

**EFFECT OF VOCATIONAL GUIDANCE TECHNIQUE ON ENTREPRENEURIAL
SKILLS AMONG WOMEN IN VOCATIONAL CENTRES IN KANO MUNICIPAL
LOCAL GOVERNMENT,NIGERIA**

BY

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DECLARATION

I hereby declare that this work is the product of my research effort undertaken under the supervision of Dr Kabir Bello Dungurawa and has not been presented anywhere for the award of a Degree or Certificate. All sources have been duly acknowledged.

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CERTIFICATION

This is to certify that the research work for this dissertation and the subsequent write-up is the work of HADIZA GARBA with registration number SPS/14/MED/00063 was carried out under my supervision.

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DEDICATION

This research work is dedicated to my beloved parents, Late Alhaji Garba Isah and Hajiya Hajara Ahmad; for their support, guidance, prayers and moral upbringing instilled in me, may their gentle souls rest in Jannatul Firdaus.

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ABBREVIATIONS

K.S.A.M.E – Kano State Agency for Mass Education.

F.E.A.P –Family Economic Advancement Programme.

B.L.P /F.S.P – Better Life Program/Family Support Program.

A.D.P –Agricultural Development Programme.

N.D.E – National Directorate of Employment.

N.E.R.FUND – National Economic Reconstruction Fund.

N.A.P.E.P – National Poverty Eradication Programme.

N.E.E.D.S –National Empowerment and Economic Development Strategy.

SURE-P – Subsidy Reinvestment and Empowerment Programme.

YOUWIN – Youth Enterprise with innovation.

G.E.E.M.D –Growth Exploration Establishment Maintenance and Decline.

G.C.E – General Certificate of Education.

B.E.C.E – Basic Education Certificate

S.S.C.E – Senior Secondary Certificate of Education.

W.A.E.C – West African Examination Council.

N.E.C.O – National Examination council.

OPERATIONAL DEFINITION OF TERMS

Entrepreneurial skills: basic skills necessary to be acquired by women in Vocational Centres.

Entrepreneurship Education: training that promotes entrepreneurial skills.

Vocational Guidance: Counselling to develop entrepreneurial skills characteristics.

Entrepreneurs: Creator of jobs for others and for self-reliance.

ABSTRACT

This study investigates the effect of Vocational Guidance Technique on entrepreneurial skills of women in Vocational Centres in Kano Municipal Local Government. The major objectives of the research study are to find out the effect of Vocational Guidance Technique on the entrepreneurial skills of women in Vocational Centres in KanoMunicipal, the difference in the effect of Vocational Guidance Technique on entrepreneurial skills between two women centres, the difference in the effect of Vocational Guidance Technique on entrepreneurial skills between junior and senior student of women Vocational Centres Out of the three objectives, three research questions and three null hypotheses were formulated to guide the study. The study adopted a pre-test and post-test quasi experimental design. The population of the study comprised all students of the two women centres which consisted of six hundred and sixty. The sample size of 40 students was selected 20 from the junior section and 20 from senior section of each school. Purposive sampling technique was used in drawing the sample. The instrument for data collection was a questionnaire tagged Entrepreneurial Skills Inventory (ESI). Face and content validity was established by an expert. Mean scores and standard deviations were used to answer the research questions, Hypotheses were tested using t-test for independent sample. The findings of the study revealed that there is a significant effect of Vocational Guidance Technique on entrepreneurial skills of women in Vocational Centres in Kano Municipal. There is no significant difference in the effect of Vocational Guidance Technique on entrepreneurial skills between City Womencentre and GandunAlbasa women centre in Kano Municipal and there is no significant difference in the effect of Vocational Guidance Technique on entrepreneurial skills between junior and senior student of women Vocational Centres in Kano Municipal. Based on the findings of the study, it can be concluded that Vocational Guidance Technique has significant effects on the entrepreneurial skills of student of women Vocational Centres in KanoMunicipal.It is therefore recommended thatVocational Guidance Technique should be adopted by teachers, school administrators and school counsellors to improve the entrepreneurial skills of vocational in these women centres. Efforts should be made by parents, teachers and other stakeholders to improve their entrepreneurship level.

Keywords: entrepreneurial skills,vocational, guidance, women, entrepreneurship education, technique.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Entrepreneurship amongst women is a recent development in Nigeria. Women entrepreneurship development is an essential part of human resource development; through it women have become more aware of their existence, and work situation. Women venture into entrepreneurship due to economic factors which pushed them to be on their own and make them to do something independently. However, there has been a significant growth in self-employment or entrepreneurship of women, with women now starting new ventures. As such, there are several women vocational centres across the locality, and women enrol in these centres with the aim of acquiring or developing an entrepreneurial skills.

Many countries are focusing on women development by investing heavily in their education, skills development, health and leadership training. Nigeria as a developing nation cannot afford to sit on the fence especially as a developing country where women constitute majority of overall population. Women are an important component of the society engaging in different economic activities to feed their families, raising children and taking care of their homes and contributing immensely to nation building. The acquisition of entrepreneurial skills by women cannot be over emphasised, as it involves the acquisition of appropriate skills and the development of mental, physical and social abilities and competences as equipment for them to live and contribute to the development of the society. Entrepreneurship education is the education that trains student on skills acquisition for employment purposes (Oseni, Momoh, & Momodu, 2012). The absence of vocational counselling in some of our Vocational Centres

has led to the production of school leavers without entrepreneurial knowledge and skills and this could be responsible for the increased unemployment trend in our society.

Women entrepreneurship is one of the crucial methods of curtailing unemployment, creating job opportunities as well as maximizing national income and economic growth. The Nigerian government had set up several programmes to encourage the development of entrepreneurial skills of women such as setting up a vocational centres in all localities to see to it that women learn one or two skills to become self-reliant. The Nigerian government, that is the three tiers of government, federal, state, and local government levels have realised the importance of women and the role they play in nation building, hence, the setting up of vocational centres to make them competent in enterprises. Setting up of women vocational centres for entrepreneurial skills are not only at national government levels but at state and local government levels. The agitated call for women to become entrepreneurs makes it necessary for the government to establish women vocational centres, to enable them acquire the needed entrepreneurial skills, so that they can become self-reliant. It is unfortunate that after attending these vocational centres most of them fail to achieve their goal of acquiring an entrepreneurial skill to show for it which should not have happened if the right machinery were put in place, both human and material resources. To nurture entrepreneurial development among women establishment of women vocational centres are considered as main source of economic development because of their capacity to provide entrepreneurial skills for women. The school in general, is a social educational institution designed for training of citizens for national development. It is the objective of the National Policy on Education to make individuals self-reliant, productive and efficient thereby contributing to a great extent to national development. Women should be left out in this quest for advancement. The women Vocational Centres are designed to train and equip women with the desired skills to acquire an entrepreneurial skill, with the introduction of Entrepreneurship education into

Nigerian Secondary Education Curriculum. This is because, entrepreneurship is one of the economic variables that attract the attention of governments and researchers both in the developed and developing nations in the last two decades. Several efforts and initiatives are being made by government and Non-Governmental Organisations (NGOs) to promote entrepreneurship and contribute to overall economic growth and development. Interest in entrepreneurial development continue to be in the forefront of policy debates in the developing countries, especially in Nigeria. Recently, private sector has dominated the entrepreneurial development policies globally. An entrepreneurial spirit is said to be characterised by innovation and risk taking. Entrepreneurship in Nigeria today is not what is used to be. Majority of Nigerians used to be entrepreneurs. Before the colonization era, Nigerians were highly involved in trading. In fact, the wealthiest at the time were the traders. Even before money was generally accepted as the legal tender, people exchanged what they had in surplus for what they don't have. Entrepreneurship was a way of life for most people then. Nigeria always was full of people with a business mind-sets and Nigerians always had a high moral standard and value system for doing business. During the colonial era, the mode of entrepreneurship changed. The colonial masters brought their goods and made Nigerians their middlemen. Then came formal education and the companies established by the colonial masters. A lot of young Nigerians were employed by these companies. As many Nigerians began to accept formal education, most people were trained to join the labour force and not to be entrepreneurs. The entrepreneurial mind-sets began to fade away, there is a high need for entrepreneurship in Nigeria and many organisations and the government been working on improving entrepreneurship development in Nigeria. However, due to the set of challenges entrepreneurship in Nigeria is not flourishing as in many other countries.

Every human being is endowed with innate abilities for contributing to the advancement of humanities. Unlike the postulations of John Locke that human minds does not have pre-

existing innate ability, it is believable that every human mind need education and training for development and this is where the need for vocational guidance and counselling services are highly needed. It therefore implies that training of women in Vocational Centres will help in activating their innate abilities thereby harnessing their potentials for inclusive economic development. When equipped with vocational skills, their potentials will be revamped thereby helping them to establish and manage personal businesses to earn their livelihoods. When this group of individuals are made to know that they have potentials to survive, pay their bills and take care of their wards, they will be encouraged to be more creative and enterprising. This is possible through effective vocational guidance and counselling programme, which the government must give the attention it deserves. It is against this background that the study sets out to investigate the effect of Vocational Guidance Technique on Entrepreneurial skills among women in Vocational Centres in Kano Municipal Local Government.

1.2 Statement of the Problem

Today, women entrepreneurs accounts for up to a third of all business operating in the formal economy. However, in a developing economy, like Nigeria, most businesses operated by women are small with small potential for growth apart from being under-represented in enterprises of all sizes. The development of women entrepreneurship is very low here in Nigeria and especially Kano. The women do not have any kind of training on entrepreneurial skills, even if they had any formal training most of them who attend the Vocational Centres fail to develop the desirable entrepreneurial skills. They cannot boast or show up a viable entrepreneurial skill which they have acquired after spending considerable time in the women Vocational Centres. This problem arises as a result of shortage of manpower and vocational counsellors. Another problem bedevilling the development of entrepreneurial skills amongst

women in Vocational Centres include; inadequate planning and organisation that is needed to carry out an effective and viable entrepreneurship counselling; shortage of raw materials inadequate working capital and funding of small-scale businesses from the government, lack of moral and financial support from the family members. Teachers teaching methods and techniques, lack of enthusiasm or interest on the part of the women.

Through counselling service, individuals are assisted to reach their goals and retire happily. But the concern is, how will these vocational guidance programme/service be extended to the women counsel them, and at the same time harness their potentials, empower them to be self-reliant. The era of vocational counselling services is gradually winding up in schools, there is an urgent need to extend the women Vocational Centres, so as to extend them and equip with the right entrepreneurial skills.

Despite the efforts by Nigerian government at all levels (local, state, and federal) at insuring its populace are gainfully employed, quite a number of youth are still searching for something worthwhile to do for a living. Women are not left in this search. Some of them attend women Vocational Centres in order to alleviate the problems of unemployment, redundancy and abject poverty. But their attendance has not yielded the desired result. Women end up not acquiring the needed entrepreneurial skills after spending considerable period of time in those centres. The inability for the women to acquire these skills could be as a result of the perception they have about these skills which include teachers teaching methods and lack of proper counselling services. Women in those centres need to be guided and counselled to choose and develop an entrepreneurial skill that will complement their temperament and personality. Women mostly find themselves struggling between one entrepreneurial skill and another in order to have a means of livelihood. In strategizing for ways to combat this problem in the society, it is found out that one of the possible ways to reduce these challenges is to encourage them to engage in an enterprise through the needed entrepreneurial skills.

Vocational guidance is important because of its multi-dimensional problems of school-to-work transition and it is believed that individuals have certain interests, abilities, personality traits and other characteristics peculiar to them. If these personal attributes of individuals are detected and utilised to the fullest, it would go a long way in directing them towards a job where they are likely to perform better and useful to themselves and the society in which they live. Besides, vocational education plays a tremendous role in equipping individuals (students) with skills and techniques vocational education is the ability to use one's skills gainfully and display one's intellectual and economic horizon well enough to be able to effectively manage the many economic problems confronting individuals and the country as a whole. According to these authors, the state of affairs where many able-bodied men and women in the society are not gainfully employed in Nigeria, has led to various intervention efforts on the parts of the governments. This state of unemployment has made researchers to question whether the people are actually vocationally empowered. This is for the reason that, in a fast changing and unpredictable environment, fostering flexibility relies on solid general education and broad vocational skills which can be updated and completed through vocational education programmes (Kolawole et al., 2007). Vocational education, is that education which assists Nigerians to acquire the necessary skills and competence for occupation necessary for the development of the students' potentials. It is therefore, recommended that a professionally trained guidance counsellor in the field of vocational education programme would help individuals realise their dream should be required. This study therefore, will examine the effect of Vocational Guidance Technique on the entrepreneurial skills of women in Vocational Centres in Kano Municipal Local Government.

1.3 Objectives of the Study

The objectives of this study are to find out:

1. The effect of Vocational Guidance Technique on the entrepreneurial skills of women in Vocational Centres in Kano Municipal Local Government.
2. The difference in the effect of Vocational Guidance Technique on the entrepreneurial skills between City Women centre and Gandun Albasawomen centre in Kano Municipal Local Government.
3. The difference in the effect of Vocational Guidance Technique on the entrepreneurial skills between Junior and Senior students in Vocational Centres in Kano Municipal Local Government.

1.4 Research Questions

The study answered the following questions

1. What is the effect of Vocational Guidance Technique on the entrepreneurial skills of students of women Vocational Centres in Kano Municipal Local Government?
2. What is the difference in the effect of Vocational Guidance Technique on entrepreneurial skills between students of City Women centre and Gandun Albasawomen centre in Kano Municipal Local Government?
3. What is the difference in the effect of Vocational Guidance Technique on entrepreneurial skills between junior and senior students of Women Vocational Centre in Kano Municipal Local Government?

1.5 Research Hypotheses

These hypotheses were formulated and tested at 0.05 level of significance

1. There is no significant effect of Vocational Guidance Technique on the entrepreneurial skills of women in Vocational Centres in Kano Municipal Local Government.
2. There is no significant effect of Vocational Guidance Technique on entrepreneurial skill between students of City Women centre and Gandun Albasa women centre in Kano Municipal Local Government.
3. There is no significant effect of Vocational Guidance Technique on entrepreneurial skills between junior and senior students of women Vocational Centres in Kano Municipal Local Government.

1.6 Significance of the Study

It is hoped that the findings of this study will benefit the students, school teachers, school counsellors, policy makers, school administrators as well as parents and guardians, and the Agency for Mass Education, and other researchers.

This study is concerned with the effect of Vocational Guidance Technique on the entrepreneurial skills of women in Vocational Centres in Kano Municipal Local Government. Developing an entrepreneurial skill becomes a daunting task for so many students; to the student, therefore, it will help in creating awareness on the development of entrepreneurial skills. It will also help them in minimising mistakes when choosing a vocation as a career pathway. It will also provide them with qualitative education about learning the vocations and employment opportunities regardless of their age and social status.

To the teachers, who are concerned with training students in vocational skills will find it useful in helping them to assist student develop an entrepreneurial skills suitable to their personality, and temperament. It will also assist the teachers to train and retrain the women and promote their entrepreneurship level

The research findings will be beneficial to school administrators as it will serve as a yard stick in providing the right vocational tools and manpower to assist student in developing an entrepreneurial skill.

