

PSYCHOLOGICAL ATTRIBUTES MENTORING, AND SELF EMPLOYMENT  
OF VOCATIONAL GRADUATES OF KANO STATE TERTIARY  
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(PhD/37156/121/DF)



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## DECLARATION A

I declare that, this dissertation is my original work, and has not been presented to any university or tertiary institution of Higher learning for a degree, or any other academic award.

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## DECLARATION B

This is to confirm that, this work of the PhD candidate; Gambo Umar Mustapha, has been carried out under my strict and intense supervision for the award of PhD Degree in Counseling Psychology of Kampala International University Uganda.

Imbuki Kennedy PhD.

Signature.....

Date. 30/03/16.....

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## ABSTRACT

*This study investigated and identified the role counseling play in mentoring vocational graduates towards self employment. The objectives of the study were; to determine the availability of the counseling services, to evaluate the vocational training graduates' attitudes on the skills and training acquired; to investigate the uptake of self employment by the vocational training graduates of the tertiary institutions; to offer counseling services to vocational graduates who are ready and available to participate, using appropriate counseling strategies; to determine the most preferred counseling strategy among the graduates; and to establish the effectiveness of counseling strategies in raising their self awareness, self efficacy, and self motivation; which could lead to vocational practice among the vocational graduates. The design is a comparative study and also a mixture of positivists and interpretative paradigms. 354 samples were randomly selected from the target population of 4,559 using simple random sampling. Frequency and percentages as well as T-test were used to analyze the quantitative data, while qualitative content analysis was used to analyze the qualitative data. The findings of the study indicated that the vocational graduates were fully aware of counseling services in their schools, but due to inadequacy of counselors, they do not patronize the centers adequately. 62.1% of them indicated availability of the services. They also confirmed that they have acquired the necessary knowledge and skills during their training and 84.1% were satisfied with it. In terms of vocational uptake after graduation, out of the 354 samples 63.6% males and 36.4% females, only 101 (28.5%) have started practicing their vocations and the remaining 253 (71.4 % ) were yet to start practicing their vocations instead. After giving to the experimental group counseling intervention, a t test was run and the result shows that counseling strategies significantly raises the self efficacy, self motivation, and self awareness of the vocational graduates. This is so because the experimental group has higher self efficacy, self motivation, and self awareness over the control group. The researcher also found out that among the four strategies employed, group counseling was the most preferred among the sample with 53% and psycho education was the least preferred with 7% preference. The researcher recommends that adequate and professional school counselors and facilities should be provided to every school, Resource mobilization to assist the vocational graduates, and also group counseling should be adopted by school counselors to raise the self efficacy, self motivation, and self awareness of their student which are personality attributes which could help in making them become self employed instead of waiting for white collar jobs which is not readily available for them.*

**Keywords;** *Counseling, strategies, vocational practice, vocational graduates, self employment*

## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 Introduction

The unemployment issue has continued to swell and the international labor organization observes that this crisis is almost at the peak. This situation poses social and economic challenges for both developed and developing nations. Specifically, there is a challenge in the process of surging development in developing countries and an enormous challenge in the aftermath of the recent financial crisis that hit Europe and America.

However, the debate on vocational education graduates' unemployment and self employment has gained prominence in national and international forum. Self employment is a more viable solution because it does not only provide employment opportunity but also a process through which entrepreneurship is promoted and new work places are created. Therefore, self employment is a double pre arranged response to current abnormal level of unemployment. At the same time, enterprise created through self employment, contribute to economic development. Entrepreneurship is a vehicle for economic development and resilience.

##### 1.1.1 Historical perspective

Njoke, (2014) maintained that counseling can be traced back to the time of religious leaders and philosophers. These people served as "counselors" to their disciples by imparting in them wisdom which helped to stimulate emotional, spiritual, and intellectual growth in them. However, their approaches differ from the present day counselors as can be seen from these philosophers. In another development, counseling shifted from one to one encounter to small group interventions which are seen as among the counseling strategies employed by present day counselors.

In the U S, Hollis, (2000) also pointed out that the passage of community mental health act which led to the establishment of community mental health centers promoted counseling development. Counseling services were given on issues

relating to alcohol and drug abuse, as well as on marriage and family issues. School counseling can also be linked to the establishment of the Boston vocational Bureau in 1908 which was spearheaded by Frank Parson. Parson believed that when people are made to understand their strengths and weaknesses, they can be able to choose the vocation that match with their personality. As observed by Parson, guidance and counseling services given to the unemployed youths in the U S have assisted greatly in making them realized their potentialities and how to maximally utilize them. George Menil was the first American to offer counseling services in the school setting in 1895 at the Californian school of Mechanical Arts in San Francisco. Educational Counseling can be attributed to Jesse B Davis who worked as a counselor on educational and Career problems at High School in Detroit in 1898. World War two (2) and the U.S.S.R's successful launching of rockets that orbited the earth and even landed on the moon between 1940-1959, motivated colleges and Universities to start training professional career counselors. Later, institutions were established to provide training for guidance counselors who will identify and encourage Science and Math majors for college education. Vocational Education Act of 1917, Vocational rehabilitation act of 1920, the Wagner Peysner act of 1933, the National Defense Education Act of 1958, the Manpower Development act of 1964, and the Career Education incentive Act of 1976 indicated the U S great commitment to the advancement of guidance and counseling services. It was the promulgation of these acts that made the government to make adequate financial provisions to colleges and Universities that would be used to train guidance counselors for American schools (Etim, N V et al 2013).

In the U K which is a union of Great Britain (England, Scotland, Wales) and Northern Ireland, Counseling services as a professional field arrived into the United Kingdom from the U S in the 1950s and it was not practiced in schools till 1960s. This was started as a result of the recommendation made by the Newsom's report in 1963 where it recommended the appointment of school counselors who will provide counseling services to pupils/students. To ensure that adequate school counselors are provided in 1965, the University of Keele and reading established some courses that will train people who have a minimum of five years teaching experience to

become school counselors. This marked the beginning of the growth and development of counseling training and counseling services in schools. In 1989, the Elton report advocated that all teachers particularly the senior pastoral staff should have basic counseling skills. Bunison (2003), Showed that there has been increasing concerns about the problems of adolescents and pressures on them, behavioral problems, and use of drugs. At the same time, both pupils and parents have demanded more emotional support in an increasingly challenging and stressful world and have recognized the value of the specialist skills of counselors and psychotherapists in preventative work. According to the BACPs' guidance, counseling services is offered for children and young people experiencing difficulties as a result of emotional concerns, behavioral problems, social and peer pressure, family tensions, bereavement and normal developmental issues. It identifies the followings as the purpose of counseling in schools of the UK; promotion of good communication in schools and the emotional well being of pre-school, primary, and secondary children and young people; support for inclusion and the national curriculum.

According to UNESCO, in Africa the chiefs and the kings are regarded as important elements in the society as well the symbol of authority and also as legislators. Since their roles are accepted and respected by all, they are held as valuable source of guidance and counseling for boys and girls. The extended family, the clan, and the village made society supportive. However, in the course of time, changes have occurred in the sub-Saharan Africa which resulted in the weakening of the structures of the society e.g. nuclear family, single parent family, political demands and expectations, high unemployment rate.

Kenya had witnessed rapid changes in educational system since 1990 and these changes had affected both the students and the school on one hand, and the society on the other hand. In 2001, children's Act was signed which led to the scraping of caning children in school, and was replaced with using guidance and counseling to address the children's issues that may arises both within and outside the school. As a result of large number of cultural/ethnic groupings in Kenya, all speaking different

language, Kenyan student can be regarded as a 'multicultural student' as well as 'multilingual', because they also have to learn Swahili apart from English which is the mode of communication in schools (Maxam, 2004).

Historically, counseling has been in existence in Nigeria and is given by parents, elders, religious leaders, as well as traditional rulers. However, the modern counseling which is given by professionally trained and qualified counselors can be traced back to St. Theresa College in Ibadan, where some reverend sisters offered guidance and counseling services to their graduating students. In 1947, the Federal Ministry of Labor also send its representative to Bendel state, (now Edo and Delta states) to give career talks to form five (5) students on career subject choice Uba, (1991). In 1962, Ibadan Career council was formed which continued to offer guidance services to the teeming populace, as well as the formation of Counseling Association of Nigeria (CASSON).The work of the association involves counseling services on educational, vocational, person-social, and mental health counseling within and outside the school (Ego, 2013).

To encourage the activities of counseling services in our schools, the Federal government reflected it in the National Policy on Education (NPE, 2004) so as to assist in the implementation and achievement of Educational goals. Counselors have continued to offer their professional services to people on various fields. In our schools, counseling services are also being offered on areas like evaluating the performance of students, (appraisal), students' readiness or ability in a particular program (placement), person-social, and others. Among the achievements recorded by counselors in Nigeria, includes publication of articles, books, and journals as well as many research instruments were also developed by counselors. Apart from these, Counseling Association of Nigeria, (CASSON) organizes conferences and seminars at national, state, and local government levels to acquaint its members on new innovations in counseling. To protect the integrity of the counseling profession, counselors must register with the association to obtain a license for counseling practice Aluta, (2007).To update and reorient themselves; counselors do attend international conferences outside the country like the ones organized by American

Psychological Association (APA), American Counseling Association (ACA). The counselors also participate in nongovernmental organization activities like W.H.O, UNICEF, etc. Between 1997 and 2011, fifteen (15) national conferences were organized by CASSON in fifteen (15) different states of the country on various themes, (Ego, 2013).

Informal vocational education or apprenticeship has been in existence in Nigeria even before the coming of Western Education. It was available in fields such as farming, fishing, weaving, carving, handicraft, Knitting, leather work, iron and gold smithing, trading/business, etc. Because the traditional system of education in Nigeria emphasized skill acquisition, children grow into and practice different family occupations Fafunwa, (1982).

Formal Vocational education started to get recognition between 1842 – 1884 by including it in the curriculum of missionaries by the church missionary society, and Church of Scotland. Because of the dearth of skilled staff, the then Nigerian railway corporation organized training course for its staff in 1901. Veterinary school was also opened in Vom Plateau state to train assistant veterinary officers, as well as the forestry school in Samaru Zaria in 1933. Nassarawa boarding school Kano (now Government Technical College) was also established in 1909 which had Agriculture, carpentry, leather work, and smithing in its curriculum. According to the Phelps Stokes report, it was advised that education should adapt to the needs of the community, thus Agricultural education was recommended for rural communities, and industrial or technical education was recommended for urban areas, and at the same time technical and vocational training should be introduced at higher level of education. This led to the establishment of Yaba Higher College in 1932 to train vocational assistants in areas like Medicine, Agriculture, Engineering, and teacher training. It was also recommended in 1945 that similar institutions should be established in Kaduna and Enugu. These attempts gave birth to the establishments of colleges of education, polytechnics, mono-technics, and universities that train students on vocational/technical courses Abari, (2003). In 1977, the Nigerian government issued a policy statement on education which contained the government

views on the philosophy of Nigerian education from pre-school through the university levels. In this national policy, all subjects to be taught in pre-primary, primary, secondary and tertiary institutions were outlined; among them is Vocational education which was introduced in 1982 with the aim of providing the youth with knowledge and skills on vocational practice for self employment. This will greatly help to the overall development of the country, because as Alam, (2008) pointed out that knowledge of technical and vocational skills is the prime mover of economic and social development of any nation; therefore, investment in human capital is an investment for the future of any country.

These challenges raise an obvious need for Nigerian government to strategize ways of addressing such problems specifically unemployment, by creating and providing appropriate conducive, opportunity, atmosphere and environment for self employment to this teeming population. Parkin, (1994) has indicated that the federal government of Nigeria urged training institutions in the country to gear their programs towards vocational relevance for the production of graduates that possess relevant skills for self employment and reliance. This action by the government indicates its concern and willingness to minimize the prevalence of this phenomenon. To create room for employment to the teeming population, in 1983 the 6,3,3,4 system of education was introduced, whereby a child will spend six (6) years in the primary school, 3 in junior school, 3 in senior secondary school, and 4 years in the University. At junior 3, if a child is unable to proceed to senior 1, he will be placed into a vocational training centre where he will be given training on vocational courses so as to assist him become self employed. In addition to this, National Directorate for Employment (NDE) was also formed so as to give youth and drop outs vocational training for self employment. Many colleges of education, polytechnics, and mono technics were established to equip the trainees with the necessary knowledge and skills for self employment.

Oladele, (2000) explained further that counseling was introduced into the Nigerian system of Education when the then federal government created a unit in charge of guidance and counseling to cater for all schools throughout the federation. Many

programs were introduced to minimize and reduce unemployment among the youth which includes; Operation feed the nation, Directorate for food roads and rural infrastructure (DIFFRI), Sure P, Youth enterprise with innovation in Nigeria, etc.

African Development Bank (2013) in partnership with the federal ministry of education Nigeria agreed to embark on skill training and promoting vocational education so as to spur self-reliance and entrepreneurship employment. At the end of the program, the project is aimed at equipping the teachers with the ability to inculcate entrepreneurship skills in their students to make them self-reliant after graduation, in a bid to reduce poverty and unemployment among the youth.

Idris, and Rajuddin, (2012) maintained that education has been recognized as an instrument for National and economic development of many Nations including Nigeria, and this leads to the establishment of Technical and vocational education schools in order to empower individuals for employment as contained in the National Policy on Education (2004). Among the goals of Vocational education according the National Policy on Education in Nigeria is for the graduates to become employed through setting up their business to become self employed and be able to employ others. N. P. E, (2004).

According to ILO (2014), currently the number of unemployed youth around the world is estimated to have reached 201.8 million in 2013, an increase of 4.9 million from that of 2012. Additionally, there are 31.8 million more unemployed persons around the world more than in 2007. The report went on to explain that in the U S and the U K, unemployment rates have declined, where as in Canada, Japan, and Germany there was little improvement. In Sub Saharan Africa, the unemployment rate of 2014 is estimated at 7.6, 7.5 in 2015 and may remain constant up to 2016. As at 2012, the unemployment rate among the youth in Nigeria reached about 11.1 million. This high population contributed to the current high rate of unemployment in the country in general, and Kano state in particular which has over 369,139 youth who are currently unemployed N D E, (Abuja). Olubukola, (2013) added that, the rise in the country's' unemployment rate has become a major source of concern, and this is crucial because youth's employment plays an important role in building life skills in young

people and also supports communities and families,(Majumdar and Khambayat 2010).

Kano state was also not left behind in implementing vocational policy by establishing its own vocational schools. Vocational training centers were established in each local government of the state, where junior three secondary school students were placed to learn trades like carpentry, building, electrical, and motor mechanic. Apart from these vocational centers, four government technical colleges were also opened. These included Kofar Nassarawa, Ungogo, Bagauda, and Wudil (Umar, 2010). Additionally Kano University of Science and Technology was established in the year 2000. Vocational courses were also introduced into its other tertiary institutions to equip the students with knowledge and skill for self employment. However, despite the introduction of these courses and continued graduation of vocational graduates, still the graduates were not practicing their vocations; rather they are waiting for white collar jobs Umar,(2010). This problem led to the increase in unemployment rate among the teeming youth in the state.

### **1.1.2 Theoretical Perspective**

In this study, the researcher anchored itself to Rational Emotive theory (RET) and Cognitive and Behavior theory (CBT).

In RET, the assumption of the theory is that, **A** is an activity agent which leads to **B** (Beliefs), and belief is made up of Evaluation/appraisal which could be rational or irrational. This evaluation also leads to **C** which is the consequence in the form of emotions, behavior and cognitions. When the core general irrational beliefs are changed, the specific organizations evolved in psychological problems are also changed.

In CBT, the assumption of the theory is that, It is effective in helping people who are experiencing mental health difficulties. It also believes that what people think can affect how they feel and how they behave. And additionally, the theory believes that mental distress leads to prolonged distress.

### **1.1.3 Conceptual Perspective**

Counseling is defined as the learning process which is carried on a simple one-to-one social environment, in which the counselor professionally competent in relevant psychological skills and knowledge seeks to assist the client by using appropriate methods to the latter's need. Therefore, counseling involves the use of professional knowledge and skills by the counselor to influence positive changes in the clients' thinking and actions. Rogers as cited by Patterson, and Welfel, (2000), on the other hand sees counseling as a partnership in which counselors help clients better understand themselves, their problems, and their personal resources for change. According to him, when both the client and the counselor worked collectively to help clients to understand themselves as well as their problems for a positive change, counseling has taken place. Burks and Steffle (1979), in Macleod (2003) viewed counseling as a process that help clients to understand and clarify views of their of life space, and learn to reach their self determined goals through meaningful, well informed choices and through resolution of problems of an emotional or interpersonal nature. Patterson, E (2000) defined counseling as an interactive process which is characterized by a unique relationship between counselor and clients that leads to change in one or more of the followings: behavior (how clients act, decision making skills), beliefs (way of thinking about oneself, others), and level of emotional distress (uncomfortable feelings or environmental stress).Therefore, they maintained that counseling can be said to have taken place when any one or all of the above changes has occurred in clients. Keeran, (n.d) defined counseling as a process that involves expressing ideas how someone can improve their situation; while Sutton, J and Stewart, (2000), viewed it as a two way collaborative exchange, that enables clients to: explore their problems, understand their problems, and resolve or come to terms with their problems. Therefore in all, counseling simply put together refers to a process by which the client's problems are discussed with the counselor and the client is made to understand through discussion the alternative ways of addressing such issues or problems by himself.

Humphrey, (2009), in his book of counseling strategies for loss and grief explained that counseling is a therapeutic intervention services provided by a qualified mental

health professional; and strategies implies a collaborative therapeutic or counseling activity tailored to the uniqueness of client. Hence, based on this interpretation, counseling strategy is seen as a unique activity which is tailored as a unique therapeutic intervention given to a client or group of individuals on their issues by a qualified professionals so as to enhance self awareness on their problems and how to overcome them. Qualified mental health professionals as cited by Humphrey, (2009), means people who are trained in Counseling or counseling related fields e.g. Psychology, social worker. Counseling strategy can therefore be a plan of action, an approach, or any activity which is targeted to a unique issue of a client by qualified counselor.

In this study, the independent Variable is counseling strategies which have the following constructs, *group counseling, Individual counseling, peer education, and Psycho education* Therefore, counseling strategies are carefully designed plans of action initiated and developed by a professional counselor that would enable him to assist a client in identifying his problems or weaknesses, as well as the appropriate means of overcoming them. Counseling strategies were used to address the graduates' here and now issue as well as do away with resistance to change. This led to rise in their self efficacy, self motivation, and self awareness which led to their attitudinal change for self employment.

The Dependent Variable in this study is Vocational Practice which resulted from counseling intervention given to raise the graduates' self efficacy, self motivation, and self awareness. Bandura (1994) sees Self efficacy as an attribute that enhances human accomplishment and personal well being. Self motivation on the other hand is seen by Turner, (1995) as voluntary uses of high level self regulated learning strategies to accomplish something. Wigfield and others (2006) believe that self motivation influences choice of an activity and degree of persistence. Self awareness on the other hand is seen as having a clear realistic perception of who he is, why he does something, and its impact on others. Getting self awareness is self confidence. Raising these attributes could lead to self-employment in form of engaging into a *business (that is for the vocational graduate)* to start a particular vocation he is

trained in. It could also be a *partnership*, meaning to partner with someone who shares similar knowledge of the vocation so that they join together and build the business collectively. The graduate can also engage himself as a *volunteer* meaning to voluntarily join a specific vocation and deliver your knowledge and skills without expecting pay from the employer. Therefore, to put into reality what he/she acquired in that particular area of specialization so as to become self employed is what is referred to as vocational practice.

To conduct the research successfully, the following research model was designed by the researcher which was used to achieve the stated research objectives. In the study, counseling strategies which is form of mentoring which includes; group counseling, individual counseling, peer education, and psycho education were used. It is believed that, through counseling, the graduates' psychological attributes (self efficacy, self motivation, and self awareness) would be raised. After that, they would properly understand themselves and overcome resistance to change, which will lead to change in their attitudes. This change in their attitudes could make them become self employed by practicing and engaging into a business, partnership or a volunteer; which in turn could lead to proper utilization of the knowledge and skills acquired by the vocational training graduates of Kano state tertiary institutions. It is also the belief of the researcher that when they enter into self employment, coupled with persistence, they are bound to succeed. Other factors that may influence the employability of the vocational graduates coupled with mentoring are foundational psychological attributes (personality, intelligence, cognitive styles) and culture (power distance, gender, rural/urban location, collectivism vs. individualism)

Conceptual Frame work; Developed by the researcher, 2015.

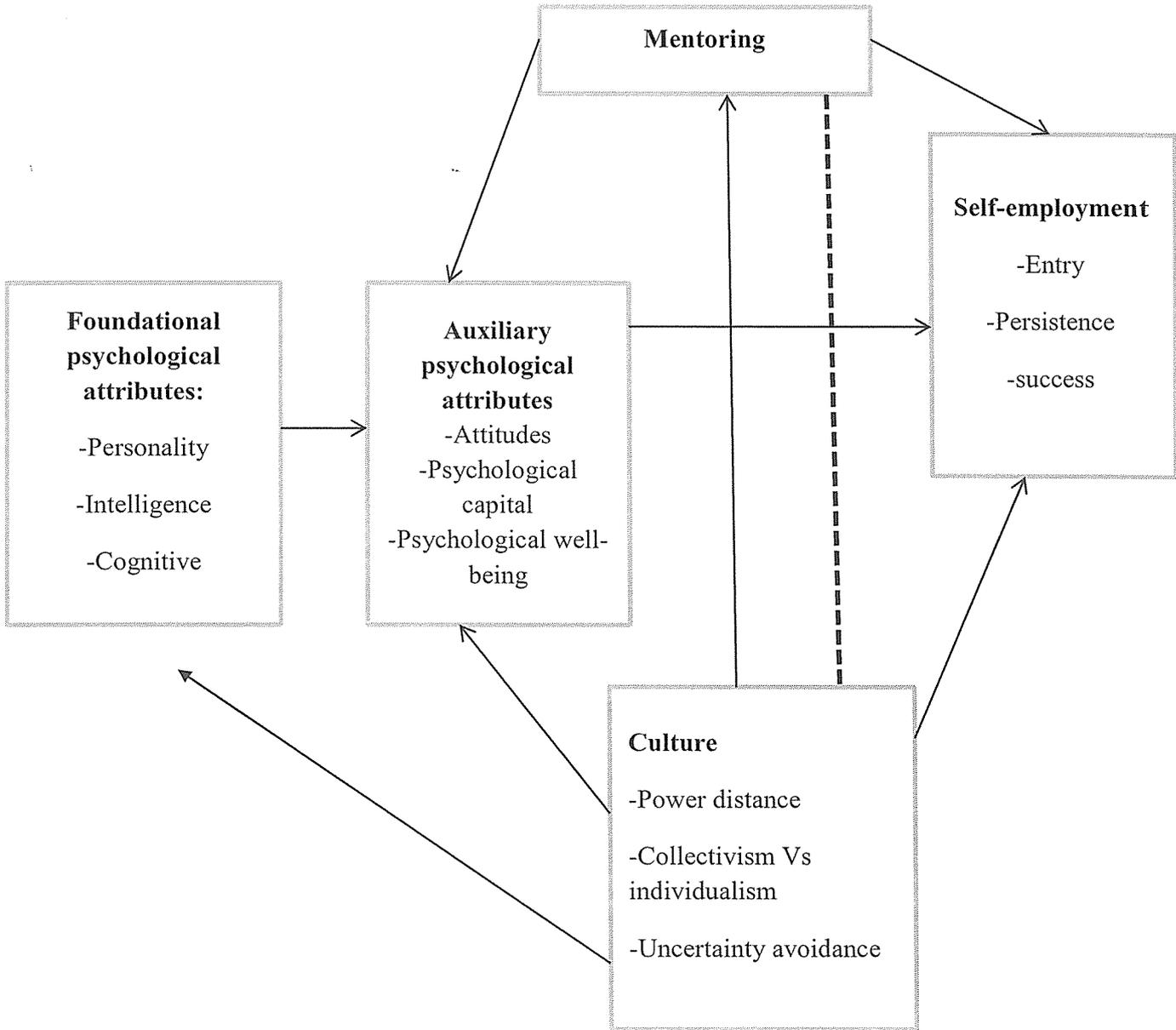


Figure 1: Conceptual Framework

#### **1.1.4 Contextual perspective**

Among the challenges being faced by counseling in Nigeria includes; lack of adequate implementation of counseling services as enshrined in the National Policy on education. It should have been emphasized in chapter eleven (11) that guidance and counseling is one of the educational services for implementing educational system. School counseling is still looked upon as auxiliary function which is implemented at the discretion to the principals, teachers, parents, and student's attitudes and acceptance Esere, (1998).The government is also giving lip service to the profession without giving it an adequate and necessary financial support. Insecurity (like violence, vandalism, corruption, assassination, political Thuggery, oil bunkering, poverty, and unemployment) is also another challenge to counselors in the discharge of their duties. In fact, there are about sixty eight million unemployed youth in Nigeria today, Esere, (1998). Low numerical strength of counselors in our Nigerian schools is also another factor. In most Nigerian schools one single counselor is expected to attend to about five hundred to one thousand five hundred (500-1500) students, instead of 1: 20 Denga, (1990). Therefore, this leads to a situation where the accurate and effective counseling services expected to be delivered, is seriously lacking.

In Africa, according to Wiraka, and others, (2003), the Ugandan government recognizes that the productivity of Micro and small and medium enterprises in Uganda is greatly hampered by lack of basic technical and vocational skills. Skilled electricians, artisans, carpenters, machine repairers etc are all in short supply and not available in some cases the private sector has to import skilled technicians from neighboring countries especially Kenya despite Uganda's high level of under and unemployment. It was indicated that the current vocational education and training system is considered no longer adequate for the demand placed on it by a fast growing economy. The government of Uganda realized that the existing vocational and technical training facilities have serious technical and financial constraints that have prevented them from developing technical skills in the country. To resolve this is to provide demand led skills training on a cost – recovery or profit making basis, thereby leading to the rehabilitation of existing technical/vocational facilities and

training of trainers with support from donors. Producing craftsmen, technicians, and other skilled man power to meet the demands of industry, Agriculture and commerce as well as the teaching of technical and vocational education as enshrined in the 1992 government white paper on education. The centers for vocational and technical training are mostly privately run on a profit or a nonprofit basis. The Business Technical and Vocational Education training is overseen by the Uganda Ministry of Education, science, technology and sports. The departments have three divisions i.e. Business education, technical education, and vocational education, and each of these divisions are headed by an assistant commissioner.

