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# Vocational Counselling and Entrepreneurial Skills Acquisition of Electrical/Electronic Technical College Students

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**Abstract:** This study determined extent of vocational counselling and entrepreneurial skills acquisition students in urban and rural technical colleges as well as determined whether vocational counselling predicts entrepreneurial skills acquisition of electrical/electronic technical college students in Enugu State, Nigeria. Three research questions and three null hypothesis guided the study. A sample size of 600 students (280 males and 320 females) was randomly selected using multi-stage sampling technique. Instrument for data collection was Counselling and Students Entrepreneurial Skill Acquisition Questionnaire (CSESAQ). The internal consistency was ascertained using Cronbach alpha co-efficient and k-r 21 statistical methods. The result gave overall alpha coefficient value of 0.85. Mean, standard deviation, Pearson product moment correlation, t-test and simple linear regression were used as statistical tools. The major findings revealed that the vocational counselling in urban and rural technical colleges is to a high extent. It revealed that in urban and rural technical colleges, students receive vocational counselling on need to consider interest and aptitudes before choosing vocation, so as to make a realistic occupational choice. The entrepreneurial skill acquisitions available in their colleges were weaving skills, hair dressing skill, bead making skill among others. Vocational counselling predicts entrepreneurial skills acquisition of electrical/electronic technical college students to very extent. The result also indicated that there is positive relationship between vocational counselling and entrepreneurial skills acquisition of electrical/electronic technical college students. Based on these findings, some educational implications were highlighted and recommendations made.

**Key words:** Vocational counselling, entrepreneurial skills acquisition electrical/electronic students, positive relationship, Technical College, educational implications, vocation

## INTRODUCTION

The needs for students to be well informed on career opportunities available in society today appear to be very imperative. This is based on the harrowing challenges of unemployment, economic dependence and occupational maladjustment. Career guidance and information will enable them to achieve proper adjustment. For this cause, Federal Republic of Nigeria in National Policy on Education (Federal Republic of Nigeria, 2006) stipulates that schools provide vocational counselling, so as to prepare the students to defeat the challenges of unemployment which has become a contemporary issue in Nigeria. With absence of vocational guidance, frustration would likely set in. But if the students are adequately guided and counseled they will be better sensitized and equipped to having better orientation.

It is based on the importance of vocational guidance and counselling that school counsellors are being posted to schools in Nigeria. Inability of the School Guidance Counsellors to provide vocational information to students has been observed to bring about vocational maladjustment in students. As a result of that it leads students to become jobless after graduation. Presently, there is increasing rate of youth unemployment in many developing countries, thus, causing youth's dependence and involvement in social crimes. In consonance with the unsatisfactory state of Nigerian graduates and

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how youths find it difficult to make vocational choices have attracted so many public discursions (Amazue and Okoli, 2014). Also, literature reveals that occupational choice in the 21st century is so vast that it is discouraging or even paralyzing for youths (Schmidt, 2004). Consequently, researchers indicate that Nigeria educational system needs to provide her graduating youths with skill-base education that can equip them with employability skills and self-independent (Chiaha and Eze, 2009; Eze, 2005; Etele, 2007).

The contemporary society provides the youths with careers and courses that are novel and varied from what obtains before. Albeit, youths are still lacking the knowledge of careers requirements and challenges (Omeje, 2007). Omeje observes that students aspire to enter into occupations ignorantly without knowing the risk and implications that are involved. Apologun opines that parents, particularly influential ones have a way of prevailing on or forcing their wards to read a particular course or make a particular career choice even when it is not within the competence and abilities of such children.

The researcher observes that presently, youths in Nsukka education zone are suffering as a result of economic recession, occupational value conflict and unemployment after graduation that are attributed to poor attitudes towards vocational counselling and entrepreneurial value orientation.