The findings of the study are expected to assist policy makers to redesign and formulate policies, curriculum and syllabuses concerning studies in Entrepreneurship education to develop entrepreneurial skills in women Vocational Centres. It will also help them to design policies and programmes in line with contemporary needs.

The research findings will also serve as an important document in helping the agency that's Agency for Mass Education to manage and find solution relevant to the problems of developing an entrepreneurial skill arising from such women Vocational Centres.

Parents and guardians will also benefit from the findings of this study, as it will provide them with enough information on the right entrepreneurial skills their children or wards should engage in. The research work is also very important as it will serve as a useful source of literature for upcoming researchers in this field and for other stakeholders as a reference material.

To the school counsellors, this study will be of immense value as well as assistance to help harness their role as guides and advisers of students in women Vocational Centres. It will give students meaningful and practical advice on which entrepreneurial skill to engage themselves, taking cognisance of their self-concept, personality and ability.

Furthermore, the research work will add to the existing body of literature, to serve as a reference material for upcoming researchers conducting their work in similar areas. Finally, the instrument and methods used for collecting data will also be useful to other academic researchers.

1.7 Scope and Delimitation of the Study

The scope of the study is on the effect of Vocational Guidance Technique on the entrepreneurial skills of women in Vocational Centres in Kano Municipal Local Government with the exception of government secondary schools. It covers the aspect of entrepreneurial skills relating to students in women Vocational Centres. The study was limited to only women Vocational Centres in Kano Municipal under Kano state Agency for Mass Education [KSAME]. This research work does not include students from other women vocational centres in Kano state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents conceptual framework, theoretical framework, and review of empirical studies, summary, and uniqueness of the study. Under conceptual framework, the following concepts were discussed: concept of entrepreneurial skills, development of entrepreneurial skills among women, women entrepreneurial development, women entrepreneurs, types of entrepreneurs, characteristics of an entrepreneur, development of entrepreneurial skills among women, entrepreneurship development, types of entrepreneurs, women entrepreneurs, characteristics of an entrepreneur, entrepreneurship programmes. Under theoretical framework the following will be discussed. Vocational Guidance Technique, factors that influence career development. Problems and challenges in developing an entrepreneurial skill, career counselling for entrepreneurial development, career counselling strategies for entrepreneurial development an entrepreneurial skill, problems of entrepreneurship development and career counselling strategies for entrepreneurial development. Review of empirical studies, then summary and uniqueness of the studies.

2.2 Conceptual Framework

2.2.1 Entrepreneurial Skills

Entrepreneurial skills are the basic skills necessary to enable one start, develop, finance, and succeed in your home enterprise. It is the skill needed to have to succeed in business. Skill is thought of as a quality of performance. Entrepreneurial skills are used in starting and operating a business venture. Fajonyomi and Jacks (2004) identified entrepreneurial skills that

can be engaged in by women in some of the following areas: sewing, hair plaiting, knitting, cookery, dyeing, weaving. Ngohi and Adamu (2015) emphasized on other entrepreneurial skills like soap making, poultry/fish farming, shoe and bag making. Odunayo and Abikwi (2015) further emphasized that skill is thought of as a quality of performance which does not depend solely upon a person's fundamental, innate capacities but must be developed through training practice and experience. Women mostly find themselves struggling between one entrepreneurial skill or another in order to be self-reliant and also have a means of livelihood. Specific, technical business-running skills e.g. developing and implementing a business plan, accounting, budgeting; Transversal or strategic skills associated with entrepreneurship: an ability to take decisions based on balanced risk assessment and information analysis; recognising and implementing opportunities for business growth; following market developments and managing the products and services offered.

When students engage in the right entrepreneurial skill, they can overcome the problem of unemployment and redundancy. This is achievable through the promotion of entrepreneurship education and vocational counselling. According to Bolt Lee and Foster (2003) in Grema and Kolo (2015), entrepreneurial skill is the art of possessing the ability to power, authority or competency to do the task required of an individual. Thus entrepreneurial skills development, according to Anho (2011) entrepreneurship involves a process of human capacity building through formal or informal training inculcating in the entrepreneur basic skills such as financial skills, technical skills, creative skills, managerial skills, intellectual skills, marketing skills, communication skills and technological skills. Despite the fact that entrepreneurship training is supposed to promote the "development of personal qualities such as creativity, risk-taking and responsibility and provide the technical and business skills that are needed in order to start a new business venture" (EU, 2002), there are concerns that many training institutions offer very little entrepreneurial skills (Ladzani & Van Vuuren, 2002,

Isaacs et al,2007). Therefore, Ladzani& Van Vuuren (2002) propose the content of entrepreneurship training to consist of: motivation, entrepreneurial skills and business skills since the concept of entrepreneurship is found to be dependent on three dimensions such as innovativeness, risk-taking and reactivity (Morris & Kuratko,2001).

2.2.2 Major Entrepreneurial Skills

a) General Business Skills - Some common or major entrepreneurial skills of successful entrepreneurs are identified below namely: Sales and marketing skills, prudent money management or sound financial know-how skills, very strong self-motivation skill, effective time management skill, and high and flexible administrative skill. A lot of these skills have to do with the person, the ideas, products and services.

b) Sales and marketing skills- To attract the right customers maintain their loyalty and subsequently make target revenues and profits will obviously require good communication skill.

c) Financial know-how skills and money management- Not many people can manage or handle money .There are others who money can control. Some become temporarily insane when they see a volume of money they have never seen before. To succeed as an entrepreneur, one must know how to:

1. Manage money well. After all, not everybody can effectively manage money. Money actually controls some people.

2. Source for funds from the right sources at the right time and the right cost of capital. Funds include long- term capital and working capital.

d) Self-motivation skills- Encouragement from others is good but self-encouragement is the best. An individual needs it in one's journey into entrepreneurship. Motivate yourself even if

people around you want to discourage or disappoint you. Self-motivation skills include; internal locus of control, self-starter with a clear desired goal in mind, confidence in oneself and in one's ideas, diligent and hardworking and extra drive and commitment to set goals.

e) Time management skills- Successful entrepreneurs must manage their time effectively. This is because:

(1)Time is money. (2)Time is life (3) Entrepreneurship opportunity has time-limit (4) Time management is very important for business success and (5) Self-management is very critical for effective time management. The key to using time effectively is through better management. Entrepreneur achieves better time management through time budgeting. The specific ways to make better use of his time include: establishing goals, determine deadlines and allocating time for each important activity (Osemeke, 2012).To manage time the entrepreneur must: (1) Have a time table or schedule of activities to be done and keep to it as much as possible (2) Employ delegation freely without fear. The entrepreneurs must determine priorities into urgent and important activities as: i -Urgent activities that demand immediate attention ii -Urgent but not important activities iii - Not urgent but important activities,iv -Not urgent; not important.

They must give priority to (i) and (iii) because by performing them time is reduced for activities (ii) and (iii), and manage meetings and relationships with others as entrepreneurs.

f) Administrative skills- Administrative skills include: organizing, coordinating, directing, planning and general management etc.

g) Technical, analytical and human relation skills- Accountants are by training normally technically skilled. They must also develop and possess conceptual, analytical and human

relation skills to be successful entrepreneurs. Others are business planning, idea generation, negotiation and risk analysis and management skills.

h) ICT Skills- Graduate entrepreneurs should have Computer and ICT skills because of the era we live in, the dynamic environment they will have to operate on day to day basis and the various technological changes and demands they will face.

2.2.3 Avenues for Developing Entrepreneurial Skills

Entrepreneurial skills acquisition can be obtained through various avenues such as: attending entrepreneurial training classes, development programmes, seminars, workshops, etc. universities, job rotation, special (intensive) training, or apprenticeship, organizational learning, R & D Institutions, consultants, national and international agencies and bodies, non-governmental organizations (NGOs) and professional bodies.

2.2.4 Benefits of Developing Entrepreneurial Skills

1. To enhance the employability of unemployed graduates through internship programs in pre-selected institutions.
2. To reduce the vulnerability of unemployed graduates.
3. To build manpower base towards attaining national development operations.

2.2.5 The Benefits to Women Include

1. Provide them with skills and information required to enter into work.
2. Empower youth to work for themselves or create jobs for others.
3. Protect youth from demand and supply shocks through acquisition of skills.
4. Opportunity to sharpen their skills and enhance employability.
5. Opportunity to build new networks and professional contacts.

The women are to use the opportunity to make them very competitive, enterprising, smart, and knowledgeable and portray themselves as indispensable brands to the labour and the business market (Papka, 2013). Build human capital prepared for current and future labour demand. Be part of building manpower base for natural development and enhance their entrepreneurial skills.

Opportunity to recruit talented students\women.

Entrepreneurial skills training is supposed to promote the “development of personal qualities such as creativity, risk-taking and responsibility and provide the technical and business skills that are needed in order to start a new business venture” (EU,2002), there are concerns that many training institutions offer very little entrepreneurial skills in South Africa (Ladzani& Van Vuuren, 2002, Isaacs et al,2007). Therefore, Ladzani& Van Vuuren (2002) propose the content of entrepreneurship training to consist of: motivation, entrepreneurial skills and business skills since the degree entrepreneurship is found to be dependent on three dimensions such as innovativeness, risk-taking and pro activeness. Proxy indicators of entrepreneurship, such as new business densities, self-employment rates and the desire to become self-employed are not related within individual countries.

Where self-employment is not an option, individuals typically cite practical concerns such as job security, lack of capital/financial resources and the current business climate rather than their own entrepreneurial skills. Some women believed that they lacked the skills to become self-employed. Other cross-national research suggests entrepreneurial experience, fear of failure and perceptions of business opportunities are important for business creation. Experience (and being able to learn from experience) is also important in developing entrepreneurial skills and competence. Entrepreneurial skills is ‘an individual’s ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to

plan and manage projects in order to achieve objectives 'It is seen as Vital to promoting innovation, competitiveness and economic growthFostering entrepreneurial spirit supports the creation of new firms and business growth. However, entrepreneurship skills also provide benefits regardless of whether a person sees their future as starting a business. They can be used across people's personal and working lives. As they encompass 'creativity, initiative, tenacity, teamwork, understanding of risk, and a sense of responsibility 'what constitutes entrepreneurship skills has been the subject of muchdiscussion. Unlike other important economic skills, entrepreneurial skillsare not related to a specific occupation, discipline or qualification. However, the greater emphasis on entrepreneurship education and developing entrepreneurial skills has brought more analysis and agreement of entrepreneurial abilities and competencies.

The OECD has identified three main groups of skills required by entrepreneurs:

- a. Technical – communication, environment monitoring, problem solving, technology implementation and use, interpersonal, organizational skills.
- b. Business management – planning and goal setting, decision making, human resources management, marketing, finance, accounting, customer relations, quality control, negotiation, business launch, growthmanagement, compliance with regulations skills.
- c. Personal entrepreneurial – self-control and discipline, risk management, innovation, persistence, leadership, change management, network building, and strategic thinking sectors or occupations).

These combinations of the skills, competencies and attributes are required variously by commercial managers and creative workers In addition, entrepreneurs require knowledge of

the sectors in which they operate (i.e. an IT, construction or catering entrepreneur will require knowledge of those specific sectors or occupations).

2.2.6 Current Levels of Entrepreneurship Skills

There is little information available to measure the level of these skillsets, so entrepreneurship is usually measured by proxy indicators, such self-employment and business creation, where self-employment is not an option, individuals typically cite practical concerns such as job security, lack of capital/financial resources and the current business climate rather than their own entrepreneurial skills. It is important in developing entrepreneurial skills and competencies

2.2.7 Who Possesses Entrepreneurship Skills?

While a diverse group, entrepreneurs typically tend to be male, aged 40-55, educated to tertiary level and see the idea of becoming self-employed as feasible Andruita(2013) indicates that less than one third (31%) of self-employed people were female. However, current trends differ significantly, at least self-employed people were female. In less than one quarter of the self-employed were female.

Gender-specific barriers that limit the preference to becoming self-employed rather than obstacles to starting a business per se (for example, capital, business idea, skills and risk) Having a business idea and access to finance are the most important factors when deciding to start a business, more than four out of five people see these as important), but so are having an appropriate business partner and role model (more than 60%).

Here in Women Vocational Centres in Kano Municipal, vocations in which women are trained on, include Tailoring, Knitting, Weaving and Cloth Making, Tie and Dye, Soap making, pomade making, catering services, Interior decorations to mention a few.

2.2.8 Development of Entrepreneurial Skills among Women

The development of entrepreneurial skills among women involves giving adequate training to the women to acquire the desired skills to be self-reliant. Entrepreneurial and the development of entrepreneurial skills goes beyond the fear of risk and the stigma of failure that influence the entrepreneurship context (Souise, 2002). To Sunday (2009) entrepreneurial skills are skills needed to have to succeed in business. These skills include ability to manage money, to raise money, to be productive, to make entrepreneur friends, to identify strengths and weaknesses, ability to hire effective people.

Although skill depends essentially on learning, it also includes the concept of efficiency and economy in performance. However, it must be reiterated that even though basic human capacities are not sufficient to produce skills, they form the necessary basis of their development; skills represent particular ways of using capacities in relation to environmental demands, with human being and external situation together forming functional system. There are many processes of acquisition and development in achieving entrepreneurial skill. Pleshetter (2009) outlined the four main stages of acquisition and development of entrepreneurial skills to include:

1. Analyse and identify the current and foreseeable skill needs to business, in terms of management, administrative and technical skills and relative importance of these.
2. Identify the entrepreneurs own personal goals, objectives and analyse and evaluate his/her own skills and resources in relation to these.
3. Produce a realistic personal development plan for the potential entrepreneur.
4. Monitor on-going performance on follow-up of the entrepreneur once the business has started and progress made towards developing the new skills that had previously identified as for the success of business.

2.3 Women Entrepreneurial Development

Women Entrepreneurial development is an integral part of national development, being that women constitute one third of the nation's population. Osalor (2016) argued that in many developing countries including Nigeria small and medium enterprises run according to the visions, talents, opportunities and resources of entrepreneurs and are known to bring about employment, creation, provide jobs for women and spread the returns of economic development. According to Eduwen (2015) entrepreneurial development of women is a veritable tool for national development and transformation. This position is endorsed by Olagunju (2004) and Ikechi and Edward (2009) when they asserted that entrepreneurship acts as a tool for income generation, raising productivity through innovation, facilitating transfer of technology, playing key role in commercialising new products, redistribution of wealth and income, ensuring foreign exchanges, and promoting social welfare.

Eduwen (2015) also confirmed that women entrepreneurial development simply implies giving opportunities to women who originally were excluded from participation in matters that impact on their welfare. This entails, enabling women to perceive themselves as having the capacity and right to influence their decision making area. In the same vein, Moser (1989) defined women entrepreneurial development as the capacity of women to increase their own self-reliance and internal strength, the right to determine choices in life and to influence the direction of change through the ability to gain control over material and non-material resources. This means women entrepreneurial development is an essential part of human resource development. Women assume multi-faceted roles in the society, providing for their families as mother/caretakers and service providers in the community. They also engage in entrepreneurial skill development of various types.

