

ENTREPRENEURSHIP EDUCATION FOR WOMEN EMPOWERMENT AND POVERTY REDUCTION IN ERA OF COVID-19 PANDEMIC IN NGOR OKPALA L.G.A: IMPLICATIONS FOR COUNSELLING

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Abstract

This study investigated entrepreneurship education for women empowerment and poverty reduction in era of covid-19 pandemic in Ngor Okpala local government area. Population of the study is 5800 women in Ngor Okpala L.G.A. Sample size is 290 women which represent 5% of the entire population. Four research questions guided the research. A 30 item structured questionnaire of four-point-likert type was used to elicit information from respondents. Validation of the instruments was carried out by experts in Curriculum Studies, Guidance and Counselling and Measurement and Evaluation while reliability index of 0.87 was established using Pearson's Product Moment Correlation. Data analysis was done using mean with 2.5 as the reference for acceptance. The study revealed that women in Ngor Okpala L.G.A are not aware that entrepreneurship education reduces poverty in era of Covid-19 pandemic; that the entrepreneurial skills listed on table 2 above are needed by women in Ngor Okpala; that a lot of challenges abound for effective and efficient entrepreneurship education to thrive and that counseling services will definitely help to salvage the situation. Based on the findings, recommendations were made that government and community leaders should help to create awareness on entrepreneurship education for poverty reduction in era of covid-19 for women in Ngor Okpala L.G.A; women in Ngor Okpala should be made to understand the need to acquire the listed entrepreneurial skills for poverty reduction in era of covid-19 pandemic amongst others.

Keywords: Entrepreneurship Education, Women Empowerment, Poverty Reduction, Covid-19 Pandemic, Counselling.

Introduction

The over dependence on the government for labour employment has led to low-level private sector entrepreneurship initiative as well as low contribution to overall economic growth of

the country thereby out-weighing capacity and strength of government spending. Economic and social realities of today have made it imperative for orientation and reorientation of people (particularly women) towards entrepreneurship and private sector based economy.

Emerging social and economic problems in the present era in the country lend more credence to the need for radical change. Entrepreneurship education being a panacea for self-reliance, job creation/wealth creation and national development becomes a catalyst/a desired change in the right direction.

Education has been defined as a veritable tool for the generation of knowledge and development of human capital, Onyido and Odum (2014).

Obilo and Opara-Onukwugha (2018), defined education as the process of acquiring the body of knowledge and skills that people are expected to have in the society. They added that a good education develops a critical thought process in addition to learning accepted facts. A good education also encourages intellectual curiosity, such that must lead to life long learning in every individual, particularly the women, for an old adage states that if you train a woman that you have trained many nation, for she will have quality reasons to train her children. Education involves also the process of facilitating learning, acquiring knowledge, skills, values, beliefs and habits.

Entrepreneurship education according to Mollick (2012) is that kind of education prepared by the forward-thinking people and organization (innovation groups) to encourage those who benefit from it to be self-reliant. Mollick went further to add that entrepreneurship embraces talents and skills that educators in conventional classrooms might otherwise penalize. Anyebe (2017) defined entrepreneurship education as an educational programme that provide the benefactors with knowledge, skills and motivation needed to start up small and medium scale businesses. The implications is that it promotes innovation, introduces new products/services and market strategies that help the benefactors become outstanding entrepreneurs. Ogundele, Akingbade and Akinabi (2012) equally defined entrepreneurship education as a purpose intervention by an educator in the life of the learner to impact entrepreneurial qualities and skills to enable the learner survive in the world of business by becoming an entrepreneur. An entrepreneur is a person who organizes and operates a business venture and assumes much of the associated risks, a person who strives for success and takes on risks by starting his own venture and service, a person who has changed her mindset from take-a-job to make-a-job mentality.

According to Obilo and Opara-Onukwugha (2018), characteristics of entrepreneurship are:

1. Economic and dynamic activity: This is because it involves creation and operation of an enterprise with a view to wealth creation amidst of uncertainty.
2. Related to innovation: Entrepreneurship is a continuous search for new idea for effective and efficient move to be made.
3. Profit potentials: likely to return compensation to the entrepreneur for risk taking. Without profit potentials, risk taking is effortless.
4. Risk bearing: the essence of entrepreneurship is the willingness to assume risk arising out of the creation and implementation of new ideas.