Vocational counselling becomes important, so as to guide the contemporary youths in making realistic vocational decision. Vocational counselling as implied, here, spans through vocational guidance, vocational information, occupational information and career education. Oladele (1992) defines vocation as an activity trade or occupation which constitutes a life style expressed in time, energy and ability. According to Eze (2005), vocation refers to a type of work or way of life that an individual believes he or she is specially suited for. In this study, vocation is that special area, ability and occupation an individual is gifted to.

Counselling on the other hand, according to Okeke (2003) is a helping relationship involving the counsellor and the client in which the counsellor uses his professional knowledge and skills to assist the client to attain proper development and maturity, improved functioning and improved ability to cope with life problems. Onuigbo (2005) notes counselling as a process of helping individual to utilize his or her psychological resources by focusing on the individual's personality, behavioural and emotional assets that could be mobilized. Chigbu (2011) states counselling as the process whereby the counsellor expresses care and concern towards a person with a problem and facilitates that person's personal growth and brings about change through self-knowledge. Operationally, counselling can be seen as helping relationship that aims at helping an individual or groups to understand himself or themselves for proper adjustment.

In general term, vocational counselling has been perceived differently by researchers based on individual's orientations. Vocational counselling according to Okeke (2003) is the process of preparing individuals to choose, maintain and remain in a job. Eze (2010), defines it as a process which enables one to have better knowledge of one's personal characteristics, critically examines and analyzes various occupational characteristics and requirements and as well have objective analysis of one's suitability to an occupation of choice. In this study, vocational counselling can be seen as helping or assisting service whereby students are helped to become aware of occupational opportunities in the millennium world of work. Vocational counselling focuses on subjects to be offered in schools and entry requirements into world of work after graduation (Adeloye, 2004).

Even though vocational counselling services are available in secondary schools in Nigeria (Brown and Denga, 2011) but students tend neglect such services being rendered to them. The wrong ideas already formed by some students about vocational subjects make it difficult for them to co-operate with guidance counsellors. Most times the students defect and neglect the vocational guidance and counselling given to them. The defection of students to vocational counselling stems from parental occupation, socio-cultural values, sex stereotyping and negative value system towards vocational choice (Adiele *et al*., 2011). Odoemena also says that such students make choices of subjects based on parental and peers choices, thus, making it impossible for the students to make realistic vocational choices. Badiru-Lanre (1998) revealed that parents want their children to enter into careers that they like and which are highly lucrative while these students want to enter into those careers which they have aptitude for. The Badiru-Lanre also showed that students chose careers against their parents wish because of peer influence. A study was carried out by Eze (2010) reported that the choice of career of in school adolescents is guided by the career education they receive and not influenced by peer or parental pressure. Enighe (2007) found that occupational decision making of the Nigerian youth is pressure from parents to see their children get into the university or at most, regular secondary schools in contrast to technical and vocational programmes

which many parents see as dead-end options. In addition, Onuigbo (2005) observed that most families determine, recommend and even force students to occupations of parental desire irrespective of the child's interest intelligence and aptitude.

In line with this, Whiston (2002) asserts that children's occupational choices reflect their parental beliefs on educational achievement and career aspirations. In essence, parental interferences in most cases direct student's occupational choices. In order to satisfy parental desire and occupational classification with regards to their children's gender students usually choose career regardless of the student's interests and aptitudes.

The issue of gender preferences in vocational choice has become a crucial matter (Amazue and Okoli, 2014). Studies show that vocational preferences and attitudes of male students differ tremendously from those of their female counterparts (Amazue and Okoli, 2014). Eze (2010) found that gender difference among the adolescents in the education zone does not influence their career choice. Amazue and Okoli (2014) indicated that gender influences vocational choice. The variation between career preferences of male and female students requires career educator to orientate their vocational and entrepreneurial values.