2.3.1 Entrepreneurship Development

Entrepreneurship development is the process of improving the skills and knowledge of entrepreneurs through various training and classroom programmes. The whole point of entrepreneurship development is to increase the number of entrepreneurs. Entrepreneurship is more than simply “starting a business”. It is a process through which individuals identify opportunities, allocate resources, and create value. This creation of value is often through the identification of opportunities for change. It is the act of being an entrepreneur. . In the opinion of Igbokwe (2006) entrepreneurship is a discipline with a known base theory. It is an outcome of complex socio economic, psychological, technological, legal and other factors. It is a dynamic and risky process. The process of creation is called entrepreneurship. Furthermore, Olushola (2009) stated that entrepreneurship is a philosophy, it is the way one thinks, one acts and therefore can exist in any situation be it business or government or in the field of education, science and technology or poverty alleviation or any others. That is to say, entrepreneurship is capacity to mobilise land, labour, and finance for risk taking enterprises. On their own part, Madu, Uzoeshi, Agu and kanu (2008) in Ihiegbulem.O.T (2014) sees entrepreneurship as involvement of one’s willingness, skills, ability and drive to identify and harness an investment opportunity, in order to achieve a given objective. Thus, entrepreneurship has great potentials to empower women at community level. Also Ubong (2013) defines entrepreneurship as the art and act of generating, developing and managing business ideas successfully, which will in turn make them self-reliant and become gainfully employed. In another vein, the National Commission on entrepreneurship (2003) stated that entrepreneurship is the process of uncovering and developing an opportunity to create value through motivation. Thus, in the women centres, the students are motivated and mobilised to use the opportunity they have and acquire an entrepreneurial skill. Whereas Nwakolo (2003) is of the view that entrepreneurship is the ability to set up and effectively manage enterprises

as different from being employed in paid employment. It is a continuous phenomenon which aims at bringing about innovation and creativity. Oluwa (2004) also said that entrepreneurship is the type of knowledge and skills development intended to prepare individuals for the field of work which equips citizens with vision on the application of available asset of skills to existing talent, available resources based on profit spur. Objectively, Ilomuanya and Alighilli (2015) also listed some of the objectives of entrepreneurship, which include empowerment of the people, creation of employment, diversification in business, and individual confidence. While development is defined as the process whereby an economy undergoes social and economic transformation geared towards improvement in the quality of life of its citizen (Egwu&Akwaki, 2015). Consequently, Olushola (2009) refer to entrepreneurship development as the process of enhancing entrepreneurial skills and knowledge among structured training and building programmes. In institutions Entrepreneurship development concentrates more on growth potential and innovation. Ihiegbulem (2008) further explains that entrepreneurship development is a process that involves the selection of persons with requisite and identifiable entrepreneurship skills to develop and equip them with management techniques, to enable them manage businesses either for themselves or for other people. Ubong (2013) also stated that entrepreneurial development is a complex of achievement in a process from programme design through training and provision of support facilities to monitoring evaluation and monitoring. According to Gana (2001) entrepreneurial development is the ability to seek investment opportunities and establish an enterprise based on identified opportunities. In this study, entrepreneurial development is the process of selecting potential entrepreneurs and subjecting them to adequate training through appropriated entrepreneurship education with a view to helping them become successful entrepreneurs.

2.3.2 Types of Entrepreneurs

Entrepreneur is a person who organises and manages a business undertaking and assumes risk for the sake of profit. There are different kinds of entrepreneurs depending on the kind of job they do. Abubakar (2012) classified entrepreneurs differently based on the type of profession and their social and economic background. There are basically three distinct types.

1. Craftsmen /Artisan

This class consists of highly skilled persons in their chosen trade which could largely be influenced by their family background. They possess the expertise to deliver their products direct to the market, the desire of being independent, autonomous and they derive pleasure and satisfaction in the display of manual dexterity, they may not be aggressive towards expansion of their business or making money but in effective control and monitoring of the enterprise.

2. Traditional/Promoters

This class includes manufacturers and industrialists, they sharply contrast with the artisans, they establish, develop and sell business ideas for a value.

3. Managerial/Opportunist

This group is versatile in the area of business management and has a structural approach to entrepreneurship; they are highly educated and experienced in the management of human and material resources. They earn high status due to successful management of business.

2.3.3 Women Entrepreneurs

Entrepreneur is a person who has the skills and knowledge to use personal initiative and engaged in calculated risk taking to new business venture by raising resources to apply new idea that solves problem, meets challenges and satisfy the needs of a clearly defined market. Entrepreneur is a person who organizes and manages a business undertaking and assumes risk for the sake of profit. An entrepreneur starts and organizes a business, taking risk by investing g money to make more money. An entrepreneur is a person who owns the risk of carrying on a business and funds the business. Entrepreneur could mean: The owner of a company or small corporation, i.e. the person who provides the capital of an entity or contributes an important asset such as a property, a building, machinery, technology; A sponsor (founder or not) of a project or a company; the creator of technology or know-how based on which a project or a company will start its business; A person with a clear and open spirit or initiative. Over time, scholars have defined the term in different ways. Here are some prominent definitions. An entrepreneur is an economic agent who unites all means of production- land of one, the labour of another and the capital of yet another and thus produces a product. By selling the product in the market he pays rent of land, wages to labour, interest on capital and has remains is his profit. He shifts economic resources out of an area of lower and into an area of higher productivity and greater yield. Entrepreneurs are innovators who use a process of shattering the status quo of the existing products and services, to set up new services. An entrepreneur is a person with high need for achievement .He is energetic and a moderate risk taker. An entrepreneur searches for change, respond to it and exploits opportunities. Innovation is a specific tool of an entrepreneur hence an effective entrepreneur converts a source into a resource. Emphasizes the role of an imitator entrepreneur who does not innovate but imitates technologies innovated by others are very important in developing economies. Entrepreneurs take initiative, accept risk of failure and

have an internal locus of control. Entrepreneurship is “the pursuit of opportunity without regard to resources currently controlled.” Onouha (1994/) defined entrepreneur as a person who is able to look at the environment, marshal resources and implement action to maximise those opportunities. Drucker (1964) in Kumar (2017) opines that an entrepreneur searches for change, responds to it and exploits opportunities. Innovation is also a specific tool of an entrepreneur; hence an effective entrepreneur converts a source into a resource. Akinade (2016) argues that entrepreneurs are individuals who are employers of some other people. They are usually willing to embark on the risk of creating new enterprises- ventures or business that satisfies consumer needs. Women entrepreneurs have been designated as the new engines for growth and the rising stars of the economies in developing countries to bring prosperity and welfare. A variety of stakeholders has pointed at them as an important ‘untapped source’ of economic growth and development (Minniti&Naudé, 2010). The World Economic Forum identified women entrepreneurs as “the way forward” at their annual meeting in 2012 (WEF, 2012). Others speak of women entrepreneurs as if they are the ‘New Women’s Movement’. They state: “forget aid, focus on foreign investment in women entrepreneurs as key drivers for growth and development” (Forbes, 2011).

The growth of the proportion of women entrepreneurs in developing countries has drawn the attention of both the academic and the development sector. Donors, international public institutions, national and local governments, NGOs, private companies, charities, knowledge institutes and business associations have initiated programs or policies to promote and develop women’s entrepreneurship. They initiate programs for capacity-building of entrepreneurial skills, strengthening women’s networks, provide finance and trainings, or design policies that enable more and stronger start-ups and business growth. They all claim that women entrepreneurship is essential for growth and development. Some even argue that women entrepreneurs’ contribution tends to be higher than that resulting from entrepreneurial

activity of men (Minniti, 2010). In recent years, the general attention to women and entrepreneurship in developing countries has increased to a great extent. Women entrepreneurs have been designated as the new engines for growth and the rising stars of the economies in developing countries to bring prosperity and welfare. A variety of stakeholders has pointed at them as an important ‘untapped source’ of economic growth and development (Minniti & Naudé, 2010). The World Economic Forum identified women entrepreneurs as “the way forward” at their annual meeting in 2012 (WEF, 2012). Others speak of women entrepreneurs as if they are the ‘New Women’s Movement’. They state: “forget aid, focus on foreign investment in women entrepreneurs as key drivers for growth and development” (Forbes, 2011).

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In recent years, the general attention to women and entrepreneurship in developing countries has increased to a great extent and the focus on this ‘untapped source’ of growth seems to be indispensable nowadays. Women entrepreneurs create new jobs for themselves and for others and also provide society with different solutions to management, organisation, and business problems. Sarkar(2017) defined women entrepreneurs as a group of women who initiate, organise and run a business enterprise. To Odunayo (2012) and Abikwi (2015), an entrepreneur is the person who has the skills and carries out the function of the entrepreneurship using these skills. These skills which are learnt or acquired at the women Vocational Centre when utilised by the women makes them self-reliant and productive. Hence

women entrepreneurs are the chief coordinators and organisers of the production process .Therefore, Eduwen [2015] stated that women entrepreneurs are individuals that mobilises resources to achieve. They constitute the core of the private sector that drives the economy of the nation towards national development .They had good managerial skills, they are meticulous, hardworking and risk-takers .They try to keep operational cost low and have all the passion and true talent for their work.

2.3.4 Characteristics of an Entrepreneur

Olushola (2009) outlined some of the characteristics of an entrepreneur he stated that entrepreneurs have some unique characteristics which make them different from any other person(s). These unique characteristics make them entrepreneurs, some of these characteristics include but not limited to:

1. **Enthusiastic vision:** every entrepreneur has a vision that drives her to achieve a goal in business; such a drive is the driving force of an enterprise or business.
2. **Initiatives:** an entrepreneur's vision variably is supported by a serial of collection of specific ideas not available to the marketplace. It was argued that 'the blue print to realize the vision must be clear how ever details may be incomplete, flexible and evolving' the entrepreneur has to be ingenious, resourceful and prompt to open opportunities argued Fasun (2000).
3. **Optimism:** Wikipedia free encyclopaedia contributed that an entrepreneur should be ready to, take risk and pave new path while she is optimistic in the possibility of good forecast and to yield positive business rather than considering the impossibility of it.
4. **Courageous and Tenacious:** focus to the business goal is another quality of an entrepreneur, even when he was in production differs from the conventional way of doing it

tenaciously, risk and courage, walk hand in hand, thus, believing in one idea or initiative and risking resources to satisfaction such requires strength and determination.

5. Defined ethics and value: most human endeavour revolves around ethics likewise business. The ethics and values of business serves guiding forces in decision making of enterprises, the ability of an entrepreneur to plan in the ethics and values of such initiative business is another good characteristics of entrepreneur.

6. Self-control and discipline: staying focused on the vision and managing the details means control and discipline.

2.4 Entrepreneurship Education

The origin of the word entrepreneurship is rooted in the Latin language from the words “prehendere and apprehension” entrepreneurship can be an individual or collective system of developing something new, from conception of ideas to the creation of a business. (Souise, 2014). Entrepreneurship education is viewed as a vital aspect of vocational education and has witnessed tremendous growth at all levels of educational system. Hence it has been variously defined by many authors.

Generally, education is a vehicle for development of most countries including Nigeria and thus it is the mechanism through which an individual acquires intellectual and manipulative skills (Agboola, 2010). Thus, the National Policy on Education in Nigeria posits that education is the most essential instrument for propelling change, as no fundamental change can occur in any society without education, it is the revolution that effect the intellectual of its people (Agbonlahor, 2016). Aminu, (2013) argued that education provides citizenry with attitude and skill to participate in the social, political and economic development of their country. According to Akinade (2016) entrepreneurship education is a lifelong learning process, starting as early as elementary school and progressing through all levels of

education, including adult education, Akinade (2016) further stated that entrepreneurship education is the knowledge, skills and motivation to encourage entrepreneurial success in a variety of setting. In another perspective, Millman and Matlay (2008) defined entrepreneurship education as the structured formal conveyance of entrepreneurship competences which in turn refers to the concepts, skills and mental awareness of starting and developing their growth oriented ventures. According to Isah (2013) entrepreneurship training tend to emphasise the identification and assessment of skill and understanding of entrepreneurial process.

Entrepreneurship education, according to Adegun and Komolafe (2013) refers to the programmes that promotes entrepreneurial skills for career purposes and provide skill training for business creation and development. Kuratko (2003) supports the view that entrepreneurship education and training encourages Nigerians to be job creators rather than job seekers. So therefore, introduction of entrepreneurship education in Vocational Centres will go a long way in boosting the entrepreneurial skills of women and it will contribute immensely to social political and economic development. In this regard, Olorundare and Kayode (2014) argued that entrepreneurship education acts on national transformation by providing employment opportunities, increasing gross domestic product, improving standard of living, and reducing over dependency on government and private sector jobs.

2.4.1 Entrepreneurship Programmes

Over the years government has introduced a number of women development strategies. According to Abdulganiy (2012) selected economic policies geared towards entrepreneurial development of women in Nigeria, include:

1. Family economic advancement programmes (FEAP); established to provide micro-credit facilities for entrepreneurs. This will assist the women to promote their businesses adequately.
2. Better life programme/family supports programme (BLP/FSP); aimed at providing micro-credit facilities for women entrepreneurs. These will in turn allow the women to procure loans to finance their businesses.
3. Agricultural development programme (ADP); the main purpose of the ADF is to stimulate increased food production and enhance the income of the rural population. And provide training and expertise to women farmers, such as poultry\fish farming, as well as pastoral farming.
4. National Directorate of Employment (NDE) responsible for vocational skills development and small scale enterprises programme designed to combat unemployment.
5. National Economic Reconstruction Fund (NERFUND); provides long term loans at reasonable interest rate to promote small and medium scale industries projects.
6. Peoples Bank and Community Development Bank; designed to make banking services more accessible and extend credit to the community and budding entrepreneurs.
7. National Poverty Eradication Programme (NAPEP); aimed at providing vocational skills development and small scale enterprises programme designed to combat unemployment. This programme is designed to provide vocational and skill acquisition training necessary for the women to become self-reliant.
8. National Empowerment and Economic Development Strategy (NEEDS); to eradicate poverty and unemployment.

9. Youth Enterprise with Innovation (YOUWIN): This is a business plan competition aimed at job creation by encouraging and supporting aspiring entrepreneurs, youth with entrepreneurial minds in Nigeria to develop and execute business plans.
10. Subsidy Reinvestment and Empowerment Programme (SURE-P) aimed at empowering youths and women to check poverty and unemployment.
11. Development Banks are financial institutions which are set up to provide banking services that will help in the development of a particular sector or aspect of the economy. They are normally government owned institution set up for the sole purpose of enhancing economic development rather than for profit motive. The major reason for the introduction of development banks is to bridge the gap in the provision of long-term finance for individuals. The existing commercial and merchant banks specialize in the provision of short-term and medium term finance. Another reason is the exigency of providing credit facilities to the priority sector of the economy. Other banks are reluctant to give such credit facilities because of the high-risk involved. Instances of such sectors are agriculture, commerce, cooperatives, and small scale industries.
12. Industrial associations: An industrial association can be defined as an association that supports and protects the right of a particular industry and the people who work in that industry. Industrial association lobby and urge government or its agencies to take stronger action on things affecting their members or their line of interest. Modern industries association were formed to provide the needed supports and enabling environment to promote the growth of entrepreneurship culture.

