TRANSFORMATION AND ENTREPRENEURSHIP EDUCATION OF THE SPECIAL NEEDS STUDENTS IN NIGERIAN HIGHER EDUCATIONS: COUNSELING IMPLICATION

Onyilofo Florence N.C.
Department of Educational Foundations
(Guidance and Counseling Unit)
Faculty of Education
University of Nigeria, Nsukka, Enugu State, Nigeria

Abstract
The study seeks to investigate the transformation and entrepreneurship education of special needs students in Nigerian Higher Education: counseling implications. Descriptive survey design was used in the study. The study covered four universities in the south east of Nigeria – University of Nigeria Nsukka, Enugu state, Nnamdi Azikiwe University, Akwa, Anambra State, Federal University of Technology Owerri and Ebonyi state University. The population of the study comprised 210 made up of 125 challenged study counselors and 85 professional counsellors from the four selected universities through simple random sampling from some federal universities in the South east zone of Nigeria. The instruments for data collection was a researcher developed questionnaire with a four response scale of strongly agree, agreed, disagree and strongly disagree. The questionnaires were trial tested using 5 professional counselors and 5 student’s counselors outside the target sample in university of Calaber, Cross Rivers State. The data were analyzed using mean and standard deviation. The internal consistency generated was determined using Cronbach Alpha it yielded an Alpha value of 0.92 which was considered high enough. A mean of 2.5 and above was accepted while any mean less than 2.5 was rejected. Summarily, the findings of the study revealed among other things that graduate of specific field, advance knowledge, instrument par excellence, educational based practice, and radical/positives and qualitative improvement are various counseling implication of transformation and entrepreneurship education of students/special needs student in Nigerian higher education and creativity, creative thinking, self efficacy, divergent thinking and motivation are counseling skill utilized by professional counselor in transformation and entrepreneurship education of students /special need student in Nigeria higher education. One major recommendation is that stakeholder, government and other related/concerned bodies should encourage the special needs students by providing the necessary assistive technology and supply competent technicians who will require them when damaged.

Key Words: Higher Education, Education, Special Education, Transformation, Entrepreneurship Education; Special Needs Students, Professional Counselor and Assistive Technology

Introduction
Higher education is referred to as education given at polytechniques, colleges of education, montechniques and universities, according to Frackmann (2003) it is defined as education that provides employers and society in general with graduates of specific fields.
Higher education as the main responsibility for equipping students with the advanced knowledge and skill required for professions World bank (2006) higher education is a place where the frontiers of knowledge is developed through practical work and exercise.

Education is transmission of what is worthwhile from generation to generation. Education is a process of helping students/special need students develop, acquire skills and knowledge that will help them become somebody in life. The national policy of education (FRN , 2004:4) defined education as an instrument “par excellence” for affecting national development. To educate students (s)/special need students (sns), is to develop the society in which they belonged. Education has a significant role in the development of any nation. When the right type of education is given to s/sns, they will upon graduation shun white collar job, become independent, self reliant, self actualized and then result into transformation of all forms.

Special education is an organized educational program, with a lot of special instruction for special needs educations as discipline that is dependent on other disciplines such as psychology, medicine, psychometric, guidance and counseling etc that makes provision for supportive counseling among others that makes provision for supportive systems to the exceptional individual who have significant deviations from normative characteristics of the majority. Similarly, Ozoji (2003) opined that, special needs education embraces too major perspectives, the educational system practices and the curriculum based venture which (I) mainly concerned with specialty that is involved in education of exceptional children such as special teachers, special clientele, special facility, equipment, materials and special teaching methods. Special education simply stands for the type of education that is quite specific and special in nature. To the researcher special needs education demands for special physical environment and classroom where there will be ramps; where ramps will replace steps, and other physical features in the classroom to suit every manner of special needs students. The programmes will be handled by experts teachers/professional counsellor - sign languages for the deaf and dumb, special gadgets that will be used for effective teaching, learning and counseling, plus special method used.