Therefore, it calls for urgent need for guidance and counselling of students, so as to help them to choose subjects that match the vocational needs and skills needed to be relevant in this 21st century world of work. Ochuagha observes that one of the purposes of vocational education is to produce in the learner, at least, sufficient trade skill, be it handtool skill, machine operative skill or both, to enable the individual to be employed advantageously. Ochiagha also describes that another expectation is that through exposure to such training and repeated practice, the trainee will excel in the workmanship.

Today, entrepreneurial value orientation is highly recognized by Nigerians which led to introduction of entrepreneurship education. Hence, forth, Wokeh and Basil (2011) say, "... institutions of learning developed curricula and adapt same for the teaching and training of youths as part of the efforts to tackle the problem of unemployment". In a bid to actualize this initiative by FME (2006), government instructed that education for entrepreneurial skill acquisition should be included as a compulsory part of all institution's series of events (Wokeh and Basil, 2011).

Entrepreneurship is the ability to seek investment opportunities and establish an enterprise based on identified opportunities. Ikeme (2012) opines that it is a way of thinking, reasoning and acting which is opportunity obsessed, holistic in approach, leadership-balanced and imbibed in creativity and innovation. In this study, entrepreneurship is a systematic way of innovating ideas, identifying the suitable environment and undertaking the financial and social risk in order to make profit. The aim of entrepreneurship education is to reduce youth's unemployment.

In contrary, there is still increasing rate of unemployment rate among Nigerian students (National University Commission, 2004). Despite the efforts of agencies, government and scholars, there is no systematic attempt to orientate jobless youths towards core values of entrepreneurship education (Wokeh and Basil, 2011). Also, Adiele *et al*. (2011) lament that scholars in education have severally drawn attention to the defects in the Nigerian education and have repeatedly pointed to the fact that it was bookish and academic oriented and lacked vocational and entrepreneurial values. School instructional method needs to be entrepreneurial in nature which should be based on experience and discovery (Ikeme, 2012). In essence, there is need for school guidance counsellors who will counsel the students vocationally towards entrepreneurial skills acquisition.

In the opinion of Uduma (2004), entrepreneurial skills are referred to as those activities that are geared towards the management of an enterprise be it in the form of production, processing and marketing. Operationally, it is the ability and innate tendencies to carry out a certain task which is acceptable to a particular profession. Entrepreneurial skills have been receiving general acceptance today and it is appreciated as a subject by students with motivational knowledge and skills that is important for successful enterprise (Cho, 1998).

In an effort to explore entrepreneurial skills, Federal Republic of Nigeria (2004) posits that one of the specific goals of secondary education is to offer technical skills and vocational skills for students which can help them to explore in areas of agriculture, business and creativity. FRN defines secondary education as the form of education children receive after primary education and before the tertiary stage. Junior secondary is the first 3 years of the secondary school education within the stipulated educational system covering basic 1-9 (Universal Basic Education (Anonymous, 2002). On the other hand, senior secondary school students are the students who have completed junior secondary school and

streamed into the 3 years of senior secondary school (Federal Republic of Nigeria, 2004). To carry out the entrepreneurship initiatives, government added secondary school subjects. Among the subjects that were included to inculcate entrepreneurial skills in junior and senior students are metal work, woodwork, computer education, auto-mechanics, clothing and textiles. Therefore, school has information role to educate the students on entrepreneurial skills they need.

Previous studies showed that 13 entrepreneurship skills are needed by youths for planning starch production occupation, 7 for organizing the enterprise, 14 for processing cassava root to starch, 8 for marketing of cassava starch and 5 for record-keeping (Osinem and Onuka, 2010). A study was carried out by Agbogidi (2007) indicates that prominent among these skills is the use of computer for word processing, data bases and use of internet for business transitions. Anuka found that the motor mechanic graduates of technical colleges do not possess adequate motor mechanic entrepreneurial skills could only perform common place motor vehicle maintenance duties but were rated very low on entrepreneurial skills and modern motor mechanic skills.

