ECEQ). Descriptive statistics (frequency and percentages) and inferential statistics (Chi square, and regression analyses) were used to analyze the quantitative data obtained from students. Thematic analysis where the qualitative opinions of the school counselors were grouped in themes and interpreted, was also used to analyze qualitative data and results displayed in tabular and narrative forms. After establishing the validity of the instruments, a pilot study was carried out on 20 students who were not part of the sample. Here, the split half technique of analysis was adopted.

The researcher ensured that all ethical considerations were followed before administering the questionnaire and the interview guide. Authorization to carry out research was obtained from the office of the Vice Dean in charge of Research and Cooperation of the Faculty of Education, University of Bamenda and addressed to the authorities of the different institutions selected for the study. The researcher explained the purpose of the instruments and sought the respondents' consent- the sampled students and school counselors. Anonymity and confidentiality were ensured; as well as the respondents' dignities. On the part of the researcher the results presented was honest, reliable and credible.

FINDINGS

Research question one: How does the orientation service influence the enhancement of entrepreneurial skills among secondary school students in Bamenda city?

Table 1: Specific and overall results of respondents' opinions on orientation service

Item	Agree	Strongly agree	Disagree	Strongly disagree	Collapsed		Decision
					A/SA	D/SD	
1. My counselor guided me on the selection of subjects that will help business-oriented students.	174 (51%)	129 (38%)	21 (6.2%)	16 (4.7%)	303 (89%)	37 (11%)	Agree
2. Through guidance and counseling I was guided on the occupational choice that will motivate me to become business-oriented.	196 (58%)	82 (24%)	42 (12%)	17 (5.0%)	278 (82%)	59 (18%)	Agree
3. My school counselor assists me with comprehensive occupational information that provided relevant insight to students on business enterprise.	161 (48%)	75 (22%)	77 (23%)	23 (6.8%)	236 (70%)	100 (30%)	Agree
4. My school guidance counselor oriented me on the right type of hands on activity that could be of help to me in future.	134 (39%)	159 (47%)	34 (10%)	13 (3.8%)	293 (86%)	47 (14%)	Agree
5. I was given counseling on educational diversification that will expose me in acquiring	162 (48%)	72 (21%)	76 (23%)	26 (7.7%)	234 (70%)	102 (30%)	Agree

entrepreneurial skills through apprenticeship training.							
6. My school counselor often counsels new students to be creative and always think of possible jobs or businesses.	144 (44%)	94 (29%)	64 (19%)	27 (8.2%)	238 (72%)	91 (28%)	Agree
Multiple response set	971 (48%)	611 (30%)	314 (16%)	122 (6%)	1582 (78%)	436 (22%)	Agree

From table 1, the findings on aggregate showed that a defining majority of the students (78%) agreed that they received orientation service from their school counselors while a few of the students (22%) objected. Specifically, an overwhelming majority of the students (89%) opined that their school counselor guided them on the selection of subjects that will help business-oriented students while a few of the students disagreed (11%). Most of the students (82%) agreed that they were guided on the occupational choice that will motivate business-oriented students while a few of the students (18%) disagreed. While 70% of the students were of the opinion that their school counselor assisted them with comprehensive occupational information that provided relevant insight to students on business enterprise, 30% of the students held the contrary opinion. A landslide majority of the students (86%) agreed that their school guidance counselors orientated them on the right type of hand on activities that could be of help to them in future, while a few of the students (14%) disagreed. Majority of the students (70%) were of the view that they were given counseling on educational diversification that will expose them in acquiring entrepreneurial skills through apprenticeship training while a few of the students (30%) held the contrary view. Most of the students agreed that their school counselor often counsel new students to be creative and always think of possible jobs or businesses while some of the students (28%) disagreed.

Testing of hypothesis one (H₀₁): orientation service has no significant influence on the enhancement of entrepreneurial skills among secondary school students in Bamenda City

The results from Chi Square test of association revealed that there was a significant (P-value < 0.001) influence of orientation service on the enhancement of entrepreneurial skills among secondary school students in Bamenda City. Students who agreed to have received orientation from school counselors were more likely to agree than disagree to have acquired entrepreneurial skills (84% to 16% respectively). See table 2, concluding that there is a significant influence of orientation service in educational counseling on the enhancement of entrepreneurial skills among secondary school students in Bamenda City.