In a quest to achieve the above purpose, the federal government following return to civil democratic government in 1999, made numerous efforts at transforming the economy and lives of the people (s/sns). Different transformation agenda geared toward attainment of vision 20:20:20 plan was introduced. This was because Nigeria has fallen far behind other development peer nation like Brail Ghana, Malaysia and South Africa in all human development indices (Musa 2012). The economy is also not where it should be considering the resources of opportunities. The 2011 human development report places Nigeria as 156th out of 187 countries in terms of human development index terms while Malaysia ranked 61st, Brazil 84th, South Africa 123rd and Ghana 135th respectively. The various transformation agenda introduced by government include the relaunching of universal basic education programe, the passing of education Act, 2004, the education reforms, pension reform, the national economic empowerment and development strategies policy 2005, entrepreneurship education plan for university students all in a bid to accelerate national development. Others include vision 2010, 7 - point agenda and vision 202020. It has been discovered in the national economic empowerment and development strategies (NEEDS) document that education is central to the success of all these plans. The federal government plan to transform the nation focused on addressing the constraint to growth and competiveness aggressively pursuing a structural
transformation of the economy from a mono product to a diversified and industrialized economy, investing in human capital to transform the students/special needs special into active agents for growth and national development, and investing in sustainable development.

Transformation, is seen as a process, as the ultimate development goal of all organized societies, and most importantly –as the ultimate task of education. Transformation methods to achieve radical, positive and qualitative improvement it often has a multi-dimensional impact (a single intervention impacting of several inter-related issues) Obanya (2011). Nigeria would need to empower its educational system to become an instrument for national transformation but before it can do this, there need to be change in politics, product, policies, programmes and process that is the five pivots (5ps) of educational earring process. The task should begin by changing the nature of students / special need student’s intention of engaging in politics and moving away from a stand point of what is in it for me to a strong desires for public service in the peoples interest. It also means moving away from the discourse premises (if elected, I will do this and that for you’) to a discus of carrying the people along (“if elected, we shall together do this and that”). Transformation in policy has to do with side-side fully participatory approach not top-down dictatorial approach as has always been with Nigerian leaders and this participatory approach such involve leaders, stakeholders with real needs. Such stakeholders include rural dwellers, the urban dwellers, traditional institutions, local and federal government, Teacher/professional counsellor, organization, religious bodies, practicing teacher/professional counselor, NGO’s, professional bodies, academic and organized private sector and s/sns and their parents. This stakeholders should be really involved in the transformation process. According to Obanya the curriculum should involve intellectual and non intellectual skills like self expression skills (oral and written), character formation skills, design/manipulation skills, computational skills, personal and interpersonal skills, creative thinking skill, social sense skill, idea to product skills, experimental learning skill, conceptual skills and the life-long learning skill Obanya (2011). Other skill by the researcher include creativity, income general, self –efficiency, self employment, problem solving, self reliant and self expression skill, intrapersonal skill, manipulation skill, experimental skill and character formation skill.

Transformation is a process that involves development of management and leadership skills in teacher/professional counselors who have to manage system at various levels. The educational system would require transformed teacher/professional counsellor applying transformational pedagogy not dominating the teaching process but allowing for an interactive class and accepting suggestions from the students/special need students since the hallmark of education in this 21st century is student centered not teacher/professional counselor centered and faculty centered. Transformation as a product would need to succeed in formal examinations and have to adapt to the demands of knowledge economy by valuing, seeking and using knowledge. This is actually the rationale for transformation. The expert teacher/professional counselor should be able to apply transformational methods in the class room in other to help the students/special need students as well as monitor their growth and take appropriate pedagogical action on a continuous basis. The transformation product should be fully endowed with cognitive learning, life coping skills and learning to learn skill, self parcel learning skills, innovation, on-site educational and life-long learning because learning never stops.
With respect to the concern expressed by the government that the educational system emphasizes theoretical knowledge at the expense of technical, vocational and entrepreneurial education, it had in 2002 directed that entrepreneurship studies be injected into the curriculum of university education in Nigeria. Since then, it has been introduced as general studies (GST) (NUC, 2011). But in university of Nigeria Nsukka it is called CEDR and is carried out by the Centre for Entrepreneurship Development and Research. The Yar’ Adua administration that succeed Obasanjo’s was short lived and therefore did not achieve much. The Yaradua administration proposed a 7-point agenda to develop infrastructure and make the economy competitive. But the Goodluck’s regime introduced the transformation agenda. the transformation agenda was actually designed as president Jonathan’s commitment, what key programme and project would be pursued by the administration from 2011 to 2015 in other to move us further towards achieving vision 20:2010. Still, with all this transformation agenda a lot has still not being achieved. Nigeria is still lagging behind compared to other nation she started with having taken a look at the evolution of the reforms and transformation goals of the nations from 1999 to dare and to vision of making Nigeria one of the top 20 economies in the world by year 2020, perhaps it will be necessary to discuss entrepreneurship education.