Some secondary schools in urban and rural areas seem to be lacking entrepreneurship educators. Ezeudu (2003) notes that urban areas is place where a large number of people from various works of life live and large number of industries attracting people of diverse professions. Ezeudu posits that in urban areas, house and roads are congested, large markets are located, government presence and administration centres are found. Rural area is commonly extended to rural settlement such as villages and hamlets. In this research, urban area is characterized by larger population government presence, good number of industries while rural area is an area outside of cities which is characterized by few people and typically agricultural, woodland and mountainous settings. The urban and rural students need entrepreneurial orientation, so as to help them adjust properly in millennium world of work. Eze (2005) revealed that the choice of in-school adolescents to learn a particular skill is influenced by entrepreneurship education irrespective of location.

Gender is a social stratification which is regarded as socio-cultural separation between males and females (Hughes *et al*., 1999). By Udaya (2010), gender is stratification and assignment of roles along sex line which may be culturally determined. The researcher posits that gender is biologically determined, that is either people are born male or female but the way people become feminine or masculine is a combination of biological binding blocks and the interpretation of the body by the culture. In this study, gender is a social concept that refers to a situation whereby boys and girls are stratified or classified based on masculine or feminine will regards to specific vocation and entrepreneurial skill.

**Statement of the problem:** It is worrisome that most of the career choice problems of students and occupational maladjustments observation in work field today are borne out of vocational value orientations and its unnecessary interference in the career choices of children and wards. Parents, particularly, influential ones have in a way been prevailing on or forcing their children and wards against counselling provided by counsellors in the school, to read particular courses or make particular career choices which are not within the competencies and abilities of such children. Such behaviours often times make students to be frustrated and maladjusted in occupational fields.

Evidence abound that despite the entrepreneurship seminars and workshops by government, there seem not to be much success in the attempt to counsel the Nigerian youth's towards entrepreneurial skills acquisition. The researcher is posed to ask are electrical/electronic technical college students exposed to vocational counselling facing problems of entrepreneurial skills acquisition? Does vocational counselling predict electrical/electronic technical college student's entrepreneurial skill acquisitions? Why are students still facing the challenges of unemployment and vocational maladjustment? It is in view of these concerns that this study was carried out.

**Research questions:** The following research questions guided this study:

- What is the extent of vocational counselling in urban and rural technical college?
- What is the entrepreneurial skills acquisition of electrical/electronic technical college students?
- To what extent does vocational counselling predict entrepreneurial skills acquisition of electrical/electronic technical college students?

**Hypothesis:** The following null hypothesis were postulated to guide the study and were tested at 0.05 probability level:

- $H_{01}$: there is no significant difference between the mean scores of urban and rural technical students on extent of vocational counselling
- $H_{02}$: there is no significant difference between the mean scores of male and female electrical/electronic technical students on entrepreneurial skills acquisition
- $H_{03}$: there is no significant relationship between vocational counselling and entrepreneurial skills of electrical/electronic technical college students

## MATERIALS AND METHODS

**Design of the study:** The research design adopted for this study was a mixed research design.

**Area of the study:** The area of this study is Enugu State Nigeria.

**Population of the study:** The population of this study comprised of all 34,628 students in the 59 public technical colleges in Enugu State where guidance and counselling services are operational.

**Sample and sampling techniques:** The sample of this study was 600 electrical/electronic technical college students. The choices of these two categories of students were based on the fact that those students have been exposed to career guidance and counselling in their colleges. As such, they were able to respond to the questionnaire items designated to determine their entrepreneurial skills acquisition. Thus, it helps the researcher to be able to find out how vocational counselling accounts for entrepreneurial skills acquisition of students in Enugu State.

The sampling technique adopted in this study was multi-stage sampling technique. Firstly, the technical colleges were classified into urban and rural and simple random sampling technique was employed in selecting urban and rural technical colleges, respectively. Secondly, simple random sampling technique was used to select five technical colleges in Enugu State. Thereafter, a simple random sampling technique was adopted to select 10 male and 10 female students.