Table 2: Chi square test of association between orientation service and enhancement of entrepreneurial skills

Dependent Variable	Orientation service		P-value ²
	Agree, N = 256 ¹	Disagree, N = 63 ¹	
Enhancement of Entrepreneurial skills	Agree	201 (84%)	19 (32%)
	Disagree	39 (16%)	40 (68%)
¹ n (%)			
² Pearson's Chi-squared test			

Source: Researcher's field work

A further analysis through the binary logistics regression (see table 3 below) revealed that orientation service was a significant (P-value < 0.001) predictor of the enhancement of entrepreneurial skills among secondary school students in the city of Bamenda. An R-squared value of 0.258 was recorded, indicating that 25.8% of variation in the enhancement of entrepreneurial skills was explained by variations in orientation. Hence, 74.2% of variations in the enhancement entrepreneurial skills could not be explained by orientation

service alone, implying that there may be other factors influencing the variations in the enhancement of entrepreneurial skills among secondary school students in the city Bamenda. On the bases of the findings, the chances of acquiring entrepreneurial skills therefore decreased by 9.0% for students who did not receive orientation relative to students who received orientation.

Table 3: Binary logistic regression analysis of the effect of orientation service on the enhancement of entrepreneurial skills among secondary school students in Bamenda City

Characteristic	OR ¹	95% CI ¹	p-value
Orientation			
Agree	—	—	
Disagree	0.09	0.05, 0.17	<0.001

¹OR = Odds Ratio, CI = Confidence Interval, R-squared = 0.258

Results from the interviews conducted with school counselors went further to corroborate the findings from the students through the questionnaire. Quotation from the interview conducted: how orientation service is offered towards enhancement of entrepreneurial skills of students. As seen from the thematic analysis on table 3 above, counselors revealed during the interview that; orientation is offered to students towards the enhancement of their entrepreneurial skills in the form of group career counseling sessions and career opportunities, organizing open days where professionals and entrepreneurs come to orientate students on entrepreneurial opportunities, encouragement of new skills acquisition by students in school and at home and the promotion of career clubs in school and positive peer influence and career role modeling among others. In counselling, orientating students on entrepreneurship skills and opportunities often start with the organization of career orientation programs on available opportunities and also carrying out personality and anxiety tests for them to believe in themselves and work on the skills discovered in them. Students are also counseled on how to raise capital and set up small businesses mean while parents are also counseled on the importance of encouraging their children at home to develop their entrepreneurship skills.

Research question two: How does information service influence the enhancement of entrepreneurial skills among secondary school students in Bamenda city?

Table 4: Respondents' opinion about information service

Item	Agree	Strongly agree	Disagree	Strongly disagree	Collapsed		Decision
					A/SA	D/SD	
7. Through information service I have had appropriate information on how to develop business venture.	150 (44%)	86 (25%)	79 (23%)	24 (7.1%)	236 (70%)	103 (30%)	Agree
8. My school counselor makes available to me relevant information to enable me to think of entrepreneurial fields.	177 (52%)	95 (28%)	50 (15%)	16 (4.7%)	272 (80%)	66 (20%)	Agree
9. My school counselor always provides information on different career choices to help me choose a career path to follow.	147 (44%)	132 (39%)	44 (13%)	12 (3.6%)	279 (83%)	56 (17%)	Agree

10. The school counselor always informed me on the new trends or happenings in the job market to guide me on possible career change in future.	133 (39%)	58 (17%)	106 (31%)	42 (12%)	191 (56%)	148 (44%)	Agree
11. Guided exposure of trade fair has been given to me by my counselor which has assisted me to acquire business insight.	126 (37%)	46 (14%)	108 (32%)	57 (17%)	172 (51%)	165 (49%)	Agree
12. Through the counselor, I am aware of important business information that will help me to establish trade post on leaving school.	165 (49%)	70 (21%)	63 (19%)	38 (11%)	235 (70%)	101 (30%)	Agree
Multiple response set	898 (44%)	487 (24%)	450 (22%)	189 (9%)	1385 (68%)	639 (32%)	Agree