An entrepreneur is one who creates opportunities where there seem to be none. An entrepreneur is a risk taker, risk bearer. The word entrepreneur is not new and has been used far back as the 18th century. Entrepreneur came to be used to identify the venture some individuals who stimulate economic progress by finding new and better ways of doing things. Joseph Schumpeter (1934) described entrepreneurs as the innovators who drive the “creative-destructive” process of capitalism, in his word entrepreneurs function, is to reform or revolutionizes the pattern of production. They can do this in many ways: by exploiting an invention, an untried technology, opening up a new source of supply of materials or new out let of products, and by reorganizing the industry. According to Hisrich Peters and Sherd (2009:12) entrepreneurship is the process of creating something new with value by devoting the necessary time and efforts, assuming the accompanying financial, psychic and social risks and receiving the result in rewards of monetary and personal satisfaction and independence. In line with this the researcher define entrepreneurship as a process of identifying need in one’s immediate environment, community and society as a whole and bringing together resources in a transformative and innovative way to fill the need. The researcher sees entrepreneurship as the individual who identifies a need in the society, think critically on that need and formulate hypothesis which will lead to solution of the need and then put the ideas into use thereby creating a venture where he can make out a living from. In psychological terms the creative individual is identified by his above average intelligence and high divergent thinking ability Murkherji (2002). According to Duru (2011) The economist view entrepreneurship largely in the context of self employment and wealth creation to counter the problem of low capacity production, massive unemployment, collapsed infrastructural facilities, poverty and the other attendant consequences. This entrepreneurship education is needed to overcome this problems. Entrepreneurship education is that education given to students/special needs students in other to be self reliant.

Entrepreneurship education takes its root from the old bourgeois economist notion of the entrepreneur. More recently particularly in developing countries like Nigeria, entrepreneurship is increasingly applied to education and in all higher education in Nigeria. This
is why Jega in his keynote address at the 2012 annual conference in University of Nigeria said “it is not surprising that the founding fathers of your university, the university of Nigeria being frontline nationalist gave you the charge to use education to “restore the dignity of man”. Entrepreneurship education focuses on preparing s/sns for life in a market society in which the private sector competition, technology and profit driven life. It prepares students to be adaptive and novelty capable of becoming creators rather than job seeks. Ojeaga and Owolabi (2001) sees entrepreneurship education as education designed to provide s/sns with concepts and abilities to recognize business venture that others have over looked and to have the insight, knowledge, skill and self confidence to act on them where others have hesitated. Affirming the above assertion. Adeboye and Olubela (2010) is of the view that entrepreneurship education is that which seeks to provide students with the knowledge, skill which seeks to provide students with the knowledge and motivation to encourage entrepreneurial success in variety of settings. In Nigeria there is a growing of entrepreneurship. Education as a basic skill the national universities commission (NUC, 2011;21) states that integration of entrepreneurship studies into university education will prepare the youth (student/special need students) to be responsible enterprising individuals who will become entrepreneurs on entrepreneurial thinkers and contributes to economic development and sustainable communities. The goal is to empower graduates particularly special need students irrespective of their areas of specialization, with skills that will enable them engage in come – yielding ventures if they are unable to secure rapid job. It is a re-orientation for the take a job-mentality to the make-a-job mentality. In the course of entrepreneurial education students/ special need students are taught how to acquire a wide range of skill such as baking, textile, block making, Food processing, home management, printing, poultry keeping, catering services, metal work, TV repairs, upholstery, welding, motor repair, generator repair, wheel balancing, vulcanizing, electrical wiring, photography, hair plaiting, barbing, fashion designing and paper production. If this entrepreneurship education is properly carried out s/sns will then have something to hold unto even if they do not get white collar jobs. The professional counselor is very important in an entrepreneurship education in helping the s/sns acquire skills such as listening, confidentiality, probing, questioning, rapport, empathy, problem solving, guiding, referrals, unconditional positive regard, exploration and confrontation Onyilofor (2010).

