PROMOTING ENTREPRENEURSHIP FOR ECONOMIC DEVELOPMENT THROUGH THE INSTRUMENT OF LAW AND COUNSELLING IN EDUCATIONAL INSTITUTIONS

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Abstract-Law and Counselling in Education are instruments for economic and social engineering. Equally, entrepreneurship has become a veritable means by which nations achieve development faster than they ever imagine. However, it appears our citadels of learning in Africa are only recognised for mastery of theoretical approaches to knowledge and award of excellence on paper rather than achievable productivity that knowledge should actually achieve. Sadly, University graduates often end up in workshops and vocational centres to learn and acquire practical entrepreneurship skills that could have been well and formally grafted with their University education if it has been well designed. The resultant effect is the sporadic increase in unemployment rate of youth, kidnapping, youth restiveness and militancy. Therefore, Law and Counselling, as complementary Professions in this paper, jointly draw attention to the crucial need for the inclusion of Entrepreneurship training as an integral part of the normal academic Programmes in African Universities. It is therefore imperative for the intervention of counselling, through career information, to encourage University undergraduates to be deeply aware of the benefits of entrepreneurship training which provides a more realistic alternative for employment security. The paper uses the doctrinal method of research to examine legal regulations in selected African Universities that promote entrepreneurship and explore entrepreneurship development, and to enhance the role of Counselling for educational institutions in entrepreneurship development. The paper concludes by making recommendations on amendment of legal regimes establishing educational institutions and their curriculum that can take the current performance on entrepreneurship to a better level to guarantee achievable economic development that all nations desire.

Keywords - Promoting, Entrepreneurship, Development, Law, Counselling, Educational Institutions.

I. INTRODUCTION

Law is an instrument for the promotion of entrepreneurship development. It is a veritable means by which nations achieve development faster than they ever imagine. Hence, the promulgation of appropriate laws and regulations geared towards economic development of nations in Africa is sacrosanct for every educational institution to implement. However, it appears our citadels of learning in Africa are only recognised for mastery of theoretical approach to knowledge and award of excellence on paper rather than achievable productivity that knowledge should actually bring forth. Sadly, University graduates now end up in workshops and vocational centres to learn and acquire practical entrepreneurship skills that could have been well incorporated in the educational curriculum of every discipline.

The explore the available law and policies of selected Universities that tends towards promoting entrepreneurship development/training in higher institutions. The objectives of the research paper is to suggest ways by which unemployment is reduced among graduates, provide useful guide towards internally generated revenue for educational institutions and recommend the adoption of entrepreneurship course/training as an indispensable interdisciplinary approach in all disciplines.

II. EXAMINATION OF LEGAL AND POLICY REGULATIONS IN SELECTED AFRICAN NATIONS TOWARDS THE PROMOTION OF ENTREPRENEURSHIP

This section examines the laws and policies establishing some higher institutions of learning as examples of other educational institutions in Africa.
Most Universities are established for theoretical education and research. For example, Ghana University has adequately reflected this in the Act establishing it. When you peruse the aim of the University however, you hardly find likeness or interest in the promotion of entrepreneurship. Not only in the University, there is a similar nonchalance towards entrepreneurship development in the drafting of the laws of other universities.[1]
Section 4 states the aims of the University among which include paragraph (h) and (f) to the effect that the "the fruits of research and knowledge generally, will be spread by the publication of books and papers and by any other suitable means."[2]It restates the need for research to be undertaken in all fields or discipline

[1]Similarly, Section 1, University of Ibadan Act 1963
[2] University of Ghana Act 2010(Act 806), s.4(h)

but with special focus on "social, cultural, economic, scientific, technological and any other problems which exist in Ghana or elsewhere in Africa."[3]

Paragraph (h) could have been drafted to include 'entrepreneurial products' since many Universities outside Africa particularly in America and Europe now show case their achievement in the area of knowledge and research through the production of items, goods or services that becomes a veritable source of revenue generation to the University. The argument here is that it is not only through books and paper work that the efforts of the lecturers and students should become known but also tangible products that can fetch the institutions and individuals a source of income. Likewise, research should include entrepreneurial discoveries or ventures and other problems should specifically be mentioned to include areas where a country like Ghana still imports even though it has the potential of producing.

In South Africa, the Statute of University of Pretoria[4] does not even reflect anything close to providing entrepreneurial training or skill. These laws show the inadequacies and insufficiency of legal framework towards harnessing entrepreneurial opportunities and skill development. Until the role of educational institutions in entrepreneurship development is viewed as imperative, then, will government, legislative bodies and policy makers see the need to promulgate or reform educational laws. Technological innovations and development must be propelled through the instrument of law, policy and counselling. And to accomplish this bold step, our educational institutions, through the various platforms, must be empowered to champion the course.

It is however interesting to know that the law establishing the University of Cape town, South Africa recognises the need to impart knowledge and skill in the students.[5] The preamble clearly states that it is the desire of the University to, among other things, "equip people with life-long skills.' Commitment to her goals has earned the University the first place in Africa by world ranking.[6] This is what other Universities in Africa should emulate to raise the standard of education from theory to results.