These challenges raise an obvious need for Nigerian government to strategize ways of addressing such problems specifically unemployment, by creating and providing appropriate conducive, opportunity, atmosphere and environment for self employment to this teeming population. Parkin (1994) has indicated that the federal government of Nigeria urged training institutions in the country to gear their programs towards vocational relevance for the production of graduates that possess relevant skills for self employment and reliance. This action by the government indicates its concern and willingness to minimize the prevalence of this phenomenon. To create room for employment to the teeming population, in 1983 the 6,3,3,4 system of education was introduced, whereby a child will spend six (6) years in the primary school, 3 in junior school, 3 in senior secondary school, and 4-years in the University. At junior 3, if a child is unable to proceed to senior 1, he will be placed into a vocational training centre where he will be given training on vocational courses so as to assist him become self employed. In addition to this, National Directorate for Employment (NDE) was also formed so as to give youth and drop outs vocational training for self employment. Many colleges of education, polytechnics, and mono technics were established to equip the trainees with the necessary knowledge and skills for self employment.

Oladele, (2000) explained further that counseling was introduced into the Nigerian system of Education when the then federal government created a unit in charge of guidance and counseling to cater for all schools throughout the federation. African

Development Bank (2013) in partnership with the federal ministry of education Nigeria agreed to embark on skill training and promoting vocational education so as to spur self-reliance and entrepreneurship employment. At the end of the program, the project is aimed at equipping the teachers with the ability to inculcate entrepreneurship skills in their students to make them self-reliant after graduation, in a bid to reduce poverty and unemployment among the youth.

Idris, and Rajuddin, (2012) maintained that education has been recognized as an instrument for National and economic development of many Nations including Nigeria, and this leads to the establishment of Technical and vocational education schools in order to empower individuals for employment as contained in the National Policy on Education (2004). Among the goals of Vocational education according the National Policy on Education in Nigeria is for the graduates to become employed through setting up their business to become self employed and be able to employ others. (N P E, 2004)

According to International Labor Organization, ILO (2014), currently the number of unemployed youth around the world is estimated to have reached 201.8 million in 2013, an increase of 4.9 million from that of 2012. Additionally, there are 31.8 million more unemployed persons around the world than in 2007. The report went on to explain that in the U S and the U K, unemployment rates have declined, where as in Canada, Japan, and Germany there was little improvement. In Sub Saharan Africa, the unemployment rate of 2014 is estimated at 7.6, 7.5 in 2015 and may remain constant up to 2016. As at 2012, the unemployment rate among the youth in Nigeria reached about 11.1 million. This high population contributed to the current high rate of unemployment in the country in general, and Kano state in particular which has over 369,139 youth who are currently unemployed (N D E, Abuja).

Kano state was also not left behind in implementing vocational policy by establishing its own vocational schools. These schools aim at equipping the teeming youth with skills and training for self employment and reduce much reliance on the government.

## **1.2 Statement of the problem**

In its effort to implement the federal government policy on vocational education, many vocational training schools were established in Kano state. These include vocational training centers in each local government area, four technical/vocational colleges at K/Nassarawa, Ungogo, Bagauda, and Wudil. In addition, Kano University of Science and technology was established and Vocational courses were also introduced in other tertiary institutions to equip the students with Knowledge and skills for self employment.

Despite the introduction of vocational courses and also the provision of counseling in schools, graduates were not practicing their vocations; rather they are waiting for white collar jobs, Umar, (2010),and Garba, (2014). Yet vocational education was introduced to equip students with skills for self employment. This questions the quality of counseling services provided to vocational students, and particularly the extent counseling is able to raise self efficacy, self motivation and self awareness which are personality attributes considered important for vocational practice or self employment, Johnson, D (2013). Additionally, Most of the schools uses traditional mode of counseling.

Consequently, this failure of the vocational graduates to become self employed contributed to the current high rate of unemployment in the country in general, and Kano state in particular which has over 369,139 youths who are currently unemployed, N D E, Abuja (2014).

This motivated the researcher to investigate the extent of counseling awareness among the vocational trained graduates; what is the attitude of the graduates to the skills and training acquired?; and how effective counseling strategies like group counseling, individual counseling, peer education, and psycho-education are in raising the graduates' self efficacy, self motivation, and self awareness for self employment?

### **1.3 Research Objectives**

#### **1.3.1 General**

The main objective of the study is to empirically determine the effectiveness of counseling strategies in raising the self efficacy, self motivation, and self awareness of vocational graduates of vocational schools of Kano state tertiary institutions to practice their vocations for self employment.

#### **1.3.2 Specific Objectives:**

To achieve the general objective, the following specific objectives are outlined;-

- 1) To establish the number of vocational trained graduates that were counseled during their training
- 2) To evaluate the vocationally trained graduates' attitudes to skills and training acquired in terms of, self efficacy, self motivation, and self awareness.
- 3) To determine the percentage of vocational trained graduates who are currently self employed in business.
- 4) To establish the effect of counseling strategies (Group counseling, individual counseling, peer education, and psycho-education) and raising of self efficacy, self motivation, and self-awareness of the graduates.
- 5) To establish which of the counseling strategies can better raise the graduates' self motivation, self efficacy, and self awareness.

### **1.4 Research questions**

To achieve the above specified objectives, the research intends to answer the following questions;

- 1) What is the number of graduate students that received counseling services while in training?
- 2) What are the attitudes, skills, and training acquired by vocationally trained graduates?
- 3) What percentage of vocationally trained graduates, are self employed?
- 4) What are the effects of counseling in respect of raising self efficacy, self motivation, and self awareness?

- 5) What counseling strategy is adequate to raise self efficacy, self motivation, and self awareness of the experimental group?

### **1.5 Null hypothesis**

H<sub>0</sub> = There is no significant difference between the self efficacy, self motivation, and self awareness of vocational graduates who received counseling (Experimental group), and the self efficacy, self motivation and self awareness of the vocational graduates who did not receive counseling (Control group).

### **1.6 Scope of the study**

The scope of this study has been divided into three parts which include; geographical, theoretical and content as itemized below:

#### **1.6.1 Geographical scope**

The scope of this study is limited to the tertiary institutions of Kano state, Nigeria which comprises of Sa'adatu Rimi College of education Kumbotso (SRCOE), Audu Bako College of Agriculture (ABCOA), Federal College of Education Kano (FCE Kano), and Federal College of Education (Technical) Bichi (FCE Bichi), because they are the institutions that offer similar Vocational Courses. Kano is among the thirty (36) states of Nigeria and is located in the North western part of the country. The state comprise of forty four (44) local governments, with eight (8) of them located in the metropolis. Kano is four hundred and eighty one (481) meters above sea level, and it lies to the north of Jos, Plateau state in the Savanna region that stretches across the southern part of the state. Kano is a Hausa and Fulani dominated state which is strategically located as well as a commercial hub in the sub-Saharan Africa. The state is linked to many neighboring countries like Niger Republic, Chad Republic, Cameroon, and Benin republics, all located in the western part of Africa.

#### **1.6.2 Theoretical scope**

In this study, the researcher anchored itself to Rational Emotive theory which believes that, **A** is an activating agent which leads to **B** (Beliefs), and belief is made up of Evaluation/appraisal which could be rational or irrational. This evaluation also leads to **C** which is the consequence in the form of emotions, behavior and

cognitions. When the core general irrational beliefs are changed, the specific organizations evolved in psychological problems are also changed.

Cognitive Behavior theory (CBT) is also used to complement the RET which believes that, It is effective in helping people who are experiencing mental health difficulties. It also believes that what people think, can affect how they feel and how they behave. And additionally, the theory believes that mental distress leads to prolonged distress.

### **1.6.3 Content scope**

The study confined itself to Psychological attributes mentoring, which have the following constructs; *group counseling, Individual counseling, peer education and Psycho education*, and self employment, which results from raising the psychological attributes of the graduates which includes; *self efficacy, self motivation, and self awareness* to through counseling.

### **1.6 .4 significance of the study**

The findings of the study may be beneficial to the following category of people:

#### **Theoretical contributions**

The study will also be beneficial by contributing to the academia in terms of ascertaining whether the assumptions of the theories can be applicable to the current study.

#### **1) The counselors**

Counselors will benefit from this research because it could serve as a scale by which counselors could measure how far they have achieved their aim of providing counseling services to students; and specifically vocational students. At the same time, they can use it to assess their strength and weaknesses so that they can think of alternative means of improving with a view of providing the required counseling services to their clients.

**2) Vocational students**

This study will also be beneficial to vocational students in the sense that they will realize the role, counselors play for them in making them become fully aware of themselves so that they can judiciously benefit from the training they acquire, and become self employed as it is the major objective of Vocational education.

**3) The public**

The members of the community will also find this study useful because it will serve as means of creating job opportunities among the teeming population that are not employed. In essence, this could help in minimizing social vices like substance abuse, armed robbery, and other forms of crimes that are prevalent where unemployment among the youth is very high.

**4) Kano state tertiary institutions**

Kano state tertiary institutions will also find this study significant because the findings made in the study could indicate the type of knowledge and skills which their lecturers impart into our students. It will also indicate the type of teachers that they have in their institutions in term of their quantity and quality which could help them make improvements and make realistic and attainable plans on such areas.

**5) Ministry for Higher Education Kano**

Kano State ministry for higher education will also greatly benefit from this study because it could serve as a mirror by which it could reflect on the effectiveness of such institutions under their supervision, and the interventions they require from the government. The findings could be used by the ministry to take necessary action that could bring positive changes to the institutions, the community, and the vocational students.

**6) Academia**

This study as an academic work will also be of benefit to the academia. It could also serve as a source of reference to students, lecturers, as well as all individuals that are interested on the study. Therefore, it will be an addition to the world of knowledge.

**7) The educational policy makers and planners**

Policy makers and planners will also greatly benefit from the study. Because the findings could serve as a source of reference for making and planning future policies that are related to vocational education, as well as how to improve it. It could also be used to make plans that are realizable and appropriate to the needs of the students, lecturers, the society, and the country (Nigeria) at large.

**8) Federal Government of Nigeria**

This study is also expected to be of immense benefit to the federal government of Nigeria. The federal government could utilize the findings to make future strategic plans that could bring improvement in the educational sector. It will also facilitate the federal government initiatives of providing employment opportunities to the unemployed youth in the country; thereby creating and providing, a conducive atmosphere which is necessary for economic growth and development.

**9) Future researchers**

Future researchers could also utilize the findings of this research work in their future studies. The findings in the study could also be cited in a related study which may be undertaken by students of counseling psychology. This study could also be validated by future researchers in Kano state, or in another state of the federation.

**10) The researcher**

This study will also benefit the researcher by helping him acquire practical research skills, and also serve as a partial requirement for the award of Doctor of philosophy in Counseling Psychology from Kampala International University, Uganda.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter explored and discussed literatures related to the constructs of the Independent and the dependent variables. The reviewed literatures were also presented in accordance with the research objectives. However prior to this, some relevant literature were also presented that could provide a glimpse of the problem under study.

#### **2.1 Economic theories of self employment**

Employment means wage labor, hence employment theory means decision of employers to have high labor and employees to offer their services. The classical theory depicts that the money wage is the distinctive feature of the entrepreneur, or monetary production economy whereby workers must be paid in money, and not with a share of output. On the contrary, real wages cannot be determined by money wages. The modern classical theory of aggregate believes that supply continues to be determined in the labor market by the choice between work and leisure.

#### **2.2 Psychological theories**

##### **2.2.1 Career choice**

Douglas and others, (2002) believed that people chose to be self employed if the total utility they expect to derive (via income, independence, risk bearing, work effort, and pre-requisites associated with self employment) is greater than the expected from their best employment option. It was also established that ever with the strongest intentions to be an entrepreneur, no entrepreneurship will occur without the funding required to undertake that opportunity.

Dawson, et al (2002) in the study they undertook investigated the motivating factor by the self employed in the U K as reasons for choosing self-employment. The study found out that; older people are more likely to be self employed, Women are less likely to be self employed, the disabled are more likely to be self employed because

of the flexibility self employment may offer. (More likely to be pushed into self employment), the presence of dependent children raises the probability of self employment; and most of the self employed have not attained University degree.

### **2.3 Rational Emotive theory**

Rational emotive theory was based on the ABC model of Albert Ellis in 1994. The model depicts A, as an activating agent which leads to B, beliefs. The belief is made up of Evaluation/appraisal which could be rational or irrational. Lastly this evaluation/Appraisal leads to C, which is the consequence in the form of emotions, behavior and cognitions. Barlow, (2007) in his study using rational emotive therapy, found that it was significant in reducing parental depression-dejection, parental distress, parental guilt, and parental irrational beliefs. It is also effective in the treatment of substance abuse and addiction

The theory has been criticized as too simplistic in arguing that just a few of rational and irrational beliefs can explain the large variation of mental disorders. However, this criticism have been reacted, that by changing the core general irrational beliefs, one also changes the specific organizations involved in psychological problems, ([albertellis.org/pdf](http://albertellis.org/pdf))

### **2.4 Cognitive and behavior theory**

Roth, (2005) maintained that Cognitive and behavior theory represents a unique category of psychological models of human behavior. It is called a talking therapy, and can help people who are experiencing wide range of mental health difficulties. The major basis of cognitive and behavior therapy is what people think can affect how they feel and how they behave. When an individual is in a condition of mental distress, he think differently about himself and what happens to him, and when these become extreme, it can worsen how a person feels and can prolong his distress. In this case, therefore, CBT helps a person identify and change their extreme thinking and unhelpful behavior, and also improve how he feels and lives, (Kate, G and Anne, G (2005).

## 2.5 Personality and intelligence

Some scholars believe that there is a sort of relationship between personality and intelligence, among them was Isabel Myers, Joyce line, (2008). Intelligence is seen as a general mental ability to solve problems, think abstractly, learn and understand new material, and profit from past experience (Microsoft Encarta, 2007). Personality on the other hand is seen as a pattern of behavioral, temperamental, emotional, and mental traits of a person. In short, it is what collectively comprises a unique individual. Personality has been classified into categories by Carl Jung and Myers. In another dimension, it was also categorized into 5 called the big five viz; Neuroticism; they have easy tendency to experience feelings like anger, guilt, anxiety, and depression. These people respond poorly under stressful environment. Extraversion; they are classified into introverts and extroverts, Introverts; they tend to be quite, prefer solitary activities, rather than social activities, Extroverts; they tend to enjoy human interaction, very enthusiastic, outgoing, assertive, and talkative. They prefer social gathering and group activities, Agreeableness; they tend to be very optimistic and get along with others. They are friendly, considerate and generous, Conscientiousness; they are very cautious and careful, and they think carefully before acting. Openness to experience; they are very imaginative and insightful, tough minded, open to new ideas, curious, creative and have great imaginations. Adrian and others (2005) also conducted a study on the relationship between the big five personality traits, self estimates of intelligence, and scores, on two psychometrically validated intelligence tests. Their findings indicated that psychometric intelligence was predicted by conscientiousness, and self estimates of intelligence. Personality also was a better predictor of self estimates of psychometric intelligence itself.

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## **2.6 Mentoring**

At times, people have skills, knowledge, and expertise of vocational trades or occupations, but to start the trade or business is another problem. This is sometimes common to new starters. This is so because it is hard to do alone because the risks are high, and one has to make a lot of decisions, (Department of labor, U S A) Mentoring of the unemployed are also given in the U K whereby the unemployed are given counseling services which assist them in the uptake of their trades and businesses. In the U K, to assist the unemployed to start operating their business, the unemployed must have a two one-hour in-person sessions with a business counselor. Class room training, seminars are also given to them

## **2.7 Psychological capital**

James, et al (2010) was of the opinion that psychological resources of efficacy, hope, optimism, and resilience are believed to be related to various employee attitudinal, behavioral, and preference outcome.

Rita and others (2011) also believed that psycho-social factors of self employment is threefold; positive, negative, and unclear. They maintained that only positive impact on the start of self employment has such factors as optimism, self confidence, independence and openness.

This indicates that acquiring the psychological capital is necessary in every business for it to succeed. At the same time, having a negative attitude at the start of a business i.e. having negative thoughts leads to pressure and bad mood. Success on business is more generated for individuals who can control their emotions, who are intelligent, open for innovations, and extroverts.

## **2.8 Cognitive styles**

Cognitive style is a psychological term which involves information processing habits representing the learners' typical mode of perceiving, thinking, problem solving and remembering. Cognitive styles are the characteristic modes of being that show up in perceptual or intellectual activity. They constitute stable, self consistent forms of

adaptation/affective spheres. Cognitive styles includes field sensitivity (field independent and dependent), and serialistic

Field independent is characterized with the following features; generates structure, internally directed, individualistic, distant in social relations, intrapersonal, and reserved. Field dependent on the other hand accepts structure, externally directed, sociable and gregarious, affiliation oriented, interpersonal, and needs friendship.

## **2.9 Cultural orientation**

Martin, et al (2015) maintained that cultural factors refers to factors that may affects an individual's employability which includes; uncertainty avoidance, collectivism vs. individualism, and performance orientation. Entrepreneurship also differs across macro-cultural conditions. Martin cited Benz and May, (2008) that factors that affects self employment includes personality traits, general belief system, dealing with uncertainty, risk and challenging goals. It was also found that culture affects individuals at young age until adulthood, and general convergence at older age.

## **2.10 Attitude of students to self employment**

Tesser and Schwaizi, (2001) defined attitude as a mental or natural state of readiness, organized through some one experience, exerting a direct or dynamic influence on the individual's response to all objects and situations to which it is related. Attitude is also seen as a parameter which helps us to define how we see situations as well as how we behave towards the situation, Pickens, (2005). The basic components of attitude are feelings, thoughts and actions. Umar, and Abubakar,(2015) opined that the decision for an individual to become self employed or to remain as an employee is dependent on some factors. These factors includes; existing opportunity for profit making, how wage or dissatisfied condition of work. In their study, Umar and Abubakar found out that there is a negative relationship between self employment intention with student's locus of control and risk taking. This signifies that individuals with internal locus of control are more likely to become self employed.

## 2.11 Coping strategies

Ellen, A (2006) maintained that when mental and physical function, and health are at risk, humans fight back. Ellen contends that humans use their adaptive behaviors to fend off disaster or reshape challenges, and to transform stressful experiences into psychological growth. Hence, people cope with their problems not only by factors but also by the stress they are facing and the social resources available. Coping has been categorized into families including; problem solving, information seeking, helplessness, escape, self reliance, support seeking, delegation, isolation, accommodation, negotiation, and opposition.

## 2.12 Counseling awareness

Counseling service being one of the necessary services required to be provided in institutions of higher learning and specifically tertiary institution where matured adults are trained is very essential in terms of students' educational, vocational, and personal issue. Enhancing the counseling awareness of the students in the schools will greatly help in the frequent patronization of the centers, and viz- a- viz their overall development.

According to the publication of South Carolina department of Education Columbia, the roles which school counselors are expected to play includes the followings, *Project management*: To plan, implement, and evaluate a comprehensive guidance program, *Guidance*: To give guidance services for maximizing personal- social development, academic development, and career development; *Counseling*: Utilization of appropriate theories and counseling techniques to develop and maintain effective individual and group relationships among the students in relation to their educational, career, personal, and social needs; *Consultation and student advocacy*: Providing professional expertise to assist staff of the school, administrators, parents, and other community members to understand behavior of people and how to relate with them; *Coordination*: To use their knowledge, initiative, and training to bring together people and resources in the school and the community for the overall development of the students; *Assessment*: To liaise with other school staff in selecting the relevant appraisal programs that help students to identify their abilities,

aptitudes, achievements recorded as well as their interests. According to American Counseling Association, (2007), the average student/counselor ratio is 488:1, and the maximum recommended student/counselor ratio is 250:1

Denga, (2004) is of the opinion that many students have already made a decision on what to study when they are at the tertiary institutions levels. However, there are still others who may be indecisive regarding their field of interest. Hence the need for providing adequate and relevant counseling services to students so as to assist them to make positive choices in the educational, vocational, and person-social matters. However, counseling services will not be effectively provided to these students unless there are adequate counselors, facilities and resources for its conduct.

Ipaye, (1990) confirmed this by stating that guidance and counseling as providing an atmosphere as well as a setting, physical, social, and psychological within which one person or group of persons, i.e. the counselor can provide help to another person or group of persons, the counselor or the counselee. He maintained that when counseling services are adequately provided to the students, they acquire coping skills, getting acquainted with and aware of opportunities in the persona – social, and vocational world. The provision of adequate and appropriate counseling services to the students will lead to the production of complete and competent human beings.

Julie and Agnes, (2010) in their study of student's awareness of tertiary institutions of Plateau state, randomly selected 300 students, one hundred and fifty (150) males, and one hundred and fifty (150) females from three tertiary institutions of the state. Their findings indicated that counseling service is the most popular among the guidance services currently in use by counselors in schools and this made the students to be aware of it. Their findings was supported by what Bulus and Lar, (1986) stated that counseling service is the focus or melting point of guidance programs, because it is through counseling that all guidance services are implemented.

The researchers also found out that University students are more aware of the guidance and counseling services than the other institutions studied by the researchers.

Bryan, and others, (2009) also conducted a study titled; who sees the school counselor? In the study, they investigated the characteristic of students who seek college information. Their findings indicated that African Americans and female students were more likely to contact the school counselor to receive information. They also found out that students in high poverty, large schools, and schools with small number of counselors for college were less likely to seek school counselors for college information.

### **2.13 Attitudes of the students to vocational knowledge and skills acquired**

Attitude is being given variety of definitions by scholars depending on the way and manner it is viewed. Attitudes are strands a person takes about objects, people, groups, and issues. Honesty, dishonesty, dominance, or submissions are attitudes which cannot be observed, because they are not part of person's physical characteristics. Therefore, traits and attitudes are latent and can only be inferred from external observable cues i.e. behavior, verbal or non verbal, MacDonald and Wagner, (2005). It is believed that attitude consists of three components: Cognitive which involves belief about an object; emotional, consisting of love, hate, like or dislike; and action oriented which comprised of readiness to respond to the object.

Ajzan, (1988) also sees attitude as "a disposition to respond favorably or unfavorably to an object, person, institution or event, or to any other describable aspect of the individual's world. Fishbein and Ajzan, (1975) defined attitude as a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object. Knowing the attitudes of students towards the skills and knowledge they acquire is very essential because amount of public funds is being pumped in these schools.

According to National Foundation for Educational Research, (2014) Adler believed that a persons' attitude toward the environment had a significant influence on his or

her behavior. He maintained that our attitudes are influenced by our attitudes; and this cause conflict which he refers to as cognitive dissonance, Jeffery, (2005). Some people have a negative attitude towards vocational education because they regard it as a menial job compared to working in an air-conditioned office. They believe that vocational educational will only lead an individual to join work that is not interesting, and this confers low status on somebody doing it. However, the key to changing behavior is to change peoples' perceptions of vocational education Evans, (1972) in his study stated that students who were enrolled in vocational courses or classes gained experiences which gave them great satisfaction. In the same vein, Bakhtiar, (1981) was cited by Rahman, (1988) who confirmed that students were beginning to be more receptive to vocational education as reflected in the enrollment of students in the Malaysian vocational schools.

Seyad and Ali, (2015) also in their study on understanding student's attitude towards e-learning: evidence from Bruneian vocational and technical found out that majority of the technical and vocational students have a positive attitude towards e-learning with a mean of 3.67. Patrick (2004) also in the study he conducted on attitude influence on performance in technical acquisition and their performance observed that majority of the students studied has positive attitude towards skills involved in technical education, as well as a positive relationship in technical skill acquisition and also in their performance.

Ohiwerei and Nwosu, (2009) opined that individual difference can be a factor which determines ones' vocational choice, at the same time students who perceived their parental influence as motivating to academic, outperformed their counter parts who perceived their parental influence as non- motivating. Thus, individual difference includes intellectual ability, aptitudes, interest, value system, low motivation, sex, attitude towards various occupations, etc. Bandura, (1986) also pointed out that course selection in students or a vocation has to do with peoples' judgment of their capabilities to organize courses of action required to attain designed type of performance. In order to show us the power of interest in course selection,

Renninger, (1998) on his part stated that, interests play strong roles in their choices of which activities to pursue both in and out of the school.

#### **2.14 Self employment Uptake / Vocational practice**

Okoro, (1993) defined vocational education as a form of education whose primary purpose is to prepare persons for employment in recognized occupations. Therefore when you acquire vocational education it means you are exposed to knowledge and skills that can prepare you to become employed in a recognized occupation. Whereas Okoroafor, (2010) sees it as the type of education which develops the mental and physical qualities of people, thereby increasing their skills required for utilizing the natural resources needed for economic development of the nation, and for their own self employment. So in essence, according to him vocational education is the gateway for utilizing the natural resources that are needed for the economic growth and development of any country. The acquisition of these knowledge and skills could lead to vocational practice; viz- a- viz providing source of employment to the citizens of that country. Among the goals for vocational practice includes; general skills for work, the development of occupational specific knowledge, and the development of skills required for particular work places. Bello, and others, (20012), believes that youths represent the future and hope of every country because; the high returns on resources invested in youth today have both immediate and long term benefits. Osifeso, (2011) defines vocational education as a type of education designed for preparing the individual and learner to earn a living (to be self reliant) or to increase his earning an occupation. Therefore an education that when given to an individual will make him become self reliant can be regarded as a vocational course. On his part Dike, (2009) sees it as an aspect of education that leads to the acquisition of skills as well as basic scientific knowledge. That is in this type of education students are exposed to variety of skills which could help them become self reliant and self sufficient. Oni, (2007) on his own part sees vocational education as that type of education which fits the individual for gainful employment in recognized career as semi skilled workers or sub professionals. UNESCO (2004) also identified the followings as the main objectives of vocational education i.e. the need to train the work force for self employment and the need to raise the productivity

of the informal sector. Therefore, producing a trained work force that could improve and raise the informal sector of the country's economy is what vocational education intends to achieve.