Special needs students are those who have physical and or functional impairment such as blindness, deafness and physical handicaps, mental or intellectual retardation other forms of special needs students are those who have disabilities which are not visible. They include the learning disabilities, exceptional children, slow learners, individuals who have suffered social and academic deprivation early in life and those with poor academic foundation. Generally, people with special needs are those who experiences or manifest difficulties in the areas of learning and training. They need closer attention, modifier regular school curriculum, special teaching and learning materials, constant supervision, evaluation to learn successfully and become useful to selves, families, community and nations at large. Therefore the appropriate assistive technology should be provided for them to enhance teaching learning and counseling. In the United States (USA), the individuals with disabilities education improvement Act of 2004 (IDEA) calls for the education of students with special needs in the least restrictive environment (LRE) possible. Currently for more than half of special needs students in the USA. Least restrictive environments is the regular education classroom United State (US) Department of
Education, National Center for Educational Statistics (2007) however, in Nigeria what obtains does not measure up to what obtains in America. The s/sns do in some universities do not have a classroom to stay and receive lecture not to talk about LRE.

The appropriate selection of AT device according to the nature and extent of exceptionality would make teaching, leaning and counseling of s/sns more meaningful. Assistance for individual with disabilities act of 1988i (P.L.100-407) also called the Tech Act defines assistive technology as any item, piece of equipment, or product system, whether acquired commercially, modified or customized, that is used to increase., maintain or improve functional capabilities of individuals with disabilities. Examples of such assistive devices include: sweet interfaces, Braille displays, augmentative and alternative communication devices, mobility aids such as wheel chairs screen enlargement programms,. Screen- readers, enlarged fonts and colour contrasts, touch screen, refreshable Braille displays, Speech recognition software, and adaptive key boards (Alpeer and Raharinirina 2006). Alpher and Rahariniririna further enlisted AT devices for students whose conditions are mild: examples – inspiration software concept-mapping (a tool that can be used to aid student writings, word processor, voice synthesizers, words prediction software and ebooks. An expert teacher/professional counselor should be knowledgeable in the use of these AT and should be able to communicate about assistive technology using correct terminology. The expert teacher/professional counselor should also demonstrate ethical practices with regards to these AT.

Counseling is a helping relationship where two people are in contact one the professional counselor who has been trained to help people get out of problem and other client (who has a problem) Anamaeze (2002) posits that counseling is a relationship between the counselor and counselee in which the counselors helps the counselee to learn more satisfying attitude and behavior necessary for solving his/her problem. It is the duty of a professional counselor to do placement of s/sns on their right courses, in assessing them individually to find their dexterity interest, ability, potentialities/hobbies among others which will place them on their right job/career (Ifelunni 2003 and Onyilofor 2010). The researcher posits that the professional counselor should utilize best administration, thinking skills, training programme, action research skill, orientation, planning, time management skill, use of AT skill for Transformation and Entrepreneurship education of special needs student in Nigerian higher education. A good counselor should be a think tank and an inventive problem solver and should be able to reason properly both with the brain and the heart so as to transform special needs student in higher education in Nigeria. The counselor is a very important ingredient of any country anywhere around the world particularly in Nigeria and so they should not be toiled with.

In Nigeria, for Nigerian higher education and entrepreneurship education to thrive the expert teachers/professional counselor should undergo transformation, so that they will be able to assist these student/special need students who need help, care, love and support. The important of professional counselors have not be fully defined. Professional counselors still act as teachers in schools and are not given free hand to operate and are not given the resources and are not encouraged and student counselors are sometimes seen as people studying for nothing who will not have a place to practice. Unlike in America, Canada, Australia, Britain and other western countries where they are fully recognized, paid well and given private cozy offices to carry out their jobs.
Based on the foregone the question that becomes germane is what are the counseling implication of transformation and entrepreneurship education of students/special need students in Nigeria higher education.