2.5 Theoretical Framework

2.5.1 Vocational Guidance Technique

Guidance in education is the presentation of knowledge, information, and/or advice to individuals or groups in a structured way as to provide sufficient material upon which they may base choices or decisions. Counselling in education may be described as the interaction developing through the relationship between a counsellor and a person in a temporary state of indecision, confusion or distress that helps that person to make his or her own decision and choices, to resolve the confusion or cope with the distress in a personally realistic and meaningful way. Generally, the need for educational and vocational guidance is accepted throughout the world; however, guidance programmes in various countries vary according to economic and political conditions and level of educational and philosophical concepts. Vocational Guidance Technique is the process of helping an individual to choose an occupation prepare it, enter it, and progress in it.

Career development is a “continuous lifelong process of developmental experiences that focuses on seeking, obtaining and processing information about self, occupational and educational alternatives, life styles and role options” (Hansen, 1976). Put another way, career development is the process through which people come to understand them as they relate to the world of work and their role in it. This career development process is where an individual fashions a work identity, thus it becomes a person’s identity. It is imperative that when educating our young people that our school systems assist and consider the significance of this responsibility for our youth and their future. The influences on and outcomes of career development are one aspect of socialization as part of a broader process of human development. According to Akinade (2016), there are several vocational and career development processes. This research work focuses on Vocational Guidance

Techniqueprocess of career development. A vocation is a career or calling and the word is derived from the Latin word “vocare”, this means “to call.”

Vocational guidance means helping someone find his or her calling or at least a suitable career choice. Vocation programmes are: an appraisal service, an informational or careers can be loosely categorized into areas such as service, a counselling service and a planning, service, technical, mechanical, creative, health and placement, and follow-up services.

Vocational guidance, according to Parsons (1909) is the processes of helping an individual match his personal attributes and his background with suitable jobs and employment opportunities. Super and Crates (1962) in Akinade (2010) expanded the above definition by saying that vocational guidance is the process of helping the individual to ascertain, accept, understand and apply the relevant facts about occupational world. Super (1957) defines the enterprise of vocational guidance as the process of helping a person to develop and accept an integrated picture of himself, and his role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to himself and benefit to Society. A definition of this kind, unlike that of Parsons’ conceives vocational guidance as a task that should begin with a teaching function explicitly designed to locate for the individual the type of person he is; with a view to ushering in for the client, that required level of self-knowledge he needs to be able to come to a decision about what to do in life. In line with the above explanation, Nwoye (1991) noted that through vocational guidance individuals are given universal attention in understanding the meaning of work in human life; including survival trends in the career world; vocations that are available; and those vital factors and forces one to explore courses which offer students the exchange services. Opportunity to research different career possibilities as a variety of research methods are used as well as learn which vocational areas they have aptitude or in vocational guidance. These

include talent in various entrepreneurial skills. For instance, many vocational guidance classes give Research and Development survey.

2.5.2 Vocational Guidance through Groups

In the field of vocational guidance is guidance through groups which was designed for preparing students to work with various groups. Throughout life, people belong to one or more Groups at a time. In the school setting for instance, a student may belong to one or more student groups such as discussion group, literary and debating Societies and students' political group vocational guidance group was also not left out in the school. The term group has a variety of meaning depending on the individual Usage. Oxford Dictionary (2000) defined a group as two or more figures forming a unit in a design and assemblage of persons or things forming a Separate unit. For counselling purpose, a group is characterized by the Interaction of its members in such a way that each unit is charged by its Group membership. Group was also explained by Oladele (1992) as a collection of individual becoming group when:

- (a) There is interaction which produces change in each individual.
- (b) Members share some common goals.
- (c) Members are present on their own consent and volition and
- (d) A capacity for self- direction.

This implies that in guidance and counselling relationship, a group consists of two or more persons who voluntarily have contact and interaction which produce changes in an individual behaviour. Alao (1983) defined vocational guidance through group as a process of helping individuals, with personal development or distress problem. He classified group based on the nature of problem or concern, nature of social interaction as counselling group, task group,

case centre group, therapy group, and guidance group. Group guidance is organised to prevent problems and the purpose of group guidance in school setting is to provide educational and vocational information which is not systematically taught in academic courses. The Leadership is usually provided by the school counsellors who make use of their wealth of experience to guide the students in resolving their individual educational and vocational problems. In her own observation, Owuamanam (2003) conceptualized guidance as involving activities which are designed to acquire information, plan, and implement programmes, which will enhance the decision process of students in educational or vocational matters. In view of this conception, group guidance or group programme is out to assist students in decision making through the help of a professional guidance counsellor. Owuamanam (2003) also went further to describe group guidance as a designed programme to be a preventive measure given to students as opportunity to discuss their common problems and issues relating to their educational and vocational problems. She also stressed the importance of guidance Counsellor as the group guidance facilitator based on training and experience. Group counselling is a dynamic interpersonal process through which individual within the normal range or adjustment work within a peer group and with a professionally trained counsellor, exploring problems and feelings in an attempt to modify their attitudes so that they are better able to deal with developmental problems (Owuamanam, 2003). The dynamic sum in group counselling implies that there is a force within which group members organise and operate to achieve their goals. Those students in the nation's secondary schools seem to be faced with problem of vocational and career choice towards the tail end of their secondary school education. It is of the opinion of this study to stress the importance of vocational and career programme which is to be organised in schools especially toward the end or at the starting point of senior secondary school level so as to facilitate in the students the idea of vocational and career readiness that will eventually transform to vocational maturity of these

students. To accomplish this, there is need for a programme like vocational guidance and counselling to be sponsored by school Administrators in collaboration with school guidance counsellor on vocational and career planning, at least once in a year for the students in the senior secondary school level, if possible, the programme can be extended to junior secondary section. Since the problem of vocational and career decision seems to be a general problem among the Nigerian youths, the vocational guidance and counselling seem to the researchers as appropriate technique to embark upon by the school counsellor to facilitate vocational and career maturity behaviour.

Since the problem of vocational and career decision seems to be a general problem among the Nigerian youths, the group guidance and counselling seem to the researchers as appropriate technique to embark upon by the school counsellor to facilitate vocational and career maturity behaviour.

This view was buttressed by Odebunmi (1978) who asserted that among the various type of group work available, the most important to the Nigerian counsellors are group guidance and counselling for vocational exploration. Alao (1981) also remarked on the group as a medium for helping individual and the readiness to work in group will help in fostering vocational maturity behaviour among secondary school students. From all the observations and reviews, group guidance and counselling can be seen as a process of helping individuals or group of individuals to understand themselves and their world. Vocational Guidance through groups was designed for preparing students to work with various groups. Throughout life, people belong to one or more groups at a time. In the school setting for instance, a student may belong to one or more student groups such as discussion group, literary and debating societies and students' political group, vocational guidance group was also not left out in the school. Their wealth of experience to guide the students in resolving their individual educational and vocational problem

Group guidance is organised to prevent problems and the purpose of group guidance in school setting is to provide educational and vocational information which is not systematically taught in academic courses. The typical setting is in classroom or counselling laboratory with about 20 – 25 students. The leadership is usually provided by the school counsellors who make use of their wealth of experience to guide the students in resolving their individual educational and vocational problems.

This implies that there is a force within which group members organise and operate to achieve their goals. That students in the nation's secondary schools seem to be faced with problem of vocational and career choice towards the tail end of their secondary school education. It is of the opinion of this study to stress the importance of vocational and career programme which is to be organised in schools especially toward the end or at the starting point of senior secondary school level so as to facilitate in the students the idea of vocational and career readiness that will eventually transform to vocational maturity of these students. To accomplish this, there is need for a programme like group guidance and counselling to be sponsored by school administrators in collaboration with school guidance counsellor on vocational and career planning, at least once in a year for the students in the senior secondary school level, if possible, the programme can be extended to junior secondary section.

Since the problem of vocational and career decision seems to be a general problem among the Nigerian youths, the group guidance and counselling seem to the researchers as appropriate technique to embark upon by the school counsellor to facilitate vocational and career maturity behaviour.

Vocational guidance and counselling experts believes that each individual has certain abilities, interests, and personality traits and other characteristics. It is the confidence of these professionals that of these characteristics are known together with their latent values

and where on the job-market these values can be put into appropriate uses, the individual is more likely to become a happier person, a more effective worker and a more useful citizen.

According to Ipay (1983) knowledge of oneself and knowledge of the opportunities existing in one's environment and in particular, knowledge of what one can do that employers would be willing to pay, help an individual make a good vocational adjustment. Also, self-knowledge and occupational knowledge are very important means of ensuring accurate and adequate occupational choice. There are innovative processes necessary to bring about these self and social understanding which are so vital for good vocational guidance programme. These innovative processes are those of vocational guidance.

2.5.3 The Importance of Vocational Guidance Technique in Vocational Education Programmes in Nigeria

Okifo and Efe (2008) noted that vocational education or vocational education and training and/or technical training or retraining prepares learners for careers that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term in which the learners participate. It is a programme designed to equip learners with vocational skills for employment in various fields of human endeavour. This means that the programme enables an individual to learn about, explore and prepare for trade. It refers to systematic learning experiences which are designed to fit individuals for gainful employment in recognized occupations and semi-skilled workers or technicians or sub-professionals. It includes guidance and counselling with the training and other instruction directly related to an occupation. It excludes programmes designed primarily to fit individuals for employment in

occupations which are considered professional, are designed primarily as general education (Osuala, 2004; Wordu, Igweagbara, Gorden&Akue, 2013).

There are eight major occupational areas of vocational education. These include the following:

- a. Vocational Agriculture
- b. Fine and Applied Arts
- c. Business and Office Education
- d. Distributive Education
- e. Health Occupation
- f. Home Economic Education
- g. Technical Education
- h. Trade and Industrial Education

Vocational education includes preparation for employment in any occupation for which specialized education is required, for which there is a societal need and which can most appropriately be done in schools. Vocational education is concerned with the whole hierarchy of occupations from those requiring short periods of specialised preparations such as clerk-typists, to occupation requiring two or more years of specialised education, such as paramedics. It includes the whole spectrum of the labour force from semi-skilled workers to technicians and sub-professional whose occupations require less than a bachelor's degree.

Vocational guidance according to Wordu et al. (2013) is an indispensable segment of vocational technical education programme. Hence, Osuala (2004) saw vocational guidance as the foyer and back porch for vocational-technical education programme because there cannot be a vocational-technical education without the beneficiaries of such training being

guided into the different vocational or career categories that are available, such as mechanical (automobile and metal work) trades, computer craft practice, woodwork trades, electrical/electronic trades, textile trades, building trades, printing trades among others. Here the study takes a look at the conceptual frameworks of vocational education and vocational guidance, purpose of vocational guidance, need for vocational guidance in Nigerian schools, techniques of providing vocational guidance in vocational education programmes in Nigeria and the importance of vocational guidance in the educational system.

2.6 Vocational Education and Vocational Guidance

Agbonigiasede (2007) defined vocational education as education designed to develop skills, abilities, understanding, attitudes, work habits and appreciation. It involves knowledge needed by workers to enter and make progress in employment on a useful and productive basis. It is an integral part of the total educational programmes which contributes towards the development of good citizenship by developing the physical, social, civic, cultural and economic competencies of the individual.

Vocational education can also be seen as a programme of study designed to enable the learner to be theoretically and practically biased for the acquisition of necessary skills, abilities, knowledge, understanding, values and attitudes through a formal educational system that will integrate the learners into the society in areas such as agricultural education, business education, computer science education, health education, home economics education fine and applied arts education, distributive education, technical education, and trade and industrial education in order to earn a living (Daso, 2012; Efajemue, 2011; Dokubo&Dokubo, 2013; Seyi, 2014).

Osuala (2004) looked at vocational education as education designed to prepare skilled personnel at a lower level of qualification for one or a group of occupations, trades or jobs. Vocational education usually provided at upper secondary level, includes general education, practical training for development of skills required by the chosen occupations and related theory. The proportions of these components may vary considerably but the emphasis is usually on practical training.

The above definition tends to pose problems of classification based on the level of entry of work, proportion of theoretical and scientific studies and emphasis on practical training. To avoid such debate in classification and to improve the development in this type of education, the current trends in education and planning and practices is to use a single term “technology education” to embrace all such education programmes.

The term technology deals with “the application of knowledge in the solution of practical problems of everyday living”. Technology education, essentially aims at developing techniques, devices, procedures and the process for doing things. Obviously, theoretical and scientific studies and related skill training are required. These components will vary according to the level of education and the nature of occupation and career being considered. In other words, while science is concerned with “knowing”, technology aims at “getting things done and done efficiently” (Seyi, 2014).

Before looking at the concept of vocational guidance, it is pertinent to ascertain the meaning of guidance in general. Guidance in all phases is a form of individual service; its purpose is to provide assistance to individuals in making choices and adjustments in connection with the problems and options in their lives.

Guidance may be conveniently classified into three major categories personal guidance, educational guidance, and vocational guidance. Personal guidance centres on problems of personality, physical and emotional development, interpersonal relations and similar matters.

Vocational guidance is a process of assisting an individual towards making a wise choice of occupation/career, which will be beneficial to him and to society. It is the assistance given in choosing, preparing for, entering upon, and making progress in an occupation. Vocational guidance is a continuous means of assisting an individual to understand him/herself better as a basis for occupational decision. The process involves a continuous and careful assessment of an individual's interest, aptitude, and potentials over periods, using various sources of information from home and schools as a reliable basis for guiding the individual towards a satisfactory occupation (Efajemue, 2011).

Etuk (2013) in Akpan (2001) defined vocational guidance as that phase of the educational process in which conscious, organised planning for the future is a primary, rather than a secondary focus. Also, Etuk (2013) in London (1973) viewed vocational guidance as dealing with matters of occupational choice or career planning, preparation, placement, and adjustment on the job. It is a phase of guidance needed most by youth in their later teens and adult.

Ezeji (2001) defined vocational guidance as the process of helping a person develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it to reality, with satisfaction to himself and benefit to society. Vocational guidance does not restrict itself only to occupational adjustments but also embraces the educational aspect of youth and the attitudes, feelings, and anxiety that revolve around the all-important problems of work, occupation status,

job satisfaction, security and many other facets of earning a livelihood on which society places a premium.

2.6.1 Purpose of Vocational Guidance

Vocational Guidance has two fundamental purposes:

- a. To help the individual make a good vocational adjustment and
- b. To facilitate the smooth functioning of the economy through the effective use of manpower

The above purposes imply that each individual has certain abilities, interests, personality traits and other qualities which, if he realises them and their potential values, will make him a happier person, a more effective worker, and a more useful citizen. Part of an individual's educational development consists of helping him to gain a better understanding of his attitudes for various skills, his adaptability to altered situations and his interest in the numerous activities in which he might become engaged. Although less generally recognised as such, this self-realisation is just as much as an objective of education as is the understanding of the world in which the individuals lives (Kurya& Hassan, 2007; Ordu, 2012, Igberaharha&Oroka, 2012).

2.6.2 Need for Vocational Guidance in Women Vocational Centres

Many youths in Nigeria reach the termination of their high schools careers without having made even a tentative occupational choice. Moreover, the choices, which they do make, are often unrealistic in terms of the students' potentials and opportunities and requirements of the world for work. There is a need therefore to introduce in school system a well-designed vocational guidance programme for the benefit of all students.