These definitions as seen by different authors and scholars, signifies that the key words in them are knowledge and skill acquisition. Therefore when an individual is exposed to the necessary knowledge and appropriate skills that can easily make him become self reliant or self employed after graduation, then he has acquired vocational education. And it is the acquisition of this type of education that could motivate and enable the graduate to practice the vocation he is exposed to during his training. Vocational practice refers to a situation where by a student put into reality the theoretical knowledge or skill he/she acquired during training so as to be part of that particular profession e.g. a student may acquire knowledge and skills on courses like photography, Agricultural science, business education, Fine Art, or Home Economic. Therefore, to put into reality what he acquired in that particular area of specialization so as to be self employed and self reliant is what is referred to as vocational practice. It is believed that when counseling intervention is given to the vocational graduates their self efficacy, self motivation, and self awareness is going to be raised and attitudinal change is likely to occur, which can lead them to practice their vocations for their empowerment to become self employed in any of the followings; engaging into a business a partnership, or volunteer, etc.

The aim of training vocational graduates is to equip the students with the necessary and adequate skill and knowledge that would make them become self employed after graduation

Vincent, (2014), sees Vocational Practice as the ability of a trainee to practice the trade he/she was exposed to so as to empower himself and not depend on others. In the study he conducted Vincent discovered that out of the 220 disabled person who received training on dress making, shoe making, and weaving, 16 of them actively engaged themselves in their trade because they received financial intervention from the government; 53 of them also reported lack of interest in the trades, while the remaining 151 were still unemployed

Patrick, and others, (2013) in an experiment conducted to investigate entrepreneurship training and self employment among university graduates in Tunisia found out that the entrepreneurship track was effective in increasing self employment among the graduates; however, they are small in absolute terms.

### **2.15 Psychological attributes mentoring using counseling strategies**

In this construct, the following concepts were reviewed; group counseling, individual counseling, psycho education, and peer education.

Humphrey, (2009), in his book of counseling strategies for loss and grief defined counseling as a therapeutic intervention services provided by a qualified mental health professional; and strategies implies a collaborative therapeutic or counseling activity tailored to the uniqueness of client. Hence, based on this interpretation, counseling strategy is seen as a unique activity which is tailored as a unique therapeutic intervention given to a client or group of individuals on their issues by a qualified professionals so as to enhance self awareness on their problems and how to overcome them. Qualified mental health professionals as cited by Humphrey, (2009) means people who are trained in Counseling or counseling related fields e.g. Psychology, social worker, etc. Counseling strategy can therefore be a plan of action, an approach, or any activity which is targeted to a unique issue of a client by qualified counselor.

In this study, the independent Variable is psychological attributes mentoring using counseling strategies which have the following constructs, *group counseling, Individual counseling, peer education, and Psycho education* Therefore, counseling strategies are carefully designed plans of action initiated and developed by a professional counselor that would enable him attend to, as well as understand his client so as to assist him in identifying his problems or weaknesses, and the appropriate means of overcoming them.

#### **2.15.1 Group Counseling**

Group counseling or therapy is an alternative counseling strategy that can be used to address client's issues and problems. Zimmerman, and others, (1997) conducted an

empirical study using group therapy with married couples. The study utilized pre-test comparisons of treatment and comparison group where they examined pre to post test in the scores of the treatment couples. A scale which they called Dyadic Adjustment scale was used to assess the couples' relationships together with marital status inventory (M S I), and the result indicated a significant improvement among the couples which thus indicates the efficacy of group counseling in treating client's issues and problems.

Coban and Hamanci, (2009) also conducted an experimental study to compare the effects of didactic stress management program, group counseling, and a control group on school counselor stress coping strategies. At the end of the study, majority of the participants reported that their stress levels had decreased, and that they have learnt how to cope with stressful events.

In their study, Bruce, and others, (2009) investigated a group counseling approach to improve test performance of African – American students at a rural high school in Georgia. After giving them intervention, the students were tested and the results indicated the intervention was successful in improving pass rates on high stakes testing.

Rose and Steen, (2014) also found out that school counselors can use a research supported group counseling model to improve the academic and social functioning of middle school students. In the study, the researchers use both quantitative and qualitative data, and the results indicated that some students achieved an increase in their G P A and persona-social functioning following the social interaction that took place among the counselees using the group counseling intervention.

### **2.15.2 Individual counseling**

Individual counseling is the type of counseling which focuses on the individual's immediate or near future concerns, like career planning, grief after a loved one die, and work related problems. It is a one-to-one discussion between the counselor and the client that aims to facilitate change and improve quality of life. Other issues that individual counseling can address include; anxiety, depression, college adjustment,

interpersonal difficulties, concerns about body image, experience with sexual assaults, etc.

In individual counseling, empirically validated interventions and models should also be used by counselors; and also individual counseling should be used when group counseling lessons are not appropriate.

Using individual counseling or therapy, Gary, and Jones, (2002) also undertook a study where they examined the effectiveness of play therapy for children diagnosed with Insulin dependent diabetes mellitus (IDDM). At the end of the study, the result indicated that intensive play therapy may be an effective intervention for children diagnosed with IDDM. This therapy may be conducted individually, or in a group form. Among the relevance of individual counseling are; it is a convenient and comfortable way of working with students/ clients, and also an opportunity for educating all students to high levels of academic, career, and personal - social success.

### **2.15.3 Peer education**

Peer education implies an approach, a communication channel, methodology, a philosophy, and a strategy. It is an effective behavioral change strategy which was drawn from many well known behavioral change theories. Peer education is used among peers who are of similar age, background or interest. It can be conducted through formal tutoring like class teaching in schools or group discussions and counseling. Methods of conducting peer education may vary and depend on the context, or culture of the target group, Shepherd, and Turner, (1999).

Peer education occurs in different variety of settings e.g. factory workers giving HIV preventive talks, women groups making house-to-house calls to talk with home makers, out of school youth organizing video and information shows for other young people, or military personnel counseling new recruits. Peer education can also take place in schools, homes, churches, mosques, market places, or in an office. Peer education can be linked to social learning theory which believes that some people serve as models of human behavior, and some people are capable of eliciting

behavioral change in certain individuals, based on the individuals value and interpretation system (Bandura, 1988)

Angelo, (2012) also conducted a study to determine the effects of peer education on the peer educators in a school H I V prevention program. The results of the findings indicated that participation as a peer educator had some impact on affective and cognitive reactions to the curriculum. The health class of the peer education also was rated high because of their participation in the intervention.

#### **2.15.4 Psycho education**

During 18<sup>th</sup> and early 19<sup>th</sup> century, scholars like John Heinrich Pestalozzi (1801-1827) and Samuel Gridley Howe (1801-1876) used educative methods for providing therapeutic service and care to the physically and psychologically compromised people, and this continued to show a great significant result as a means of Psychotherapy. However, Psycho education came into limelight when John E Donley wrote an article "Psychotherapy and re education" which was published in the journal of abnormal psychology in 1911. Another work also emerged in 1941 titled "the psycho-educational clinic" written by Brian E Tomlinson.

Anderson, (1980), established that psycho education can also be used as an effective adjunctive treatment of schizophrenia and related issues. Realizing the significance of psycho education in treating people with various issues many models have been developed since then e.g. information model, peer-to-peer psycho education approach, etc

Jackson, (2007) undertook a study with a group of people to find out the effect of Group psycho education (GPE) on the scheduled appointments of patients admitted for psychosis and depression after discharge from hospital. The study was conducted at a neuro psychiatric hospital in south west of Nigeria. The researchers used 48 patients who suffer from schizophrenia and depression. 25 of them who were randomly selected received group psycho education (GPE) before being discharged from the hospital, while the remaining 23 patients received regular medication and care without undergoing group psycho education (GPE). After an interval of time,

both groups were followed to measure their level of compliance with scheduled appointments. The findings shows that those in the experimental group showed high compliance with scheduled appointments than those who did not receive psycho educational intervention. So, conclusively, GPE is an effective counseling strategy for use in treating mental health issues. This strategy can also be used on people/clients of all ages.

Lin, and Nasir, (2007)also carried out a quasi experimental research to determine the effectiveness of Psycho educational Group Counseling for normal students; and students with special needs in terms of career awareness and self concept. In the study, the researchers examined the relationship between career awareness and self concept among students. The students comprised of 21 normal students and 19 with special needs who were randomly selected. In them, 4 groups were formed separating normal students from students with special needs; 11 normal students with 10 students with special needs formed the 2 treatment groups that were provided with psycho educational group counseling, while 10 normal students and 9 students with special needs formed the 2 control groups that did not receive psycho educational group counseling. After analyzing the data using t-test, one way Anova, and Pearson Linear Correlation Coefficient, it was determined that psycho-educational group counseling is an effective counseling strategy for treating mental health relating issues and problems of clients.

Whiston, and others, (2001) in their study titled school counseling outcome: A meta analytic examination of interventions found out that generally school counseling have a positive effect on students and all interventions appear to be equally effective.

## **2.16 Effectiveness of psychological attributes mentoring**

The following psychological attributes were reviewed under this construct; Self efficacy, self motivation, and self awareness.

### **2.16.1 Self efficacy**

Self efficacy is the belief in some one's own ability to successfully accomplish something. Self efficacy theory tells us that people generally will only attempt things

they believe they can accomplish and would not attempt things they will fail. However people with a strong sense of efficacy believe they can accomplish even difficult tasks. These people see challenge to be mastered, rather than threats to be avoided, Bandura, (1994). He also maintained that efficacious people set challenging goals and maintain strong commitment to them, they increase and sustain their efforts to be successful. On the other hand, it is believed that people who doubt their ability to accomplish difficult tasks as threats, tends to give up quickly in the face of difficulties or failure. It is believed that efficacy is influenced by four (4) factors i.e. mastery experience, vicarious experience, verbal persuasion, and somatic and emotional state (Bandura, 1994, 1997; Pajares, 2002).

Mastery experience occurs when we attempt to do something and are successful; that is we have mastered something. It is believed this is the most effective way of boosting self efficacy because people are more likely to believe that they can do something if it is similar to something they have already done well (Bandura, 1994). Froman and Owen, 1989, 1990 are of the belief that women who have experience taking care of infants prior to becoming mothers themselves are more confident in their maternal abilities. Hence, being a baby sitter as a teenager will boost the self efficacy of women in baby care. Strauser, (1995) contend that providing people with opportunities to gain mastery is the reason why workshops, training programs, internship, and clinical experiences, new skills increase their self efficacy. Jackson, (2000) is also of the opinion that starting with a simple exercise program that can be successfully completed creates a mastery experience that can lead to success with more challenging programs.

Vicarious experience on the other hand refers to observation of the success and failures of others who are similar to oneself. If an obese person sees someone just like himself/herself lose weight and keep it off by following a sensible diet and exercise, then the belief in his or her own ability to do this is strengthened. Apart from mastery experience, workshops and training also provide vicarious experiences as well. It is believed that watching others in a training session, a class, or during role playing can provide observational experiences that enhance self efficacy especially if

the person performing or learning the behavior is similar to the observer. Chamberlain and Gritz, (2000) maintained that in the program "sun protection is fun", children observed their teachers and other students demonstrating how to protect their skin by using sun-screen and wearing protective clothing.

Verbal persuasion refers to verbal or social persuasion. It is believe that when people are persuaded verbally that they can achieve or master a task, they are more likely to do the task. It is also a strategy used by coaches where they verbally persuade their players before a game. They tell the players that they are going to win; the other team is no match for them, that they are stronger, etc. Malouff and schutle, (2005)believe that if a coach say that we lost the game because you are all lousy players doesn't do much for improving self efficacy. Rather, he should say we lost because we need more practice; this will help in raising the self efficacy of players.

Somatic and emotional state also refers to the physical and emotional states that occur when someone contemplates doing something and this provides clues as to the likelihood of success or failure. Pajares, (2002) believes that stress, anxiety, worry, and fear negatively affect self efficacy and can lead to a self fulfilling prophecy of failure or inability to perform the feared tasks. To buttress this point Bandura, and Adams, (1977) added that stressful situations create emotional arousal which in turn affects a person's perceived self efficacy in coping with the situation. They explained further that emotional arousal affects self efficacy and in turn self efficacy affects the decisions people make. If the emotional states improves that is emotional arousal or stressed is reduced, a change in self efficacy can be expected.

In their study, which examined the effectiveness of a self efficacy intervention for helping adolescents cope with sport competition loss which involved 111 adolescent netball and soccer participants they completed a positive effect scale prior to competition. The defeated participants were randomly assigned to intervention participants. Observational ratings also indicated that the control group showed less positive effect after the loss than the intervention group. The result of the study indicated that support for self efficacy theory help individuals cope with competition

loss. Bandura, (1997) is of the opinion that self efficacy perceptions help determine what individuals do with the knowledge and skills they have.

### **2.16.2 Self motivation**

Guay and others, (2000) define motivation as “the reasons underlying behavior”, while Gredler, Broussard and Garrison, (2004) sees it as “the attribute that moves us to do or not to do something”. Intrinsic motivation is the motivation that is animated by personal “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence, task endogeny; and the learning of challenging, difficult, and novel tasks.” Turner, (1995) on the other hand considers motivation to be synonymous with cognitive enjoyment which he defines as “voluntary uses of high level self regulated learning strategies such as paying attention, connection, planning and monitoring.

Self determined people are eager, driven, determined, confident, and single minded, and obsessed. It is believed that strong motives take us in many directions: saints and crooks, stars, and repeated failures, love and hatred etc. Some of our drives may be innate i.e. the natural condition of the individual. However, many motives are learned, so they can be changed. Adler, (1951) maintained that children quickly learned they were inferior and spent a life time striving for superiority on observing how to get the rewards we want in the environment and other faith in our ability (self efficacy) to do it. Attribution theory on the other hand states that achievers have learned that they are able to succeed, that hard work increases the chances of success, that learning about them facilitates success, that succeeding is enjoyable and worthwhile. Dunning, (2011) is of the belief that people may live in a world of nature and objects, but it is other people who most likely determine the rewards that people covet and the punishment they fear.

It also believed that motivation is a crucial element in student's success and learning. It has been specifically established that motivation influences individual's choice of which activities to do, level of engagement in them and the degree in them and the degree of persistence (Wigfield, Bettle, Keller, and Eccles; Akey, 2006).

### **2.16.3 Self awareness**

Self awareness is having a clear realistic perception of who you are, why you do it, and the impact this has on others. Getting self awareness helps you to understand your strengths and weaknesses. It also allows us to make positive behavioral changes that can lead to greater personal and interpersonal success. Self awareness is built through self reflection, as well interacting with other people. Bowling and Hoffman, (2003) points out that it is easier to gain awareness of emotion in others than in ourselves. "Until we develop emotional awareness, we will project our own unrecognized emotions onto others". According to them one key component of self awareness is self confidence. Self awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment. It is believed that with good understanding of how we relate to others, we can adjust our behavior so that we deal with them positively; understanding our weaknesses makes us learn how to manage them, and reach our goals despite them, Dyer, (2000).

Obetta and Dimeze, (2007) in their study indicated that guidance and counseling in schools helps in building self concepts among students, expose them to the world of work, and help them to assess their abilities and values in relation to their occupational choice which in turn can lead to individual productivity and national development in general.

### **2.17 Recent studies**

Obi, and others, (2012) conducted a study and sought to find out how students and teachers utilize career counseling services, and how school principals support career services. In their findings, it was reported that students take career decisions and aspirations, however there is no indication whether such decisions has led the students to become self employed or not. Joseph also conducted a study on how counseling could be used to empower prison inmates through attitudinal and behavioral change which is believed can assist in lowering crime rate in Nigeria. The findings indicated that many of them became self employed after their jail terms. Mogbo, (2011) conducted another research where he examined the needs and concepts of guidance and counseling in schools. It recommended and suggested on

the role stake holders can play for proper implementation of guidance and counseling services in schools. He believed that when his recommendations are carried out, students will be found worthy in character and in learning to face the challenges of globalised world of economy in Nigeria. In 2012, Chima undertook a study on how business education and entrepreneurship education could be used to reduce unemployment in Nigeria. In her study, she was able to find that Nigeria requires a combination therapy as the synergy will bring about a new pedagogy in which students are prepared with knowledge and practical skills, but most especially creativity, spirit of initiative, responsibility, capacity for confronting risk and the boldness to start small scale business on graduation. She believed that all these could be used to reduce unemployment instead of waiting for paid employment. Idris, and Rajuddin, (2012) also undertook a study where they investigated the influence of teaching approaches among technical and vocational education teachers towards acquisition of entrepreneurship skills in Kano state, Nigeria. Their findings revealed that problem based, content based, student centered, demonstration, and computer based teaching methods were significant predictors of entrepreneurship skill acquisition among students of technical schools. In 2013, Modo, and George, also investigated the challenges of counseling practice in Nigeria. The respondents were counselors, and the finding indicates that the major challenges which counselors are lack of Information and Communication Technology (ICT) usage. Uba, et al (2012) in their study which investigated the perceived impact of guidance and counseling services on the development of entrepreneurial skills for sustainable livelihood among students, found that counseling services will enhance students' skills for entrepreneurship development which in turn will boost productivity, sustainable livelihood, and national development. However, the study focused its attention only to the perceived impact of the counseling services, not on the real impact of the services on the ground.

### **2.18 Gaps identified**

Most of the studies measured availability and counseling awareness of students who were in school as reported by Bowling and Hoffman (2003), and Dyer, (2000); however they have not investigated the counseling awareness of students who have

graduated from their training. Additionally, some of the researchers investigated the awareness from the counselors' point of view, and did not concentrate on the students themselves, like that of Modo and George, (2013). This study therefore, investigates counseling awareness of vocational trained graduates, and both the graduates and the counselors were used to gather data that can give adequate picture of the counseling awareness.

Some of the studies revealed contradictory findings as shown by Jeffrey, (2005) that some people have a negative attitude towards vocational education, because they regard it as menial job; while Evans, (1972) found that students are more receptive to vocational education as reflected in the enrollment of students in the Malaysian vocational schools. This study investigates the attitude of vocational graduates to find out whether they are having a positive or negative attitude towards their vocational trades.

In another study, Renninger, (1998) found out that interest play a strong role in choice of course. This study investigates whether the vocational graduates undertook their study based on their interest or otherwise, because they have studied the trades and have graduated, and yet they are not yet practicing their vocations.

In other studies like those of Idris and Rajuddin (2012), and Chima (2010), also show that entrepreneurship training was effective in increasing self employment among the graduates. This study investigates why the vocational training received by the graduates was not effective in making them become self employed.

Counseling strategies like group, individual, peer and psycho education among others were used to measure academic performance, marital issue, among others. This study investigates the effects of psychological mentoring through counseling and raising self efficacy, self motivation, and self awareness of vocational trained graduates for self-employment.

From the above discussed recent researches, one can understand that their attention was focused on career decisions, role of stakeholders for implementing guidance and counseling in schools, entrepreneurship education for employment, and the influence

of teaching strategies on acquisition of entrepreneurship skills. Others investigated on the counseling awareness of students who are currently undergoing training; students' career choice; entrepreneurship training; performance; Depression; and other health issues. However, hardly any of them directly linked itself with utilizing strategies of counseling to raise the self efficacy, self motivation, and self awareness of vocational graduates so that their attitudes could be changed and become self employed. At the same time none of the available studies concentrated on vocational graduates of Nigeria in general, and Kano tertiary institutions in particular. Additionally, majority of them were conducted in foreign countries other than Nigeria, hence the need to conduct this study.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

In this chapter, the researcher outlined the research design and as well as the methods and procedures the study was conducted, so as to gather the necessary and appropriate data required and utilized to achieve the stated objectives of the study.

#### 3.1 Philosophical underpinning

The study is a mixed method research (positivist- interpretative) which involves utilization of quantitative and qualitative research methods. The importance of using mix method in research has been reiterated by scholars like Onwuegbuzie (2004) who contend that it is important to use both exploratory and confirmatory methods in one research. Quantitative research aspect intends to analyze the means of the responses gathered through the administered questionnaires; while the qualitative aspect makes an in depth investigation on the research problem by using interview, observation, and document analysis. Creswell, (2014) also believed that both the qualitative and the quantitative types of research have their own bias and weaknesses, but combining the two neutralizes the weaknesses of each form of data.

Hence, the researcher philosophically underpinned his work on positivist and interpretative paradigms because he uses questionnaires to gather empirical evidence to test the research hypothesis on whether counseling can be used to raise the vocational graduates' self efficacy, self motivation and self awareness to become self employed. Interview and participant observation were also used to give the respondents subjective opportunity to express themselves on the research problem.

The positivist paradigm was based on the work of the famous French philosopher August Comte who believed that observation and reason are the major means of understanding human behavior. Cohen, and others, (2000) believe that knowledge is based on experience of the senses which can be obtained through these assumptions: determinism which means events are caused by other circumstances,

and understanding such links are necessary for prediction and control; Empiricism which is a collection of empirical evidences in support of theories or hypothesis; Parsimony which refers to explaining the phenomenon in the most economic way possible, and Generality which is the process of generalizing the observation of the particular phenomenon to the world at large.

Interpretative on the other hand holds that, reality can never be objectively observed from the outside; however, it must be observed from the inside through the experience of the people. Mark, (2010) maintained that in this philosophy, no universal laws can be established in the study of human behavior or social sciences though it is possible in the natural sciences uniform.

This position was taken by the researcher because the work is a mixed method which involves gathering data using questionnaires (quantitative), and gathering data through observation and interviewing the subjects under study, as well as document analysis (qualitative)

### **3.2 Research design**

This study employed Quasi-experimental design. The justification for quasi-experimental design is because the study used existing groups, the groups are relatively similar, and they do not include random assignment of numbers. The design attempted to compare the extent of variance in terms of self efficacy, self motivation and self awareness among the graduates who received counseling (experimental group) and those who did not receive counseling (control group). It is cross sectional because data were collected at once. This enables the study to save time and costs. It is survey, because data were collected from a sample of large population.

### **3.3 Location of the study**

The study was conducted in Kano state which is among the thirty (36) states of Nigeria located in the North-western part of the country. The state comprise of forty four (44) local governments, with eight (8) of them located in the metropolis. Kano is four hundred and eighty one (481) meters above sea level, and it lies to the north of

Jos, Plateau state in the Savanna region that stretches across the southern part of the state. Kano is a Hausa and Fulani dominated state which is strategically located as well as a commercial hub in the sub-Saharan Africa. The state is linked to many neighboring countries like Niger Republic, Chad Republic, Cameroon, and Benin republics, all located in the western part of Africa. Kano state is located on latitude  $11^{\circ} 30' 00''$  N, and longitude  $8^{\circ} 30' 00''$  E. The map of the state is attached in the appendix section.

### **3.4 Research population**

The target population of this study consists of all the vocational students who graduated from the four tertiary institutions of Kano state Nigeria that offer vocational courses in the last five (5) years i.e. from 2009 to 2013. The total population of these vocational graduates in these institutions is four thousand five hundred and fifty nine (4559), (PRS, Ministry for Higher Education, Kano, 2014). The units of analysis of this study were the vocational trained graduates of Kano state tertiary institutions, while the units of enquiry in the study were the vocational trained graduates, and their school counselors.

### **3.5 Sample size**

Noting that the figure of the target population is very large, and beyond the researchers' capacity to use them as sample size, a table for determining sample size developed by Krejcie and Morgan (1971) was used and a minimum sample size of 354 were attained. Simple random sampling was used to arrive at this figure, where by the researcher selected the samples that was readily located, since the population were not currently in school, and were scattered across the state.

### **3.6 Sampling procedure**

Since there are four tertiary institutions in the study, a stratified random sampling by proportional allocation was used, to ensure adequate representation of the institutions. The respondents selected from each institution were presented in the following table;

**Table 1: Respondents of the study**

Zones	Institution	Strata	Target population	Sample size
1	Federal college of Education,	Kano	1120	93
2	Audu Bako College of Agric	Dambatta	1074	79
3	Sa'adatu Rimi College of Education	Kumbotso	1277	101
4	Federal college of education,	Bichi	1088	81
	<b>Total</b>		<b>4,559</b>	<b>354</b>

**Source;** Primary source, 2015

### **3.7 selection criteria**

In selecting the respondents of the study, the following two criteria were used by the researcher;

The first criterion was that the respondents' institution must be offering vocational training courses. Secondly, the respondents must have graduated from these institutions in the last five years i.e. from the year 2009 to 2013. And lastly, the respondent must also be a vocationally trained graduate. In this strategy, the respondents were located by using the documents and information collected from the respective graduating institutions of the vocational graduates. Apart from that, contact addresses of the respondents were also obtained from the attendance sheets and minutes of Old Boys Association meetings which eased the work of locating the respondents.

### **3.8 Sampling Technique (Qualitative)**

In the qualitative aspect, Interview guide was used to gather the qualitative data from 12 respondents viz; two vocationally trained graduates were selected from each of the four institutions, totaling to 8; and one counselor was selected from each of the four institutions, totaling to 4 respondents.

### **3.9 Research instruments**

In this study, two researcher devised questionnaires were used by the researcher when collecting data from the selected respondents which were used to answer the

research questions and which in turn lead to the realization of the research objectives. Apart from the questionnaires, interview guides were also used by the researcher to gather and collect subjective opinions of the respondents for qualitative analysis.

### **The 1<sup>st</sup> questionnaire - Tracer study**

A tracer study was initially conducted by the researcher using the first questionnaire and was administered on the samples so as to determine the gender of the respondents, area of specializations, what motivated them to study the course, their age, their residential locations, as well as the level of education of the respondent's parents. The instrument was used to also investigate the availability of counseling services in their schools, as well as the extent to which vocational graduates were exposed to counseling services. It also measured the attitude of the graduates in relation to the skills and training acquired. And finally, the instrument was used to find out the number of vocational trained graduates who have started practicing the vocational knowledge and skills acquired for self employment.