**Instrument for data collection:** The instrument for data collection is a questionnaire designed by the researcher titled Counselling and Students Entrepreneurial Skill Acquisition Questionnaire (CSESAQ). The instrument was divided into sections A and B. Section A was focused on demographic information of the respondents while section B was 20 items divided into three scales. The items in the scales address the extent of vocational counselling received by students and student's entrepreneurial skills acquisition. Items in clusters one are placed on a four point rating scale. With response options of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) while items in clusters two and three items are placed on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The four point rating scale are weighted as 4, 3, 2 and 1, respectively.

After the construction of the instrument, three test experts face validated the instrument. The instrument was subjected to Cronbach alpha statistical analysis and the result gave alpha coefficient values of 0.85 and 0.88 for first and second sub-scales. The result obtained from k-r 21 was 0.75 which also confirmed the reliability of the instrument.

**Method of data collection and analysis:** Before the questionnaires were given the respondents, they had already completed informed consent letter. The 2 weeks later, the researchers administered 600 copies of the questionnaires to the respondents with the help of research assistants. The field work lasted for 3 months. Thereafter, the data collected was subjected to mean, standard deviation, Pearson product moment correlation, t-test and simple linear regression statistical tools.

**Limit of real numbers:** Very High Extent (VHE) = 3.50-4.00, High Extent (HE) = 2.50-3.49, Low Extent (LE) = 1.50-2.49 and Very Low Extent (VLE) = 0.05-1.49

## RESULTS AND DISCUSSION

Data analysis presented in Table 1 showed item 1, 2, 4, 7, 8 and 9, to have mean scores range of 250-270. These mean scores indicate the vocational counselling in urban and rural technical colleges to be high extent. The other items (3, 5, 6 and 10) range from 1.90-2.46 indicating the vocational counselling in urban and rural technical colleges to be low. The above finding indicates that vocational counselling given in urban and rural colleges are high and as such have been effective.

Table 1: Mean score analysis of respondents on the extent of the vocational counselling given to electrical/electronic students in urban and rural technical colleges

Urban and rural students (N = 600)

| | Urban 280 | | | Rural 320 | | |
|---|---|---|---|---|---|---|
| Items on vocational counselling given to students | $\bar{X}$ | SD | Remarks | X | SD | Remarks |
| Need for acquisition of entrepreneurial skill | 2.64 | 1.34 | HE | 2.80 | 1.25 | HE |
| Entrepreneurial education | 2.98 | 0.92 | HE | 2.84 | 1.08 | HE |
| Employment opportunities in the world of work | 2.46 | 1.18 | LE | 2.40 | 1.24 | LE |
| Need to consider interest before choosing a vocation | 2.76 | 1.00 | HE | 2.60 | 1.05 | HE |
| Need to make a realistic occupational choice | 2.46 | 1.18 | LE | 2.42 | 1.23 | LE |
| Requirements for available occupational options | 2.46 | 1.18 | LE | 2.39 | 1.24 | LE |
| Need to consider aptitudes before choosing entrepreneurial skills | 2.76 | 1.08 | HE | 2.73 | 1.07 | HE |
| Need to avoid occupational maladjustment | 2.76 | 1.08 | HE | 2.75 | 1.06 | HE |
| Need to be self-reliant by acquiring entrepreneurial skills | 2.76 | 1.08 | HE | 2.80 | 1.07 | HE |
| Need to understand occupational hazard before making choice | 1.90 | 1.05 | LE | 1.95 | 1.14 | LE |
| Overall mean | 2.59 | 0.79 | HE | 2.57 | 0.80 | HE |

LE = Low Extent and HE = High Extent

Table 2: Mean scores and standard deviation of entrepreneurial skills acquisition of electrical/electronic technical college students