According to Dokubo&Dokubo, (2013), sound vocational guidance programmes are needed more than ever because of our changing world. Cultivations of the individual talents of all people remain the inescapable responsibility of education in a democracy. National welfare demands trained talents of every type. Nigeria seems deeply committed to and dependent for its survival upon a programme of education, which offers to all Nigerian youth the opportunity to develop to the highest degree and in a socially beneficial direct, their various aptitudes and abilities. A programme of guidance service, with its emphasis on individual developments, enhances the achievement of such a commitment. The provision of essential vocational guidance services is a major responsibility of secondary education.

As an integral part of the educational process, vocational guidance should be made available to every child upon his entrance into school and throughout his educational career. Professionally trained vocational counsellors should be available at every level from elementary through university to:

- a. Work with individuals to help them realise their full potentials
- b. Act as consultants to teachers and other members of the school staff on problems relating to the best development of the individual.
- c. Act as consultants to parents in interpreting the child's aptitudes and abilities and
- d. Serve as a liaison between the guidance programme and community.

2.6.3 Techniques of Providing Vocational Guidance in Vocational Education Programmes

The following techniques are employed within and outside the Vocational Centres for aiding/helping women in choosing an occupation: (Anabe, 2008; Ekwemalor&Awili, 2008; Agbobu&Akoroda, 2004).

a. **Individual Vocational Counselling:** Individuals are assisted to acquire knowledge of information about themselves. This is mostly in the area of their interests, abilities, needs, ambitions, limitations and their possible causes which will assist them to make better occupational choices.

b. **Career Conferences:** Career conferences are held for the beneficiary of the programme whereby employers and workers from different establishment are invited to talk to them about vocations in their establishment and the nature of their jobs respectively.

c. **Field Trip/Excursion:** Beneficiaries of the vocational guidance programme are taken out on visit to factory and industrial set-ups for passing vocational information. During this visits, the beneficiaries of the programme watch the workers at work and so gain more insight into the nature of jobs.

d. **Career Information Centres:** This is a centre created in the training institutions to give the beneficiaries of the programme information about categories of occupations available and how they could go about it.

e. **Parents' Conference:** Parents and teachers meet such as the Parents Teachers Association (PTA). During this conference, the parents are properly guided concerning the pros and cons of various disciplines and occupations as well as providing them with occupational and educational information that will help their children in future.

f. **Old Participants Association Day/Conference:** Apart from the PTA, old participants who have graduated from the institutions, sets a day aside to organise a conference which they invite professional in the field of vocational guidance to deliver a talk about occupational/career choices. The provision of vocational guidance demands a

high degree of competence and commitment on the part of the counsellor due to current complexity of the available occupation.

2.6.4 The Provision of Vocational Guidance in the Educational System

Igberaharha and Oroka (2012) noted that the provision of vocational guidance in our institutions has been necessitated by great changes in our society and the world at large, and has become more complex than ever before. Automation and recession, for example, have forced many people into early retirement and retrenchment, resulting in unemployment. The rate of technological change, and the isolation of young people from possibilities for employment, has created problems in occupational choices. Many students are not able to obtain an informal exposure to a variety of occupations, nor can they easily obtain relevant data about them. Students have a limited knowledge of occupations and of the narrow range of alternatives available to them. This ignorance leads to unrealistic career aspirations. There is, therefore, a need to assist students to have more realistic career expectations (Ministry of Education, 2005).

Some women do not know the routine features that characterise work, for instance, the mental health hazards of alienating work include an increase in drug use, alcoholism, absenteeism, on-the-job accidents, depression, withdrawal, and forms of mental disturbance. The women should be assisted to be aware of such hazards as well as of actual working conditions. Our society places values on certain jobs. Some jobs are believed to be exclusively for males, while others are regarded for “females” for examples, midwifery is traditionally thought to be for female only while architecture is thought to be a male’s job. Hence, there is a need to address gender issues in order to eliminate stereotype from society.

The women should be aware of the options for wage-earning and gainful employment. For example, they should prepare a business plan and make concerted efforts to find self-

employment. Moreover, there is a craving in our society for the accumulation of knowledge. Although specialisation can be a blessing to society, the same society may feel that individuals are over-trained, and under-used. Women need to be aware of such problems and how to adjust to them.

2.6.5 Functions of Vocational Guidance Technique

Among the functions of Vocational Guidance Technique are the following:

- a. Aid in placing talent where it is needed. The women are assisted to make the best possible vocational choice.
- b. Strengthen the educational system by providing motivation and meaning to education. This means ensuring that the women education, curricula and extracurricular activities are useful and will eventually result in something worthwhile. The women are encouraged to make maximum use of all educational opportunities, since these will be beneficial to them in the future.
- c. Add a feeling of security to the nation, the schools and the student, so that all face the future with confidence. The student is helped to develop an ability to control his/her future.
- d. Provide information about occupational opportunities. Women become aware of the world of work and the range of available opportunities that exist.
- e. Encouraging students in decision making. Decisions on what type of life a student would like to lead depend on his/her interests, values, abilities, skills and motivation to learn.
- f. Assist students to know themselves and their environment. Each student is helped to understand him/herself in terms of interests, potential skills and abilities, in relation to the world of work.

- g. Help women to deal with a variety of problems. Since the society in which the women live is constantly changing, they have to adjust to change. For example, more emphasis is now given to self-employment and job generation than in earlier years.
- h. Help women to understand the problems of unemployment and its causes.
- i. Assist the women to understand the process of making choices, and of the possible consequences of their decisions.
- j. Enable women to acquire knowledge of the practical procedures needed for getting a job and progressing in it.

Vocational guidance is an indispensable facet of vocational education programmes in Nigeria, as it is elsewhere in the world. Thus, its absence in most of our schools has led to the growing difficulty on the part of the graduates of the institutions of vocational education in securing employment. It is therefore necessary and important to embark on full implementation of vocational guidance in the vocational education training institutions to help coordinate and guide the beneficiaries in order to make appropriate occupation choices. In recognition of the needs of vocational guidance in a vocational education programme, the following measures are taken by the counsellor. The students should have extensive knowledge about her and match this information with such things as home background, school progress, work experience, personality, health, values, interests, aptitudes and achievement. The guidance counsellor should assist the student to collect, analyse and use a variety of objectives and social data about herself, so that she gains a better understanding of him/herself. People who seek vocational guidance should be provided with adequate opportunity for a counselling interview with a vocational guidance officer, who will guide them in the choice of specific vocational courses. The counsellor should give technical assistance to teachers, administrators and parents, and help them to be more effective. The vocational guidance counsellor should determine the impact

of the vocational guidance programme on students, schools and society and find out how any deficiencies in the programme can be removed. The methods of interview should be continuously adapted to the social and economic conditions in the society. The counsellor should conduct community occupational surveys and follow-up studies of school-leavers, and procure data on local training and employment conditions, labour turnover, and job opportunities.

2.7 Counselling Services

Counselling according to Njoku (2007) is a career education development process which captures the role of guidance and counselling as an educational service. It is capable of shaping the lives of individuals in the world of work. Counsellors are known for using their professional skills to encourage occupational adjustment for capacity building and national development. Counselling therefore, offer approaches to choices of occupation which later becomes the people's way of life through adjustment. Through counselling services, individuals are assisted to reach their occupational goals and retire happily.

According to Nweze, Okanume-Onah and Onyebu (2013), three central aims of counselling are apparent. First is to create a self-reliant person who understands his/her strengths and weaknesses and is able to make wise choices and decisions without the help of a counsellor. The next is to help individuals to adjust satisfactorily to their society and probably personal futures. The third is to ease the work of teachers in schools. In line with their suggested aims, it is clear that counselling is about working to know or get facts about where one is coming from and where the individual intends to go.

Super and Thompson (1979) in Akinade (2016) identified the following six factors in vocational maturity:

1. Awareness of the need to plan ahead.

2. Decision making skills.
3. Knowledge and useful information resources.
4. General career /vocational information.
5. General world of work information, and
6. Detailed information about occupation of preference.

Vocations develops through physical and mental growth, observations of work, general experience ... as" experience become broader in relation to awareness of world of work. Socio-economic factors, mental and physical abilities, personal characteristics, and the opportunities to which persons are exposed determine career patterns. People seek career satisfaction through work roles in which they can express themselves, implement, and develop their entrepreneurial skills and vocations.

2.7.1 Factors that influence career development

1. Personal characteristics: personality type (e.g Holland code), interest and work related values all play a role in career development. A thorough self-assessment (with psychological and non-psychological test) will help you learn about your personal characteristics and will allow you to find careers that are a good match for an individual. The best career guidance a person can provide for identifying appropriate paths is to help children develop an understanding of who they are. Ideally, this self-knowledge should include things like personal values, interest, abilities, traits, and desired lifestyle.

2. Socio-economic factors: socio-economic factors can be a barrier to career development. Your financial situation, for example, may threaten to keep you from attending tertiary institutions, which may be necessary to pursue a particular career. However for brilliant, proactive and lucky ones, there are ways of overcoming such barriers as limited financial resources, namely endowment, gifts, work study efforts, student loans, financial aid, and

scholarship from individuals, clubs, societies, foundations, communities, and various government agencies.

3.Physical and mental abilities: some of us are better suited to some careers than we are to others due to our physical and mental abilities and limitations. It is important to find an occupation that makes the best use of your abilities. If we are physically strong, we may do well in security or law enforcement type of work. If we are mentally strong, we may decide to engage in types of jobs that require constant use of our knowledge such as lecturing or researching.

4.Chance factors: chance factors are life events over which we have little or no control. They can influence what career we choose and how we progress in them. An example could be a major political event, war, or the need to support a family financially keeping you from pursuing an advanced education. Other factors include sex, religion, type of family (nuclear or extended), friends, peers and colleagues, type and quality of schools attended, societal pressures, needs, attitudes, influence of one's environment, and amount of exposure to vocational information,Ateju(2013).

2.7.2Career Counselling for Entrepreneurial Development

It is imperative at this juncture to discuss on the concept of career counselling before we discuss on career choice. Career counselling is a process which enables people to recognize and utilize their resource to make career-related decisions and manage career issues. Nether and Hill (2003). The majority of career counsellors provide their client with access to career information in some form. Some career counsellors make use of web-based occupational information and other career guidance tools (flyed and Nathan, 2002). Although traditionally offered on a one to one basis, career counselling is increasingly being offered in groups. There are a number of advantages of working in groups:

- a. They are economical to run;
- b. A group provides a wider range of resources, ideas and information;
- c. Participants realize that they are not alone, as others are facing similar issues;
- d. Mutual support is readily available both during and after the group's existence;
- e. There is less dependency on the career counsellor as 'expert'; and
- f. Groups provide more opportunities to use active techniques such as coaching in job-hunting skills.

The services which may be offered by career counsellors include

- a. one to one career counselling
 - 1. One-off consultation;
 - 2. A series of one to one meetings without assessment;
 - 3. A series of one to one meetings with questionnaire and test administration ,
feedback and counselling;
 - 4. A series of career counselling meetings with practical assignments (but no tests);
and
 - 5. A series of career counselling meetings with tests and practical assignment.
- b. Group career counselling:**
 - 1. Career development workshops (also known by other titles, such as career planning, review workshops or self-development groups).
 - 2. Access to career, learning and development information via a library or the internet.
 - 3. Coaching in job-hunting techniques, including CV writing and interview practice:
this may be one to one or group based.

The relevance of Vocational Guidance Technique on entrepreneurial skills among women in Vocational Centres cannot be over emphasised. It paves way for the student to realise the importance of acquiring entrepreneurial skills in the course of their studies at a Vocational Centre, through the development of their entrepreneurial skills and beyond. It is important for the school counsellors to follow the various counselling techniques and assumptions in order to assist students overcome their difficulties in choosing or developing an entrepreneurial skill. School counsellors should assist students in the area of entrepreneurship education and vocational guidance. This is geared towards helping students develop a vocation suitable to their temperament, personality, and characteristics, which will in turn curtail the menace of redundancy, unemployment, poverty and societal misdemeanour. The Vocational Guidance Technique is capable of motivating the entrepreneurial skills, through these, an individual identifies his self-identity, self-respect, self-esteem and increases their optimism and resiliency.

2.8 Establishment of Women Vocational Centres in Kano Municipal

The women Vocational Centres in Kano Municipal were established in 1980's by the then first civilian Governor Alhaji Muhammad Abubakar Rimi, it started with basic and post literacy classes and vocational skill section. They were established as purely Vocational Centres teaching handicrafts such as tailoring knitting, dyeing (tie and dye), and cookery. The centres progresses by starting to write GCE in early 1990's. Prior to that, the centre was fully introduced and integrated from purely non formal education system by government in 1990's under an agency established by the governor known as Kano State Agency for Mass Education (KSAME 2016).

At inception, the centres have a mission of establishment from ignorance to awareness, to eradicate illiteracy among the women adult learners in the community. To educate women is

to educate a nation. And they also have a vision that is to make the adult women learners' respectable literate, self-sufficient and self-reliant in our society.

Several skills acquisition and other vocational programmes continue to take place, some new handicrafts are also introduced to go in line with changing demands of the society such as interior décor and beads making. Also literacy programmes continued to take place in the centre which includes basic literacy classes, basic post literacy classes. The school uniform was introduced for adult learners, consisting of a white blouse and a wrapper made from tye and dye, green and white material signifying the handicrafts taught in the centre.

Senior secondary school subjects were introduced and some of the centres were given as centre for GCE and BECE examinations by the KERD. Two years later, some of the centres were registered as recognised centres for SSCE examinations by the West African examination council, WAEC and National examination council NECO in 2008/2009 respectively. The women centres operate on week days excluding weekends. But the centres are also opened to students who came to learn or are interested in becoming competent in one skill or the other.

Kano Municipal consists of two women centres situated in it that is City Women centre and Gandun Albasa women centre. The centres however, have been undergoing all forms of transformation. In 2011, science subjects such as physics, chemistry were introduced and has been taught in some of the centres till date.

Moreover, commercial subjects such as commerce and financial accounting were also introduced in 2016 as part of improving the centres academically. The centre teaches other entrepreneurial skills to meet up with their mission of establishing them to make them self-sufficient and self-reliant. Such entrepreneurial skills include soap making, pomade making, perfumery, and air freshener production; interior decorations including fancy cushion,

flower vases and bag making. The centres are developing day by day and turning out women entrepreneurs who are successful in their various endeavours [KSAME, 2016].

2.9 Problems and Challenges in Developing Entrepreneurial Skills

Ikechaku-ilomuanya and Williams (2011) stated that some of the problems and challenges facing students in the course of developing an entrepreneurial skill include:

- a. Shortage of manpower and vocational counsellors: The number of instructors and qualified counsellors to train students in the various areas of interest are not enough to go round, in some cases are not available to developing the right entrepreneurial skills.
- c. Lack of material and equipment: most of the women Vocational Centres do not have adequate material and equipment to train student to develop an entrepreneurial skill.
- d. Inadequate fund: sufficient fund is not always provided for counsellors for procurement of materials and equipment and payment of salaries of the vocational teachers and counsellors as well.
- e. Lack of interest on the part of some students: some students do not have interest in developing entrepreneurship skills acquisition because they prefer to do white-collar jobs after their studies\ training.
- f. The problem of logistics: the planning and organization that is needed to carry out the effective entrepreneurship counselling in those Vocational Centres is a problem. The logistics of supplying, raw materials, instructional equipment needed for the entrepreneurship skills counselling for students when they leave the Vocational Centres.
- g. Lack of entrepreneurial mind-set: This is the result of the mentality that was brought instilled in us in the last decades. This is how the colonial era influenced the mind-set of many Nigerians. As we have already mentioned, most people were taught to be in the labour force and not to be entrepreneurs.