Source: Researcher's field work

Summarily, majority of the students (68%) agreed that they received information service from their school counselor while a few of them (32%) disagreed (see table 4 above). Specifically, majority of the students (70%) agreed that they have had appropriate information on buying and selling that has motivated their interest in business venture while a few of them (30%) disagreed. According to a defining majority (80%), their school counselor makes available to them relevant academic information to enable me to make different academic choices while a few of the students (20%) upheld the contrary view. An overwhelming majority of the students (83%) were of the opinion that their school counselors always provide information on different career choices to help them choose a career path to follow while a few of the students (17%) disagreed. While 56% of the students opined that their school counselor always informed them on the new trends or happenings in the job market to guide them on possible career change in future, 44% of the students objected. Slightly more than half of the students (51%) agreed that guided exposure of trade fair had been given to them by their counselor and this assisted them to acquire business insight while close to half of the students (49%) disagreed. A compelling majority of the students (70%) agreed that through their counselor, they were aware of important business information that will help them to establish trade post on leaving school while a few of the students (30%) disagreed.

Testing of hypothesis two (H₀₂): Information service has no significant influence in the enhancement entrepreneurial skills among secondary school students in Bamenda city

The results from Chi Square test of association (see table 5 below) revealed that there was a significant (P-value < 0.001) influence of information service on the enhancement of entrepreneurial skills among secondary school students in Bamenda. Students who agreed to have received information were more likely to agree than disagree to have acquired entrepreneurial skills (90% to 10% respectively). Hence, we reject the null hypothesis and accept the alternate hypothesis, concluding that there is a significant influence of information service on the enhancement of entrepreneurial skills among secondary school students in Bamenda.

Table 5: Chi square test of association between information service and entrepreneurial skills

		Information service		P-value ²
		Agree, N = 204 ¹	Disagree, N = 122 ¹	
Entrepreneurial skills	Agree	171 (90%)	52 (46%)	<0.001
	Disagree	20 (10%)	61 (54%)	
¹ n (%)				
² Pearson's Chi-squared test				

Source: Researcher's field work

The results of the binary logistic regression analysis (Table 6) revealed that information service was a significant (P-value <0.001) predictor of entrepreneurial skill among secondary school students in Bamenda municipality. An R-squared value of 0.294 was recorded, indicating that 29.4% of variation in entrepreneurial skills was explained by variations in information service. Hence, 70.6% of variations in entrepreneurial skills could not be explained by information service alone, implying that there may be other factors influencing the variations in entrepreneurial skills among secondary school students in the Bamenda metropolis. Based on the findings, the odds of acquiring entrepreneurial skills decreased by 10.0% for students who were not informed relative to students who were informed.

Table 6: Binary logistic regression analysis of the effect of information service on the enhancement of entrepreneurial skills among secondary school students in Bamenda urban

Characteristic	OR ¹	95% CI ¹	p-value
Information service			
Agree	—	—	
Disagree	0.10	0.05, 0.18	<0.001

¹OR = Odds Ratio, CI = Confidence Interval, R-squared = 0.294

Source: Researcher's field work

The above findings were supported by the result from the qualitative data. According to the school counselors, the information service is offered to students for the enhancement of entrepreneurial skills by providing them with information on available skills acquisition opportunities such as job creation skills, financial management skills, problem solving skills, information on networking and business funding. They also revealed that; "...we bring entrepreneurs to give them tips on job creation, problem solving, networking opportunities and business funding ..."

The combined effect of orientation and information services on the enhancement of entrepreneurial skills

Table 7: Multiple logistics regression predicting entrepreneurial skills enhancement from orientation and information services

Characteristic	OR ¹	95% CI ¹	p-value
Orientation			
Agree	—	—	
Disagree	0.19	0.09, 0.42	<0.001
Information			
Agree	—	—	
Disagree	0.27	0.13, 0.55	<0.001

¹OR = Odds Ratio, CI = Confidence Interval, R-squared = 0.475

Source: Researcher's field work

The results of the multiple logistic regression analysis (Table 7) revealed that orientation and information services were significant (P-value <0.001) predictors of entrepreneurial skill among secondary school students in Bamenda urban. An R-squared value of 0.475 was recorded, indicating that 47.5% of variation in entrepreneurial skills was explained by

variations in orientation and information services. Hence, 52.5% of variations in entrepreneurial skills could not be explained by all predictor variables combined, implying that there may be other factors influencing the variations in entrepreneurial skills among secondary school students in Bamenda urban. Based on the findings, and holding information service constant; the odds of enhancing entrepreneurial skills decreased by 19% for students who did not receive orientation service relative to students who received orientation. Holding orientation service constant, the odds of enhancing entrepreneurial skills decreased by 27% for students who were not informed relative to students who were informed.