Male and female students (N = 600)

| Items | $\bar{X}$ | SD | Remarks |
|---|---|---|---|
| Fishery skill is not taught in my school | 2.27 | 1.08 | D |
| I have acquired weaving skills in my school | 2.12 | 0.99 | D |
| Poultry skill training is not taught in my school | 2.19 | 1.10 | D |
| Hair dressing skill is my interest | 2.18 | 1.08 | D |
| Nobody is teaching us fashion designing | 2.18 | 1.09 | D |
| There is no entrepreneurship subject in my school | 2.20 | 1.11 | D |
| I can do well in entrepreneurial subjects | 2.19 | 1.10 | D |
| I have acquired skill in making beads | 2.18 | 1.09 | D |
| There is no palm taping skill training in my school | 2.18 | 1.90 | D |
| There is no automechanic skill training in my school | 2.19 | 1.10 | D |
| Overall mean and standard deviation | 2.19 | 1.05 | D |

D = Disagree; X = Mean and SD = Standard Deviation

Table 3: Pearson product moment correlation analysis on the extent vocational counselling predicts entrepreneurial skills acquisition of electrical/electronic students

| Correlations | Ent skills acq. | Voc. counseling |
|---|---|---|
| **Pearson correlation** | | |
| Ent. skills acq. | 1.000 | 0.701 |
| Voc. counseling | 0.701 | 1.000 |
| **Sig. (1-tailed)** | | |
| Ent. skills acq. | - | 0.000 |
| Voc. counseling | 0.000 | - |
| N | | |
| Ent. skills acq. | 600 | 600 |
| Voc. counseling | 600 | 600 |

t-test analysis of the mean ratings of the respondents on the extent of vocational counselling electrical/electronic students in urban and rural technical colleges.

Result of data analyses in Table 2 revealed that all the listed ten items have their mean scores range from 2.12-2.27. These mean scores are the criterion mean of 2.50 for acceptance, therefore, the respondents disagreed on the items raised.

Data presented in Table 3 shows the extent vocational counselling predicts entrepreneurial skills acquisition of electrical/electronic technical college students. The analysis above reveals that the correlation (r) between vocational counselling and entrepreneurial skills acquisition of electrical/electronic technical college students is 0.701

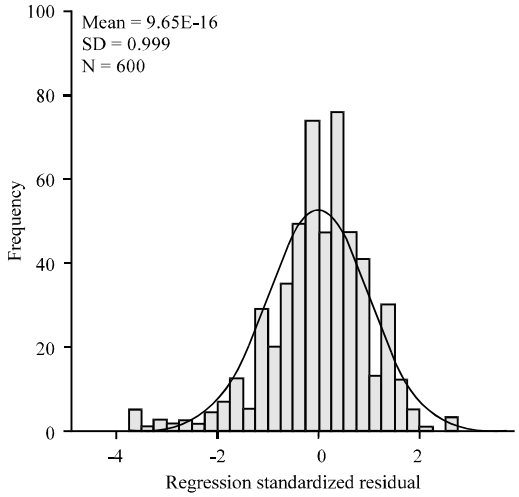


Fig. 1: Histogram dependent variable: Ent. skills acq.

indicating that 70.1% of entrepreneurial skills acquisition of electrical/electronic technical college students can be attributed to vocational counselling. Hence, this implies that vocational counselling predicts entrepreneurial skills acquisition of electrical/electronic technical college students to very extent. Figure 1 presented a chart that affirmed the result of the research question 3.