### **The 2<sup>nd</sup> questionnaire**

The second questionnaire was also administered on the graduates who received counseling from the researcher (experimental group), and those who did not receive the intervention (control group). The intervention was given through these strategies; group counseling, individual counseling, peer education, and psycho education. The questionnaires were administered physically to the respondents with the help of research assistants. It was administered with a 1-2 months interval after giving them the counseling intervention. It was intended to investigate how far the vocational graduates have benefited from those interventions in terms of raising their self efficacy, self motivation, and self awareness which could lead to attitudinal change.

### **3.10 Data collection method**

The primary data was obtained by administering questionnaires to the respondents as well as conducting personal interviews to explore more confirmation. The information collected is in line with what the study intend to achieve from the study

objectives. The data relates to the percentage of vocational graduates that received counseling, their attitude to the skills and knowledge acquired, and the percentage of the graduates who are self employed. Additionally, after giving to the experimental group counseling interventions, the effects of the intervention was measured to ascertain its efficacy for raising their psychological attributes. The best and most effective counseling strategy for raising their psychological attributes was also determined. The secondary sources provides the researcher with the information on literature reviewed related to the study, as well as figures and facts relating to vocational education, counseling, as well as data on the population of the study. The introduction letter given by the university was used by the researcher to solicit the respondents' consent. The researcher employed four research assistants to help in the administration of the questionnaires, and interview. During the questionnaire administration, respondents who were ready and available were requested to fill the questionnaires, while those not available where given time to respond to it, and were retrieved later after getting confirmation through phone.

### **3.11 Pilot study**

Baker, (1994) maintained that a sample size of 10-20% of the sample size is a reasonable number of participants to consider enrolling in a pilot study. He further explained that a pilot study is often used to pre-test or try out a research instrument. Hence, a pilot study was conducted using 35 respondents to try out the research instruments. It was aimed to identify any part of the questionnaire which the respondents understand to be unclear or complicated, and also to gather additional information from respondents that could help to address issues left out by the researcher. During the pilot study, the researcher used a sample of 35 different respondents, and administered the two instruments on them at different intervals. Later, the administered questionnaires were retrieved, checked, edited, coded, and were imputed into the SPSS computer software to subject them for construct validity.

### **3.12 Validity of the instruments (Quantitative)**

Before the administration of the research instruments, the researcher had to ensure the validity of the research instruments. This is done to establish their validity, to

ensure that the instruments measure what they are intended to measure. The validity of the research instruments for this study was established by presenting the questionnaires to my supervisor to establish their face validity. Construct validity of the research instrument was also determined using factor analysis (Kaiser-Meyer-Olkin (KMO) validity test). The following table 3 shows that all the KMO values for all the constructs were acceptable.

**Table 2: K M O validity coefficients for the entire constructs**

<b>Construct</b>	<b>KMO value</b>	<b>Interpretation</b>
Awareness	0.633	Acceptable
Attitude	0.727	Good
Uptake	0.606	Acceptable
Counseling strategy	0.871	Great
Self efficacy	0.933	Excellent
Self motivation	0.954	Excellent
Self awareness	0.959	Excellent

**Source;** primary source 2015

Kaiser, (1970) indicates the interpretation guide for the KMO; 0.90= Excellent; 0.80= Meritorious; 0.70 Good/Middling; = Middling; 0.60= acceptable/mediocre; and below 0.50 unacceptable.

### **3.12.1 Validity of the interview guide**

#### **Face validity**

To establish the face validity of the interview guide, the researcher presented it to the supervisor and other advisors, to check for its appropriateness and relevancy to the study. The interview guide was judged to be appropriate and relevant for the study.

#### **Content validity**

The researcher also presented the interview guide to four experts in the field for their expert validation. After careful scrutiny, the experts established the content of the interview guide was appropriate and relevant to the study.

### **3.13 Reliability**

#### **3.13.1 Reliability of the questionnaires**

In order to ensure that the research instrument is reliable and can consistently produce reliable data when administered, the researcher determined its reliability by measuring the internal consistency of the instrument. This reliability analysis was conducted on the piloted survey instruments prior to official data collection so as to ensure that the instruments provide reliable data for the study. Test- retest method of measuring reliability was used by the researcher to ensure the instruments could provide consistent measurements. Ten different samples were selected and the instruments were administered on them twice with a one week interval, and the obtained results were correlated using PLCC. The r- values were 0.06 for the 1<sup>st</sup> questionnaire and 0.07 for the 2<sup>nd</sup> questionnaire which signifies the reliability of the instruments after repeated measurements.

#### **3.13.2 Reliability of the interview guide**

To establish its' reliability, the researcher tested the interview guide on 5 different samples. This led to the reduction of the sample size from 28 to 12. This also led to the re-framing of the interview guide. The reframed one was later rated the best by an expert.

### **3.14 Data gathering procedure**

#### **3.14.1 Pre- administration of the questionnaire**

An introduction letter was obtained from the college of higher degrees and research, Kampala International University Uganda for the researcher to solicit approval to conduct the study from the vocational graduates of the four selected tertiary institutions of Kano state, Nigeria. The researcher also selected and oriented four (4) research assistants who assisted him in the administration and retrieval of the questionnaires, each one representing graduates of each of the tertiary institutions of Kano under study. The researcher also reproduced adequate number of questionnaires above the required sample size (354), amounting to three hundred and eighty (380) so as to take care of attrition.

### **3.14.2 Administration of the questionnaire**

During the administration of the research instruments on the selected respondents, the respondents were properly and adequately oriented on the study and why it was carried out. The respondents were also requested to sign the informed consent form. They were also guided on how to fill the questionnaires, and the importance of answering every item of the questionnaire without leaving any part unanswered. The respondents were also requested to kindly respond to the questionnaire on time, for within one week the researcher with his assistants returned back and retrieved the filled questionnaires from them. After retrieving them back, they were thoroughly checked to ensure that all items were adequately answered by the respondents.

### **3.15 Post administration of the questionnaire**

#### **3.15.1 Data management**

This refers to the activity concerned with looking after and processing the collected data. After retrieving back the questionnaire and collecting the required data, it was then prepared for analysis by using Statistical Package for Social Scientists (SPSS) software. In this process, the data underwent these processes i.e. data editing which involved checking the filled questionnaires for any omissions or mistakes; then data coding which involved giving each item of the questionnaire or variable a code to be used when imputing the data into the computer, and lastly data entry into the computer for analysis (Statistics, Canada, 2015).

#### **3.15.2 Data editing**

Data editing is the process of checking the completeness, consistency, and legibility of data and making it ready for coding (Statistics, Canada, 2015). The collected data was thoroughly checked and edited by the researcher to ensure that it was free from omissions or inconsistencies which can affect the validity of the study. After retrieving all the administered questionnaires, from the respondents, they were thoroughly checked by the researcher to ensure that all the items on the questionnaires were adequately and appropriately responded to. Additionally, it was checked to ensure all the responses were clear to the researcher so as to avoid contradictions and wrong entry into the computer.

### **3.15.3 Data coding**

Data coding refers to the process of assigning numerical value, a score, or other character symbol to the edited data. When the data is appropriately coded by the researcher, it provides the researcher an easy entry into the computer (Daniel, 2005). After editing the collected data, the researcher then assigned numerical values to all the constructs in the questionnaires so as to ease the process of data entry into the computer. The constructs in the 1<sup>st</sup> questionnaire were coded thus; counseling awareness as CA1, CA2, up to CA5; Attitude as AL1, AL2 up to AL7 and Uptake level as UL1, UL2, up to UL5. The 2<sup>nd</sup> questionnaire constructs were also coded as counseling strategies as CS1, CS2 up to CS8, and self efficacy as SE1, up to SE6, self motivation as SE1 up to SE6, and lastly self awareness as SE1 up to SE6 respectively.

### **3.15.4 Data entry**

This is the process of entering the coded data into the computer which can be used for analysis. This should be done on time because the data is still fresh, and this can simplify the work of the researcher during the analysis (Susan, 2005). The researcher used the coded items and entered them into the statistical package for social scientists (SPSS). The variable page was opened, and the entire coded variables were imputed into the computer software. Each coded item was entered under the appropriate variables which were later transformed, so as to attain means of the questionnaire responses, which were later used for analysis.

### **3.16 Multivariate normality**

In this study, the researcher tested the normality of the distribution by analyzing its skewness and kurtosis. The skewness indicates the symmetry of the distribution while the kurtosis indicates the highest point of the distribution. In testing normality of a distribution the closer the skewness and kurtosis values to 0, the more normal the distribution is it (Pallant, 2001).

### **3.17 Data analysis (quantitative)**

After processing (i.e. editing, coding, and entry into the computer) the collected data, the researcher then analyzed it. The analysis was conducted in the following manner:

The frequency and percentage, distribution was used to determine the profile of the respondents. Availability and awareness of counseling among the vocational graduates, attitude of the graduates on the skills and knowledge acquired, and self employment uptake among the graduates was also analyzed. In testing the Null hypothesis, t test was also used to establish the effectiveness of counseling in raising the self efficacy, self motivation, and self awareness of the graduates of Kano tertiary institution which in turn could lead to change in their attitude so that they can practice their vocations for self employment.

The qualitative data collected from the respondents through face-face interview, were transcribed and later subjected to qualitative content analysis.

### 3.18 Data analysis (qualitative)

After gathering the required qualitative data from the selected respondents through interview guides, the recorded responses were transcribed. The transcribed interviews were categorized according to questions raised during the interview sessions indicating the response of each respondent. Qualitative content analysis was used, to analyze and interpret the interviewee responses accordingly. To guide in the interpretation of the interview responses, the following interpretation guide is used;

**Table 3: Interpretation guide**

s/n	Response	Interpretation
1	4 respondents, responded in the same direction	Very High
2	3 respondents, responded in the same direction	High
3	2 respondents, responded in the same direction	Average
4	1 respondent, responded in 1 direction	Low

### 3.19 Ethical consideration

In order to ensure adequate confidentiality of the respondents' information, the following measures were taken by the researcher to ensure that ethical consideration governing the conduct of research are adhered to; The respondents were coded instead of requesting them to write their names; The researcher also requested the

respondents to sign an informed consent form that will signify that all the information gathered from them, were collected with their knowledge and consent; The researcher has also acknowledged all ideas or citations of authors used in the research study appropriately; and to crown it up, all the findings of this study were presented in a generalized manner.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0: Introduction

This chapter contains data presentation, data analysis, as well as interpretations of the analyzed primary data collected. The data generated from the questionnaires are presented in tables, while that from the interviews are presented in texts and discussed in an integrated manner. The collected data are also presented in consistent with the research objectives

#### 4.1 Test of normality

The purpose of testing normality is to define the distribution if the score on the variable is normal. This is known by observing the Skewness and kurtosis of the distribution. Ghasemi (2012) indicates that an absolute value of the score greater than 1.96 or lesser than is significant at  $P < 0.05$ , while greater than 2.58 or less than -2.58 is significant at  $P < 0.01$ , and greater than 3.29 or less than -3.29 is significant at  $P < 0.001$ . The following table indicates the result of normality test for the study variable;

**Table 4: Test of Normality**

Construct	Mean	Skewness	kurtosis
Availability/awareness	3.0571	-0.162	-0.811
Attitude	3.2619	-0.275	-1.141
Self employment uptake	2.3143	0.359	-0.499
Self Efficacy	3.2524	-0.185	-1.670
Self Motivation	3.1190	-0.252	-1.762
Self Awareness	3.1810	-0.204	-1.902
Strategy	2.9857	-0.391	-1.078

**Source;** primary source 2015

Table 4 above, indicates that all the constructs have high means ranging from 2.3143 to 3.2524. For the Skewness and kurtosis, all the tested variables indicate high

degree of normality. Normality of score distribution signifies the validity of study data, while abnormality of the distribution signifies invalidity of the data. The factors in the above table can be considered normal because both the skewness and the Kurtosis values are close to zero.

#### 4.2: Socio-demographic data of the Respondents of the first questionnaire

##### (Attitude –Uptake questionnaire)

The demographic profile of the respondents used in this study involve the followings; gender, age, area of specialization, and parents' level of education. The results are presented in frequencies and percentages as shown in the following table;

**Table 5: Socio demographic data of respondents**

Variable	Frequency	Percentage
<b>Gender</b>		
Male	225	63.6
Female	129	36.4
<b>Total</b>	<b>354</b>	<b>100.00</b>
<b>Age</b>		
20-29	233	65.8
30-39	121	34.2
<b>Total</b>	<b>354</b>	<b>100.00</b>
<b>Vocational trade</b>		
Agric	110	31.1
Business education	69	19.5.
Fine and applied art	49	13.8
Home economics	21	5.9
Others(Electrical, carpentry, fisheries, metal work)	105	29.7
<b>Total</b>	<b>354</b>	<b>100.00</b>
<b>Residential location</b>		
Urban	130	36.7
Rural	224	63.3
<b>Total</b>	<b>354</b>	<b>100.00</b>
<b>Parents' level of education</b>		
Primary	85	24
Secondary	173	48.9
Tertiary	50	14.1
Others	15	4.2
None	31	8.8
<b>Total</b>	<b>354</b>	<b>100.00</b>

**Source;** primary source, 2015

The above table indicates that the majority of the respondents were males which numbered 225 representing 63.6% of the entire sample; while females numbered 129 also representing 36.4 % of the sample. From this data, this large disparity indicates that males prefer vocational courses above the female samples; probably this is due to the nature of the courses because they require use of energy. In vocational courses, it is understandable that use of energy is required which most of the females may not

In terms of age, we can infer that out of the 354 samples used in the study, 233 of them fall between the ages of 20 – 29 representing 65.8%; while 121 of them are between the ages of 30 – 39 which amounts to 34.2% of the entire sample. This is understandable since most of the students who undergo this program are mostly youth of this age range. Hence, this calls the need for the stake holders to consider the age of vocational graduates, when making educational plans for them.

The above table which shows vocational trades indicates to us that out of the five, Agric science is the one that was offered by the majority of respondents. From the sample, 110 of them offered Agric science which represents 31.1% of then followed by others (wood work, metal work, electrical, fisheries, etc) offered by 105 of the respondents representing 29.7%. Business education is the 3<sup>rd</sup> which was offered by 69 of them representing 19.5 %, and then Fine Art which was also offered by 49 of them which is equivalent to 13.8% of the entire respondents. The last among them is Home Economics studied by 21 graduates which represent 5.9%. From the above, we can infer that the area of specialization offered by the majority of the respondents was Agric science, while Home economics was the one offered by the minority. Agric science was probably rated as the highest among the courses offered due to the fact that most of the respondents were from the rural areas where farming is a family business.

From the above table, we can understand that distribution of parents' level of education shows that those having secondary education as their highest level of education carry the majority with the frequency of 173 representing 48.9%, followed by primary education holders with the frequency of 85 which represents 24%. Those

parents having tertiary education are the 3<sup>rd</sup> in the distribution with the frequency of 50 representing 14.1%. Those parents with other qualifications like certificates have the frequency of 15 which represents 4.2% of the entire population, while those without any educational qualification followed with the frequency of 31 representing 8.8%. The poor economic condition of the country may be the reason why most of the parents were not opportune to go beyond secondary education.

The above table also indicates that the respondents who graduated from Sa'adatu Rimi College of Education Kumbotso were the majority because their frequency reached 101 out of 354, and it corresponds to 28.5%, Federal College Education Kano graduates followed next with the frequency of 93 and 26.%, then Audu Bako College of Agriculture which carried the frequency of 81 equivalent to 22.9%. The respondents who graduated from Federal College of Education Bichi came last with the frequency of 79 and percentage of 22.3. Sa'adatu Rimi college of education can be the institution where most of the respondents graduated because it offers diverse number of courses to applicants and is owned by the state government where the tuition fees are less than the least institution i.e. Federal college of education Bichi which is owned by the federal government.

#### **4.3 Availability of counseling among the vocationally trained graduates**

In this section, the researcher explored on the respondents' counseling availability/awareness in their respective graduated institutions, as well as the nature of the services offered to them while in training. Rating scale of 1 – 2 was also used; 1 representing YES, 2 NO,

**Table 6: Descriptive statistics of counseling awareness/availability**

The following table describes the counseling availability/awareness of the respondents;

Availability/Awareness	Frequency	Percentage	Interpretation
Availability of counseling center in the graduated school	220	62.1%	High availability
Adequacy of counselors at the centre	12	3.4 %	Very low
LOW	162	45.7%	Fairly equipped
Benefiting from the centre during training	106	29.9%	Low benefit from counseling
Counseling centre was established after I graduated from the college	9	2.5%	Few established after they graduated

**Source:** Primary source, 2015

Table 6 above indicates to us that 220 of the respondents indicate high level of satisfaction on the availability of counseling centre in their graduated institutions with a percentage of 62.1%. The table went on to show us that 342 of the respondents agreed that there is very low level of adequacy of counselors in their respective graduated institutions representing 96.6%. On the issue of adequately equipping the counseling centers, 162 of the respondents were averagely satisfied that the centers were adequately equipped representing 45.9%; on whether the counseling centers have assisted them to choose their area of specialization while in training 106 of them disagreed, representing 29.9% of the sample. The respondents were also asked whether the counseling centers were established after they graduated, their response indicated that only 9 of them believed that it was after they graduated that the centers were established, representing only 2.5% of the entire sample.

This coincides with what the respondents verbally confessed to the researcher during an interview in relation to the counseling services and their awareness. One of the respondents has this to say;

*“Off course we have a counseling center in our institution and it is well equipped as I heard from a friend, but the major problem is the number Of students needing counseling services are too much and the counselors that we were having could not serve us so this discouraged most of us to go for the counseling service”*

From this interview we can understand that the result obtained from the questionnaire coincides with what was obtained during the interview sessions with the respondents.

**Table 7: Vocational trained graduates’ attitude to skills and training acquired**

This table depicts the respondents attitudes on the skills and training acquired;

Attitude level	Frequency	Percentage	Interpretation
I am satisfied with the training I undertook while in school	298	84.1%	Very high- Positive attitude
My area of specialization tally with my interest	258	72.8%	Very high- Positive attitude
The skills I acquired will enable me to practice my vocation	256	72.3%	Very high- Positive attitude
My selection of course was based on career guidance	100	28.2%	Very low
My selection of course was based on availability of admission	46	12.9%	Very low
My selection of course was based on my parents interests	134	37.8%	Low
I prefer to find a white collar job	224	63.2	High

**Source:** Primary source, 2015

The above table 7 indicates to us that the vocational graduates were asked whether they are satisfied with the training they undertook while in school, 298 of them out of 354 showed a positive high level of satisfaction, representing 84%. Furthermore, majority of the respondents agreed that their specialization tally with their interest with a frequency of 258 representing 72.8%. In terms of whether the skills acquired could enable them to practice their vocations, most of them rated the question as satisfactory with a frequency of 256 and a percentage of 72.3%. The respondents were also asked whether their selection of course was based on career guidance or otherwise, only 100 of agreed representing 28.2%. The respondents were also asked whether their selection of course was based on availability of admission, the response indicates that only 46 of them secured their admission on availability rather than their choice. The respondents were also asked whether their parents have influence on the selection of their course, and 134 of them agreed with this representing 37.8%. The last item asked their view on whether they prefer white collar jobs over practicing their vocations. Their response for this indicated that majority of them amounting to 224 out of 354 total respondents agreed that they prefer white collar jobs, representing 63.2% of the entire sample. This clearly show us that despite the fact they were satisfied with the training they undertook, and their interests also tally with their specializations, yet they prefer to be employed by the government and be paid monthly, than to practice their trades This may be attributed to security of white collar jobs over being self employed as perceived by others.

To validate what was obtained from the questionnaires administered on the respondents, the researcher also had an interview session with some of them and was able to find out that they expressed their satisfaction on the training acquired because according to them, to have a certificate of any type is satisfactory because with time you can secure employment with it. One of the interviewees stated that the worst thing is to remain uneducated on any field. They also maintained that if you await counselors to counsel you on what to study you will end up being late and in the end may not get the admission. So that is why we just apply what we think is best for us. In contrasts with the questionnaire results all the graduates interviewed

confessed that they prefer white collar jobs over practicing their vocations. One of the respondents has this to say;

*“When you are employed by the government you are assured of getting Salary every month even when you are sick, but when you are self employed And you are sick, how can you survive? You see it is not going to be easy”*

#### 4.4 Self employment uptake among the vocational training graduates

**Table 8: Employment uptake among the graduates**

<b>Uptake</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Interpretation</b>
Self employed	101	28.5%	Very low
Not self employed	253	71.4%	Very high

In terms of vocational uptake among the vocational training graduates, out of the 354, only 101 started practicing their vocations representing 28.5% which was clearly not encouraging noting the number of years they spend after graduation. Additionally, from the above figure, only 6 out of them received counseling while in training, and 95 of them have never received counseling. The remaining 253 of the vocational graduates have not yet started practicing their vocational trades.

In relation to the above, the researcher also selected few of the respondents and had an interview with them, and the results of the interview tally significantly with the results obtained from the data generated from the questionnaire administered on them. The interviewees confirmed that they were really satisfied with what they studied while in school (Specializations) but they have not yet started practicing their vocations due to the harsh economic condition in the country. They also believed that having a partner in establishing their business is a good idea, but to get a reliable and dependable partner is also another big issue. One of them confessed to me that

*“A friend of mine also engaged himself with a partner to start raising broilers Because he wanted to assist him, but unfortunately the partner used to sell out*

*Some in his absence, and then later tell him that they died. But later he found*

*Out the truth and this led to the closure of the business”*

The above information gathered from the respondents' interviewed shows that the graduates were satisfied with their specialization, but they are facing financial difficulties which hamper with the uptake of their vocations. In addition to that they also lack adequate self awareness, self efficacy, and self motivation which can make them do away with such difficulties along the way so that they can sustain their businesses.

Another vocational graduate interviewed also informed the researcher that he knew he can get financial assistance and start his business, but his major problem is that he is afraid that he may fail to succeed;

*“Getting a capital is not a problem to me but lam just afraid of starting*

*I just feel I may not succeed, you know our people believe in buying*

*Your goods on loan and then refuse to pay you back.”*

#### **4.5 Effect of Psychological attributes mentoring in raising the self efficacy, self motivation, and self awareness of vocational graduates**

After determining the counseling awareness and availability of the services, attitudes and the uptake of self employment among the vocational graduates of Kano tertiary institutions, the researcher found out that majority of the respondents have not yet started practicing their vocations. It was found as shown above that out of the selected samples examined, only one hundred and one (101) started practicing their vocations, and this signifies the need for addressing this alarming situation. Hence, the researcher decided to offer counseling services to those vocational training graduates who were ready and available to participate. Canada, (2011) believe that the basic purpose of counseling is to help people use their existing problem solving skills more effectively, or to develop better coping skills. Sequel to this, out of the selected three hundred and fifty four samples (354), twenty five (25) of them representing each of the four (4) tertiary institutions volunteered to participate,

totaling to one hundred (100). The researcher utilized variety of counseling strategies to raise their psychological attributes, which includes group counseling, individual counseling, peer education, and psycho education with a view to raising the self efficacy, self motivation, and self awareness of the vocational training graduates which could help in changing their attitude and thinking so that they could start practicing their vocations for self employment instead of waiting for white collar jobs. Gatewood and others, (2002) found that, effects of self efficacy on entrepreneurial intentions and the likelihood of those intentions will result in entrepreneurial actions. Carol and others also indicate that significant relationship exist between general self efficacy and employment skills training.

The counseling sessions were organized over a period of 6 weeks with duration of 30-60 minutes. During the counseling sessions, the researcher discussed on so many issues relating to the graduates' problems and what prevented them from being self employed. Discussion also followed on the advantages and disadvantages of being self employed. Among the advantages of being self employed were; becoming the head of your business; once it is established there is no limit of your daily income, and having the sole power and authority to employ or sack your employees. The disadvantages of it includes; uncertainty of having regular income, working long hours, arranging your source of income, as well as arranging your pension when you retire. Concurrently the researcher discussed with the graduates some of the basic factors to consider when planning to become self employed. Among them were, starting up a business related to the knowledge and skills acquired, seeking advice from others who have started, sourcing capital to start up the business and keep it going through family/friends, grants or trust funds as well as loans from banks and other related agencies. Others were the tax to be paid to the government, registration with corporate affairs commission, securing the business environment (e.g. at home renting a space, renting a market stall), and lastly health and safety of the business environment among others.

After rendering to the selected one hundred (100) ready and available graduates counseling interventions, the researcher then administered them the second research

instrument i.e. counseling – uptake questionnaire which was used to measure how effective were the counseling intervention in raising their self efficacy, self motivation, and self awareness which could lead to vocational practice for self employment. Additionally, the questionnaire was also administered on another group of one hundred samples (100) who did not enjoy the counseling intervention. The vocational graduates responses were rated on a five (5) point Likert scale requesting them to respond to statements based on the degree of their agreements i.e. 1 = Strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree. The respondents' ratings were computed by transforming the scores of each of the questionnaire item accordingly and obtaining their means. T test for independent samples was used by the researcher using the statistical package for social scientists (SPSS) to compare the means of the questionnaire ratings of those vocational graduates who received counseling intervention, together with the means of questionnaire ratings of those who did not receive counseling intervention. This was made to establish the effectiveness of psychological mentoring through counseling, in raising the self efficacy, self motivation, and self awareness of the vocationally trained graduates which can change their irrational beliefs to rational ones, and become self employed. It believed that assisting them to become self employed will greatly help in reducing unemployment among youth in Kano state Nigeria.

#### 4.5.1 Hypothesis testing.

##### Hypothesis

*There is no significant statistical difference between the self efficacy, self motivation, and self awareness of the vocational graduates who received counseling, (Experimental group) and those who did not receive counseling (Control group)*

**Table 9 : t- test statistics for independent samples of experimental and control groups**

Construct	Mean	S. D	T-value	Sig value	Decision
<b>Psychological attribute mentoring on self efficacy</b>					
Experimental group	4.0350	0.99050	14.554	0.000	Rejected
Control group	1.8683	1.11144			
<b>Psychological attribute mentoring on self motivation</b>					
Experimental group	3.0262	0.81713	14.421	0.000	Rejected
Control group	1.3570	0.80206			
<b>Psychological attribute mentoring on self awareness</b>					
Experimental group	4.0370	1.12071	14.200	0.000	Rejected
Control group	1.8217	1.07993			

**Source;** primary source 2015

The above table presents the group statistics for self efficacy, self motivation, and self awareness of experimental and control groups. Among the assumptions of t-test for independent sample is that the variance are assumed equal. The t value calculated for self efficacy 14.554 falls within the rejection region of Null hypothesis (H<sub>0</sub>). Similarly, the calculated sig value of 0.000 is less than the alpha 0.05 (0.00 < 0.05). Hence, the null hypothesis is rejected and concludes that the self efficacy of the experimental group is higher than that of the control group.