The purpose of this study in general is to determine the counseling implication of transformation and entrepreneurship education of student/special need students in Nigeria higher education. Specifically, the study seeks to determine the counseling implication of transformation and entrepreneurship education of students/special needs students in Nigeria higher education; to find various counseling skills a professional counselor utilized in transformation and entrepreneurship education of special needs students. Two research questions were drawn to guide this study (1) what are the counseling implication to transformation and entrepreneurship education of students/special need students in Nigerian higher education (2) what are the various counseling skills a professional counselor utilizes in transformation and entrepreneurship education of students/special need students in Nigerian higher education.

Significance of the Study
Those who will benefit from this study include: student/special needs student, parents/guardians and then special needs students, expert teachers/professional counselor stakeholders with rule needs like rural dwellers, urban dwellers, traditional institutions, religious bodies, NGO's academics, speech therapist, clinical psychologist, Doctors, eye specialist, oculists and government of all levels

Research Method
Research design: the survey design was used in carrying out the study. The choice of this design was informed by the fact that the study's purpose was descriptive of counseling implication of transformation and entrepreneurship education of students/special needs students in Nigeria higher education.

Area of Study
The study covers 4 University in south East zone of Nigeria. University of Nigeria, Nsukka, Enugu state; Nnamdi Azikiwe University, Awka, Anambra state: Federal University of technology Owerrri, Imo state and Ebonyi state university Abakaliki, Ebonyi State.

Population of Study
The population of study comprise 210 made up of 125 student counselors and 85 professional counselors from the four universities in the south east zone.

Sampling and sampling Techniques
Sampling was drawn through simple random sampling techniques

Instrument for data collection
Structured questionnaire were developed by the researcher. The questionnaires contained 20 items on a four point response scale of strongly agreed, agree, disagreed and strongly disagreed option.
Validation And Reliability Of The Instrument

The questionnaire was face-validated using 5 experts; two in guidance and counseling in university of Calabar, Cross rivers State, One in measurement and evaluation in University of Benin, Edo state and two in guidance and counseling university of Port-Harcourt Rivers state. The question were trial tested using 5 professional counsellors in University of Calabar, Cross River State, outside the target sample. The international consistency of the counseling implication of transformation and entrepreneurship education of students/special need student in Nigerian higher education were determine using Crombach Alpha, it yielded an alpha value of 0.92 which was considered high enough.

Method of data Collection

The researcher with 7 research assistants were trained and used for the distribution of the instrument as well as for their retrieval. Direct approach by hand was used, with the services of these assistants. This was to ensure maximum return of the questionnaire.

Method Of Data Analysis

The data collated were analyzed using mean and standard deviations for answering the research questions. A mean of 2.5 and above was accepted while any main less than 2.5 was rejected.

Result

Research Question One: what are the counseling implication of transformation and entrepreneurship education of student/special needs students in Nigeria higher education?

Table One

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>X</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Graduate of specific field is one of best counseling implication of transformation and entrepreneurship education of student/special needs student in Nigeria higher education.</td>
<td>3.89</td>
<td>2.10</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>2</td>
<td>Advance knowledge and skill required is another best counseling implication of transformation and entrepreneurship education of students/special needs student in Nigerian higher education.</td>
<td>3.65</td>
<td>2.21</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>3</td>
<td>Instrument “Par excellence” is a most wonderful way of counseling implication of transformation and entrepreneurship education of students/special needs student in Nigerian Higher education.</td>
<td>3.65</td>
<td>1.76</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>Supportive system is another good way of counseling implication of transformation and entrepreneurship education of Student/special needs students in Nigerian Higher Education.</td>
<td>2.58</td>
<td>1.02</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Educational based practices and curriculum based venture are</td>
<td>3.63</td>
<td>1.66</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
6. Radical/positive and qualitative improvement are one of the best counseling implication of transformation and entrepreneurship education of student/special needs students in Nigerian higher education.

7. Changing nature of student/special needs student is the most wonder counseling implication of transformation and entrepreneurship education of students/special needs student in Nigerian higher education.

8. Innovation is another best counseling implication of transformation and entrepreneurship education of students/special needs student in Nigerian higher education.

9. Responsible enterprising is another best counseling implication of transformation and entrepreneurship education of students/special needs student in Nigerian higher education.

10. Least restrictive environment is a good counseling implication of transformation and entrepreneurship education of students/special needs students in Nigerian higher education.