An entrepreneur possesses the following qualities thus:

- a. Desire to be one's own boss/desire to be self-reliant.
- b. Desire for financial success
- c. Desire for job security and
- d. Desire for an improved quality of life
- e. Change do not bother them
- f. They manage money well.

Objectives of entrepreneurship

Amrita (2016) outlines the following as roles of entrepreneurship in empowerment and poverty reduction of any nation as:

- ✓ Promotes capital development
- ✓ Creates large scale business employment opportunities
- ✓ Promotes balance regional development.
- ✓ Reduced concentration of economic power.
- ✓ Wealth creation and distribution
- ✓ Increasing gross national product and per capital income
- ✓ Improvement in the standard of living
- ✓ Promotes countries export trade
- ✓ Induces backward and forward linkage
- ✓ Facilitates overall development
- ✓ Creating innovation
- ✓ Creating new businesses

All the above mentioned roles are needed in the country in this era of Covid-19 especially on the part of the women for the strategic roles and positions they occupy in their respective communities and families.

The era of COVID-19 has been explained as that which brought new approaches as much as a lot of challenges to the globe. This affected education systems, social lives, political lives as well as economic activities, Obilo, Oparah and Ajeka (2020). It is a period when schools were temporarily shutdown. It is a period of economic meltdown for every human activities were put to a halt, it was only entrepreneurial ventures of one-man business that thrived that period. Government establishments were shut-down temporarily due to the rate of its infections. Covid-19 is an infectious disease which came due to a novel severe acute respiratory syndrome Corona Virus 2 = SARS-COV-2. The novel severe acute respiratory syndrome= SARS and Middle East respiratory syndrome= MERS was dictated respectively as a result of viruses analogous to SARS-COV-2 in the year 2002 and 2012, Obilo, Oparah and Ajeka (2020). They added that the first experience of Covid-19 was in Wuhan towards the end of December, 2019 and it was on February 2, 2020 that first corona virus death out of China was reported; then on the 11th of March 2020, the World Health organization (WHO) declared it a pandemic. According to Hussain (2020), the symptoms of Covid-19 include fever, cough, tiredness, muscle aches, chest pains, and headaches as early symptoms while the incubation period is between two to fourteen days.

It was due to the rate of its infectiousness that human lives were put to a halt which made it a trying era, a circumstance that researchers like Obilo, Oparah and Ajeka (2020) and Hussain

(2020) described as circumstances characterized by abnormalities, challenges, poverty, hunger, depression and all related issues that are being battled with today.

In a study done by Akpale (2012) on Women education and empowerment: tool for achievement of MDG's, it was revealed that the development of a nation cannot be comparatively rapid if women folks are not availed the opportunities of acquiring skills through education. Rather a lot of constraints deter against women education to include unprogressive cultural, religious and traditional gender discriminating facts, unhealthy attitude of most women towards education especially women from the rural areas like Ngor Okpala Local Government Area, job discrimination, parents socio-economic background and the preference demonstrated towards the male child than the female child. In another study carried out by Obilo and Opara-Onukwugha (2018), on the roles of entrepreneurship education in the 21st century Nigeria, it was found out that the roles and benefits are numerous to include: development of managerial capabilities, creation of organizations, improving standard of living, means of economic development, development of problem solving skills, training innovators, preparation of risk managers, helps overcome resistance to change. It was also revealed that in spite of these benefits a lot of challenges militate against it, such as personal factors like individual incompetencies, environmental factors, unconducive area for entrepreneurship education, curriculum factors, a situation where the content is not structured with the view to acquire entrepreneurial skills, teacher factor, instructional strategies/methods factor, and the general attitude to entrepreneurship education.

Similarly, Amadioha and Akor (2018), in their study on entrepreneurship education in the 21st century Nigeria found out that the benefits of entrepreneurship are poverty reduction, reduction in unemployment, promotion of economic activities of self-reliance, self-actualization, stabilization of the economy and sustainable development, yet a lot of deterring factors for the advancement of entrepreneurship education in Nigeria abound such as inadequate planning, negative attitude towards skills acquisition/entrepreneurial education, incompetent teachers, inadequate facilities, corruption, inadequate guidance for entrepreneurship programmes and laxity on the part of learners.

Counselling Implication

Empowerment in the context of women's development is a way of defining challenging and discovering barriers in a woman's life through which she increases her ability to shape her life and environment. It is an active, multidimensional process which should enable women to realize their full identity and power in all spheres of life (Ugoaru, Igbinosa&Onunu, 2017). Women empowerment has been in various programmes and Government Policies for some decades now but not much success has been recorded due to poor implementation of counselling services. If counselling services are rendered as expected, our educational and economic sectors will be enhanced, vocational skills will be learnt and sense of dignity in labour will be inculcated.