In terms of self motivation, the calculated t value 14.421 also falls within the region of rejection of the H<sub>0</sub> as well. The calculated sig value of 0.000 is far less than the alpha 0.05 (0.000<0.05) and therefore the null hypothesis is rejected and the alternative hypothesis is accepted which says. From the fore going, we can infer that the self motivation of experimental group is higher than that of the control group. The means for the two groups 3.0262 and 1.3750 respectively also indicate that the self motivation of the experimental group is higher than that of the control group.

The above table also gives the statistics of self awareness of both the experimental and control groups. The calculated t value 14.200 also falls within the region of the rejection of the null hypothesis. The calculated sig value of 0.000 is also less than the alpha 0.05 (0.000<0.05) and therefore the null hypothesis which says is rejected, and the alternative hypothesis is accepted. Hence, this signifies that the self awareness of the experimental group is higher than that of the control group. Likewise, the means for the two groups 1.12071 and 1.07993 respectively signifies that the experimental group has a higher self awareness than the control group.

#### **4.6 The preferred counseling strategy among the experimental group**

During the counseling intervention given to the readily available vocational trained graduates, counseling strategies were employed by the researcher. The following table indicates the strategies employed on each category of the counselees during the sessions, as well as the respondents rating on the strategy they prefer for counseling.

**Table 10: Counseling strategies employed in each category**

Category	Number	Frequency of preference	Percentage
<b>FCE Kano</b>	25		
Individual		10	40%
Group		13	52%
Peer Education		2	8%
<b>ABCOA</b>	25		
Individual		5	20%
Group		17	68%
Psycho Education		3	12%
<b>SRCOE</b>	25		
Group		20	80%
Peer Education		5	20%
<b>FCE Bichi</b>	25		
Group		3	12%
Peer Education		18	72%
Psycho Education		4	16%

**Source;** primary source 2015

The above table indicates the counseling strategies employed by the researcher in each category. The table shows that in Category 1 (FCE Kano), three strategies were used by the researcher viz; individual counseling, group counseling, and peer education. Among these three strategies, 13 of the 25 respondents representing 52% preferred group counseling over individual counseling and peer education. In category 2,(ABCOA), 3 strategies were also employed, viz individual, group and psycho education. The respondents preferred group counseling over the rest with a frequency of 17 representing 68%. In category 3 (SRCOE), 20 out of the 25 respondents representing 80% preferred group counseling over peer education. And lastly, in category4 (FCE Bichi), 18 of the respondents also preferred group counseling representing 72% over peer and psycho education.

**Table 11 ; Cumulative most effective and preferred Strategy**

<b>Strategy</b>	<b>Percentage</b>
Group Counseling	53%
Individual Counseling	15%
Peer Education	25%
Psycho Education	7%
<b>Total</b>	<b>100%</b>

**Source;** primary source 2015

The above table 11 therefore cumulatively indicates that group counseling is the most highly effective and preferred counseling strategy by the majority of the experimental group with 53% which helps in raising their self efficacy, self motivation, and self awareness

#### **4.7 Summary of findings**

The following tables provide the summary of findings objective by objective

**Table 12: Summary results of Objectives 1, 2, 3, and their outcomes**

<b>Construct</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Interpretation</b>
<b>Availability</b>			
Counseling centers	220	62.1%	Very high
Counselors	12	3.4%	Very low
Equipments	162	45.7%	Fair
<b>Uptake</b>			
Self-employed	101	28.5%	Very low
Not self-employed	253	71.4%	Very high
<b>Attitude to skills acquired</b>			
Satisfied	298	84.1%	Very high
Prefer paid job	224	63.2%	High

**Source;** primary data, 2015

**Table 13: Summary of findings for objective4; T-test results**

Construct	Mean	S. D	T-value	Sig value	Decision
<b>Psychological attribute mentoring on self efficacy</b>					
Experimental group	4.0350	0.99050	14.554	0.000	Rejected
Control group	1.8683	1.11144			
<b>Psychological attribute mentoring on self motivation</b>					
Experimental group	3.0262	0.81713	14.421	0.000	Rejected
Control group	1.3570	0.80206			
<b>Psychological attribute mentoring on self awareness</b>					
Experimental group	4.0370	1.12071	14.200	0.000	Rejected
Control group	1.8217	1.07993			

**Table 14: Summary of findings for objective 5; Preferred and most effective psychological attribute counseling strategy**

Strategy	Frequency	Percentage
Group counseling	53	53%
Individual counseling	15	15%
Peer education	25	25%
Psycho-education	7	7%
<b>Total</b>	<b>100</b>	<b>100</b>

**Source;** primary source, 2015

## 4.8 Qualitative data analysis

### Introduction

The qualitative part of the research involves the interpretative data generated by the researcher through face to face interview with the respondents. The researcher interviewed eight vocational graduates who represented the four tertiary institutions of Kano state and one counselor from each of the four institutions (totaling four counselors. The collected data are presented in consistent with the research objectives, and the responses of the interviewees for each construct were condensed into one theme, thus;

**Objective1;** Availability and availability/awareness of counseling services among vocational trained graduates

#### **C A 1: What will you say about counseling in your institutions?**

*RP1* "Yes we have a good counseling unit in our institution sir"

*RP2* "Yes, we have a counseling center in our school but the center is so small. It is there in the school, but I have never visited The place"

*RP3* "I can say we have a counseling center in my school because i Benefited a lot from it in many ways"

*RP4* "Sir we had a counseling center in the school, but I must Confess I have never visited the place throughout my stay"

#### **C A 2: How adequate were the counselors in the school?**

*RP1* "Of- course we have a counseling center in our institution and it is well

*Equipped as I heard from a friend, but the major problem is the number*

*Of students needing counseling services are too much that the counselors*

*we were having could not serve us so this discouraged most of us  
to go for the counseling service”*

**RP2***“I heard from my friend that they were about 2 to 3 counselors*

*But sir, look at our number. What could 2 to 3 counselors could*

*Do to us?”*

**RP3***“The counselors in the school were not adequate but because*

*The available ones were hard working; they did a lot to us sir*

*And we were happy”*

**RP4***“Sir I really don’t know, but I hear from class mates that*

*they were only two (2) at the center”*

**C A 3: Counseling may not take place effectively if there are no equipments  
and facilities.**

Q; How will you describe your counseling centers in terms of equipments and  
facilities?

**RP1***“From what I learned from a friend sir, the center has good*

*Facilities”*

**RP2***“I don’t think they have enough facilities at the center”*

**RP3***“Uhhmm...yea I don’t know much but I know they have good*

*Office with chairs and it was well decorated and conducive.*

*If you are there you feel the place very quiet and good sir”*

**RP4***“Sir I cannot say anything on that because I have never*

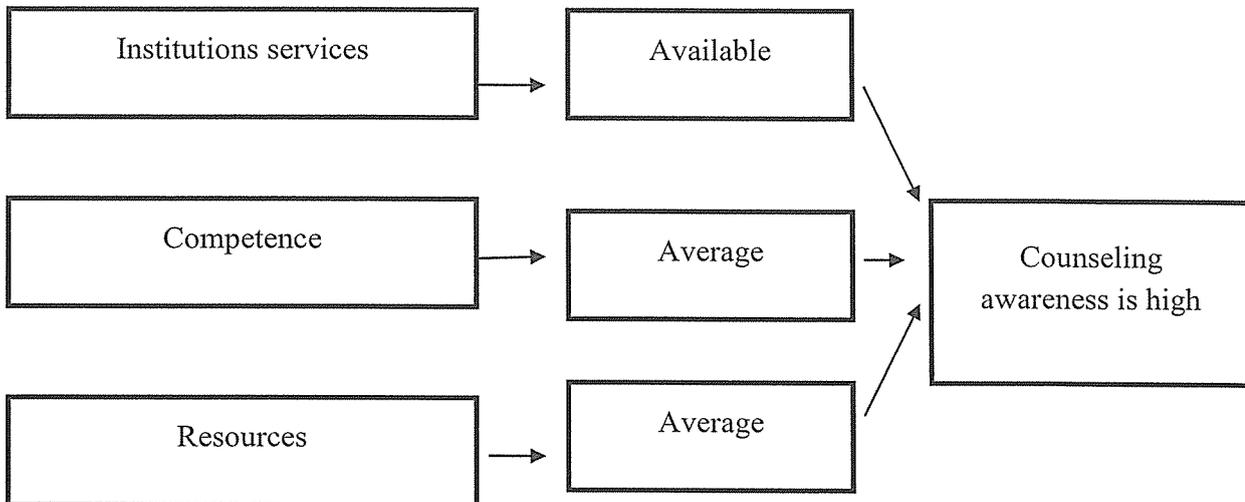
*Gone there”*

### Interview analysis

The researcher interviewed the vocational graduates to gather their in-depth subjective opinion on whether there was adequate awareness of counseling services in their respective graduating institutions. The researcher asked them three questions under the counseling awareness construct. The analysis of the transcribed interview is presented in the following diagram;

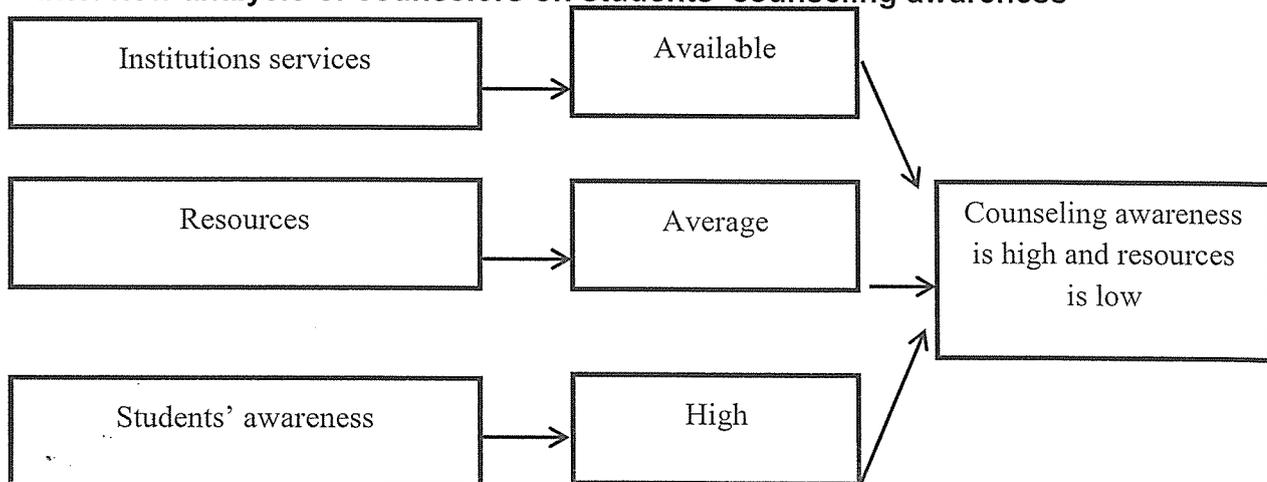
**Figure 2: Vocational Graduates Interview analysis of counseling availability and awareness**

The following diagrams show the interview summary of graduates' as well as the school counselors' responses on the graduates' counseling awareness;



Source; Primary data, 2015

### Interview analysis of counselors on students' counseling awareness



In response to question one, we can infer from the above that all the four interviewees confirmed that they were fully aware of a counseling center of counseling in their institutions, however only one among them confirmed that he has ever visited and benefited from the services of the center.

Similarly, in response to question two, all the four respondents testified that the number of counselors in their graduating institutions were not adequate to provide counseling services to the teeming population of the students that needed counseling. One of the graduates however indicated that despite their inadequacy, the available ones they were having were very hard working and did a lot to them and they were happy.

Similarly, looking at the above, we can understand that one of the interviewees confirmed that their counseling center had good facilities, while two of them stated that they don't have any knowledge on whether the equipment and facilities at the counseling centers were adequate or not. However, one of them confirmed that he only knew they have good office with chairs, and was well decorated and conducive for counseling. The remaining one respondent however stated that he cannot say anything on this because he has never visited the counseling center throughout his stay in the school.

The counselors also confirmed that the counseling awareness of the vocational training graduates was high, but the resources used at the counseling centers was very low and inadequate

**Objective2; Interview transcript of Vocational graduates' attitude to knowledge and skills acquired**

**AT 1: How satisfied are you with the training you under go in your specialization?**

*RP1"Sir I like what I studied in the school, because I learned a lot"*

*RP2"The training we received was ok although it was not easy because*

*There were no adequate laboratory equipments so we had to follow*

*Long queue before we do our practical"*

RP 3 "We have learned sir because we are now seeing the  
Rewards of our hard work and patience"

RP 4 "Sir we achieved a lot though I had wanted to read a different  
Course, but my parents prefer this course"

**A T 2: What will you say about what you have studied and your interest?**

RP1 "We had good lecturers in our specialization and this made me  
To develop interest in the course"

RP2 "I really like what I studied because it is a marketable course"

RP3 "I have nothing to say sir but to thank God for this because  
now I am earning reasonably to keep myself and even help  
my parents"

RP4 "Sir my interest is on electrical engineering not this course  
Agric science"

**AT 3: How adequate the skills you acquired could enable you practice your  
vocation?**

RP1 "I think I have gotten enough skill to practice my vocation  
Whenever the opportunity opens up for me"

RP2 "You see I studied Agric science and I think if I get the capital  
I can start something like poultry farming. I want to raise layers  
That can produce eggs"

RP3 "The skills are adequate since I have already started practicing it;  
I even now have two (2) employees of my own"

RP4 "I think I have enough skills to start practicing the vocation"

**AT 4: People seek guidance before applying a course. What will you say about  
this?**

RP1 "Many people wish to have career counseling, but the problem  
Is getting the service is difficult since we had very few counselors"

RP2 "In my case, actually it was my parents who got the admission  
For me, so I just received it after they have finished processing it"

RP3 "Career counseling is very important because at first I was studying  
Business education, but later I felt I was not coping so I decided to

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*See the school counselor. And eventually we worked out on changing  
My course, so I switched to carpentry now I am seeing the benefit of  
Career counseling"*

**RP4**"No sir I did not seek any career guidance from anyone I read  
*what my parents wanted me to study which is Agric Science"*

**AT 5: What is your view on the saying that you should apply for what is available?**

**RP1**"This is not good, because you may be given what is available  
*And later fail to cope with it"*

**RP2**"Yes in some cases they are right if you look at our population  
*Because even if you apply you may not get what you like"*

**RP3**"No to me one should study where his interest is going because  
*He will succeed better than going for the available"*

**RP4**"Uhhmm.... May be they have their own reasons, but  
*I think what is better is to study what you are interested in"*

**AT 6: Many parents have influence on their children's career, what can you here?**

**RP1**"Yes so many of my friends complained that their parent prevented  
*them from studying what is in their minds and they have no choice"*

**RP2**"I am also a victim of that because as I told you earlier I was  
*given the admission letter by my parent period!"*

**RP3**"Yes, I agree with you sir, there were many of them when  
*we were in school, and at times they don't like the course"*

**RP4**"It is just like me; I studied what my parents wanted me  
*To study.... just like that"*

**AT 7: Some people prefer getting white collar job .What is your view on this?**

**RP1**"When you are employed by the government you are assured of getting  
*Salary every month even when you are sick, but when you are self employed  
And you are sick, how can you survive? You see it is not going to be easy"*

**RP2**"Me too, ha hahahaha"

**RP3**"Before that was my view, but now I don't think I can leave  
*My workshop and go for white collar job. I am contented*



*With what I am earning now sir”*

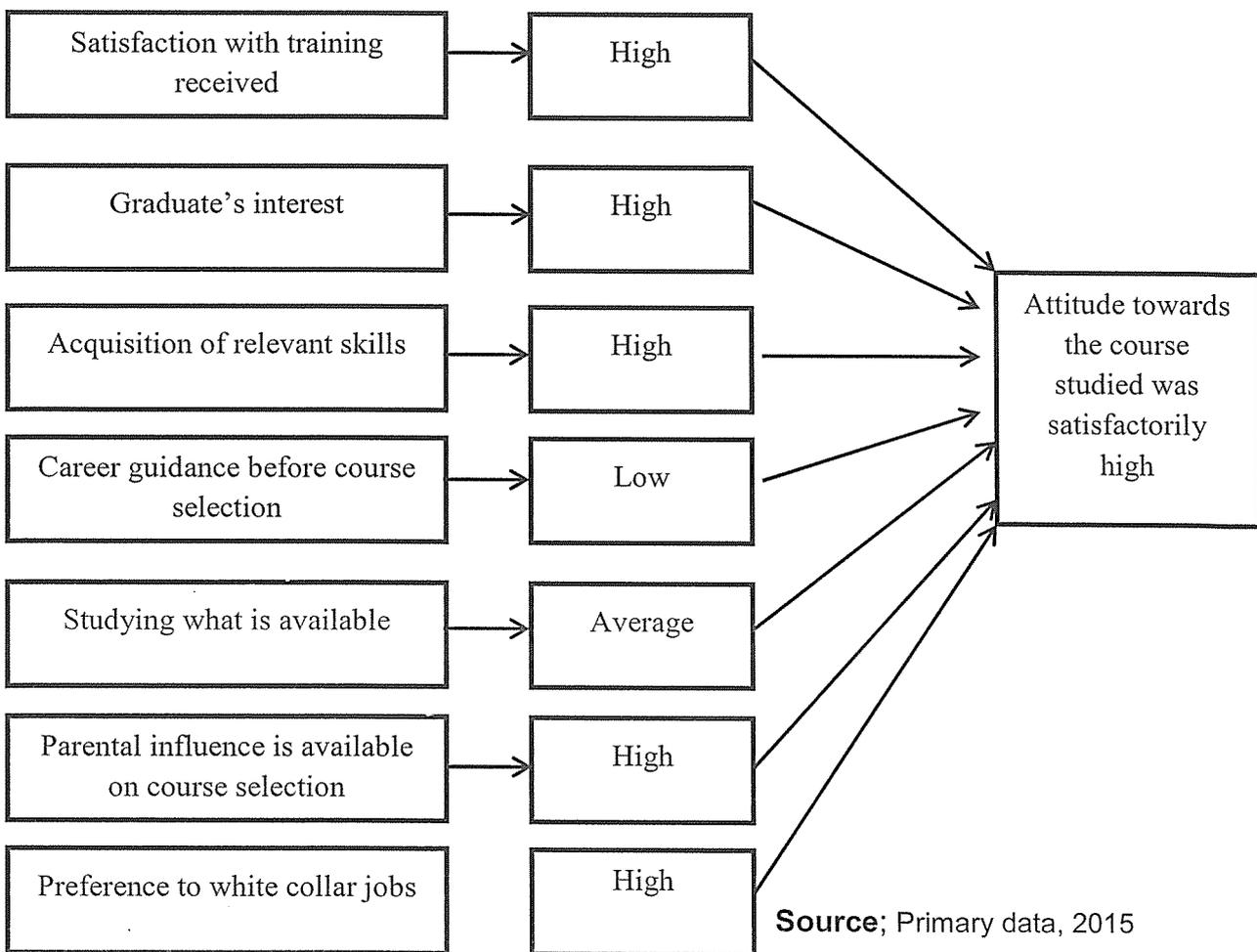
*RP4”Me too I prefer white collar job, because it is better than  
Going to the farm”*

### Interview analysis

In this objective, in-depth subjective opinion of the graduates were gathered on their attitudes towards the skills and training acquired in their respective specializations. The interviewees were asked seven questions to gather their subjective opinions on their attitudes to their area of specializations, viz

**Figure 3: Interview analysis of Vocational training graduate’s attitude on the course studied**

The following diagram describes the interview responses of the vocational training graduates’ attitudes on the course they studied as well as counselors’ views.



In relation to the responses of the interviewed graduates we can understand that all the four interviewees were satisfied with the training they have undergone while in school. They testified that the training was good, but the 4<sup>th</sup> respondent confirmed that though he initially wanted to study a different course but what prevented him was his parents wish which he had to respect. Yet, the respondent said he achieved a lot. The fourth respondent apart from showing the satisfaction, he also said he is now reaping the reward of his hard work and patience because he has already started practicing his business. However, the 3<sup>rd</sup> respondent indicated that although they were satisfied, but he complained of inadequate laboratory equipments which them to follow long queue before they do their practical.

In response to this question, the 1<sup>st</sup> , 2<sup>nd</sup> , 3<sup>rd</sup> interviewees responded positively by saying that they like what they studied because they had good lecturers and they have interest in the course, and also it is marketable as cited by another. However, the 4<sup>th</sup> respondent responded by saying that he does not like what he studied, rather his interest was on electrical engineering not Agric science as chosen by his parents.

In terms of the responses gathered from the interviewees, the researcher understood that vocational graduates have acquired adequate skills that could enable them to practice their vocations. But the respondents added that this is possible if they are opportune to have the capital for starting the business. Interestingly, one of them indicated that he had already started practicing his vocation, in fact he even have two (2) employees of his own who are currently assisting him which was very encouraging.

In relation to this question, three of the respondents stated clearly that they did not seek for career counseling in relation to their course because as one of them pointed out getting the service is very difficult because the clients who needed counseling were many, and the counselors were very few and insufficient to cater for their counseling needs. But one of them lucky enough to get the service stated that, when he started experiencing difficulties in the course he was given (Business education), he consulted the school counselor. The student together with the counselor worked

out the problem by switching from Agric science to carpentry; and he is now a fully self employed vocational graduate with two (2) employees working for him.

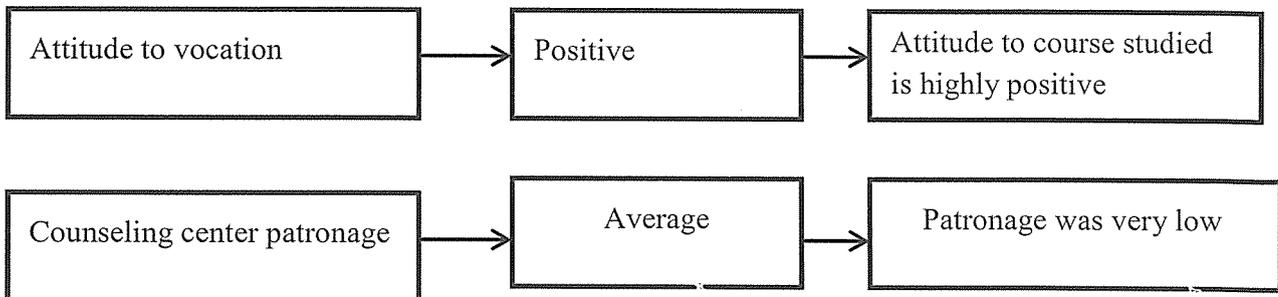
In relation to this question, the researcher got varying responses from the interviewees. From the four graduates interviewed, three of them believed one should only study what he really has interest in. but not what is available, because at the end one may fail to cope with what was given to him. The other one respondent however objected to this, he rather pointed out that it is better to study what is available because the large number of applicants who apply annually may create an obstacle on what one may wish to study.

The response from the four interviewees clearly indicated that they agreed most of the parents have influence on their children's' career. However, only two of them were the victims of such situation because they testified that they studied what their parents wanted them to study. This does not signify that they really like what their parents wanted them to study.

The researcher understood that most of the vocational training graduates prefer white collar jobs over becoming self employed, because you are going to pay your monthly salary even when you are sick. Additionally, it is better than going to the farm as respondent four pointed out. But respondent three confessed that he was having that view, but now he don't think he can leave his carpentry work shop and go for white collar job, rather he was contented with his job and what he is earning now.

**Figure 4 : Interview analysis of Counselors on student's attitudes on the knowledge and skills acquired**

The following diagram describes the counselors' responses on students' attitudes to vocations and counseling in their graduating schools;



**Source;** Primary data 2015

The above diagram also confirmed from the interview response gathered from the school counselors that the students' attitude to their vocations was high; however, patronage of the counseling centers was very low.