From table 1 above items 1, 2, 3, 5, and 6 obtained a mean score of 3.63 – 3.90, shows that the respondents strongly agreed that graduate of specific fields, advance knowledge and skill required, instrument par excellence, educational based practices and radical/positive and qualification improvement are counseling implication of transformation and entrepreneurship education of students/special needs students in Nigerian higher education while items 7, 8 and 9 which obtained a mean score of 3.65 – 3.92 show that respondents strongly agree that changing nature of student/special needs student, innovation and responsible enterprising are counseling implication of transformation and entrepreneurship education of students/special needs students in Nigerian higher education. While items 4 and 10 which obtained mean of 2.56-2.58 showed that respondents agreed that supportive system and least restrictive environment are counseling implication of transformation and entrepreneurship education of student/special needs student in Nigerian higher education.

Research question two: What are the various counseling skills a professional counselor utilizes in transformation and entrepreneurship education of students/special needs student in Nigerian higher education?

Table 2

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>X</th>
<th>SD</th>
<th>Remark</th>
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<tbody>
<tr>
<td>1</td>
<td>Self expression is a good counseling skills professional counselors utilize in transformation and entrepreneurship education of students/special needs student</td>
<td>2.59</td>
<td>1.04</td>
<td>Agree</td>
</tr>
</tbody>
</table>
2. Character formulation is another good counseling skill a professional counselor utilizes in transformation and entrepreneurship education of students/special needs students in Nigerian higher education.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Value</th>
<th>Description</th>
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<tbody>
<tr>
<td>Agree</td>
<td>3.59</td>
<td>Character formulation</td>
</tr>
<tr>
<td></td>
<td>2.04</td>
<td></td>
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</table>

3. Creative thinking is a best counseling skill a professional counselor utilizes in transformation and entrepreneurship education of students/special needs students in Nigerian higher education.

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<thead>
<tr>
<th>Rating</th>
<th>Value</th>
<th>Description</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>3.67</td>
<td>Creative thinking</td>
</tr>
<tr>
<td></td>
<td>1.74</td>
<td></td>
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</table>

4. Creativity is another best counseling skill a professional counselor utilizes in transformation and entrepreneurial education of students/special needs students in Nigerian higher education.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Value</th>
<th>Description</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>3.89</td>
<td>Creativity</td>
</tr>
<tr>
<td></td>
<td>2.10</td>
<td></td>
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</table>

5. Self efficacy is one of the best counseling skill a professional counselor utilizes in transformation and entrepreneurship education of students/special needs students in Nigerian higher education.

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<thead>
<tr>
<th>Rating</th>
<th>Value</th>
<th>Description</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>3.90</td>
<td>Self efficacy</td>
</tr>
<tr>
<td></td>
<td>2.12</td>
<td></td>
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</tbody>
</table>

6. Divergent thinking ability is another best counseling skill a professional counselor utilizes in transformation and entrepreneurial education of students/special needs students in Nigerian Higher education.

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<th>Rating</th>
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<th>Description</th>
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<tbody>
<tr>
<td>Strongly Agreed</td>
<td>3.87</td>
<td>Divergent thinking ability</td>
</tr>
<tr>
<td></td>
<td>2.02</td>
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7. Insight/knowledge is a good counseling skill utilized by professional counselor in transformation and entrepreneurial education of student/special needs students in Nigerian higher education.

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<th>Rating</th>
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<th>Description</th>
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<tbody>
<tr>
<td>Agree</td>
<td>2.57</td>
<td>Insight/knowledge</td>
</tr>
<tr>
<td></td>
<td>0.51</td>
<td></td>
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</table>

8. Motivation is a good counseling skill utilized by professional counselor in transformation and entrepreneurial education of student/special needs students in Nigerian higher education.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>3.65</td>
<td>Motivation</td>
</tr>
<tr>
<td></td>
<td>1.70</td>
<td></td>
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</tbody>
</table>

9. Assistive technology is the most wonderful counseling skill utilized by professional counselor in transformation and entrepreneurship education of students/special needs students in Nigerian higher education.

<table>
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<tr>
<th>Rating</th>
<th>Value</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>3.93</td>
<td>Assistive technology</td>
</tr>
<tr>
<td></td>
<td>2.18</td>
<td></td>
</tr>
</tbody>
</table>
10. Problem solving/confidentiality are best skill utilized by professional counsellor in transformation and entrepreneurship education of students/special needs students in Nigerian higher education.