Counselling services particularly entrepreneurial counselling for women in Ngor Okpala L.G.A will go a long way in enabling them be aware of entrepreneurship, make right choices and decisions on businesses that will thrive around them based on their interests, abilities, skills and needs. As reiterated by Abdulganiyi (2012), entrepreneurial counselling is highly necessary in any empowerment programme, be it local, state or at the federal level. Without

entrepreneurial counselling, the whole purpose of empowerment programme is jeopardized. This is so because it is necessary to counsel the entrepreneur on how to manage entrepreneurial resources at their disposal. To change them to develop an entrepreneurial mindset and to give them orientation to uncover the tricks and the dynamics of entrepreneurship, this process will enable the empowered individual to compete favourably with their counterparts anywhere all over the world.

Through counselling, the professional counsellor will help the women to change their negative attitudes towards entrepreneurship. Many women in Ngor Okpala are afraid and biased about venturing into businesses, taking loans and even leaving home for economic ventures.

Counselling should facilitate empowerment of women in planning; provision of counseling will improve their competencies and how to go about getting facilities for their chosen ventures. More so, counseling will help the women to build self-confidence, self-efficacy, personal skills, insight and understanding. This will help them to analyze situations around them and communicate effectively with others thereby enhancing their empowerment. With this, the women will engage themselves in various revenue generating activities to attain self-sufficiency, self-reliance, leaves lasting economic legacy for their families and poverty reduction/eradication is assured.

Having outlined and discussed the numerous benefits/roles of entrepreneurship education to benefactors and the era of Covid-19 with its abnormalities, challenges, depression and hunger, the researchers decided to embark on this research to examine how entrepreneurship education if offered to women, bearing in mind their position and roles in the community as well as in the family can help empower them for the reduction of poverty level in the Local Government Area.

The purpose of the study therefore is to examine entrepreneurship education for women empowerment and poverty reduction in the era of Covid-19 pandemic in Ngor Okpala L.G.A : implications for counselling. Specifically, the study sets out to:

1. Determine the awareness of entrepreneurship education for poverty reduction among women in Ngor Okpala Local Government Area in era of Covid-19 Pandemic.
2. Ascertain the entrepreneurial skills women in Ngor Okpala L.G.A need for poverty reduction in era of Covid-19 Pandemic.
3. Find out the challenges of entrepreneurship education among women in Ngor Okpala L.G.A for poverty reduction in era of Covid-19 Pandemic.
4. Ascertain the counselling implications of entrepreneurship education for poverty reduction among women in Ngor Okpala L.G.A in era of Covid-19 Pandemic.

Research Questions

1. Are women in Ngor Okpala L.G.A aware of entrepreneurship education for poverty reduction in era of Covid-19 Pandemic?
2. What entrepreneurial skills do women in Ngor Okpala L.G.A need for poverty reduction in era of Covid-19 Pandemic?
3. What are the challenges of entrepreneurship education among women in Ngor Okpala L.G.A for poverty reduction in era of Covid-19 Pandemic?

4. What are the counselling implications of entrepreneurship education among women in Ngor Okpala for poverty reduction in era of Covid-19 Pandemic?

Method

This is a descriptive survey design that sought information from women in Ngor Okpala L.G.A. The population of the study is all the women in Ngor Okpala L.G.A totaling 5800. Simple random sampling with non-replacement technique was used to select a sample of 290 women representing 5% of the entire population. Instrument for data collection was a 30 item structured questionnaire of four-point likert type of strongly agree (SA) 4 – points, Agree (A) 3 – points, Disagree (D) 2 – points and Strongly Disagree (SD) 1 – point developed by the researchers. This consisted of two sections. Section A provided background information while section B dealt with the questionnaire items in relation to the respective research questions. Instrument was validated by three experts in Curriculum Studies, Guidance and Counselling and Measurement and Evaluation, whose inputs were effected in the final draft. Instrument was further subjected to a test – retest reliability using 50 women outside the population. The data generated were subjected to Pearson’s Product Moment Correlation and a Co-efficient of 0.87 was realized. This was adjudged.

The instrument was administered on the 290 women by the researchers. Due to on-the-spot administration of the instrument by the researchers, there was a 100% return of all the questionnaires and in good condition. Data generated were analyzed using mean with the mean of 2.5 as the reference for acceptance.