2.9.1 Problems of Entrepreneurship Development in Nigeria

Many student aspire to be successful entrepreneurs. But due to certain constraints, that is not achievable the ability of many prospective student /youth to find avenues to utilise their opportunities and skills has proven futile. The following are the major problems that hinder successful entrepreneurial skills development.

- i. Absence of infrastructural facilities
- ii. Inadequate working capital.
- iii. Low standard of education.
- iv. Lack of market opportunities in Nigeria due to high importation.
- v. Some other economic, social and political factors e.g. policy reversals, high and double taxations, difficulty in procuring business approvals, high inflations and unstable government etc. are some of the areas of concern for the potential entrepreneur.

2.9.2 Career Counselling Strategies for Entrepreneurial Development

These career counselling strategies could be adopted to develop entrepreneurial skills of students. As stated by Omebe and Ukeze 2010. They include:

- a) **Career information:** this career counselling strategy involve the process of using variety of sources to obtain, process and disseminate relevant information to help young people and adult make decisions about career goals, education and training processes. The main duties of the career counsellors include; researching information on training providers. Such information could be obtained from the mass media, internet services, organizations individuals and retirement. According to Nauta (2007), career information is necessary as lack of information inhibits career development.

- b) **Workshop and seminars:** these are training opportunities offered to employees to enable them acquire new skills and approaches in their work places .such training could be directed towards career development, leadership training, organisational problems and work solutions, information technology and management, motivation of workers, work related problems and retirements. Career officers or counsellors in various sector of developing economics can discharge these duties of information. Dissemination of information through small group teaching by oral presentation or lectures undertaken by expert and followed by discussions either in groups or a committee of the whole house.
- c) **Social counselling strategy:** social counselling strategy as put by Danesy (2007) is a counselling strategy targeted towards individuals or groups in a society to guide interpersonal relations within an institution or community. This strategy bothers on work values, moral standard and general wellbeing of people in the society. Social counselling ensures well-adjusted workers in the nation's economy that have the potential to increase their productivity and enhance their standard of living.
- d) **Leadership training strategy:** this career counselling involves the training of the workers or leaders in the area of managerial skills or organisational ability and conflict management. This strategy could be achieved through workshops, seminars, and conferences to ensure robust and productive captains of industry.
- e) **Work experience strategy:** Shukla (2005) describes work experience strategy as a means of placing students in some specific tasks or duties like an employee in an employer's premises where emphasis is placed on learning the aspect of the experience. Under this approach, young student receive quality work experience that can assist their preparations for working life work experience strategy develops student entrepreneurial skills and necessary skills for future career.

- f) **Tours or excursion:** professional career counsellors use Excursions to equip their students about certain jobs and careers. A visit to a particular organisation with a group of people enables the beneficiaries to study such organisations in terms prospect of workers. This will in turn help to develop the entrepreneurial skills of the students.

Also stated by Chigunta[2002] in NwachukwuandNwamuo(2010) there are youth enterprise promotion programmes, which could help develop the right entrepreneurial skill, they include;

- a. **In school/youth enterprise promotion programme,** these programmes create awareness about the importance of entrepreneurship among student and promote an entrepreneurial culture among young people.
- b. **School-based entrepreneurship education;** in this category many countries including Nigeria have introduced entrepreneurship curriculum, which gives young people information that introduces them to the concepts of self-employment.
- c. **Centre for entrepreneurship education;** these centres promote entrepreneurship education through their network of programmes.
- d. **Train the trainers;** this is an enterprise promotion programme for the teachers in schools on entrepreneurship to enable them import the knowledge and skills there in their students.
- e. **Modelling;** students and even adults learn by watching others or models, their success, their financial incomes and capabilities will serve as role models and motivate students to take up entrepreneurship as a career.

2.10 Review of Empirical Studies

The following are some of the empirical studies conducted by various authors in the area of study. Development of entrepreneurial skills of student in women Vocational Centres is considered to be an important part of the educational process throughout the years of training in a Vocational Centre.

In a research study conducted by Dsizi (2008) on entrepreneurial activities of indigenous African women in Koforidua Municipality of the eastern region in Ghana found that women are often faced with indecision on the kinds of entrepreneurial skills to engage in. The study employed a mixed methodology research design where both qualitative and quantitative methods were used. 300 women entrepreneurs were randomly selected and questionnaire survey 216 usable responses yielding a 70% response rate. Another 20 women were selected for face to face interviews by purposive sampling method. Findings indicates there is a high need for achievement (99%) self-confidence, desire for independence and responsibility, openness to innovation, highly optimistic about the success of their ventures high levels of persistence and motivation. The result of the study from both the quantitative and qualitative data showed that the personality traits of the indigenous African women are identical to those specified by entrepreneurship. It also coincides with other similar findings recorded about women entrepreneurs in the USA, Australia, Canada, the UK, and Israel.

Uwantage and Mbabazi (2015) conducted a study in districts of Kigali Rwanda and examined the impact of women economic empowerment projects on their socio-economic development. The target population was beneficiaries of Ageseke project a facility aimed at supporting women organisations to set up entrepreneurship. They adopted a case study survey using a descriptive research design. A sample size of 95 respondents was determined from a total population of 2000 using the slovin's formula. Simple random sampling was used to select the sample size, data was collected using questionnaires and interview guide and

direct observation. Findings were analysed through spss version. Findings revealed that such developmental programmes helped in enhancing entrepreneurial skills of women it enable women to be self-employed and increase their source of income.

In a study conducted by Williams.Becky and Theophillus (2018), they investigated the challenges of women in technical and vocational education; a case study of Federal College of Education (Technical), Gusau. The use of questionnaire to get data for this study was employed. Tables and percentages were used to analyse the data and chi-square was used to test impact of the variables and it was found that women in technical and vocational education face the challenges of financial constraint, sexual harassment, child birth during course of study and inadequate educational facilities/unqualified lecturers. These challenges have a negative impact on the quest of women in technical and vocational education. The study concludes that government should provide stipends, good learning environment and necessary educational facilities to women who are into vocational and technical education.

In another study conducted by Alam, Jani, and Omar (2011). On success factors of women entrepreneurs in southern Malaysia 500 women entrepreneurs served as sample frame and received responses from 199 respondents representing response rate of 39.8%. Data was collected using a self-administered questionnaire; multiple regression analysis was used to identify determinants of success of women entrepreneurs. Result indicates that family support, social ties and internal motivation affects positively and significantly to the success of women entrepreneurs.

A study of Nigerian women business owners by Ehigie and Umoren(2003) found that a high self-concept regarding their role in business and commitment to business can help women to

become more successful entrepreneurs. This study also reveals that entrepreneurial success depends on psychological factors such as self-concept and managerial competence.

Mugabi (2014) investigated the development of entrepreneurial skills of women entrepreneurs in Uganda. A sample of 200 women entrepreneurs was collected. Information was gathered using questionnaire in the ILO-WED Assessors guide, random sampling was used to identify and locate the survey participants using a list from the town boards “chainor” or “snow ball” sampling was also employed. Findings shows that skills training or finance alone may not be enough, many women lack confidence and belief in their entrepreneurial abilities. It was recommended, that action should be implemented to raise awareness among women entrepreneurs on key policies and laws related to land, inheritance and succession.

Watson, Newby and Mahuka(2009) found out in Australia that women entrepreneurs were highly concerned by the issue of keeping of their businesses and are thus less attracted by equity financing. Similarly, a study carried out by Onongha (2015) on the impact of entrepreneurship education on entrepreneurial attitudes and intentions to new venture creation among Osun state university graduating students. The student consisted of 300 graduating student from three campuses of the Osun state university. Descriptive survey design was employed using the ex post facto approach. Twovaluable and valid instruments were used tocollect data from participants; that is Pearson product moment correlation and bivariate regression statistics were used to analyse the data. The result indicated that a positive and significant relationship existed between entrepreneurship education and entrepreneurial attitudes and intentions in developing the right entrepreneurial skills in participant. The result implied that an increase in entrepreneurship education and vocational counselling would result in corresponding increase in entrepreneurial attitudes and vice versa. Similarly, the finding also revealed that entrepreneurial attitudes of students are largely impacted by entrepreneurship education. Based on the findings, it was recommended that Nigerian

students should be exposed to career guidance to build as well as enhance their entrepreneurial attitudes and intentions; this will in turn help them develop the right entrepreneurial skill.

In another study conducted by Akmaliah and Hisyamuddin (2006) in Selangor province in Malaysia, titled Choice of self-employment intentions among secondary school students. Sample of the study comprised of 1377 form four students from academic secondary schools. Data were gathered using a set of questionnaire measuring student entrepreneurial aspirations, their attitude towards self-employment, entrepreneurial efficiency and entrepreneurial interest. The findings indicate that the students surveyed have low perception on entrepreneurial interest and self-efficacy. This affects their interest in developing an entrepreneurial skill. School system needs to change their approach in dealing with entrepreneurship preparations programmes among school students to ensure the students will be able to choose self-employment as their career alternative.

Mburza and Ngohi (2015) conducted a study in 17 streets in Maiduguri, Borno state of Nigeria. It was a survey research designed to identify types of enterprises engaged in by youths in the state, which was made up a sample of 2160 youth. The sample comprised of 1298 (60%) males and 862 (40%) females. The researchers used self-developed interview schedule (YEIS) instrument to collect data. The result showed that youth after training develop entrepreneurial skills in carpentry, beauty/barbing saloon, tailoring arts work and petty trading and many others. Findings also revealed that personal savings, loan from banks/friends, and contributions from family and relatives were identified as some of their sources of capital. While insecurity, inadequate capital and unfair taxation constituted some of the problems facing youth entrepreneurs. Researchers also recommended for provision of credit facilities, vocational counselling, establishment of entrepreneurship centres and tax holidays to sustain developed entrepreneurial skills.

Bezzina (2010) investigated on the characteristics of an entrepreneur. The study was carried out in Malta. Sixty women entrepreneurs and sixty women managers were selected using a combination of purposive and quota sampling techniques and participated in the study by completing the entrepreneurial characteristics questionnaire. Results show that entrepreneurs have a greater need for achievement, more self-sufficiency, freedom, more self-confidence and more creativeness/innovativeness.

2.11 Summary and Uniqueness of the Study

The literature reviewed some concepts that are connected to entrepreneurial skills, which include entrepreneurship education, entrepreneurial development, types of entrepreneurs, characteristics of an entrepreneur, entrepreneurship programmes, problems and prospects of entrepreneurship in Nigeria, concept of Vocational Guidance Technique and its relevance to development of entrepreneurial skills among women. It clearly stated the meaning of entrepreneurial skills as the necessary skills needed by an individual to start and operate and finance a business enterprise. And Vocational Guidance Technique can be used to improve the entrepreneurial skills of women in Vocational Centres.

The major treatment intervention that have been proven to work for improving entrepreneurial skills in Vocational Guidance Technique are career development programmes.

The chapter based on this reviewed the one counselling technique to be used in this study that is Vocational Guidance Technique. It also reviewed some career counselling strategies, entrepreneurship programmes to help women establish and finance their enterprise. Some important characteristics of an entrepreneur, and some problems and challenges in entrepreneurial skill were also stated.

It could be observed from such studies that they all adopted the experimental research design. Some were discussing entrepreneurial skills of students in colleges and universities. But none discussed the concept of entrepreneurial skills in women Vocational Centre. This reveals a wide gap in local research studies on the subject of entrepreneurial skills and the type of research involving Vocational Guidance Technique. Most of the empirical studies reviewed are on the socio-economic status of entrepreneurial skills. Therefore, the uniqueness of the present study is on the effect of one counselling technique, which is Vocational Guidance Technique on the entrepreneurial skills of women in women vocational centres in Kano municipal.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is concerned with the research design, population of the study, sampling technique used in the conduct of the research. Construction and Description of the research instrument, the reliability and the validity of the instrument, how the instrument was administered and scored. Control of intervening variables, procedures for experimental treatment were discussed. The pilot testing procedures for data collection and procedures for data analysis were discussed, and statistical tools used were also presented.

3.2 Research Design

The type of research design used is the Quasi-experimental design; in form of pre-test and post-test was adopted for the study. Is described by Kerlinger (1970) as “compromise design” an apt description when applied to much educational research where the random selection or random assignment is impracticable (Cohen & Morrison, 2011).

3.3 Population and Sample

3.3.1 Population of the Study

The target population of this study are all the students in the two women centres in Kano Municipal Local Government that is Gandun Albasa Women Centre and City Women centre. The total number of the students is six hundred and sixty. The population was selected based on the fact that they are all developing an entrepreneurial skills.

3.3.2. SampleSize

The sample size of the study is students who were developing an entrepreneurial skill. Total number of forty (40) students was the sample size of the study. This is a Quasi experimental research, the smaller the sample the more accurate the experiment. Cohen, Morrison, and Marion (2002) indicate that sample size is determined to some extent by the design of the research. Two schools were selected and twenty students were selected from each school that is ten from the junior section and ten from the senior section, this was used as the sample size of the study.

Table 3.1

Table of Sample Size

S/N	Name Of School	School Type	Total Population	Sample Size
1	City WomenCentre	JSS	180	10
		SSS	150	10
2	GandunAlbasaWomen Centre	JSS	180	10
		SSS	150	10
Total			660	40

3.3.3 Sampling Technique

Purposive sampling technique was used in drawing up the sample involved in this study. Two women centres were randomly selected from the area and these two women centres were the sampled schools. City Women Vocational Centre and Gandun Albasa Women Vocational Centre. Purposive sampling technique is a type of sampling in which respondents are selected based on certain characteristics (Bichi, 2004).

3.4 Instrument for Data Collection

The instrument for data collection in this study is a questionnaire titled EntrepreneurialSkillsInventory (ESI). It has four sections. Section A is on the demographic data of the respondents, while Section B is investigating the management skills of the respondents, and consists of four items, while section C solicits information from the respondents on the creative skills of the respondents and consist of five items and section D finds out about the technical skills of the respondents consisting of six items, and section E solicits information on the financial skills of the respondents.

3.4.1 Description of the Instrument

The Entrepreneurial skills Inventory (ESI) comprises four sections, A and B, section A deals with demographic information of the respondents, while section B solicits information on the managerial skills the respondents with 4 items, section C is on the creative skills of the respondents with 5 items, section D deals with the technical skills of the respondents with 6 items, Section E is on the financial skills of the respondents making 18 items that measured the entrepreneurial skills of the respondents for pre-test and post-test. The questionnaire comprises of 1 scale on a three pointlikert scale (Agree,Undecided,Disagree). And the respondents are required to tick one of the three responseswhich correlates closely with his\her behaviour. The instrument was translated into vernacular (Hausa) to facilitate their understanding.