**Objective3; Employment uptake** among the vocationally trained graduates

**UP 1: How can you explain about the marketability of vocations in your locality?**

*RP1* "Very marketable sir but it requires good capital if you want to Succeed in it"

*RP2* "Yes it is marketable if you have the capital and a good location"

*RP3* "Actually our products are regularly on demand. We do beds, Cushion chairs, ward robes and room dividers to people, and on wedding seasons the market is even more profitable"

*RP4* "Uhhmm.....some of my colleagues have started live stock Farming, and poultry keeping and they said it is marketable"

**UP 2: Can you explain the relevance of finance in the uptake of your vocation?**

*RP1* "Apart from the knowledge, I think money comes second Because of its importance sir"

**RP2** "Yes it is very important because without money things will not

*Move the way you want them to move"*

**RP3** "Finance is essential, but patience is also needed as well as

*Good planning. Because even if you have the finance but*

*You lack good planning; you may fail at the end"*

**RP4** "Yes money is important in any business not only to those

*Of us who studied Agric science"*

**UP 3: What will you say about the importance of starting your vocation?**

**RP1** "I think it is good to use the knowledge you get practically

*So that you become more competent in it"*

**RP2** "Yes it is good to practice it because you will be independent"

**RP3** "Sir, the importance cannot be explained, it is good for one to

*Become self employed"*

**RP4** "I am really disturbed because some of my mates have started

*And failed, I am also scared of starting"*

**UP 4: Some people prefer to have a partner before starting their vocation, what is your reaction to this assertion?**

**RP1** "A friend of mine also engaged himself with a partner to start raising broilers

*Because he wanted to assist him, but unfortunately the partner used to sell out*

*Some in his absence, and then later tell him that they died. But later he found*

*Out the truth and this led to the closure of the business"*

**RP2** "If there is cooperation it is good to have a partner in your businesses"

**RP3** "No to me sir, one start on his own, and later sell part of the

*Share to the partner who is willing to join. But I have not*

*Yet done that I am just coming up"*

**RP4** "I think that it will be better to have a partner than starting

*Alone, because the partner will assist where one is confused"*

#### **UP 5: What are the challenges you are facing in the uptake of your vocations?**

**RP1** "Getting a capital is not a problem to me but I am just afraid of starting

*I just feel I may not succeed, you know our people believe in buying*

*Your goods on loan and then refuse to pay you back."*

**RP2** "My major challenge is capital sir"

**RP3** "My major challenge is meeting the demands of our customers, sir.

*We are currently only three (3) and sometimes had to work at night*

*to meet our target"*

**RP4** "Sir sometimes apart from getting a capital also feels afraid

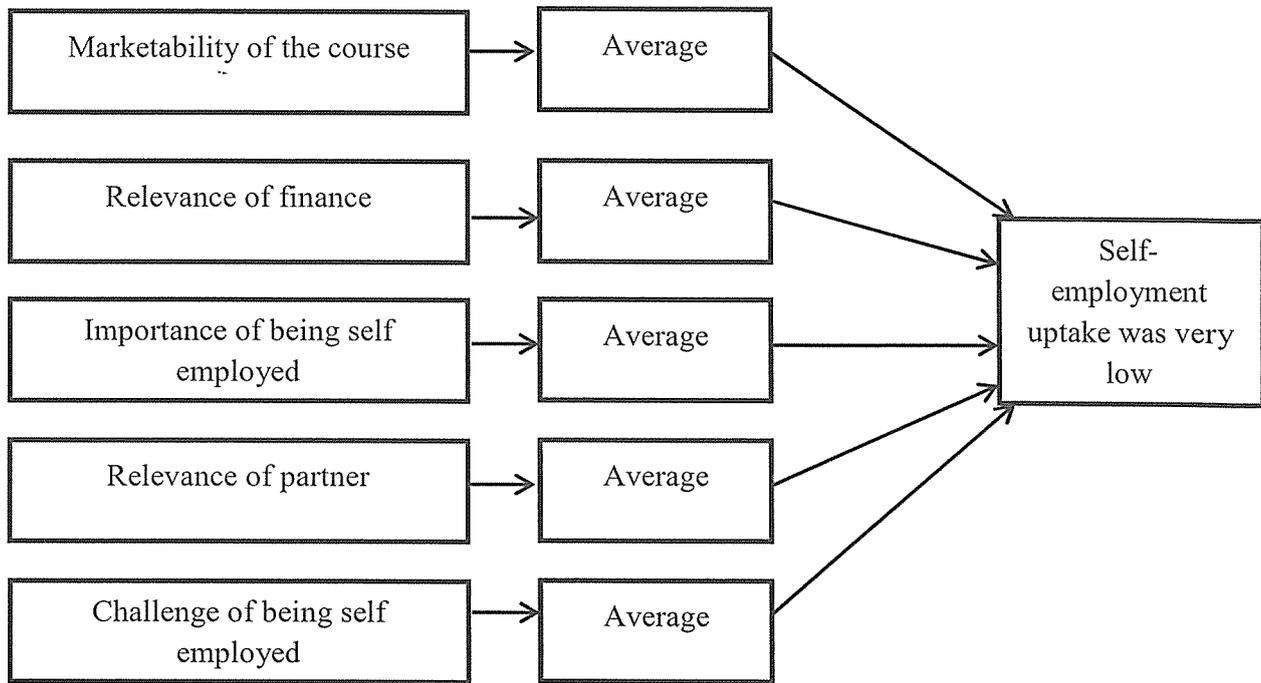
*to start my own vocation on my own. I just feel incompetent"*

#### **Interview analysis**

The researcher also interviewed four graduates to gather their subjective views on how far they have gone in the uptake of self employment. The generated and analyzed interview data are presented in the following diagram;

**Figure 5: Qualitative analysis of uptake of self-employment**

The following diagram expressed the interview responses of the vocational training graduates in relation to their uptake of self employment;



**Source;** primary data, 2015

In relation to the above diagram, we can infer that the marketability of the vocational graduates was average. However, the most frequently patronized vocation by the community was carpentry because they produce items that are frequently needed by members of the community specifically during wedding ceremonies e.g. beds, cushions chairs/ ward robes, and room dividers. However in general, the uptake of self employment among the vocational graduates was very low.

In terms of finance, all the four (4) respondents believed that finance is very essential towards their self employment. In addition to this, respondent number 3 stated that patience and good planning is needed if one wants to succeed in being self employed.

From their responses above, one can infer that three of the respondents believed that it is good to become self employed, but the 4<sup>th</sup> respondent showed dissatisfaction of being self employed because some of his colleagues have started and failed, hence he is scared of starting his vocation.

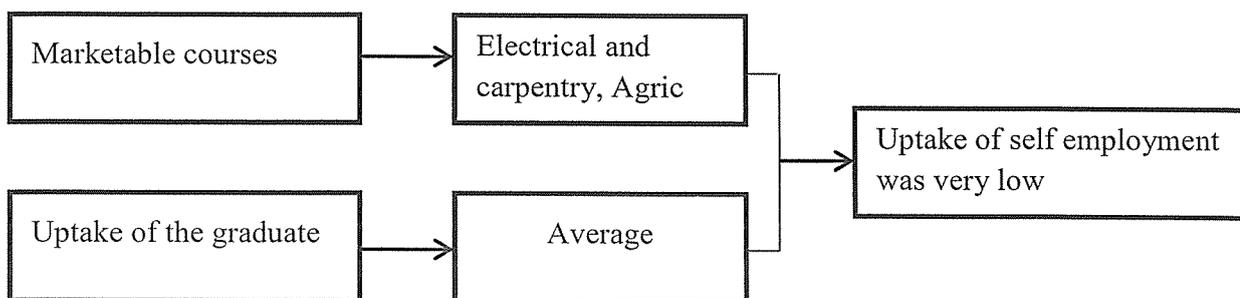
In terms of having a partner, two of the respondents agreed that it is better to have a partner when starting a vocation, but the remaining two disagreed saying it is better to start alone, when one succeeds then he can invite a partner to join him. The 1<sup>st</sup> respondent recounted the experience he had from a friend that sometimes partners contribute to the failures of a business.

From the above, one can understand that the respondents believed that lack of capital is a major challenge to the uptake of their vocations. However, the 4<sup>th</sup> respondent still feels he is incompetent to become self employed. From the above, we can understand that uptake of self employment was very low among the vocational graduates.

#### 4.9 Interview analysis of counselors on students' uptake

The following diagram describes the counselors' interview response on students' uptake of self employment;

**Figure 6 : Interview analysis of counselors on students' uptake**



**Source;** primary data, 2015

The diagram above indicates that the counselors confirmed during the interview that among the courses studied by the vocational training graduates, electrical and

carpentry were the most marketable ones, hence the uptake of self employment was very low.

**Objective 4;** Interview transcript on the effect of psychological attribute mentoring through counseling among the experimental group

**SA 1: How can you compare yourself awareness before and after undergoing this counseling?**

*RP1* "Ah..... you can't compare now and before because my

*Awareness has been raised"*

*RP2* "My awareness is far better than before sir"

*RP3* "My awareness is somehow raised, and I still like the sessions"

*RP4* "Ahh... Sir the difference is clear. I now realize that keeping your

*Problem with you alone is not good. It is better to share it out*

*and discuss it with someone, preferably a counselor"*

**SM1: Did counseling motivate you to start thinking of practicing your vocation?**

*RP1* "Yes of course, I have now decided to work out my way to

*Become self employed. I now realized I have wasted my*

*Valuable time before, and since some of my colleagues have*

*Become Self employed, I see no reason why I cannot be too"*

*RP2* "Yes I now realize that hard work is a key to success,

*Therefore I can also succeed with hard work"*

*RP3* "Sir I still prefer to get job with the government in an office.

*You cannot compare working in an air conditioned office, with  
Working in a dusty workshop. Sorry sir, I don't mean to be rude"*

**RP4***"Yes it motivated me because I have now opened up a small  
Poultry keeping business in our house using a very big cage;  
I used the little money I was having to start it just last week"*

**Q 1SE1: In terms of self efficacy, did counseling you receive improve it?**

**RP1***"I think now I understood failures of others will not discourage  
me to try my own chance since I have already gotten the skill"*

**RP2***"Why not I have now made up my mind to use the little I have  
to start my own vocation very soon"*

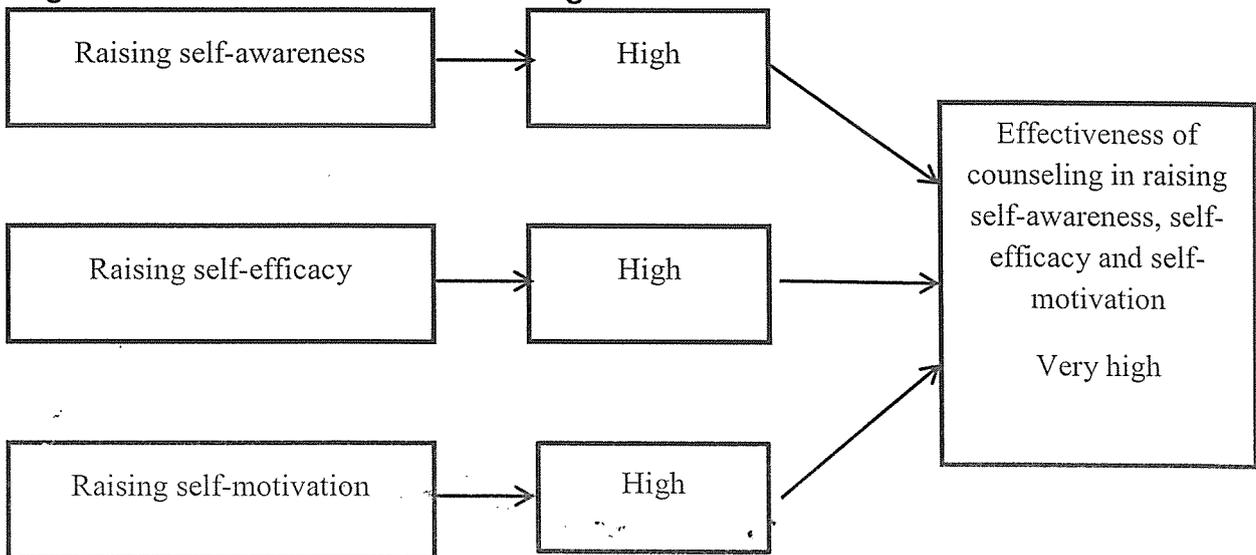
**RP3***"Yes it has improved a little bit, sir"*

**RP4***"Seriously it really improved since I have now dared to  
Start something I feared before"*

**4.10 Interview analysis**

The vocational graduates were also interviewed by the researcher, and the following analyzed data were obtained, and presented in the following diagram

**Figure 7: Effectiveness of Counseling**



In relation to the effectiveness of counseling in raising the self awareness of the vocational graduates, all the four respondents indicated their satisfaction. The vocational graduates believed that the counseling services given to them by the researcher have greatly improved the level of their self awareness. The 4<sup>th</sup> respondent added that he has now realized the relevance of counseling, for he said keeping your problem to yourself alone will not help, but it is better to openly discuss it with someone preferably a counselor.

In terms of whether counseling has motivated the graduates to start thinking of practicing their vocations, three out of the four respondents showed their utmost satisfaction with the counseling intervention given to them, and their self motivation is highly raised. The 4<sup>th</sup> respondent even stated that he has now opened up a small poultry keeping business in his family house using a big cage. However, respondent number 3 though he has enjoyed the counseling intervention, yet he prefer to have a white collar job. He pointed out that he like working in an air-conditioned office instead of a dusty work shop.

In terms of raising their self efficacy, the respondents testified that counseling has raised their self efficacy far better than before. The 1<sup>st</sup> respondent stated that he now understand that failures should not discourage him in any activity, while the 2<sup>nd</sup> respondent said he has now made up his mind to utilize the little he has to start up his business, and the 4<sup>th</sup> respondent stated that his self efficacy has improved, because he has already opened up a poultry keeping business which he hope to improve soon.

From the above foregoing, we can conclude that counseling is a very good alternative for raising the self efficacy, self motivation, and self awareness of vocational students which can help in changing their attitudes so that they become self employed after graduation thereby reducing unemployment among the youth of Kano state Nigeria.

**Objective5;** Interview transcript on most effective counseling strategy preferred by the experimental group

**CS 1: How satisfied are you with the counseling services offered to you?**

**RP1***"The sessions were very interesting sir*

**RP2***"Sir I am very impressed with what we discussed during the  
Sessions we had with you on our issues"*

**RP3***"Sir I attended those sessions but yet I don't think I benefited  
anything from the counseling"*

**RP4** *"I am very satisfied sir with this help you gave us, may God  
Help you too sir"*

**CS 2: Among the counseling strategies you were exposed to, which one do you prefer most, and why do you prefer it?**

**RP1***"I prefer the group one over the rest, because we worked  
Together in a team and shared our issues and problems"*

**RP2***"I think the group one is the best I really enjoyed it. It is then  
That one realize he is not the only one who has similar issue  
To discuss"*

**RP3***"I think I will prefer the individual one because there are some  
Issues that you may not like to share it out with anyone apart  
From the counselor"*

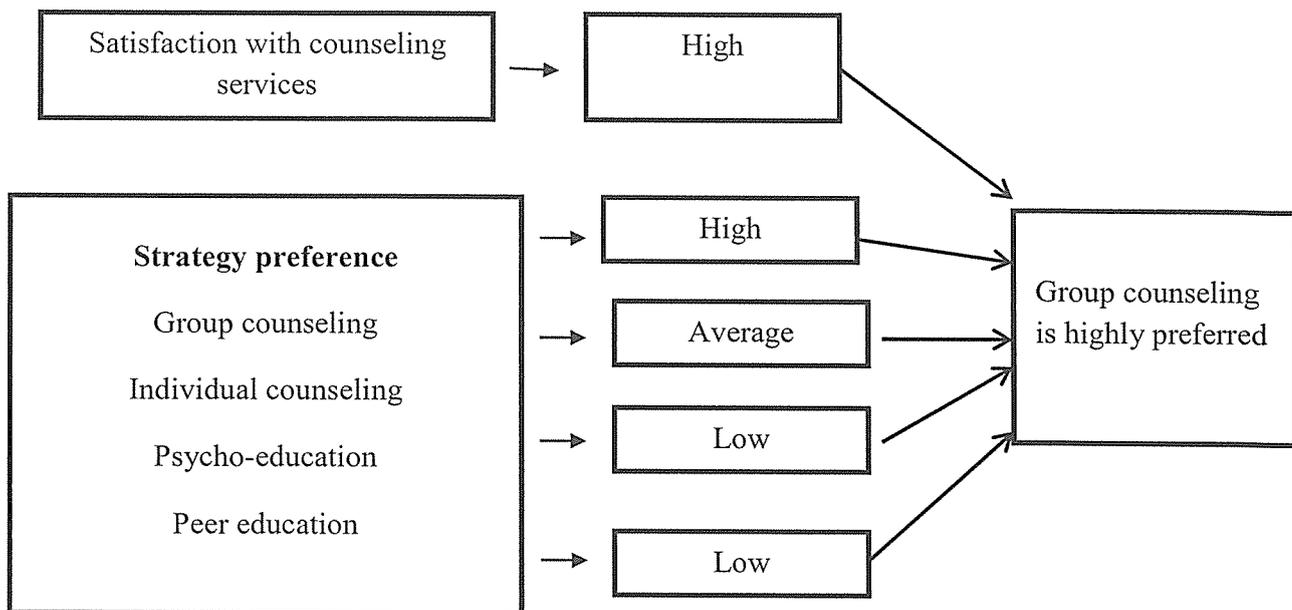
**RP4***"I like all of them but the group one is the best one sir"*

## Interview analysis

The following is the data analysis of the transcribed interview which the researcher had with the vocational graduates, and is presented in the following diagram;

### Figure 8: Interview analysis of counseling strategies

The following diagram describes the interview response of vocational training graduates on the counseling strategies employed by the researcher on them during the study;



**Source;** primary data, 2015

From the views of the respondents gathered, one can understand that three of them showed their satisfaction with the counseling intervention given to them, because they said it was very interesting, impressive, and they benefited from it. However, respondent number 1 though he attended the counseling sessions, but he did not yet started thinking of being self employed.

In terms of the strategies employed during the counseling sessions, respondents number 1, 2 and 4 preferred group counseling because they believed when one

shares his problems and issues together in a group, he easily work it out, than if he was alone. But on his part, respondent number 3 preferred individual counseling because according to him, there are some issues that one may not like to share it out with anyone apart from the counselor. From the fore going, we can conclude that group counseling is the most effective and preferred strategy for raising the psychological attributes of the vocationally trained graduates who received counseling intervention.

#### 4.11 Follow up study

The study has established the impact of the counseling intervention on the experimental group in raising their self efficacy, self motivation, and self awareness, which are personality attributes necessary for attitudinal change. Hence after a 3 months interval, a follow up study was conducted to determine if the counseling intervention given to them was effective in helping them to become self employed. From the 100 graduates of the experimental group, only 72 were successfully traced and located. The following table indicates the findings of the follow up study;

**Table 15: Follow up study**

Status	Frequency	Percentage
Fully started	29	40.02%
Partially started	12	16.6%
Not started	31	43.05%
<b>Total</b>	<b>72</b>	<b>100%</b>

**Source;** Primary source, 2015

Table 15 above indicates that 29 out of the 72 graduates traced have fully started practicing their vocational trades, representing 40.02%. The table indicates also 12 of them have partially started representing 16.6%, while the remaining 31 representing 43.05% have not yet started.

**Table 16: fully started**

Vocational trade	Number	Respondents' location	
		Urban	Rural
Electrical	6	4	2
Metal	5	4	1
Poultry farming	7	3	4
Carpentry	6	3	3
Fish farming	5	5	0
<b>Total</b>	<b>29</b>	<b>19</b>	<b>10</b>

**Source;** primary source, 2015

Table 16 above gives out a breakdown of the graduates from the experimental group who has fully started their trades. In electrical, 6 of them have started, 4 from urban and 2 from rural areas. In metal work, 5 have started 4 from urban and 1 from rural areas respectively. In poultry farming, 7 have started, 3 from urban and 4 from rural areas. In carpentry, 6 have started, 3 from urban and 3 from rural areas. And in fish farming, 5 have started and all hail from the urban areas.

**Table 17: Partially Started**

Vocational trade	Frequency	Respondents' location		Status
		Urban	Rural	
Poultry	6	1	5	5- Prepared the site 1 -ordered the chicks
Carpentry	5	2	3	2 -procured the equipments 2- rented the space 1-waiting for the space to be completed
Fish farming	1	1	0	Preparing the fish fond
<b>Total</b>	<b>12</b>	<b>4</b>	<b>8</b>	

**Source;** primary source

Table 17 also provides the statistics of those who have partially started practicing their vocational trades. In poultry farming, 6 have started 1 from the urban and 5 from the rural areas. Among them, 5 have prepared the sites while 1 has already ordered the day old chicks. In carpentry, 5 have partially started, 2 of them were from the urban area and 3 from rural area. Among them, 2 have procured the working equipments; 2 have rented the space; and 1 is waiting for the space to be completed. In fish farming, only 1 person partially started and she was a lady who is currently preparing the fish pond.

The findings of this follow up study was very encouraging, because noting the percentage of those who have fully started and those partially starting amounting to 56% was a significant indicator that the intervention given was a success. This indicates that the counseling intervention has greatly changed their attitudes towards self employment instead of white collar jobs, as they are now confidently preparing for it.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter contains the researchers' discussions on the quantitative, qualitative, as well as the related literature consulted and reviewed by the researcher on the research problem. It also contains conclusion, and possible recommendations to the stake holders on how to minimize potential problems, as well as how to bring about positive changes to the problem under study. However prior to this, background to the study is also presented.

#### **5.1 Discussions**

##### **5.1.1 Background Information**

###### **5.1.1.1 Gender of the respondents**

The majority of the respondents in this study were male which numbered 225 representing 63.6% of the entire sample while the remaining were females numbering 129 representing 36.4%. This disparity may be attributed to the nature of vocational courses, because most of them require the use of energy because even in the U S, Jacquelynne (n.d) indicated that women are still underrepresented in physical sciences, and engineering programs, and in all male dominated vocational education programs. World Bank report (2013) also confirmed that occupational segregation across gender is observed where women prefer beauty, clothing, and food, while men prefer automotive, construction and metal work.

In Kano state, the women folk are not as free as men to engage in vocational course or trades which only men can do as indicated by Shehu (2014). It is the tradition of the state that men are considered the necessary providers to the basic needs of their wives. The women normally concentrate on taking good care of the house and the children.

#### **5.1.1.2 Age of the respondents**

The result of the analysis indicates that the majority of the respondents' age lies between the ages of 20 – 29 representing 65.8%. This is understandable since most of the graduates who undergo this training are youth of this age bracket. Garba (2014) also indicated that individuals of this age range are young and the age is typical for undergraduates in Nigerian tertiary institutions.

This is also understandable because it is rarely for an older person to be found in these institutions of learning undergoing this type of program. In Kano state, older people tend to consider themselves too old to go for these programs, instead they engage into other activities like family businesses.

#### **5.1.1.3 Area of specialization**

In terms of area of specialization, majority of the respondents studied Agricultural science representing 31.1 %. This is was also corroborated by the recommendation of Phelps stoke report (1922) that Agricultural science was recommended for rural communities, and industrial or technical education for urban areas, at the same time technical and vocational education should be introduced at higher level of education.

Agric science was probably rated as the highest among the courses studied due to the fact that most of the respondents were from the rural areas where farming is a family business.

#### **5.1.1.4 Residential location**

The respondents' residential location indicates that most of them reside in the rural areas consisting of 224 of the samples representing 63.3%. Barau (n.d) indicates that Kano state has the highest number of local government in the country numbering to 44. Out of these 44 local governments, 6 are in the metropolis, while the remaining are located in the rural areas. This coincides with James, (2001) who found out that the level of participants of students from rural areas is higher in certificate trade levels occupation.

This can be attributed to the fact that majority the Kano state population is from the rural areas, and many of the students are also drawn from the rural areas.

#### **5.1.1.5 Parents' Highest level of education**

The highest level of education of the majority of the respondents' parents is secondary school education with the frequency of 173 representing 48.9%. This higher percentage tally with what Levesly and Jon (2011) found that the parents' of vocational students who have level 2 education qualification (secondary education) have higher percentage of 26% compared to the rest i.e. 4% no qualification, 3% below level 2, 18% level 3 (e.g. Diploma), and 8% level 4/5 (e.g. Degree, higher Degree, etc). Parental level of education is very essential in their children' education as pointed out by Abdullahi, (2011) that parent's educational level not only impact students' attitudes towards learning, but also encourages their aspirations.

This study signifies that this low level of parents' education may be associated with the fact that western system of education was not initially accepted by the rural populace. Majority of them prefer to engage themselves in commercial activities or farming.

#### **5.1.1.6 Institution graduated**

The vocational graduates who graduated from Sa'adatu Rimi College of Education Kumbotso are the majority because the frequency reached 101 out of 354 corresponding to 28.5.

This result may be attributed to the fact that the school offers diverse number of courses and it is owned by the Kano state government where the tuition fees are less compared to others.

#### **5.1.2 Availability/awareness of counseling services**

As indicated in table 4.3, the respondents reported that the availability of counseling centers in their graduated institutions was very high. This is so because 220 Of them out of 354 confirmed that counseling centers exists in their institutions and were fully aware of its existence. However, 96.6% of them indicated that there a very low adequacy of counselors who could provide counseling services to the teeming number of students needing their services.

This coincides with what the respondents verbally confessed to the researcher during an interview in relation to the counseling services and their awareness.

The interviewees confirmed that their counseling center had good facilities, while two of them stated that they don't have any knowledge on whether the equipment and facilities at the counseling centers were adequate or not. However, one of them confirmed that he only knew they have good office with chairs, and was well decorated and conducive for counseling. The remaining one respondent however stated that he cannot say anything on this because he has never visited the counseling center throughout his stay in the school.

These findings concur with the study of Julie and Agnes, (2010) who found that counseling service is the most popular among the guidance services currently in use by counselors in schools and this made the students to be aware of it. The study of Bulus and Lar (1986) also stated that university students were more aware of the guidance and counseling services than the other institutions studied by the researchers. And Ipaye (1999) maintained that when counseling services are adequately provide to students, they acquire coping skills, and get acquainted with and aware of opportunities in the persona-social, and vocational world. Denga, (2004) also indicated the need to make students become aware of counseling services in school so as to assist them make positive choices in educational, vocational, and persona-social issues.

This shows that for counseling services to be available to students in Kano tertiary institutions, there is the need for the government and the institutions as well to provide adequate and qualified school counselors in their schools. Apart from that all necessary equipments needed at the center should be adequately provided. Conducive atmosphere will encourage the counselors to discharge their duties effectively. Accordingly, non availability of adequate and qualified counselors could adversely affect the quality of counseling services the tertiary institutions of learning.

### **5 1.3 Attitude of the Vocational the graduates towards knowledge and skills acquired.**

Table 4.4 indicates that the attitudes of the respondents showed that 298 of them out of 354 representing 84.1% indicated their positive attitude towards the vocational they studied. They further confirmed that what they studied tally with their interest. Additionally, they confirmed that the knowledge and skills they acquired is adequate enough to make them self employed. Despite all this, 224 of the representing 63.2% preferred to get a white collar job instead of being self employed

This coincides with what the respondents verbally confessed to the researcher during an interview in relation to the counseling services and their awareness. From these interviews we can understand that the results obtained from the questionnaire coincides with what was obtained during the interview sessions with the respondents. From the responses of the interviewed graduates we can understand that all the four interviewees were satisfied with the training they have undergone while in school. From the responses gathered from the interviewees, the researcher understood that vocational graduates have acquired adequate skills that could enable them to practice their vocations. But the respondents added that this is possible if they are opportune to have the capital for starting the business. Interestingly, one of them indicated that he had already started practicing his vocation, in fact he even have two (2) employees of his own who are currently assisting him which was very encouraging. Some of the respondents on the other hand confessed that it was not their choice to study their course, but rather it was their parents' wishes, but still they were satisfied with their training. However, majority of the vocational graduates interviewed believed that it is better to get a white collar job than being self employed.