Results

Research Question One: Women in Ngor Okpala L.G.A. are aware that entrepreneurship education reduces poverty in era of Covid-19 Pandemic in the following ways:

S/N	Items	SA	A	SD	D	X	Decision
1.	Job creation	30 (120)	40 (120)	90 (180)	130 (130)	1.9	Rejected
2.	Wealth creation	29 (116)	47 (141)	89 (178)	125 (125)	1.93	Rejected
3.	Self-reliance	80 (320)	61 (183)	79 (158)	70 (70)	2.6	Accepted
4.	Self-actualization	91 (364)	76 (228)	93 (186)	30 (30)	2.8	Accepted
5.	National Development	41 (164)	38 (114)	97 (194)	141 (141)	2.1	Rejected
6.	Promotion of Innovators	29 (116)	61 (183)	79 (158)	121 (121)	1.9	Rejected
7.	Introduction of new products/services	38 (152)	59 (117)	81 (162)	112 (112)	1.9	Rejected
8.	Helps market strategies	27 (108)	51 (153)	91 (182)	121 (121)	1.94	Rejected
9.	Profit maximization	101 (404)	67 (201)	77 (154)	45 (45)	2.8	Accepted

10	Promotion of capital development	41 (164)	43 (129)	94 (188)	112 (112)	2.0	Rejected
11	Improvement of standard of living	51 (204)	29 (87)	47 (94)	163 (163)	1.9	Rejected

In research question 1, table 1, the finding revealed that women in Ngor Okpala L.G.A are not aware that entrepreneurship education reduces poverty in era of covid-19 pandemic via the above. This is shown in items 1,2,3,4,5,6,7,8,10 and 11 with their mean scores of 1.9, 1.93, 2.1, 1.9, 1.9, 1.94, 2.0 and 1.9 respectively being below the reference mean for acceptance, therefore rejected. It was only three items that were accepted, items 3,4 and 9, with their mean scores of 2.6, .8 and 3.8 respectively.

Research Question Two: The women in Ngor Okpala L.G.A. need the following entrepreneurial skills for poverty reduction in era of Covid-19 pandemic

S/N	Items	SA	A	SD	D	X	Decision
12.	Development of managerial capabilities	121 (484)	91 (273)	49 (98)	29 (29)	3.0	Accepted
13.	Creation of organizations	100 (400)	71 (213)	51 (102)	68 (68)	2.7	Accepted
14.	Development of problem-solving skills	91 (364)	99 (297)	27 (54)	73 (73)	2.7	Accepted
15.	Training innovators	89 (356)	72 (216)	51 (102)	78 (78)	2.6	Accepted
16.	Preparation of risk managers	96 (384)	76 (228)	41 (82)	77 (77)	2.7	Accepted

In research question 2, table 2, the mean scores of all the items were 3.0, 2.7, 2.7, 2.6 and .7 respectively, being above the reference mean of 2.5. This signifies that women in Ngor Okpala L.G.A. need the above mentioned entrepreneurial skills for poverty reduction in era of covid-19 pandemic.

Research Question Three: The following are challenges of entrepreneurship education among women in Ngor Okpala L.G.A in era of covid-19 pandemic

S/N	Items	SA	A	SD	D	X	Decision
17.	Negative attitude towards skills acquisition	114 (444)	94 (282)	11 (22)	74 (74)	2.8	Accepted
18.	Inadequate planning	97 (388)	81 (243)	25 (50)	87 (87)	2.6	Accepted
19.	Inadequate facilities	98 (392)	78 (234)	45 (90)	69 (69)	2.7	Accepted
20.	Corruption	22 (488)	67 (201)	91 (182)	10 (10)	3.0	Accepted
21.	Inadequate counseling	109	91	51	39	2.9	Accepted

		(436)	(273)	(102)	(39)		
22.	Individual in competencies	101	71	69	49	2.8	Accepted
		(404)	(213)	(138)	(49)		
23.	Unconducive environment	77	78	86	49	2.6	Accepted
		(308)	(234)	(172)	(49)		
24.	Inappropriate content	99	90	67	34	2.9	Accepted
		(396)	(270)	(134)	(34)		
25.	Inadequate instructional strategies	88	61	71	70	2.6	Accepted
		(352)	(183)	(142)	(70)		

In research question 3, table 3, all items were accepted with mean scores of 2.8, 2.6, 2.7, 3.0, 2.9, 2.8, 2.6, 2.9 and 2.6 respectively, being above the reference mean score of 2.5. This signifies that all the above items are challenges of entrepreneurship education among women in Ngor Okpala L.G.A. in era of Covid-19 pandemic.