3.4.2 Scoring of the Instrument

Respondents of the questionnaire were scored on a 3 point Likert scale. The response categories of the instrument was weighedby assigned numerical value as Agree (A) received

a weight of 3 points, Undecided received a weight of 2 points, Disagree (D) received a weight of 1 point. The sum of the weight of all the items chosen by the respondent represent the individual's total score, based on the 18 items on the questionnaire, the highest score was 54 points (i.e 3×18) and lowest score was 18 point (i.e 1×18). Therefore, the range score is 36, any student who scored less than 36 has low entrepreneurial skills.

3.5 Control of Intervening Variables

The researcher in this study manipulated the independent variable and saw its effect on the dependent variables. The intervening variables were controlled to ensure that the observed changes were due to effect of the independent variable. In this study the independent variable is Vocational Guidance Technique. While the dependent variable is the characteristics of entrepreneurial skills, presented by women of Vocational Centres in KanoMunicipal. The intervening variables include the following:

1. Absence of subject from the treatment: The researcher has presented the treatment to the respondents in the working area to avoid environmental factors, such as distractions, noise etc. so that the respondents attended the session both physically and psychologically. The researcher also informed the respondents of the importance of the treatment session at the beginning of the treatment session.
2. Language of the treatment and test instrument: The researcher will use the language which the respondents understand better. The researcher will therefore employ the use of mother tongue (HAUSA) to translate the questionnaire to facilitate respondents' better understanding of the treatment package.
3. Interaction between the experimental group and the control group: In order to control these variables, the subject have been shared according to the two schools, so that each group will not know what is going on in another group; or do not know each other.

4. Selection of the subjects to participate in the research: The researcher has made sure that the subjects selected were those with the highest scores of characteristics of entrepreneurial skills.

3.6 Validation of the Research Instrument

3.6.1 Validity of the Instrument

The validation of the research instrument was given to an expert in the field of Tests and Measurement from Bayero University Kano to ascertain its face and content validity that is before going for data collection. Initially, the instrument designed with twenty five items but it was reduced to eighteen items after removing repeated and irrelevant items. Also some grammatical errors were observed during the validation. The useful suggestion and advice received were affected in drafting the final instrument to avoid ambiguities, irrelevant items to ensure a well-structured instrument. That is before going into the field.

3.6.2 Reliability of Data Collection Instrument

The reliability of the instrument was established by employing the test, re-test method, in order to ascertain the reliability of the instrument. A pilot study was conducted with some students who were not participating in the actual study. The instrument was administered to them, within a period of six weeks, on two occasions.

3.7 Administration of the Instrument

The subjects of this study were students of women Vocational Centres, from both junior and senior classes of the sampled schools were the respondents of the instrument. The instrument

was administered to sample of the study during pre- test and post- test to the experimental group by the researcher. The questionnaire was administered in their respective classes. The researcher explained the need of the respondents to give reliable and objective responses. At every sampled school, two teachers have volunteered to serve as research assistants and have been trained on how to administer the instrument. The subject responded to the questionnaire within 35 minutes within which it was administered by the researcher and volunteer teachers and the instrument was explained in Hausa language item-by-item in their classes to make them understand the question effectively. And they are assured that all responses will be treated confidentially. After the subjects appropriately ticked the items on the instrument, the researcher collected the same for further scoring and analysis.

3.8 Pre-treatment Session

During this session the researcher was in session with the class teacher/class master of each class. The researcher explained to them how to use the instrument on each student. Copies of the instrument were given to them to read and understand the content precisely. Also during the session the students were pretested by administering the instrument, that is Entrepreneurial skills inventory by the volunteer teachers. The completed instrument was then gathered, scored and analysed by the researcher and record the score for further use.

3.8.1 Treatment session

Treatment session involved the provision of counselling intervention by the researcher using the research instrument on the experimental group that lasted for 30-35 minutes in every session and twice in a week. Details of the treatment plan will be shown later in appendix II.

3.8.2 Post-treatment session

The research instrument was used again to retest the subject used in the study. This includes those who have received counselling intervention. The result of the pre-test and post-test were

analysed and compared for differences. The extent of the difference in the features of means score determine the significant effect of the treatment given during the intervention. The less the mean score in the post-test the less effective was the treatment.

3.9 Procedure for Data Collection

The researcher collected a letter of introduction from the Department of Education and presented it to the KanoState Agency for Mass Education seeking permission to collect data for the conduct of the study at the sampled schools which are under its domain. After been granted permission, the researcher went round the sampled schools and contacted the principals and presented the authorisation letter and have discussion with the Principals on how to conduct the research and volunteer teacher were chosen to serve as research assistant in administering the instrument. Thereafter, the instrument was administered to sampled student who are developing entrepreneurial skills with the help of those volunteer teachers. The scores were ranked and those with higher features of the entrepreneurial skill were chosen and grouped into two as experimental groups.

3.10 Data Analysis Procedure

The statistical tools used in the study were mean and standard deviation, t-test independent sample. Mean and Standard Deviation were used to answer research questions. The t-tests for independent sample was used for testing the differences between two groups.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The study investigates the effect of Vocational Guidance Technique on entrepreneurial skills of women in Vocational Centres in Kano Municipal Local Government. This chapter presents the summary of data, data analysis of result, summary of findings and Discussions of the findings. The results were discussed base on each research questions and hypotheses and in relation to the findings of other similar studies and literature related to the study.

4.2 Summary of Data

The data presented and analysed were the data collected from the subject before and after the treatment in form of pre-test and post-test.

Table 4.1

Demographic Data of the Respondents

Group	Sample Size	Percentage
Experimental 1	10	25
Experimental 2	10	25
Experimental 3	10	25
Experimental 4	10	25

Table 4.1 presents the participants on the study which involve two women Vocational Centres with both junior and senior sections making the groups into four groups. From each centre, ten (10) JSS and ten (10) SSS students were distributed to one in the four experimental groups which contain 25% of the total number of participants.

4.2.1 Answers to Research Questions

Three research questions raised in chapter one were answered using mean scores and standard deviation of the pre-test and post-test of the experimental groups who received

vocational counselling sessions based on Vocational Guidance Technique on the entrepreneurial skills of women in Vocational Centres in Kano Municipal Local Government.

Research Question One: This research question was answered using descriptive statistics of means and standard deviations and the result of the analysis is presented in table 4.2.

Table 4.2

Mean and standard deviations on pre-test and Post-test Vocational Interests Mean Score of Women Vocational Centre Students

	N	Mean	SD	Mean Difference
Pre-test	40	30.88	7.75	30.82
Post-test	40	47.25	4.66	47.25

Table 4.2 shows pre-test and post-test mean scores of students who participated in vocational Guidance sessions. The pre-test mean score of students exposed to vocational guidance sessions is (30.88) while the post-test mean score of students exposed to vocational guidance sessions is (47.25), this shows that the higher the mean the more the entrepreneurial skills of students. The mean difference for the pre-test scores were 30.825 and that of post-test was 47.200. The 95% confidence interval of the difference were 28.3475 to 33.3085 for the pre-test and 45.457091 to 48.6909 for the post test. This therefore shows that Vocational Guidance Technique is effective in the improvement of entrepreneurial skills of students of women Vocational Centres in Kano Municipal.

Research Question Two: This research question was answered using descriptive statistics of means and standard deviation and the result of the analysis is presented in table 4.3.

Table 4.3

Means and standard deviations of post-test scores of City Women centre and GandunAlbasa women centre students:

School/centre	N	Mean	SD	Mean Difference
City Women centre	20	47.25	4.72	0.20
GandunAlbasa women centre	20	47.05	4.50	0.20

Table 4.3 shows pre-test and post-test mean scores of City Womencentre and GandunAlbasa women centre students who participated in the vocational guidance sessions. It shows that there is no significance difference in the City Womencentre students mean scores (47.25) and that of GandunAlbasa students (47.05) .This shows no significant difference in the effect of Vocational Guidance Technique on entrepreneurial skills between students of City Womencentre and GandunAlbasa women centre students in Kano Municipal Local Government. The mean difference for the pre-test and post-test of City Women centre were 0.200 and that of post-test GandunAlbasa centre were 0.200. The 95% confidence interval of the difference were 3.153 to 3.153 for the post-test of City Women centre and GandunAlbasa women centre.

Research Question Three: This research question was answered using descriptive statistics of means and standard deviations and the result of the analysis is presented in table.

Table 4.4

Mean and standard deviations on post-test scores of junior and senior secondary school students exposed to Vocational Guidance Techniques

School Types	N	Mean	SD	Mean Difference
JSS	20	48.50	1.73	2.700
SSS	20	45.80	5.97	2.700

Table 4.4 shows post-test entrepreneurial skills mean score of junior and senior secondary school students of women Vocational Centres in Kano Municipal. It shows that there is no significance difference in the J.S.S students mean scores (48.50) and that of SSS students (45.80) with the mean difference of (2.7), this shows that there is no significant difference in the effect of vocational guidance on entrepreneurial skills between junior and senior secondary school students of women Vocational Centres in Kano Municipal. The mean

difference for the post-test of J.S.S were 48.800. The 95% confidence interval of the difference were 2.6991 to 2.7008 for the pre-test and 2.6991 to 2.7008, for the post-test.

4.2.2 Hypotheses Testing

Three hypotheses raised in chapter one were tested below using t-test analysis at 0.05 level of significance.

Hypothesis one: There is no significant difference in the effect of Vocational Guidance Technique on the entrepreneurial skills among women of Vocational Centres in Kano Municipal. This null hypothesis was tested using paired samples t-tests. The result of the analysis was presented in table 4.5.

Table 4.5

Paired samples t-test analyses for pre-test and post-test analysis entrepreneurial skills mean score of women Vocational Centre students of Kano Municipal

	N	Mean	SD	t-value	df	p-value (2-tailed)
Pre-test	40	30.88	7.75	25.17	38	0.000
Post-test	40	47.25	4.66			

P-value 0.000 > 0.05 = significant.

Table 4.5 shows t-test analysis for pre-test and post-test entrepreneurial skills mean scores of women Vocational Centre students exposed to vocational guidance technique sessions. It shows that the t-value is (25.17), and p-value of (0.00) and degree of freedom 38 the test is significance at 0.05 level of significance as such the null hypothesis which state that, there is no significant difference in the effect of Vocational Guidance Technique on the entrepreneurial skills of student of women Vocational Centres in Kano Municipal was rejected. Therefore, this reveals that Vocational Guidance Technique has significant effect on entrepreneurial skills of women in Vocational Centres in Kano Municipal.

Hypothesis Two: There is no significant difference in the effect of Vocational Guidance Technique on entrepreneurial skills between students of City Women Vocational Centre and GandunAlbasa. This null hypothesis was tested using independent samples t-test. The result of the analysis is presented in table 4.6.

Table 4.6

Summary of t-tests for independent samples between City Women Vocational Centre and GandunAlbasa women Vocational Centre students of Kano Municipal

	N	Mean	SD	t-value	df	p-value (2-tailed)
Post-test City Women centre	20	47.25	4.72	0.137	38	0.892
Pre-test GandunAlbasa	20	47.05	4.50			

P-value 0.89 < 0.05 = not significant

Table 4.6 shows t-test analysis for post-test mean scores of City Women Vocational Centre and GandunAlbasa women Vocational Centre exposed to vocational guidance sessions. It shows that t-value is (0.137), the test is significance at 0.05 level of significance, 38 degree of freedom and p-value of (0.89) as such the null hypotheses which states that, there is no significant difference in the effect of Vocational Guidance Technique on entrepreneurial skills between students of City Women Vocational Centre and GandunAlbasa Vocational Centre in Kano Municipal is retained. Therefore, this reveals that there is no significant difference in the effect of Vocational Guidance Technique on entrepreneurial skills between City Women Vocational Centre and GandunAlbasa Vocational Centre in Kano Municipal.

Hypothesis Three: There is no significant difference in the effect of vocational guidance technique and entrepreneurial skill between junior and senior secondary school students of women vocational centres in Kano Municipal. This null hypothesis was tested using independent samples t-test. The result of the analysis is presented in table 4.7.

Table 4.7

Summary of independent samples t- test of entrepreneurial skills between junior and senior student of women Vocational Centres in Kano Municipal

	N	Mean	SD	t-value	df	p-value
Post-test	20	48.50	1.73	1.94	38	0.60
Pre-test	20	45.80	5.97			

P-value $0.60 < 0.05$ = not significant

Table 4.7 shows t-test analysis for post-test entrepreneurial skills mean scores of junior and senior students of women Vocational Centres in Kano Municipal exposed to Vocational Guidance Technique. It shows that the t-value is (1.94), the test is significant at 0.05 level of significance, 38 degree of freedom and p-value of (0.60) as such the null hypotheses which states that there is no significant difference in the effect of Vocational Guidance Technique on entrepreneurial skills between junior and senior secondary school students of women Vocational Centres in Kano Municipal is retained. Therefore, this reveals that, there is no significant difference in the effect of Vocational Guidance Technique on entrepreneurial skills between junior and senior secondary school students of women Vocational Centres in Kano Municipal.

4.3 Summary of Findings

The following are the summary of the research findings:

Vocational Guidance Technique has significant effect on entrepreneurial skills of students of women Vocational Centres in Kano Municipal Local Government.

1. No significant difference in the effect of Vocational Guidance Technique on entrepreneurial skills was found between City Women Vocational Centre and Gandun Albasa women Vocational Centre in Kano Municipal Local Government.

2. No significant difference in the effect of Vocational Guidance Technique on entrepreneurial skills was found between junior and senior secondary school students of women Vocational Centre in Kano Municipal Local Government.

4.4 Discussions

The study assessed the effect of Vocational Guidance Technique on the entrepreneurial skills of women in Vocational Centres in Kano Municipal. Entrepreneurial skills are the necessary skills that enable one to start, develop finance and succeed in home enterprise. Entrepreneurial skills involve identification of opportunity vision and influence, comfort with uncertainty, assembling and motivating a business, management of operation, financial management and preference for established structure. Therefore an entrepreneur is an individual who, rather than working as an employee, finds and runs small businesses, assuming all the risks and rewards of the venture.

Theoretically, these findings are also in line with the basic assumptions of Vocational Guidance which can help improve the entrepreneurial skills characteristics of women. These assumptions are also in line with the findings of Akinade (2016) that an individual develops a realistic self-concept through identifying with key figures in the family and begin to learn behaviour associated with self-help, social interaction begins to manifest; the individual gathers experience from home and school.

The first finding of the study reveals that, Vocational Guidance Technique has significant effect on entrepreneurial skills of women in Vocational Centres in Kano Municipal. Entrepreneurship is an important vocational option, individual work preference are increasingly favouring self-reliance and self-direction through Vocational Guidance Technique. This is in line with the finding of Akinade (2012), who believed that the development of self-concept and self-awareness are closely related to career choice. This awareness determines what a person can do and what he cannot do. The findings of this study

raised the issue on the role and focus of Vocational Guidance Technique is improvement of self-identity and entrepreneurial activities such as the creating of new ventures are intimately intertwined with the entrepreneur's managerial skills, technical skills, creative skills and financial skills. Vocational guidance also improve role identity with quantitative measures of entrepreneurial intentions and attitudes. These findings of the study are in line with the findings of Cordon (2013) that an entrepreneurial identity is a core element of entrepreneurial passion, which is at the heart of entrepreneurship. The findings of the study are in line with the study by Andriuta (2013) which reveals that Vocational Guidance Technique has effect on entrepreneurial self-identity which has a moderating effect on the relationship between attitudes, norms and perceived control. The study also discovered that when entrepreneur's self-identity is low the relationship is weakened and when entrepreneurial self-identity is high the relationship is stronger.