This also agrees with the findings of Sayed and Ali (2015) who stated that majority of the technical and vocational students have a positive attitude towards their course, and also Patrick,(2004) who found that majority of the students they studied have a positive attitude towards skills involved in technical education. Ohiwerei and Nwosu (2009) also opined that individual difference can be a factor which determines ones' vocational choice, and students who perceived their parental influence as motivating

to academic, outperformed their counterparts who sees their parental influence as non-motivating. Renninger, (1998) also confirmed that interests play strong roles in their choices of which activities to pursue both in and out of the school.

This therefore signifies the need for counselors, teachers and parents alike to instill in the minds of the students the benefits of being self employed, and how to achieve success in their respective vocational trades. Inability to instill this in their minds could lead to continued graduation of vocational graduates who are not ready to become self employed.

#### **5.1.4 Self employment uptake among the vocational trained graduates.**

Table 4.5 indicates that out of the 354 vocational graduates studied; only 101 of them representing 28.5% have started practicing their vocational trades. The remaining 253 representing 71.4% were yet to start practicing their vocational trades. This is a negative signal which shows a very low self employment among the vocational trained graduates. Majority of them indicate that while collar job have higher job security when compared to self employment.

From the information gathered from the respondent interviewed, we can understand that the graduates were satisfied with their specialization, but most them also lack adequate self awareness, self efficacy, and self motivation which can make them do away with such difficulties along the way, so that they can sustain their businesses. In addition to that, some of them were facing financial difficulties which hamper the uptake of their vocations. Another vocational graduate interviewed also informed the researcher that he knew he can get financial assistance and start his business, but his major problem is that he is afraid that he may fail to succeed

This finding also agrees with the findings of Vincent, (2014) who found that out of the 220 disabled person who received training on dress making, shoe making, and weaving, 16 of them actively engaged themselves in their trades, 53 of them reported lack of interest in the trade learnt, and the remaining 151 were still not practicing their trades. Despite the introduction of vocational courses and counseling in schools, graduates were not practicing their vocations; rather they are waiting for white collar

jobs, Umar, (2010). Patrick and others, (2013) also found out that the entrepreneurship track was effective in increasing self employment among the graduates; however they are small in absolute terms.

This shows that majority of them were afraid of starting their vocational trades, due to some experiences they gathered from their colleagues who have become self employed. Hence this signifies their deficiency in self efficacy, self motivation, and self awareness which are personality attributes that could gear them up to become self employed. This is so because where someone fails, someone succeed.

#### **5.1.5 Effect of psychological attributes mentoring using counseling strategies in raising self efficacy, self motivation, and self awareness**

As indicated in table 8 it indicates the group statistics of t- test for self efficacy, self motivation, and self awareness of the experimental and control groups.

For self efficacy, the t-test values calculated 14.554 falls within the rejection region of the null hypothesis. And similarly, the calculated sig value 0.000 is less than the alpha 0.05 ( $0.000 < 0.05$ ). Therefore the null hypothesis is rejected. This indicates that the self efficacy of the experimental group is higher than that of the control group. Bandura and Adams (1977) believed that stressful situations create emotional arousal which in turn self efficacy affects the decisions people make. He added that if emotional states improve through counseling, a change in self efficacy can be expected. Bandura, (1997 also opined that self efficacy perceptions help determine what individuals do with knowledge and skills they have. Dyer, (2000) maintained that understanding ourselves makes us learn how to manage them, and reach our goals despite them. And Obetta and Dimeze (2007) opined that guidance and counseling in schools help in building self concepts among students, expose them to the world of work, and help them to assess their abilities and values in relation to their occupational choices

In terms of self motivation, the t-value 14.421 and sig value 0.000 also falls within the rejection region of the null hypothesis. Therefore, the self motivation of the experimental group is higher than that of the control group.

For self awareness, the t-test value 14.200 and sig value 0.000 fall also within the rejection region of the null hypothesis. This signifies that the self awareness of the experimental group is higher than that of the control group.

In relation to the effectiveness of counseling in raising the self awareness of the vocational graduates, when interviewed, all the four respondents indicated their satisfaction. The vocational graduates believed that the counseling services given to them by the researcher have greatly improved the level of their self awareness. The 4<sup>th</sup> respondent added that he has now realized the relevance of counseling, for he said keeping your problem to yourself alone will not help, but it is better to openly discuss it with someone preferably a counselor.

The findings of the study indicates that that initially vocational graduates believe that self-employment is a menial work which only people of low level status should engage into. They also believed that paid employment is better, because even when you are sick you will be paid, compared to when you are self employed. Additionally, most of them were afraid of starting up their business due to fear, uncertainty, and the risks involved in self-employment (power distance). This signifies that self employment is A, as assumed by Rational Emotive theory (RET), and vocational graduates' beliefs on the difficulty, risks, and uncertainty of being self employed is the B (RET), in the form of irrational thinking, which made them not to be self –employed which is C (RET). This also agrees with the assumptions of CBT, which believes that, what people think can affect how they feel, and how they behave. And mental distress leads to prolonged distress (the graduates have remained unemployed for a long period of time after graduation, due to mental distress). All these are attributed to low level of their psychological attributes (personality, intelligence, and cognition) as believed by Johnson (2013) which requires psychological attributes mentoring. Hence, this psychological attributes mentoring by the vocational graduates led to the change in their psychological attributes and well being resulting to raise in the their self efficacy, self motivation, and self awareness. Consequently, this change in their psychological attributes led to the graduates to have a psychological capital and well being, as well as having a positive rational belief that with persistence, they could

succeed when they are self employed. Therefore, this change in their belief system from irrational to rational (RET) made the vocational graduates who received counseling intervention to start practicing their vocational trades. This made them to become self employed instead of waiting for paid jobs which are not readily available for them.

#### **5.1.6 The preferred and most effective counseling strategy among the graduates**

Table 9 indicates the counseling strategies employed by the researcher in each category. The table shows in category A (FCE Kano) three strategies were employed by the researcher viz; individual counseling, group counseling, and peer education. In this category, 13 of the 25 respondents representing 52% preferred group counseling over the other strategies. In category B (ABCOA), 3 strategies also were also utilized. The respondents preferred group counseling over the individual and psycho education with a frequency of 17 representing 68%. In category C (SRCOE), 20 of the respondents preferred group counseling representing 80% over the remaining strategy. And lastly, in category D (FCE Bichi) 18 of the 25 graduates preferred group counseling representing 72% over peer and psycho education. Therefore cumulatively, group counseling is preferred by the majority of the respondents with 53% out of the 100 (experimental group).

To validate the respondents' questionnaire ratings, they were also orally interviewed and the majority of them were satisfied with the counseling intervention given to them by the researcher. The intervention have also greatly raised their self awareness as well as made them to realize their deficiencies which hinder their attempts to practice their vocations for self employment. The respondents when interviewed most of them confessed that this was their first time to receive counseling services, because most of them feel afraid of going to counselors or may not even have access to them. In terms of the strategies employed during the counseling sessions, respondents number 1, 2 and 4 preferred group counseling because they believed when one shares his problems and issues together in a group, he easily work it out, than if he was alone. But on his part, respondent number 3 preferred individual counseling

because according to him, there are some issues that one may not like to share it out with anyone apart from the counselor. From the foregoing, we can conclude that group counseling is the preferred strategy among the vocational training graduates.

This study therefore signifies that psychological attributes mentoring is effective in raising the self efficacy, self motivation, and self awareness of vocational graduates, and specifically group counseling is the most effective and preferred among the experimental group. Hence, the study found that school counselors should adopt the utilization of group counseling in their various institutions as the best strategy for raising self efficacy, self motivation, and self awareness of vocational training students and graduates.

## **5.2 Conclusion**

Reducing unemployment is one of the most challenging issues at both the federal and state levels in Nigeria. Introduction of vocational education centers and provision of counseling in our tertiary institutions are among the steps taken by the governments to tackle this phenomenon. However despite these attempts, vocational students do not practice their vocations after graduation, but rather wait for paid employment. In view of this, it became imperative to investigate the issue and how psychological attributes mentoring can be used to raise the vocational graduates' self efficacy, self motivation, and self awareness to become self employed.

This study found out that there was availability of counseling services in Kano state tertiary institutions; however the number of school counselors providing these services were inadequate. School counseling is very essential but the counselors are lacking, hence the students' psychological attributes could be negatively affected. The graduates indicated their satisfaction with the training and skills acquired, but yet majority of them prefer paid employment to self employment. The study further out that psychological attributes mentoring through counseling is very effective in raising the self efficacy, self motivation, and self awareness of the graduates. Additional group counseling has been identified as the most effective strategy for raising the psychological attributes of the vocationally trained graduates of the Kano state tertiary institutions.

As assumed by the RET, A, is an activating agent that leads to B, (belief) and belief is made up of evaluations/appraisal which could be rational or irrational. This evaluation/appraisal leads to C, which is the consequence in the form of emotions, behavior, and cognitions. When the general irrational beliefs are changed, the psychological attributes are also changed. Hence, the study validates this, because the difficulty and risks involved in self employment made the graduates to develop irrational thinking, meaning not to become self employed, but to secure paid employment. The CBT also believed that what people think can affect how they feel and behave. Hence, the psychological attributes mentoring given to the vocationally trained graduates validated the theories, because it changed their beliefs and thinking from irrational to rational ones. This change in their attitudes affected how they feel and behave which made them to start practicing their vocations instead of paid jobs.

### **5.3 Recommendations**

The researcher wish to make the following recommendations;

- 1) The Kano state government should train and recruit adequate professional school counselors who can manage the large number of students needing their services in schools.
- 2) Apart from imparting knowledge and skills, relevance of self employment should also be instilled in the minds of the vocational students while in training.
- 3) Teachers, counselors, and parents should enlighten the students on the benefits of self employment, and how to succeed in their vocational trades.
- 4) Psychological attributes mentoring should also be given priority in their services, because of its relevance in providing psychological capital and well being of the vocational students to become self employed.
- 5) Group counseling should also be adopted by school counselors as a good strategy for mentoring the psychological attributes of the vocational students.

#### **5.4 Area of future research**

The researcher also recommends the followings, as areas for future research;

- 1) Cultural orientation, cultural intelligence, and success in self-employment
- 2) Cultural orientation, entrepreneurial attitudes and intentions for self employment among under-graduates in East Africa.
- 3) The influence of cognitive styles, cultural orientation and moral propensity on willingness of unemployed youth to go into self employment.

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**APPENDIX1:  
KAMPALA INTERNATIONAL UNIVERSITY UGANDA, COLLEGE OF HIGHER  
DEGREES AND RESEARCH (CHDR)**

**ATTITUDE-UPTAKE QUESTIONNAIRE (A U Q)**

Dear respondent,

You are kindly required to respond to the following statements to the best of your knowledge by ticking the appropriate box or the most appropriate alternative; 1=YES, 2=NO Information provided will be treated confidentially and for research purposes only

**SECTION A**

- A: GENDER OF THE RESPONDENTS: MALE  FEMALE
- B: AGE OF THE RESPONDENTS: 20-29  30-39  40and above
- C: AREA OF SPECIALIZATION: BUSINES  FAA  HOME ECONOMICS   
 AGRIC SCIENCE  OTHERS
- D: RESIDENTIAL LOCATION: URBAN  RURAL
- E PARENT'S HIGHEST LEVEL OF EDUCATION:  
 PRIMARY  SECONDARY  TERTIARY   
 OTHERS  NONE

**SECTION B**

**AVAILABILITY/AWARENESS**

S/N	STATEMENT	1	2
CA 1	My school had a standard counseling centre		
CA	There were adequate counselors in the centre		

2			
CA 3	The centre was adequately equipped		
CA4	The counseling centre assisted me to choose my area of specialization		
CA 5	Counseling centre was established after I graduated from the college		

### **ATTITUDE**

S/N	STATEMENT		
AL1	I am satisfied with the training I undertook while in school		
AL2	My area of specialization tally with my interest		
AL3	The skills I acquired will enable me to practice my vocation		
AL4	My selection of course was based on career guidance		
AL5	My selection of course was based on availability of admission		
AL6	My selection of course was based on my parents decision		
AL7	I prefer to find a white collar job		

### **UPTAKE**

S/N	STATEMENT		
UL1	My area of vocational trade has marketability in my locality		
UL2	Lack of financial resource is what made me not to		

	start practicing my vocation		
UL3	Lack of encouragement prevents me from practicing my vocation		
UL 4	I am currently looking for a partner to start my practicing my vocation		
UL. 5	I have already started practicing my vocation		

### Informed consent form

I am giving my consent to be part of the research study of *Gambo Umar Mustapha*, a PhD Candidate from Kampala International University, Kampala Uganda who is conducting his research titled; '*Counseling strategies on Vocational practice for self employment in tertiary institutions of Kano state, Nigeria*'. The researcher assured me of utmost privacy, anonymity, and confidentiality, and the option of refusing or withdrawing at any given time.

I have also been informed that, the research is voluntary, and the results of the study will be given to me if may ask for it.

Initial.....

Date.....

*Thank you for sacrificing your valuable time and participating in my study*

**APPENDIX2:  
KAMPALA INTERNATIONAL UNIVERSITY UGANDA, COLLEGE OF HIGHER  
DEGREES AND RESEARCH (CHDR)**

**COUNSELING- UPTAKE QUESTIONNAIRE (C U Q)**

Dear respondent,

You are kindly required to respond to the following statements to the best of your knowledge by ticking the most appropriate alternative; 1=Yes 2=NO. And for section D 1-5 (strongly agree to strongly disagree) Information provided will be treated confidentially and for research purposes only

**SECTION A**

A: GENDER OF THE RESPONDENTS: MALE  FEMALE

B: AGE OF THE RESPONDENTS: 20-29  30-39  40and above

C: AREA OF SPECIALIZATION: BUSINES  FINE ARTS

HOME ECONOMICS

AGRIC SCIENCE  OTHERS

D: RESIDENTIAL LOCATION: URBAN  RURAL

E PARENT'S HIGHEST LEVEL OF EDUCATION: PRIMA  SECONDARY   
TERTIARY  OTHERS  NONE

**SECTION B**

S/N	STATEMENT	1	2
CS1	I enjoyed the counseling services offered to me		
CS2	Group counseling is the best strategy		
CS3	I prefer Individual counseling		
CS4	Peer education is the best strategy that raised my awareness		

CS5	Psycho education is my favorite strategy for counseling		
CS6	Counseling raise my levei of awareness		
CS7	Counseling made me to realize my deficiencies		
CS8	Counseling influenced my attitude to vocational practice		

**SECTION C**

S/N	STATEMENT	1	2
UL1	I am currently practicing my vocation		
UL2	My awareness is raised to use my skills to engage into a business		
UL3	Counseling has motivated me to engage into a partnership		
UL4	Counseling made me to realize the benefit of engaging into a volunteer, instead of waiting for a job from the government		
UL5	Counseling has convinced me to practice my vocation.		

**SECTION D;**

***Self efficacy***

S/N		1	2	3	4	5
SE 1	To start practicing my vocation is not a difficult task.					
SE 2	Despite the current economic crisis I can still look for capital to start my vocation					
SE 3	Challenging situations in life are not regarded as threats to my life.					

SE 4	Failure will not discourage me to practice my vocation					
SE 5	I believe that with small capital and hard work, I can achieve a lot.					
SE 6	Stressful situations motivates me to move further					

***Self motivation***

SM 1	I can plan and start practicing my own vocation despite all odds.					
SM 2	Since my colleagues have started practicing their own vocations, I can also practice my own.					
SM 3	I believe that hard work will increase the chances of my success.					
SM 4	I spend a lot of time on tasks I enjoy doing					
SM 5	I take pride on whatever thing I am doing					
SM 6	I always think about the outcome of an activity I engage into					

***Self awareness***

SA 1	I have a clear knowledge of my own abilities					
SA 2	I have a clear knowledge of my own weaknesses					
SA 3	I am confident enough to succeed in practicing my own vocational trade.					
SA 4	With endurance I can be able to do away with all obstacles.					

SA 5	I intend to see that I practice what I studied during my training so as to be self employed.					
SA 6	It is not right to rely solely on white collar jobs.					

### Informed consent form

I am giving my consent to be part of the research study of *Gambo Umar Mustapha*, a PhD Candidate from Kampala International University, Kampala Uganda who is conducting his research titled; '*Counseling strategies on Vocational practice for self employment in tertiary institutions of Kano state, Nigeria*'. The researcher assured me of utmost privacy, anonymity, and confidentiality, and the option of refusing or withdrawing at any given time.

I have also been informed that, the research is voluntary, and the results of the study will be given to me if may ask for it.

Initial..... Date.....

*Thank you for sacrificing your valuable time to participate in my study*

**APPENDIX 3:**

**Demographic characteristics of the respondents**

Category	Frequency	Percentage
Gender of the respondents		
Male.....		
Female.....		
Area of specialization		
Business Education.....		
Fine and Applied Arts.....		
Home Economics.....		
Agricultural Science.....		
Others .....		
Residential location		
Urban.....		
Rural.....		
Respondent's age		
20---24.....		
25---29.....		
30---34.....		
35---39.....		
40 and above.....		
Parents' highest level of education		
Primary.....		
Secondary .....		
Tertiary .....		
Others.....		
None.....		

## APPENDIX 4: Interview transcript (Counselor 1)

**Time of the interview:** Morning

**Date:** July 2015

**Interviewer:** Research Student

**Interviewee:** School counselor 1

**Questions:**

**CA- 1: How will you describe the counseling services being offered in your institutions?**

*“The counseling center in my institution is just like the ones you find in other tertiary institutions with its limitations”*

**CA- 2: How equipped and adequate are the counselors in your institutions?**

*“The counseling center in my school is partially equipped because there are things that are not available, let me give you an example..... Mhh mhhh like a consultation room, a couch, etc”*

**CA-3: From your experience, how will you describe the students' awareness of counseling services in your school?**

*“The students are aware of the counseling services given by the center. In fact it is the center that organizes annual orientation to the new intakes. During the orientation, they were introduced to the services provided by the center”*

**CA-4: How frequently do students patronize the counseling centre in your institutions?**

*"The students patronize the center, however not the way the way it is expected. But I am attributing this to the inadequacy of the counselors as well as the large number of the students in the school which discourages them to come to the center"*

AT-1: What is your assessment on the attitudes of vocational students towards their course of study?

*"It appears to me the students were satisfied with their Courses of study"*

UT-1: What are the courses that are more marketable among the courses offered by your institution?

*"From experience, Agric science, Electrical installation, Metal work, and carpentry are more marketable because they are on daily demands by the community"*

UT- 2: In your opinion, how will you describe the vocational uptake of vocational graduates after graduation?

*"Because of the current economic condition, most of them Lack the capital to start their business, however, some few Do start practicing their vocations"*

Thank you sir, for sacrificing your valuable time and participating in my study

*"Thank you too"*

## **Interview transcript**

*(Counselor 2)*

Time of the interview: Morning

Date: July 2015

Interviewer: Research student

Interviewee: School Counselor 2

### **Questions:**

CA- 1: How will you describe the counseling services being offered in your institutions?

*“Our school offers the best counseling services to students who come for it?”*

CA- 2: How equipped and adequate are the counselors in your institutions?

*“We have adequate equipments in our counseling center and the only major challenge we are facing is the inadequacy of professionally trained counselors. But despite that, the school is seriously working to sort this issue out”*

CA-3: from your experience, how will you describe the students' awareness of counseling services in your school?

*“Remarkable, because the counseling center is active, the students are fully aware of the services provided by the center”*

CA-4: How frequently do students patronize the counseling centre in your institutions?

*"You need to come and see them on our consultation days.*

*they come here frequently and were satisfied with our*

*Services at the center"*

AT-1: What is your assessment on the attitudes of vocational students towards their course of study?

*"Actually some appears to like their courses and many*

*of them do not like, eh... it looks as if it was the choice*

*of their parents"*

UT-1: What are the courses that are more marketable among the courses offered by your institution?

*"In my opinion all the courses offered here are marketable*

*because they reflect the needs of the immediate community.*

*and sir don't forget success in any business, trade, or vocation*

*depends on the individuals' awareness and self efficacy on*

*how to succeed in life"*

UT- 2: In your opinion, how will you describe the vocational uptake of vocational graduates after graduation?

*"Well you see most of the students from what I observed*

*Prefer white collar jobs, and I attribute this problem to low*

*awareness and lack of readiness of the graduates to become*

*Self employed "Thank you sir, for sacrificing your valuable time and participating in my study*

*"I thank you sir for your interest in this issue and safe journey"*

### **Interview transcript**

*(Counselor 3)*

Time of the interview: Afternoon

Date: July 2015

Interviewer: Research student

Interviewee: School Counselor3

Questions:

CA- 1: How will you describe the counseling services being offered in your institutions?

*"Sir sincerely speaking counseling in our school is just a name. The office is there but no equipment and facilities to run the office"*

CA- 2: How equipped and adequate are the counselors in your institutions?

*"The only thing I am aware of in the office is just a table and a single chair that is all... very unfortunate!"*

CA-3: From your experience, how will you describe the students' awareness of counseling services in your school?

*"The only thing we do as a counseling center is I know we do organize orientation for the new students to welcome*

*them and enlighten them on school's bye laws. Apart from that we do nothing"*

CA-4: How frequently do students patronize the counseling centre in your institutions?

*"The students used to come to the center, but when they realize our problems they stopped coming. We requested from the management but there was no positive response"*

AT-1: What is your assessment on the attitudes of vocational students towards their course of study?

*"From the information I gather from any student, they are just doing the courses just to get certificates to get white collar jobs"*

UT-1: What are the courses that are more marketable among the courses offered by your institution?

*"Many courses are offered in this institution and they are marketable but we get more students in electrical installations and carpentry. I think these courses brings more money than others"*

UT- 2: In your opinion, how will you describe the vocational uptake of vocational graduates after graduation?

*"Actually these graduates don't want to become self employed rather they prefer white collar jobs. But I can remember 2 to 3 of them who are self employed, and are doing well"*

*Thank you sir, for sacrificing your valuable time and participating in my study*

*"Thank you"*

### **Interview transcript**

*(Counselor 4)*

Time of the interview: Morning

Date: August, 2015

Interviewer: Research student

Interviewee: Counselor 4

Questions:

*CA- 1: How will you describe the counseling services being offered in your institutions?*

*"What I can confirmed is that the counseling services given in the institution is not adequate due to the large number of clients that require our services"*

CA- 2: How equipped and adequate are the counselors in your institutions?

*"We do not really have enough counselors here at the Center. In fact apart from my Director of the center i am The only one who is a specialist in the area. The remaining Two counselors are just assisting us but not professionals"*

CA-3: from your experience, how will you describe the students' awareness of counseling services in your school?

*"The students are well aware of our services but not*

*Many of them benefit the services of the center due*

*To our few number of staff”*

CA-4: How frequently do students patronize the counseling centre in your institutions?

*“We attend to them frequently, but from experience we do*

*Have less work at the beginning and ending of the semester.*

*The pressure of work is mostly in the middle of the semester”*

AT-1: What is your assessment on the attitudes of vocational students towards their course of study?

*“Yes this is a serious issue I learned from many of the clients*

*That their parents were the ones who selected for them their*

*Courses even though they have their own interest in other courses”*

UT-1: What are the courses that are more marketable among the courses offered by your institution?

*“I think Agric science is the most marketable course because*

*Poultry farming has been warmly accepted by the community,*

*As well as fattening of live stocks e.g. Sheep, Ram, and cows”*

UT- 2: in your opinion, how will you describe the vocational uptake of vocational graduates after graduation?

*“Well In a short answer I can say few are self employed and*

*Many are not; maybe it is due to the economic situation we*

*Are experiencing in the country”*

Thank you sir, for sacrificing your valuable time and participating in my study

*"I thank you also and wish you all the best sir"*

#### **APPENDIX 5: Interview (Employer of Vocational graduates 1)**

Time of the interview: Morning

Date: July 2015

Interviewer: Research student

Interviewee: Employer of the graduates

Type of trade: Carpentry

Questions:

Q1: How can you describe the success of your vocations?

*"Kai..... I thank God my workshop is growing rapidly compared to*

*When I opened it three (3) years back"*

Q2: What role do your employees play in the development of your vocational enterprise?

*"My employees serve as my assistants. I send them out to do*

*Some outside work when the need arises, and we work together*

*Here in the workshop mostly "*

Q3: How satisfied are you with your employee's performance?

*"My employees are really good and I am lucky to have them*

*Because they are hard working I am just satisfied with their*

*Performance in fact look at that bed, can you see it? It is*

*Actually the brain work of one my employees, not me”*

Q4: What criteria did you consider before engaging your employees in your work place?

*“Actually my major criteria is for someone to be hard working*

*And have interest, because with hard work one can learn a lot in*

*A short period of time”*

Q5: How will you assess your employee’s performance in your enterprise, and what are your future plans?

*“My employee performance is excellent and I wish to open*

*Up more workshops in the future if all things go as planned”*

Thank you sir, for sacrificing your valuable time and participating in my study

*“Thank you too sir”*

*(Employer of Vocational graduates 2)*

Time of the interview: Afternoon

Date: July 2015

Interviewer: Research student

Interviewee: Employer of the graduates

Type of trade: Metal work

Questions:

Q1: How can you describe the success of your vocations?

*"Well, the business is moving smoothly, I think I should*

*Not complain much"*

Q2: What role do your employees play in the development of your vocational enterprise?

*"Well we collectively work together here and sometimes*

*I allow them to work on their own just to see how far they*

*Have gone"*

Q3: How satisfied are you with your employee's performance?

*"They are trying to cope with the work and I am confident*

*They will make it"*

Q4: What criteria did you consider before engaging your employees in your work place?

*"What happened was that, those two employees you are*

*Seeing here working with me are my relatives. So I employ*

*Them here because they have finished their school and*

*Have no work to do. And the other one who is not around*

*Is my son, he is sick"*

Q5: How will you assess your employee's performance in your enterprise, and what are your future plans?