Table 4: Students in urban and rural technical colleges

| Groups | SD | $\bar{X}$ | n | df | Sign. (p-value) | Level of significance | Decisions |
|---|---|---|---|---|---|---|---|
| Urban | 0.79 | 2.59 | 320 | 598 | 0.68 | 0.05 | $H_{01}$ accepted |
| Rural | 0.80 | 2.57 | 280 | | | | |

Table 5: t-test analysis of the mean ratings of male and female electrical/electronic students on entrepreneurial skills acquisition

| Groups | $\bar{X}$ | SD | n | df | Sign (p-value) | Level of significance | Decisions |
|---|---|---|---|---|---|---|---|
| Male | 2.28 | 1.01 | 300 | 598 | 0.03 | 0.05 | $H_{04}$ accepted |
| Female | 2.10 | 1.08 | 300 | | | | |

Table 7: Linear regression analysis on the relationship between vocational counselling and entrepreneurial skills of secondary school students

| | | | | | Change statistics | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Model | R | $R^2$ | Adjusted $R^2$ | SE of the estimate | $R^2$ change | F change | df1 | df2 | Sig. F change | Durbin-Watson |
| 1 | 0.701[a] | 0.491 | 0.490 | 0.22113 | 0.491 | 577.200 | 1 | 598 | 0.000 | 1.945 |

[a]Significant value

Result shown in Table 4 reveal that p-value of 0.68 is >0.05 probability level at 598° of freedom. Therefore, null hypothesis is accepted. It therefore, implies that there is no significant difference between urban and rural electrical/electronic students with the regards to the extent of vocational counselling.

Table 5 showed that p-value of 0.03 is <0.05 level of significance at 598° of freedom. It therefore, implies that the null hypothesis is rejected. From Table 6, it is found that there is a statistical significant difference between the mean score ratings of male and female electrical/electronic students on entrepreneurial skills acquisition. The result found implies that male electrical/electronic students possess and appreciate entrepreneurial skills more than their female counterpart.

From Table 6, the computed R value for vocational counselling and entrepreneurial skill of electrical/electronic technical college students is 0.701. The analysis indicates that the relationship between the vocational counselling and entrepreneurial skills of electrical/electronic technical college students is high. Also, the significance F change of 58.2 is more than the set probability level of 0.05. However, null hypothesis was accepted. By implication, there is positive relationship between vocational counselling and entrepreneurial skills acquisition of electrical/electronic technical college students.

The findings on research question one indicated that the vocational counselling in urban and rural technical colleges is to a high extent. Vocational counselling service given to electrical/electronic students helps them to understand the need for acquisition of entrepreneurial skills and need to be self-reliant. This agrees with the findings of previous studies, (e.g., Chiaha and Eze, 2009; Eze, 2010; Etele, 2007). This is because the researchers indicate that Nigeria educational system needs to provide her graduating youths with skill-base education that can equip them with employability skills and self-independent. Similarly, the findings is also supported by Ochiagha who observes that one of the purposes of vocational counselling is to produce in the learner, at least, sufficient trade skills, be it hand tool skill, machine operative skill or both, to enable the individual to be employed advantageously.

The finding also revealed that in urban and rural schools, students receive vocational counselling on need to consider interest and aptitudes before choosing vocation, so as to make a realistic occupational choice. This result confirmed the argument of Omeje (2007), that vocational counselling aims at providing broad knowledge of work, exploring student's potentialities capabilities interest, needs, value, attitude and others, so as to appropriately help them to make realistic occupational choices. The findings revealed that there is high extent of vocational counselling given to students in urban and rural schools on the need to acquire entrepreneurial skill, need to consider aptitudes and interest in order to be self-reliant and among others. It was also revealed that there is low extent of vocational counselling on need to understand occupational hazard before making choice, requirements for available occupational options and others. These become relevant to this study because students can understand the relevance of counselling services and career education to their careers. However, there is the need to increase the awareness of guidance and counselling services in technical college students. This implies that the more vocational counselling services increase, the more vocational choices of students become realistic. It also implies that if there is decrease in vocational guidance and counselling programme, students are liable of becoming occupationally maladjusted. It also found

that there is no significant difference between urban and rural students with the regards to the extent of vocational counselling. It therefore, implies that urban and rural electrical/electronic students are well exposed to vocational information that is capable of making them appreciate entrepreneurial skills.