III. THE ROLE OF EDUCATIONAL INSTITUTIONS AND AGENCIES IN PROMOTING ENTREPRENEURSHIP FOR ECONOMIC DEVELOPMENT

Law and policy of an organisation define the basis for its existence. It is the engine that moves it to desired direction. Where the laws and policies of educational institutions in Africa are devoid of entrepreneurial skill to be imparted into the students, then, there is likelihood of non-commitment to it. An Institution can only run with a vision that is written down and in this case, must have the force of law.

Similarly, another state University in Nigeria, Adekunle Ajasin University Akungba, Akoko, Ondo State, followed this pattern of the recognition of Skin impartation and Counselling for undergraduate students while offering their undergoing their major modules. For example, the vision of the University states that it is committed "to be a foremost institution that moves manpower development in the direction of self-reliance, apprenticeship, a first class university in research, knowledge, character and service to humanity. "[7] This is sufficient to show to the world what drives the Institution as an educational Institution in a 21st Century properly so called. Likewise the mission statement further strengthen this commitment by stating that the Institution is set to execute "to provide knowledge and skills for self-reliance in a conducive environment where teaching and research can take place."

Flowing from the above, each discipline and department can adopt the exposition of students to entrepreneurial opportunities that exist in the area. As a matter of fact, the current economic situation in African countries and modern day realities call for adequate legal framework to back up this proposal. In other words, this paper argues that apart from and in addition to the general knowledge acquired through various centres for entrepreneurship development in our citadels of learning in Africa, more is needed from the faculties and departments in the citadels of learning to be able to incorporate into their teaching curriculum and outcome, how students can harness entrepreneurial opportunities that are available.

This effort may however, not appear easy to implement with the instrument of law which can be done through executive policies, legislative bills purposive interpretation of law establishing educational institutions. The function of these educational institutions should include training students the practical aspects of their curriculum that comprehensively involve the display of entrepreneurial skills and activities. This should further be reflected in faculties' rules and regulations for the students, the institutional establishment, laws and mandate.

This will assist to empower educational institutions and agencies to train students in the direction of their discipline in order to achieve economic development.

[3] University of Ghana Act 2010(Act 806), s.4(f)

[4] Government Gazette No 35191 of 2012

[5] See the preamble to University of Cape Town (Private) Act No. 8 1999

[6] 'The World University Rankings' Available at https://www.timeshighereducation.com/world-university-rankings//university-cape-town (Accessed 12 September, 2018)

[7] 'Our Vision and Mission Statement' Available at https://aaua.edu.ng/b/vision-and-mission/ (Accessed 14 September, 2018)

IV. THE ROLE OF COUNSELLING IN EDUCATIONAL INSTITUTIONS

Generally, educational guidance and counselling according to Kochhar (2007) is a helping profession, assisting students to become responsive to grow to the height of their potentialities. However, Educational Counsellor's functions should no longer be limited to just assisting students to achieving maximum academic success alone, this is because there is an urgent need how, more than ever before, to checkmate wastage and stagnation of the academic success of our University graduates (resulting from unemployment); who are produced in large numbers every year. According to Oladele (2007), non-availability of employment has made achievement of self-fulfillment or expectations of our University graduates, more difficult and frustrating.

It is important for counsellors to rise up to the challenges of finding a way to intervene in helping respective education sectors in Africa, to develop appropriate curricula, which would emphasize the integration of functional Entrepreneurship Programmes in our Universities. It is hoped this would give a way to a complete departure from the traditional practice, and provide Undergraduate Students a large number of options, not only in academics, but in skill acquisition Programmes. The expectation is high here too, that this could result to the production of a totally new generation of University graduates, who would be independent and efficient enough, to use their heads (academic) and hands (skills), to create wealth, not only for their own benefits alone, but for others, and most importantly, for the development of their nations.

CONCLUSION

This paper has examined that the crusade about entrepreneurship and the role of law in empowering educational institutions and agencies to train students in the direction of their discipline in order to achieve economic development. It examines some of legal regulations in selected African nations for the promotion of Entrepreneurship. It concludes by making innovative recommendations on amendment of nations' legal regimes and educational institutions' curriculum that can take the current performance on entrepreneurship to a better level that will guarantee achievable economic development that all nations desire.

The paper seeks to present a well-researched findings on how legal framework can be harnessed to promote entrepreneurship development/training in higher institutions. The outcome of the research paper is to suggest ways by which unemployment is reduced among graduates, provide useful guide towards internally generated revenue for educational institutions and recommend the adoption of entrepreneurship course/training as an indispensable interdisciplinary approach in all disciplines.

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[15] University of Cape Town (Private) Act No. 8 1999

[16] University of Ghana Act 2010 (Act 806)

[17] University of Ghana Act 2010 (Act 806)

[18] University of Ibadan Act 1963

[19] University of Pretoria Government Gazette No 35191 of 2012

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