The findings of this study is in line with the work of Williams,Becky and Theophilus (2018)which found out that women in technical and vocational education face the challenges of financial constraint, sexual harassment, child birth during course of study and inadequate educational facilities/unqualified lecturers.

People seek career satisfaction through work roles in which they can express themselves and further implement and develop their entrepreneurial skills. This is in line with the findings of Brown & Brooks (2002) that entrepreneurs must deal with human behaviour in accordance with their goal. These skills are one of the potentials in of Vocational Guidance Technique by providing tools and procedures used to gather information and to infer about human behaviour. Another important entrepreneurial skill is the concept of work values. The findings of this study is in line with the work of Zytowski (1994) who maintained that another important entrepreneurial skills is the concept of work values which could be acquired during the Vocational Guidance Sessions.

For Vocational Guidance to be effective, entrepreneurs need to acquire a body of knowledge and a set of skills that would help them accomplish a behavioural change and meet the challenges of the new environment. The findings of this study show there is no significant difference in the effect of Vocational Guidance Technique on entrepreneurial skills between junior and senior secondary students of women in Vocational Centres. This is in line with the findings of Odunayo(2015) that says it is relevant because it paves way for the students to realize the importance of acquiring entrepreneurial skills in the course of their studies at a Vocational Centre, through the development of their own self-concept and beyond.

Findings of this work show there is significant effect on entrepreneurial skills of students of women Vocational Centres in Kano Municipal. The findings from hypothesis 1 revealed significant difference in the post-test mean scores of entrepreneurial skills characteristics of the respondent exposed to treatment using Vocational Guidance Technique, this shows that vocational guidance had effect on improvement of entrepreneurial skills characteristics of women in Vocational Centres in Kano Municipal.

The second finding of the study reveals that there is no significant difference in the effect of Vocational Guidance Technique on entrepreneurial skills between City Women Vocational Centre and Gandun Albasa Vocational Centre in Kano Municipal. Most of the women attending City Women centre are from the old city in Kano and some of the women students from Gandun Albasa are coming from semi-rural area, but despite this difference the study revealed that there is no significant difference in the effect of Vocational Guidance Technique in the entrepreneurial skills among them. Hence, the null hypothesis was rejected and alternate hypothesis retained. The findings of the study are in line with many research findings, such as the findings of Dsizi (2008) which indicates a high need for achievement, self-confidence, managerial competence and openness to innovation,

creativity, resourcefulness, team building skills and women are highly optimistic about the successful entrepreneurs.

These findings of the study are also in line with the findings of Uwantage and Mbabazi (2015) that entrepreneurial development programmes helped in enhancing entrepreneurial skills of women, it enables women to be self-employed and increase their source of income. This is also in line with the findings of Alam, Jani, and Omar (2011) which revealed that family support, social ties, and internal motivation affects positively and significantly to the success of women entrepreneurs. The findings of Bezinna (2010) are also in line with the findings of this study which indicates that entrepreneurs have a greater need for achievement, more self-sufficiency, freedom, more self-confidence and creativity/ innovativeness.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, ANDRECOMMENDATIONS

5.1 Introduction

This chapter provides an overview of the entire study by presenting the summary of the research study and conclusions were drawn from the study. Recommendations from the studyand recommendations for further study were made based on the findings of the study.

5.2 Summary

This study was designed to investigate the effect of Vocational Guidance Technique on the entrepreneurial skills of women in Vocational Centres in Kano Municipal, the researcher was prompted to this study considering the fact that women Vocational Centres were established to equip women with the necessary skills to develop an entrepreneurial skills through motivation and training. Despite these, some student still cannot acquire an entrepreneurial skill to show for it, which will in turn make them self-reliant, innovative and creative. In order to empirically investigate the effectiveness of Vocational Guidance Technique on entrepreneurial skills of mean scores of the respondent, the study was guided by three research objectives with three corresponding research questions and hypotheses. The whole study was conducted under the five chapters, each chapter with headings and sub-headings under it.

Chapter one of this study presented the introduction of the research work, the background to the study was articulated, the problem under investigation has been stated and explained, the major objectives to this study, three research question with three corresponding null hypotheses were formulated. The significance to possible beneficiaries been highlighted and finally the scope and delimitation of the study were also presented.

Chapter two deals with review of related literature, it contains the introduction to the chapter. The chapter was broadly divided into four headings; conceptual framework, theoretical framework, review of related empirical studies and finally summary and uniqueness of the study. Under conceptual framework, concept of entrepreneurial skills, entrepreneurship education and its related areas were extensively discussed. Under the theoretical framework Vocational Guidance Technique and its related areas concerning women entrepreneurial skills were also highlighted. Under the review of related empirical studies and the literature reviewed specifically justified the development of entrepreneurial skills of women in Vocational Centres in Kano Municipal and Nigeria as a whole. Summary of the literature reviewed was also stated under the summary and uniqueness of the study, in which the uniqueness of the study was also established.

Chapter three presented the methodology of the study which consists of the research design adopted for the study, the population, sample and sampling technique of the study, data collection instrument used, data collection procedures and data analysis procedures. The research design adopted for the study was quasi-experimental, pre-test and post-test group design. The population of the study comprises all the students in the two women centres in Kano Municipal. A total of forty (40) students were randomly selected from the selected schools as sample of the study. The use of the forty students as the sample size of this study is based on the use of smaller sample for experimental research, Respondents have been further selected to give each group an equal number of ten respondents for J.S.S section and S.S.S section respectively. Twenty (20) students from the junior section and twenty (20) from the senior section of both schools, which is city centre women Vocational Centre and GandunAlbasa women Vocational Centre. The instrument for data collection was developed by the researcher titled Entrepreneurial Skills Inventory (ESI); the validity and reliability

were established through the help of experts. The detailed procedures of the six weeks treatment intervention were presented and the procedures for data analysis were presented.

Chapter four focuses on the analysis of data obtained from the study it comprises of summary of data, data analysis and summary of major findings and discussions of findings. Three research questions were answered using mean scores and standard deviations, while t-test for independent sample was used for hypotheses 1, 2, and 3. All the hypotheses were tested at 0.05 level of significance. The area of similarities with other findings were highlighted and discussed. Finally, chapter five presents the summary of the five chapters; conclusions drawn from the study and recommendations for further studies were all presented in the chapter.

5.3 Conclusions

The following is the conclusion of the study:

Based on the findings of the study, it can be concluded that Vocational Guidance Technique has significant effect on entrepreneurial skills of women in Vocational Centres in Kano Municipal.

It can be concluded that students in City Women Vocational Centre and that of Gandun Albasa women Vocational Centre are not significantly different in the effect of Vocational Guidance Technique on entrepreneurship skills development. Similarly, it can be concluded that junior secondary school student and senior secondary school student of women Vocational Centres in Kano Municipal are not significantly different in the effect of Vocational Guidance Technique on entrepreneurship skills development.

5.4 Recommendations

Two sets of recommendations were offered:

5.4.1 Recommendations from the Studies

Based on the findings of the study, the following recommendations were made:

1. Since the findings of this work revealed that Vocational Guidance Technique has significant effect on entrepreneurial skills of women in vocational centres in Kano Municipal. It is therefore recommended that the counselling technique should be adopted by teachers, school administrators and school counsellors to improve the entrepreneurial skills of students in these women centres.
2. Since there is no significant difference in the effect of Vocational Guidance Technique on entrepreneurial skills between women respondents of City Women Centre and Gandun Albaso Women Centre. It is recommended that teachers, school counsellors should use the technique in training students in both centres to improve on their entrepreneurial skills.
3. Since there is no significant difference on entrepreneurial skills between junior and senior secondary school students in women Vocational Centre, efforts should be made by parents, school counsellors and other stakeholders to improve or promote their entrepreneurship level.

5.4.2 Recommendations for Further Studies

Further studies in a number of areas related to the general problems of vocational guidance will provide a rewarding research experience. For example, there is the need to further investigate on the training of vocational guidance, and concept of entrepreneurial skills of women in other vocational centres.

1. The scope of this study covered only two women centres in Kano Municipal it is recommended that similar study should be replicated to cover other women centres to ascertain whether the same results will be obtained. This would help in making

generalizations on all women centres in Kano state about the finding if same results are obtained.

2. Of significance for further studies is that same study should be repeated to cover women centres in other local governments in Kano state, by using the same population of this study (i.e. 40 students).
3. In this study, the only variable utilized is school level, it is recommended that same study be replicated, to cover other women centres, in this case other variables could be involved such as age, marital status, and socio-economic background.
4. The present study used vocational guidance; a similar study could be conducted using other vocational counselling techniques on entrepreneurial skills.
5. Further studies should focus on other vocations other than entrepreneurial skills considered in the current study.

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APPENDIX I

ENTREPRENEURIAL SKILLS INVENTORY

Dear Respondents

I am a master degree student of the Department of Education Bayero University Kano, currently conducting my research on Effect of Vocational Guidance Technique on Entrepreneurial Skills of women in Vocational Centres in Kano Municipal, Kano. The questionnaire is designed to elicit responses on entrepreneurial skills of women of Vocational Centres in KanoMunicipal. The information provided will be treated with uttermost confidentiality and will be used for research purposes only.

Instruction: You are required to respond to all items in a manner that describe your feelings. Please tick only one of the response items provided for each item.

SECTION A: Demographic data

Name of school/centre: City centre dun\Albasa

Name of respondent.....

School type: J.S.S S.S.S

Key: Agree (A), Undecided(U), Disagree (D).

Section B – Managerial skills

		A	U	D
1	I can develop decision making strategies.			
2	I consider management as the key element in entrepreneurial skills.			
3	I have interpersonal relation strategies.			
4	I respect my personal values.			

SECTION C – Creative Skills

		A	U	D
5	I can develop innovative skills.			
6	I am self-motivated.			
7	I have good creative thinking.			
8	I am optimistic about my business plans.			
9	I am creative			

SECTION D – Technical Skills

		A	UD	
10	I am moderate risk-taker.			
11	I possess effective communication skills.			
12	I possess a strong emotional stability.			
13	I prefer team building strategies.			

SECTION E – Financial Skills

		A	UD	
14	I am proactive in solving problems.			
15	I depend on selling and bargaining strategies.			
16	I can stick to a budget plan.			
17	I have the ability to manage and save money.			
18	I have a good accounting skills.			

APPENDIX II

Treatment sessions: Vocational Guidance Technique

First session: orientation and establishing counselling relationship

1. Introduction; greeting the participant by the researcher.
2. The researcher introduce herself to the student, tells them more about herself, name, address, profession, and purpose.
3. The pupils introduce themselves; name, classes, age, and address.
4. Building rapport by showing a sign of regard and caring and helping them to settle down comfortably.
5. Confidentially; assuring the pupils on keeping their information, identity and problem secret.
6. Rules and regulation of the session.
7. Distributing some token to students.

Second session; introduction

1. Explaining the purpose of the sessions.
2. Discussion on the major objectives and goals of Vocational Guidance Technique.
3. Make an assessment through inquiries about their historical/childhood experiences aspirations, ambitions and visions.
4. Discussion on Vocational Guidance Technique.
5. Homework; the student will be asked to select out of list of entrepreneurial skills characteristics that match their personality.

Third session; self-awareness skills

1. Make student to have knowledge or awareness of their own personality or character.
Example enthusiastic vision, optimism, courage, tenacity, strong emotional stability, developing a healthy self-concept, self-identity.
2. Make student to be aware of their strength, weaknesses, thoughts, beliefs, motivation, confidence and self-confidence, respect.
3. Relationship between students emotions ability, skills, proficiency.
4. Learn how to develop a healthy self-concept example be self-motivated, have a good self-esteem.
5. Explain to students how cognitive and emotional processes impact their physiological functioning.
6. Ask student if they have received any formal training and skill development.
7. Ask student whether they have natural flair for vocational skills motivated by someone or have an interest for it.
8. Ask whether they possess a passion to be an entrepreneur example committed, feeling deeply about it.
9. Ask whether they have an income to serve as capital to be able to achieve their goal.
10. Explain to student the importance of start-ups, people who assume they are wrong end up doing the best.
11. Explain to student to find or engage mentors for, establishing or maintaining a relationship.
12. Employ tactics, example starting with small request via email, closing with them who offer feedback.
13. Explain to them to target mentors who actually care about them
14. Remember to give them back and make sure they're getting something from the relationship

15. Explain to them that great mentor relationship eventually become two way and right ones change a business in ways that are impactful.

16. Explain to them to make use of former experiences to build on/for future businesses.

Fourth session: develop entrepreneurial characteristics

1. Self-confidence: explain to students about the importance of having confidence in themselves.
2. Make student believe that they can overcome problems.
3. Make them become fully appreciative of their past accomplishments.
4. Explain to student the importance of been self-reliant, example entrepreneurs are self-starters and feel confident making decisions.
5. Explain to them, the importance of been persistent, the ability to complete tasks.
6. Having a drive and need for achievement.
7. Elaborate on the importance of been opportunity focused and forward looking.
Entrepreneurs are willing to take a risk while most people avoid risk, entrepreneur understand that risk is a natural part of trying to achieve goals.
8. Entrepreneurs thrive on competitions. Most Entrepreneurs are creative they array for new and better ways to do things, ways that have not occurred to others.
9. Entrepreneurs are willing to learn, they are information seekers and can learn valuable information from others.

Fifth session: sustainability

1. Right attitudes: explain to them that a potential entrepreneurs must have all the right attitudes in place to sustain the business with open mindedness, friendliness and resiliency.
2. Hire the needed skilled manpower to work for them who have the needed skills for the business to succeed.

3. Ability to plan: how to develop plans to meet goals in a variety of areas including finance, marketing, production sale and personnel.
4. How to hire and maintain productive employees.

Sixth session: communication skills

1. Explain to them the value of having an effective communication skill to an entrepreneur example, explaining, discussing, selling and marketing their goods or services.
2. To be able to express themselves verbally or in writing
3. Interpersonal skills: explain to them how to interact with people, customers, clients' employees, financial advisers, investors, lawyers, and accountants. Example how to establish and maintain positive relationships.
4. Basic management skills: learn to understand the needs of the business example daily details, right resources and how they are being used effectively
5. Personal effectiveness: Learn to handle the pressures of their busy lifestyles, have the ability to manage time well and to take care of personal business efficiently.
6. Team building skills: learn how to develop an effective and manage a team of skilled people.
7. Leadership skills: Learn to develop a vision for the business and inspire employees to pursue that vision.
8. Student will be asked to reflect back on the discussions and see which of these qualities/characteristics they possess.

Seventh session: Social skills

- 1 The researcher welcomed the respondents and praised them for their co-operation.
- 2 The researcher reviews the major activities done during the programme from all sessions and asks some questions.

- 3 The researcher will encourage the respondent to strictly adhere to their behaviour change.
- 4 The school principals and members of the centres would be informed that the sessions ends today, and appreciatedfor their cooperation and understanding.