The analysis indicated that the electrical/ electronic technical college students disagreed on the suggested entrepreneurial skills. This is congruent with Brown and Denga (2011) that facilities and qualified teachers for the teaching of entrepreneurial education are in short supply in both the public and private colleges.

The findings indicated that the respondents disagreed that the acquisition of weaving skills, hair dressing skill, bead making skill and entrepreneurial subjects in their schools. This finding is in contrast with Obinne (2013) that entrepreneurship education makes students self-reliant rather than looking for elusive white color jobs. Also, Cho (1998) that entrepreneurial skills have been receiving general acceptance today and it appreciated as a subject by students with motivational knowledge and skills that is important for successful enterprise from the finding. It becomes important that entrepreneurial subject teachers such as animal husbandry, poultry, fishery, experts, food and nutrition teachers and others need to be posted to technical colleges. It was found that weaving, poultry, hair dressing, beads making and palm wine taping skills are not taught in secondary schools. This study indicated there is a significant difference between the mean score ratings of males and females students on entrepreneurial skills acquisition. The implication is that students will be depending on white collar job, since, they do not possess any entrepreneurial skills that could make them self-reliant. It also implies that the unemployment rate will continue to be high of electrical/electronic technical college teachers, career educators and guidance counsellors are not posted to colleges.

The finding indicated that vocational counselling predicts entrepreneurial skills acquisition of electrical/electronic technical college students to very extent. The result of the corresponding null hypothesis further supported that there is positive relationship between vocational counselling and entrepreneurial skills acquisition of electrical/ electronic technical college students. This present result disagreed that there is no systematic attempt to orientate jobless youths towards core values of entrepreneurship education (Wokeh and Basil, 2011). On the other hand, the finding of current study agreed with Eze (2010) who revealed that the choice of career of in-school adolescents is guided by the career education they receive and not influenced by peer or parental pressure. It also collaborated with Brown and Denga (2011) who indicated that vocational counselling services are available in Electrical/Electronic Technical College students in Nigeria. It implies that school guidance counselors are performing their professional responsibility by providing entrepreneurial information to students.

## CONCLUSION

Vocational progression of electrical/electronic students has become imperative in this contemporary society that made every individual to express concern, so as to curb the increasing rate of unemployment. With regards to that the findings of this study hold, therefore, both theoretical and practical implication for career educators, guidance counsellors, teachers, parents, students, guardians, school administrators, government and their likes. So, all those stakeholders need to ensure that student's creativities interests and aptitudes are channeling towards entrepreneurial skills acquisition.

## STATEMENT OF SIGNIFICANCE

The rate of unemployment is increasing in Nigeria. This situation has continued to cause problems to many Nigerian youths leading to youth restiveness, kidnapping, armed robbery and other social vices. In a bid to reduce the high rate of unemployment and its concomitant adverse impacts on emerging youths, Nigeria Government included entrepreneurship education in her National Policy of Education as a vehicle to impact entrepreneurial skills into students. To date, several studies have been conducted on entrepreneurial skills acquisition but it is still important to ascertain how vocational counselling enhances entrepreneurial skills acquisition. As the youths in Nigeria are exposed to vocational requirements and opportunities by the vocational counsellors, unfortunately, Nigeria has not recorded laudable achievement in that respect. This study provided empirical data that vocational counselling is a strong indicator that enhances entrepreneurial skills acquisition. As such, this study helps to educate readers/students the important role vocational counselling plays in cushioning unemployment. It also added the entrepreneurial

skills obtainable and the extent of vocational counselling in urban and rural technical college. The outcome this study can be useful to students who wish to choose a vocation to seek for help of a vocational counsellor.

## LIMITATIONS

Like other studies, this study has some methodological limitations. Firstly, only one instrument was used, meanwhile two or more should have served better. Therefore, future studies should consider that henceforth. Secondly, there was no power analysis conducted to determine if the sample size accurate enough. Based on that, we suggest that subsequent studies should us larger population.

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