From table 2 above items, 3, 4, 5, 6, and 8 obtained a mean SCORE OF 3.65 – 3.90. this indicates that respondent strongly agreed that creative thinking, creativity, self efficacy, divergent thinking are counseling skills utilized by professional counsellors in transformation and entrepreneurship education of students/special needs students in Nigerian higher education while items 9 and 10 obtained a mean score of 3.91 – 3.93 this shows that respondents also strongly agree believe that problem solving/confidentiality and assistive technology are counseling skill utilized by professional counselors in transformation and entrepreneurship education of students special needs students in Nigerian higher education. However items 1, 2, and 7 obtained a mean score of 2.57 – 2.59 character formation and insight/knowledge are counseling skill utilized by professional counselors in transformation and entrepreneurship education of students/special needs students in Nigerian higher education.

Discussion

Graduate of specific field, Advanced knowledge and skill required, instrument “par excellence”, educational based practices and curriculum based venture and radical/positive and qualitative improvement are counseling implication of transformation and entrepreneurship education of students (special needs student) in Nigerian higher education. This is in line with Frackmann (2003) who define education as education that provides employers and society in general with graduate of specific fields in line with this world bank (2006) sees higher education as a place where the frontiers of knowledge is developed through practical work and exercise in the same vein national policy of education (FRN 2004:4) defines education as an instrument “par excellence’s for affecting national development. Ozoji (2003) opined that special needs education embraces two major perspectives, the educational system practices and the curriculum based venture which is mainly concerned with specialty......Obanya (2002) is of the view that transformation applies “business unusual method to acquires radical, positive and qualitative improvement. Creative thinking skill, self efficiency, divergent thinking motivation and assistive technology are counseling skills utilized by professional counselors in transformation and entrepreneurship education of students/special needs students in Nigerian higher education. According to Obanya the curriculum should involve intellectual and non intellectual skills like self expression skills (oral and written) character formation skill, design/manipulation skill, computational skill, interpersonal and intra personal skill, creative thinking skill, social sense skill, lead to product skill, experimental learning skill, conceptual skills and life-long learning skill. The researchers other skills include creativity, income generation, self-efficiency self employment, problem solving, self reliant and self expressions skills in line with this Mukherje (2002) is of the view that in psychological terms the creative individual is identified by his above average intelligence and high divergent thinking ability in line with this Adeboje and Olubela (2010) is of the view that entrepreneurship education is that which seeks to provide student with knowledge skills and motivation to encourage entrepreneurial success.
in a variety of settings. Alpher and Rahamirina (2006) listed example of assistive technology such as switch interface, Braille displays, augmentative and alternative communication devices, mobility aids such as wheel chairs screen enlargement programmes, screen-readers, enlarge fronts and colour contrast, touch screen, refreshable Braille displays, speech recognition software and adaptive technology for the special need students.

Conclusion

The study revealed that transformation and entrepreneurship education are counseling implication of the special needs students in Nigerian higher education. With all the transformation agenda a lot is still to be achieved. Therefore, the professional counselor if they able to achieve the above transformational and entrepreneurial skills, plus counseling skills student /special need student learn better and perform higher. If the right assistive technology is provided to this special need student then the implication is that they can be self reliant, self actualized and self dependent. It also implies that, they can create employment and not wait for government to employ them but be employers of labour. The whole idea of transformation and entrepreneurship education will be a reality and not just a topic to always talk on.

Recommendation

Based on the aforementioned the following recommendations were made

- The teacher/professional counselors of special needs students should encourage students/special need students and render selfless services to them so as to ensure their lives’ fulfillment.
- Stakeholders, government and other related/concerned bodies should encourage the special needs student by providing the necessary assistive technology and supply competent technicians who will repair them when damaged.
- Parent/guardians of special needs students should encourage these ones and not always make them feel as if they have a problem.
- The government should train and retrain the expert teachers/professional counselors of student/special need students so that the best can be brought out of them and they should be given incentives and not owned when they are due for payment.

Reference


Schumpeter, J. (1934), The theory of Economic Development; Cambridge; MA: Harvard University Press (a translation of the Second edition from 1926 of a work that originally appeared in 1911)