Research Question Four: The following are implications of counseling on the challenges of entrepreneurship education among women in Ngor Okpala L.G.A. for poverty reduction in era of Covid-19 pandemic:

S/N	Items	SA	A	SD	D	X	Decision
26.	I don't want to be at work always.	171 (684)	50 (150)	49 (98)	20 (20)	3.3	Accepted
27.	I have the interest but nobody and nothing to work with.	102 (768)	71 (213)	10 (20)	17 (17)	3.5	Accepted
28.	Whichever job I see I will just start doing it.	180 (720)	62 (186)	20 (40)	28 (28)	3.4	Accepted
29.	I have put my hands in so many jobs but none succeeded.	121 (484)	91 (273)	48 (96)	30 (30)	3.0	Accepted
30.	I don't need training or planning for this job I want to be doing.	125 (500)	69 (207)	55 (110)	41 (41)	3.0	Accepted

In the fourth research question, table four, the mean scores of all the items (26) 3.3, (27) 3.5, (28) 3.4, (29) 3.0 and (30) 3.0, were all accepted, for their mean scores being above the reference mean score of 2.5 for acceptance. The implication is that counseling will definitely serve as a way forward in cushioning the effects of the challenges for the thrive of entrepreneurship education among women in Ngor Okpala L.G.A in era of covid-19 pandemic.

Discussion

In research question 1, table 1 that sought to find out if women in Ngor Okpala Local Government Area are aware of entrepreneurship education for poverty reduction in era of covid-19 pandemic. It was revealed that these women are not aware that entrepreneurship education reduces poverty in era of covid-19 pandemic. This is shown in items 1,2,5,6,7,8,10 and 11 with their mean scores of 1.9, 1.93, 1.9, 1.94, 2.0 and 1.9 respectively being below the

reference mean of 2.5 for acceptance, therefore rejected. It was only items 3,4 and 9 with their mean scores of 2.6, 2.8 and 2.8 respectively that were above the reference mean. The finding of this research question shows that the women in Ngor Okpala are still very ignorant of the numerous benefits of entrepreneurship education to the general populace and particularly to the women folk.

The finding of this research question disagrees with the finding of Anyebe (2017) who agreed that entrepreneurship education provide knowledge, skills, motivation needed to start up small and medium scale businesses. Also, the finding opposes the findings of Ogundele, Akingbade and Akinlabi (2012) for defining entrepreneurship education as that which impacts entrepreneurial qualities and skills to enable learners survive by becoming an entrepreneur by organizing and operating businesses. They also added that good knowledge of entrepreneurship education helps change a person's mindset from take-a-job to make-a-job mentality but the women of Ngor Okpala Local Government Area are bereft of this knowledge. Also in opposition to this finding is the finding of Obilo and Opara-Onukwugha (2018), for their findings that entrepreneurship education helps to acquire profit potentials, innovative ideas, promotion of capital development. Equally, contrary to this finding are the findings of Akpale (2012) and Amrita (2016) for finding out that entrepreneurship education empowers and reduces poverty through promotion of capital development, creation of jobs, improvement of standard of living and equally added that development of a nation, community and any family cannot be comparatively rapid if women folks are not availed the opportunities of acquiring skills through education.

In research question 2, which ought to find out the type of entrepreneurial skills needed by women in Ngor Okpala Local Government Area in era of Covi-19. It was revealed that all the listed entrepreneurial skills are needed by the women of Ngor Okpala L.G.A in era of covid-19 pandemic. This is evidenced in all the items 12, 13, 14, 15 and 16 with their mean scores of 3.0, 2.7, 2.7, 2.6 and 2.7 respectively, all being above the reference mean of 2.5 for acceptance and so was accepted. This finding is in consonance with the findings of Obilo and Opara-Onukwugha (2018) for finding out that roles of entrepreneurship education includes equipping individual with the development of managerial capabilities, creation of organization, economic development, improving standard of living and preparation of risk managers. Also in line with this finding is the finding by Akpale (2012) that women need to be managers of their own businesses, initiator of their own actions and become self actualized. In research question 3, table 3, which sought to ascertain the challenges of entrepreneurship education among women in Ngor Okpala Local Government Area in era of covid-19 pandemic, the study revealed that all the listed items above are challenges to entrepreneurship education among women in Ngor Okpala L.G.A. This is seen in all the items 17, 18, 19, 20, 21, 22, 23, 24 and 25 with their mean scores of 2.8, 2.6, 2.7, 3.0, 2.9, 2.8, 2.6, 2.9 and 2.6 respectively, which are above the reference score of 2.5 and then accepted.