DISCUSSION

Generally, the findings established a significant influence of educational counseling on the enhancement of entrepreneurial skills among secondary school students in Bamenda city. That is, students who agreed to have received educational counseling were also more likely to agree than disagree that their entrepreneurial skills were enhanced relative to students who did not receive or disagreed to have received educational counseling services. Thereby concluding that there is a significant influence of educational counseling services on the enhancement of entrepreneurial skills among secondary school students in the Bamenda city. The findings of this study aligned with the findings from a study by Ahghar and Mohammadi (2013) which ascertained the relation between entrepreneurship skills and psychological well-being of students majoring in nursing, midwife, genetics, and biology and lab sciences in Islamic Azad University of Tehran. The findings of the study indicated that there is a positive relation between entrepreneurship skills and its subscales including interpersonal skills, personal skills, functional skills, creative and critical thinking of students and their psychological well-being. Another study that reflects the findings of this study is that of Naniek et al (2017) who carried a study to investigate conceptual framework and empirical bases of career counseling to enhancing students' entrepreneurship skills among secondary vocational school students. The review established that comprehensive services through self-help intervention might help guidance and counseling teachers in delivering entrepreneurship attitude beyond entrepreneurship competences.

The general findings of this study however contradicts the findings of Oosterbeek et al. (2010) who studied the impact of a leading entrepreneurship education program on college students' entrepreneurship skills and motivation using an instrumental variable approach in a difference-in-differences framework. Oosterbeek et al. in their study found out that the entrepreneurship education program does not have the intended effects. That is, the effect on students' self-assessed entrepreneurial skills was found to be insignificant and the effect on the intention to become entrepreneurs was also negative. The implication here is that it is not only by offering entrepreneurship programs in school that will motivate students desire to want to become entrepreneurs. The desire for students to become entrepreneurs or build entrepreneurship skills is most often in build and therefore requires proper identification of the skills and desire, timely orientation and provision of appropriate information to aid the development of the skills and interest, before proper placement of the student into a designated entrepreneurship program. This means that not all students in schools are meant or destined to possess entrepreneurship skills or to become entrepreneurs in life.

From the findings, it was revealed that if orientation and information services are kept constant, then other factors like socio-economic background of the students, cultural practices/beliefs of the students could still influence the enhancement of entrepreneurship skills amongst students apart from these counseling services. Some of these factors could be cultural background of students, educational orientation of the nation, technological development of the nation and students' natural talents among other factors. Abou-Warda (2016) explored how universities can better develop new educational services. That is, to develop a framework for technology entrepreneurship education (TEPE) within universities. He therefore developed a framework for TEPE within universities from three aspects (center for innovation and entrepreneurship (CIE), technology entrepreneurship professors/educators, and technology entrepreneurship programs/courses).

Based on the findings, it is important to note that the importance of entrepreneurship education and educational counseling towards entrepreneurship skills development cannot be overemphasized. These services notably orientation and information services need to be introduced and fully implemented at the secondary school level especially at this critical time in the nations, where the economy is at the verge of collapsing. Counseling students for entrepreneurship through career orientation programs and exposing them to relevant career information services; and introduction of entrepreneurship education at the secondary school could yield positive economic and career results. This is clearly seen from the findings of the study and supported by literature. As Gana (2001) opines, entrepreneurship is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunities. According to Okachi (2005), entrepreneurship is manifestation of effective control of human intelligence, skills and financial resources to achieve great profit which involves risk taking in human and financial resources. Why this is very important at the secondary education level is because secondary education plays a vital role in the actualization of self-skills which helps in boosting the economy of any Nation and also reduces unemployment, thus, the need for partnership between government, employers and schools.