*"They are trying as I said I am not complaining. My major*

*Challenge is electricity. These days I have to buy diesel and*

*Use my generator if I want to work, and you are also a living*

*Witness because you can hear the noise of the generator”*

Thank you sir, for sacrificing your valuable time and participating in my study

*“I am really happy with the visit and thank you sir”*

#### **APPENDIX 6: Interview transcript (Staff ministry for higher education, (1) Kano)**

Time of the interview: Morning

Date: July 2015

Interviewer: Research student

Interviewee: Staff of the ministry for higher education

Questions:

Q1: What will you say about the government policy on school counseling?

*“Well, realizing the importance of guidance and counseling,*

*The Nigerian government included it in the policy document*

*Of the National policy of education of 1981 paragraph.....*

*if I may recall... 83 (11) , yes”*

Q2: What role does the government play towards the effective implementation of counseling services in schools under your ministry?

*“On our part, the Kano state government is working tirelessly*

*To see that this policy on school counseling is effectively*

*Implemented in our tertiary institutions. In all the tertiary*

*Institutions of Kano state, there exists counseling centers*

*For the overall development of the students”*

Q3: How in your opinion do you think the government can minimize this habit of not practicing what they learned in school among the youth in the state, specifically vocational graduates?

*“It is simple and very difficult. In my opinion, certificates should*

*Only be given to those graduates who have become fully self*

*Employed after graduation. Ha ha ha..., it may sound odd but*

*May likely reduce it”*

Q4: What do you think can be done to motivate to vocational students to practice their vocations after graduation?

*“Well this is big issue that requires money, hard work, and*

*determination. In my own opinion, the wealthy individuals*

*In the community if possible should jointly work with the*

*government to work out ways of providing soft loans to*

*those graduates to start practicing their respective vocations*

*In their localities”*

Q5: How satisfied is the government with its efforts towards educating its citizens?

*“The government is really trying its best to see that its*

*citizens are properly educated; it is in fact satisfied with*

*the way things are going”*

Thank you sir, for sacrificing your valuable time and participating in my study

*“Thank you too”*

## **Interview transcript**

*(Staff ministry for higher education, (2) Kano)*

Time of the interview: Morning

Date: July 2015

Interviewer: Research student

Interviewee: Staff of the ministry for higher education

### **Questions:**

Q1: What will you say about the government policy on school counseling?

*“The government policy on school counseling is insufficient*

*It needs to be elaborated and given much priority than it is*

*Now in the National Policy on Education”*

Q2: What role does the government play towards the effective implementation of counseling services in schools under your ministry?

*“The government has directed all tertiary institutions to establish*

*Counseling offices or centers to cater for students’ educational*

*needs. Mean while, many specialists in counseling have also been*

*employed to train more counselors who would later serve as*

*future counselors”*

Q3: How in your opinion do you think the government can minimize this habit of not practicing what they learned in school among the youth in the state, specifically vocational graduates?

*“You see provision of adequate power supply is very essential.*

*I think when adequate power is supplied, small scale establishments will flourish thereby encouraging the vocational graduates to become self employed”*

Q4: What do you think can be done to motivate to vocational students to practice their vocations after graduation?

*“Once the students are appropriately counseled in school their awareness would be raised, and would be motivated to start thinking of becoming self employed after graduation”*

Q5: How satisfied is the government with its efforts towards educating its citizens?

*“The government is satisfied with system, yet it is geared Towards improving the system for the betterment of the citizens”*

Thank you sir, for sacrificing your valuable time and participating in my study

*“You are welcome”*

## APPENDIX 7: Interview (Vocational graduates 1<sup>st</sup>)

Time of the interview: Morning

Date: August, 2015

Interviewer: Research student

Interviewee: Vocational graduate 1

Questions

*Counseling awareness*

SP 1: What is your specialization and what made you to select it?

*"My specialization is Agric science, and I choose the course*

*Because I have the required credits to be given the course*

*And it is good course"*

*Counseling awareness*

C A 1: What will you say about counseling in your institutions?

*"Yes we have a good counseling unit in our institution sir"*

C A 2: How adequate were the counselors in the school?

*"Off course we have a counseling center in our institution and it is well*

*Equipped as I heard from a friend, but the major problem is the number*

*of students needing counseling services are too much that the counselors*

*we were having could not serve us so this discouraged most of us*

*to go for the counseling service"*

C A 3: Counseling may not take place effectively if there are no equipments and facilities. How will you describe your counseling centers in terms of equipments and facilities?

*"From what I learned from friends sir the center had good facilities"*

AT 1: How satisfied are you with the training you under go in your specialization?

*"Sir I like what I studied in the school, because I learned a lot"*

A T 2: What will you say about what you have studied and your interest?

*"We had good lecturers in our specialization and this made me*

*To develop interest in the course"*

AT 3: How adequate do you think the skills you acquired could enable you practice your vocation?

*"I think I have gotten enough skill to practice my vocation*

*Whenever the opportunity opens up for me"*

AT 4: Some people seek career guidance before applying for a course, what will you say about yourself in relation to this?

*"Many people wish to have career counseling, but the problem*

*Is getting the service is difficult since we had very few counselors"*

AT 5: What is your view about what people are saying that you should apply for what is available?

*"This is not good, because you may be given what is available*

*And later fail to cope with it"*

AT 6: Many parent have influence on their children's career, can you shed more light on this issue?

*“Yes so many of my friends complained that their parent prevented them from studying what is in their minds and they have choice”*

AT 7: Some people prefer getting white collar job than practicing their vocations. What is your view on this?

*“When you are employed by the government you are assured of getting Salary every month even when you are sick, but when you are self employed And you are sick, how can you survive? You see it is not going to be easy”*

*Uptake*

UP 1: How can you explain about the marketability of vocations in your locality?

*“Very marketable sir but it requires good capital if you want to Succeed in it”*

UP 2: Can you explain the relevance of finance in the uptake of your vocation?

*“Apart from the knowledge, I think money comes second Because of its importance sir”*

UP 3: What will you say about the importance of starting your vocation?

*“I think it is good to use the knowledge you get practically So that you become more competent in it”*

UP 4: Some people prefer to have a partner before starting their vocation, what is your reaction to this assertion?

*“A friend of mine also engaged himself with a partner to start raising broilers Because he wanted to assist him, but unfortunately the partner used to sell out*

*Some in his absence, and then later tell him that they died. But later he found  
Out the truth and this led to the closure of the business”*

UP 5: What are the challenges you are facing in the uptake of your vocations?

*“Getting a capital is not a problem to me but I am just afraid of starting  
I just feel I may not succeed, you know our people believe in buying  
Your goods on loan and then refuse to pay you back.”*

Thank you sir, for sacrificing your valuable time and participating in my study

*“thank you also sir”*

## **Interview**

*(Vocational graduates 1<sup>st</sup>)*

Time of the interview: Morning

Date: August, 2015

Interviewer: Research student

Interviewee: Vocational graduate 2

## **Questions**

SP 1: What is your specialization and what made you to select it?

*“Agric science is my area of specialization and this actually  
Was my parents’ decision because they wanted me to be  
A specialist in the area”*

## **Counseling awareness**

C A 1: What will you say about counseling in your institutions?

*“Yes, we have a counseling center in our school but the center  
Is so small. It is there in the school, but I have never visited  
The place”*

C A 2: How adequate were the counselors in the school?

*“I have from my friend that they were about 2 to 3 counselors  
But sir look at our number, what could 2 to 3 counselors  
Do to us?”*

C A 3: Counseling may not take place effectively if there are no equipments and facilities. How will you describe your counseling centers in terms of equipments and facilities?

*“I don’t think they have enough facilities at the center”*

*Attitude to vocations*

AT 1: How satisfied are you with the training you under go in your specialization?

*“The training we received was ok although it was not easy because  
There were no adequate laboratory equipments so we had to follow  
Long queue before we do our practical”*

A T 2: What will you say about what you have studied and your interest?

*“I really like what I studied because it is a marketable course”*

AT 3: How adequate do you think the skills you acquired could enable you practice your vocation?

*“You see I studied Agric science and I think if I get the capital  
I can start something like poultry farming. I want to raise layers*

*That can produce eggs”*

AT 4: Some people seek career guidance before applying for a course, what will you say about yourself in relation to this?

*“In my case, actually it was my parents who got the admission for me, so I just received it after they have finished processing it”*

AT 5: What is your view about what people are saying that you should apply for what is available?

*“Yes in some cases they are right if you look at our population Because even if you apply you may not get what you like”*

AT 6: Many parent have influence on their children’s career, can you shed more light on this issue?

*“I am also a victim of that because as I told you earlier, I was given the admission letter by my parents ,period!”*

AT 7: Some people prefer getting white collar job than practicing their vocations. What is your view on this?

*“Me too, ha hahahaha”*

*Uptake*

UP 1: How can you explain about the marketability of vocations in your locality?

*“yes it is marketable if you have the capital and a good location”*

UP 2: Can you explain the relevance of finance in the uptake of your vocation?

*“Yes it is very important because without money things will not*

*Move the way you want them to move”*

UP 3: What will you say about the importance of starting your vocation?

*"Yes it is good to practice it because you will be independent"*

UP 4: Some people prefer to have a partner before starting their vocation, what is your reaction to this assertion?

*"If there is cooperation it is good to have a partner in your businesses"*

UP 5: What are the challenges you are facing in the uptake of your vocations?

*"My major challenge is capital sir"*

Thank you sir, for sacrificing your valuable time and participating in my study

*"I am very grateful sir"*

## **Interview**

*(Vocational graduates)*

Time of the interview: Morning

Date: August, 2015

Interviewer: Research student

Interviewee: Vocational graduate 3

## **Questions**

SP 1: What is your specialization and what made you to select it?

*"Initially I was given Business education, but after receiving*

*Counseling I changed to carpentry because it is more*

*marketable than business education"*

### **Counseling awareness**

C A 1: What will you say about counseling in your institutions?

*"I can say we have a counseling center in my school because i  
Benefited a lot from it in many ways"*

C A 2: How adequate were the counselors in the school?

*"The counselors in the school are not adequate but because  
The available ones were hard working; they did a lot to us sir  
And we were happy"*

C A 3: Counseling may not take place effectively if there are no equipments and facilities. How will you describe your counseling centers in terms of equipments and facilities?

*"Uhhmm...yea I don't know much but I know they have good  
office with chairs and it was well decorated and conducive.  
If you are you are there you feel the place very quiet and good sir"*

### **Attitude to vocations**

AT 1: How satisfied are you with the training you under go in your specialization?

*"We have learned slot sir because we are now seeing the  
Rewards of our hard work and patience"*

A T 2: What will you say about what you have studied and your interest?

*"I have nothing to say sir but to thank God for this because  
now I am earning reasonably to keep myself and even help  
my parents"*

AT 3: How adequate do you think the skills you acquired could enable you practice your vocation?

*"The skills are adequate since I have already started practicing it;  
I even now have two (2) employees of my own"*

AT 4: Some people seek career guidance before applying for a course, what will you say about yourself in relation to this?

*"Career counseling is very important because at first I was studying  
Business education, but later I felt I was not coping so I decided to  
See the school counselor. And eventually we worked out on changing  
My course, so I switched to carpentry now I am seeing the benefit of  
Career counseling"*

AT 5: What is your view about what people are saying that you should apply for what is available?

*"No to me one should study where his interest is going because  
He will succeed better than going for the available"*

AT 6: Many parents have influence on their children's career, can you shed more light on this issue?

*"Yes, I agree with you sir, there were many of them when we  
Were in school, and at times they don't like the course"*

AT 7: Some people prefer getting white collar job than practicing their vocations. What is your view on this?

*"Before that was my view, but now I don't think I can leave  
My workshop and go for white collar job. I am contented"*

*With what I am earning now sir"*

### ***Uptake***

UP 1: How can you explain about the marketability of vocations in your locality?

*"Actually our products are regularly on demand. We do beds, Cushion chairs, ward robes and room dividers to people, and on wedding seasons the market is even more profitable"*

UP 2: Can you explain the relevance of finance in the uptake of your vocation?

*"Finance is essential, but patience is also needed as well as Good planning. Because even if you have the finance but You lack good planning; you may fail at the end"*

UP 3: What will you say about the importance of starting your vocation?

*"Sir, the importance cannot be explained, it is good for one to Become self employed"*

UP 4: Some people prefer to have a partner before starting their vocation, what is your reaction to this

*"No to me sir, one start on his own, and later sell part of the Share to the partner who is willing to join. But I have not yet done that I am just coming up"*

UP 5: What are the challenges you are facing in the uptake of your vocations?

*"My major challenge is meeting the demands of our customers sir.*

*We are currently only three (3) and sometimes had to work at night to meet our target"*

Thank you sir, for sacrificing your valuable time and participating in my study

*"I am also happy for participating in your work sir"*

### **Interview**

*(Vocational graduates 1<sup>st</sup>)*

Time of the interview: Afternoon

Date: July, 2015

Interviewer: Research student

Interviewee: Vocational graduate 4

### **Questions**

SP 1: What is your specialization and what made you to select it?

*"Agric science sir is my area of specialization and it the*

*Decision of my parents sir, because I would have chosen*

*Something different"*

### **Counseling awareness**

C A 1: What will you say about counseling in your institutions?

*"Sir we had a counseling center in the school, but I must*

*confess I have never visited the place throughout my stay"*

C A 2: How adequate were the counselors in the school?

*“Sir I really don’t know, but I hear from class mates that they were only two (2) at the center”*

C A 3: Counseling may not take place effectively if there are no equipments and facilities. How will you describe your counseling centers in terms of equipments and facilities?

*“Sir I cannot say anything on that because I have never Gone there”*

### ***Attitude to vocations***

AT 1: How satisfied are you with the training you under go in your specialization?

*“Sir we achieved a lot though I had wanted to read a different Course, but my parents prefer this course”*

A T 2: What will you say about what you have studied and your interest?

*“Sir my interest is on electrical engineering not this course Agric science”*

AT 3: How adequate do you think the skills you acquired could enable you practice your vocation?

*“I think I have enough skills to start practicing the vocation”*

AT 4: Some people seek career guidance before applying for a course, what will you say about yourself in relation to this?

*“No sir I did not seek any career guidance from anyone.*

*I read what my parents wanted me to study which is Agric*

*Science”*

AT 5: What is your view about what people are saying that you should apply for what is available?

*“Uhhmm.... May be they have their own reasons, but*

*I think what is better is to study what you are interested in”*

AT 6: Many parent have influence on their children’s career, can you shed more light on this issue?

*“It is just like me, I studied what my parents wanted me*

*to study..... just like that”*

AT 7: Some people prefer getting white collar job than practicing their vocations. What is your view on this?

*“Me too I prefer white collar job, because it is better than*

*going to the farm”*

*Uptake*

UP 1: How can you explain about the marketability of vocations in your locality?

*“Uhhmm.....some of my colleagues have started live stock*

*Farming, and poultry keeping and they said it is marketable”*

UP 2: Can you explain the relevance of finance in the uptake of your vocation?

*“Yes money is important in any business not only to those*

*Of us who studied Agric science”*

UP 3: What will you say about the importance of starting your vocation?

*“I am really disturbed because some of my mates have started*

*And failed, I am also scared of starting”*

UP 4: Some people prefer to have a partner before starting their vocation, what is your reaction to this assertion?

*“I think that it will be better to have a partner than starting*

*Alone, because the partner will assist where one is confused”*

UP 5: What are the challenges you are facing in the uptake of your vocations?

*“Sir sometimes apart from getting a capital also feels afraid*

*to start my own vocation on my own. I just feel incompetent”*

Thank you sir, for sacrificing your valuable time and participating in my study

*“Thank you too sir”*

## APPENDIX 8: Interview 2 (*Vocational graduate*)

Time of the interview: Morning

Date: August, 2015

Interviewer: Research student

Interviewee: vocational graduate 1

### Questions

CS 1: How satisfied are you with the counseling services offered to you?

*"The sessions were very interesting sir*

CS 2: Among the counseling strategies you were exposed to, which one do you prefer most, and why do you prefer it?

*"I prefer the group one over the rest, because we worked*

*Together in a team and shared our issues and problems"*

SA 1: How can you compare yourself awareness before and after undergoing this counseling?

*"Ah..... you can't compare now and before because my*

*Awareness has been raised"*

SM1: Did counseling motivate you to start thinking of practicing your vocation?

*"Yes of course, I have now decided to work out my way to*

*Become self employed. I now realized I have wasted my*

*Valuable time before, and since my colleagues have become*

*Self employed, I see no reason why I cannot be too"*

SE1: In terms of self efficacy, did counseling you receive improve it?

*"I think now I understood failures of others will not discourage me to try my own chance since I have already gotten the skill"*

UT 1: What are challenges you are currently experiencing in your vocation?

*"My challenge now is to get the capital which I have now started to raise, once I raised it I will start it"*

UT2: What in your opinion do you think prevents vocational graduates to practice their vocations despite the skills and technology they were exposed to during training?

*"Lack of awareness because from the experience I gathered now Sir I think we missed so much for not seeking counseling when We were at school. But now I realize that counseling always Gives you hope and courage to succeed in life"*

Thank you sir, for sacrificing your valuable time and participating in my study

*"thank you too sir"*

## **Interview 2 (Vocational graduates)**

Time of the interview: Morning

Date: August, 2015

Interviewer: Research student

Interviewee: Vocational graduate 2

### **Questions**

CS 1: How satisfied are you with the counseling services offered to you?

*"Sir I am very Impressed with what we discussed during the session we had with you on our issues"*

CS 2: Among the counseling strategies you were exposed to, which one do you prefer most, and why do you prefer it?

*"I think the group one is the best I really enjoyed it. It is then That one realize he is not the only one who has similar issue To discuss"*

SA 1: How can you compare yourself awareness before and after undergoing this counseling?

*"My awareness is far better than before sir"*

SM1: Did counseling motivate you to start thinking of practicing your vocation?

*"Yes I now realize that hard work is a key to success, Therefore I can also succeed with hard work"*

SE1: In terms of self efficacy, did counseling you receive improve it?

*"Why not I have now made up my mind to use the little I have"*

*to start up my own vocation very soon”*

UT 1: What are challenges you are currently experiencing in your vocation?

*“Not yet sir because I have not started it yet, but I know i  
can overcome it whenever it appears to me”*

UT2: What in your opinion do you think prevents vocational graduates to practice their vocations despite the skills and technology they were exposed to during training?

*“Sometimes the students do not like the courses they studied*

*While others just prefer white collar jobs”*

Thank you sir, for sacrificing your valuable time and participating in my study

*“I am happy for interviewing me sir”*

## **Interview 2 (Vocational graduates)**

Time of the interview: Morning

Date: August, 2015

Interviewer: Research student

Interviewee: Vocational graduate 3

### **Questions**

CS 1: How satisfied are you with the counseling services offered to you?

*“Sir I attended those sessions but yet I don't think I benefited  
anything from the counseling”*

CS 2: Among the counseling strategies you were exposed to, which one do you prefer most, and why do you prefer it?

*"I think I will prefer the individual one because there are some issues that you may not like to share it out with anyone apart from the counselor"*

SA 1: How can you compare yourself awareness before and after undergoing this counseling?

*"My awareness is somehow raised, and I still like the sessions"*

SM1: Did counseling motivate you to start thinking of practicing your vocation?

*"Sir I still prefer to get job with the government in an office.*

*You cannot compare working in an air conditioned office with working in a dusty workshop. Sorry sir, I don't mean to be rude"*

SE1: In terms of self efficacy, did counseling you receive improve it?

*"Yes it has improved a little bit sir"*

UT 1: What are challenges you are currently experiencing in your vocation?

*"My challenge is I don't want to be self employed, because*

*I prefer working an office"*

UT2: What in your opinion do you think prevents vocational graduates to practice their vocations despite the skills and technology they were exposed to during training?

*"May be they didn't have interest in it sir like me, hahahaha"*

Thank you sir, for sacrificing your valuable time and participating in my study

*"thank you very much sir"*

## **Interview2** (Vocational graduates)

*Time of the interview:* Morning

Date: August, 2015

Interviewer: Research student

Interviewee: Vocational graduate 4

### **Questions**

CS 1: How satisfied are you with the counseling services offered to you?

*"I am very satisfied sir with this help you gave us, may God*

*Help you too sir"*

CS 2: Among the counseling strategies you were exposed to, which one do you prefer most, and why do you prefer it?

*"I like all of them but the group one is the best one sir"*

SA 1: How can you compare yourself awareness before and after undergoing this counseling?

*"Ahh..Sir the difference is clear. I now realize that keeping your*

*Problem with you alone is not good. It is better to share it out  
and discuss it with someone, preferably a counselor"*

SM1: Did counseling motivate you to start thinking of practicing your vocation?

*"Yes it motivated me because I have now opened up a small  
poultry keeping business in our house using a very big cage.*

*I used the little money I was having to start it just last week"*

SE1: In terms of self efficacy, did counseling you receive improve it?

*“Seriously it really improved since I have now dared to  
Start something I feared before”*

UT 1: What are challenges you are currently experiencing in your vocation?

*“I just need more money so that I can expand what I now  
Started, because I am beginning to like the business everyday”*

UT2: What in your opinion do you think prevents vocational graduates to practice their vocations despite the skills and technology they were exposed to during training?

*“There may be many reasons, but on my side, it was lack  
Of counseling, because it improves our way of thinking on  
Our pressing issues”*

Thank you sir, for sacrificing your valuable time and participating in my study

*“Thank you too sir”*

**APPENDIX 9:Informed consent form**

I am giving my consent to be part of the research study of *Gambo Umar Mustapha*, a PhD Candidate from Kampala International University, Kampala Uganda who is conducting his research titled; '*Counseling strategies on Vocational practice for self employment among vocational graduates of Kano tertiary institutions, Nigeria*'. The researcher assured me of utmost privacy, anonymity, and confidentiality, and the option of refusing or withdrawing at any given time.

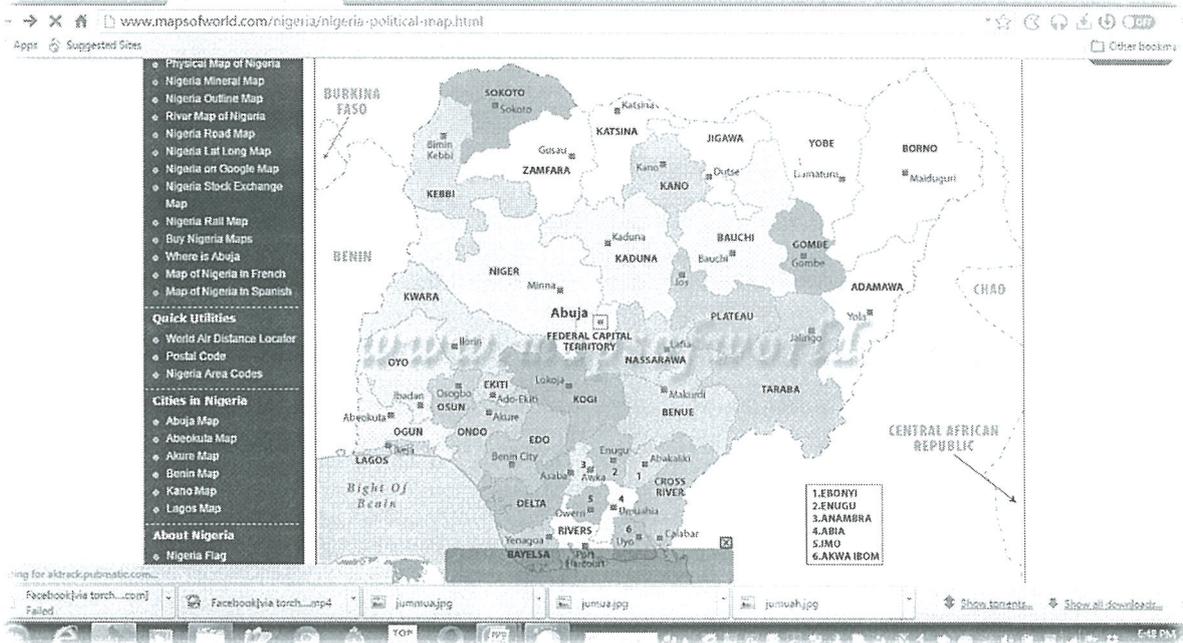
I have also been informed that, the research is voluntary, and the results of the study will be given to me if may ask for it.

Initial.....

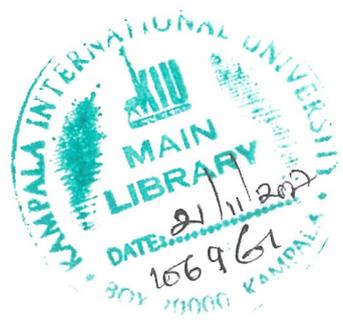
Date.....

*Thank you sir, for sacrificing your valuable time and participating in my study*

# APPENDIX 10: Kano State Map, Nigeria.



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**KAMPALA  
INTERNATIONAL  
UNIVERSITY**

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**COLLEGE OF HIGHER DEGREES AND RESEARCH**

Dear Sir/Madam,

**Re: INTRODUCTION LETTER FOR Gambo Umar Mustapha REG. No PhD/37156/121/DF**

The above mentioned candidate is a student of Kampala International University pursuing a PhD in Public Management.

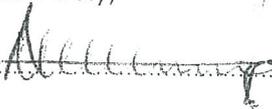
He is currently conducting a research for his dissertation titled **COUNSELING STRATEGIES ON VOCATIONAL PRACTICES FOR SELF EMPLOYMENT IN TERTIARY INSTITUTIONS OF KANO STATE, NIGERIA.**

Your Organization has been identified as a valuable source of information pertaining to the research subject interest. The purpose of this letter then is to request you to kindly cooperate and avail the researcher with the pertinent information he may need. It is our ardent belief that the findings from this research will benefit KIU and your organization.

Any data shared with the researcher will be used for academic purposes only and shall be kept with utmost confidentiality

I appreciate any assistance rendered to the researcher.

Yours truly,



Prof. Maicibi N. Alhas

Principal

TABLE I  
*Table for Determining Sample Size from a Given Population*

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.  
*S* is sample size.