This finding is in line with the findings of Amadioha and Akor (2018), for revealing that a lot of challenges abound for the achievement/advancement of entrepreneurship education to include: inadequate planning, bad attitude towards skills acquisition, unqualified teachers, lack facilities and laxity on the part of learners.

Furthermore in line with the finding of this research question are the findings of Akpale (2012) and Obilo and Opara-Onukwugha (2018), for findings that a lot of challenges/factors deter effective and efficient implementation of entrepreneurship education in the country to include:- personal factor, environmental factor, curriculum factor, teacher factor and methodological factor. They further included unprogressive cultural, religious and traditional gender discriminating facts, unhealthy attitude of women in rural areas to education, job discrimination, parental belief and early marriage.

In research question 4, table 4, that sought to find out implications of counselling on the challenges of entrepreneurship education among women in Ngor Okpala L.G.A for poverty reduction in era of covid-19 pandemic, it was revealed that the resultant effects of counselling will help the women strive in entrepreneurship education, thereby reduction of poverty in era of covid-19 pandemic. The above statement implies that counselling will help put the women of Ngor Okpala in a good frame of mind to assume risk, create job, that is change their mindsets from take-a-job to make-a-job mentality as asserted by Ogundele, Akingbade and Akinlabi (2012) while highlighting the qualities of an entrepreneur.

This is observed from the mean scores of all the items 26 (3.3), 27 (3.5), 28 (3.4), 29 (3.0) and 30 (3.0) being above the reference mean point of 2.5 and so accepted. The finding of this research question is in tandem with the findings of Ugoaru, Igbinosa and Onunu (2017) that defining challenges and discovering barriers are active and multidimensional processes which should enable women to realize their full identity and power in all spheres of life. They also added that women empowerment has been going on for some decades without much resultant effects due to poor implementation of counselling services, that counselling services will lead to enhanced educational and economic outcomes due to sense of dignity in labour that will be inculcated. They further added that counselling will create awareness as regards entrepreneurship education and equally help in making right choices and decisions on businesses that can thrive in the locality based on their interests, abilities, skills and needs. The finding is also in line with the work done by Abdulganiyi (2012), who found out that counselling is highly necessary in any empowerment programme, whether local, state or federal level. Abdulganiyi added that lack of counselling services jeopardizes the purpose of any empowerment programme for the fact that it is a necessity to counsel the entrepreneurs on how to manage entrepreneurial resources at their disposal. Abdulganiyi went further to reiterate that the professional counsellor will help the women to change their negative attitudes towards entrepreneurship.

Conclusion

With all the literature reviewed and the findings of this research, it is obvious that women in Ngor Okpala are not aware of entrepreneurship education for poverty reduction in era of covid-19 pandemic. Secondly, a lot of deterring factors abound, for the success of entrepreneurship education among women in Ngor Okpala in era of covid-19 pandemic. Finally, it has being established that counselling services will help for thrive of entrepreneurship education in the locality in the said era.

Recommendations

Based on the findings of the study, the researchers recommended that:

- 1 There should be enlightenment programmes by the government, community leaders and stakeholders in the community to help create awareness on entrepreneurship education for poverty reduction in era of covid-19 pandemic among women in Ngor Okpala L.G.A, highlighting the numerous benefits of it.
- 2 Efforts should be made by the government and community leaders on helping the women put up the right frame of mindsets, from take-a-job to make-a-job for them to develop/acquire these entrepreneurial skills, since they are away they need the listed skills on the table. For this will help reduce poverty in era of covid-19 pandemic in their families, communities as well as the nation.
- 3 The challenges/deterring factors of entrepreneurship education among women can be salvaged with the help of counselling services. After chats with the counsellor, negative attitudes will be changed while corruption, inadequate planning and others will be taken care of, since all concerned: government, community leaders, instructors and the women will do the needful.
- 4 Government should endeavour to send professional counselors to non-school settings for their services are highly needed for effective and efficient entrepreneurship education programme to thrive.

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