CONCLUSION

The purpose of this paper was to examine the influence of orientation and information services on the enhancement of entrepreneurial skills among secondary school students in Bamenda city. The sample of this study consisted of 406 persons (395 high school students and 11 school counselors) sampled from 3098 students and 43 school counselors. After collecting the data using a questionnaire and an interview guide from students and counsellors respectively, the findings revealed that orientation and information services offered by school counsellors have a significant influence on the enhancement of entrepreneurial skills among secondary school students in Bamenda city. This is an indication that if students are effectively guided through orientation and provided with relevant information, it will go a long way to enhance their entrepreneurial skills which are essential for 'survival' for daily living and reduction of unemployment. Considering the important role of educational counseling and its services in shaping and directing student's behavior and careers in schools, it is important for counsellors to put more emphasis on helping students to build entrepreneurial skills which will help them complement the knowledge and skills which they have acquired in their respective fields and subsequently become job creators. This study therefore recommends that each school should organize mandatory open week each academic year where students are exposed to different career, professional and entrepreneurial orientations and relevant information from counselors and other professionals.

REFERENCES

- [1] S. H. Abou-Warda, "New educational services development: Framework for technology entrepreneurship education at universities in Egypt," *Int. J. Educ. Manag.*, vol. 30, no. 5, pp. 698–717, 2016, doi: [10.1108/IJEM-11-2014-0142](https://doi.org/10.1108/IJEM-11-2014-0142).
- [2] G. Ahghar and T. Mohammadi, "A Study on the Relationship between Entrepreneur Skills and Psychological Well-beings among Medical Students in Islamic Azad University," *Eur. Online J. Nat. Soc. Sci.*, vol. 2, no. 3, pp. 3329–3336, 2013.
- [3] R. K. Bama and V. I. Borokonda, "Career Guidance and Students' Career Choice in the Kumba Municipality, Meme Division, Cameroon," *Eur. J. Educ. Stud.*, vol. 6, no. 5, pp. 294–315, 2019.
- [4] T. J. Bobga, "An Appraisal of Effective Provision of Guidance and Counseling Services in Cameroon State Universities; Trends and Challenges," *Int. J. Humanit. Soc. Sci. Educ. (IJHSSE)*, vol. 3, no. 9, pp. 75–90, Sep. 2016, doi: [10.20431/2349-0381.0309010](https://doi.org/10.20431/2349-0381.0309010).
- [5] S. E. Carrell and S. A. Carrell, "Do lower student to counselor ratios reduce school disciplinary problems?" *Contrib. Econ. Anal. Policy*, vol. 5, pp. 1–24, 2006.
- [6] F. O. Ezendu and T. N. Obi, "Effect of gender and location on students' achievement in Chemistry in secondary schools in Nsukka L.G.A. of Enugu State, Nigeria," *Res. Educ.*

-
- [7] J. S. S. Gana, "Entrepreneurship in Nigeria," *Int. J. Res. Eng. IT Soc. Sci.*, pp. 36–49, 2001.
- [8] "On the stage to guide on the side," *Coll. Teach.*, vol. 41, no. 1, pp. 30–35.
- [9] R. T. Lapan, B. Tucker, S.-K. Kim, and J. F. Kosciulek, "Preparing rural adolescents for post-high school transitions," *J. Couns. Dev.*, vol. 81, no. 3, pp. 329–342, 2003, doi: [10.1002/j.1556-6678.2003.tb00260.x](https://doi.org/10.1002/j.1556-6678.2003.tb00260.x).
- [10] F. O. Okachi, *Entrepreneurship Skill Development: in values education*. Benin City: Oku-Akin Printing Press Ltd, 2005.
- [11] A. Okere, "The effective school counsellors: Perception of students, teachers and counselors," *J. Educ. Found.*, vol. 1, pp. 147–152, 2005.
- [12] H. Oosterbeek and P. M., "The impact of entrepreneurship education on entrepreneurship skills and motivation," *Eur. Econ. Rev.*, vol. 54, no. 3, pp. 442–454, 2009.
- [13] *Guidance and Counseling*. Kwara: Integrity Publication.
- [14] E. Sam-ngwu and K. U. Wilfred-bonse, "Entrepreneurship education for youth empowerment in Nigeria. A vital tool for self-reliance," *Int. J. Res. Dev.*, 2014.
- [15] C. A. Sink and H. R. Stroh, "Raising Achievement Test Scores of Early Elementary School Students through Comprehensive School Counseling Programs," *Prof. Sch. Couns.*, vol. 6, no. 5, pp. 350–364, 2003.
- [16] G. B. Sklare, *Brief counseling that works: A solution-focused approach for school counselors and administrators*, 2nd ed. Thousand Oaks, CA: Corwin, 2005.