Entrepreneurial Learning: A Social and Experiential Method of Entrepreneurship Development among Indigenous Female Entrepreneurs in Anambra State, Nigeria

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Abstract- The indigenous people of Iboland and Anambra State in particular are known for entrepreneurial learning and success. However, the role of entrepreneurial learning in the development of indigenous female entrepreneurs is still under researched. Thus, this study sought to explore the roles of entrepreneurial learning in the development of indigenous female entrepreneurs in Anambra State. Data for the study was obtained through in-depth interview involving 30 indigenous female entrepreneurs that were selected using purposive and criterion sampling techniques. We found that both positive and negative factors influenced their choice of entrepreneurial career. The respondents recognized opportunities, got information on entrepreneurial network and network providers from neighbours, friends, movies, husbands and through social interaction. Furthermore, the respondents: developed different capabilities in the course of their social and experiential learning period; measured success as business growth, helping themselves and others from the benefits of the business; reported being motivated to learn their chosen vocation for the purpose of gaining practical skills and experience; and identified the challenges of entrepreneurial learning and entrepreneuring as financial constraint, home-front responsibilities and sexual mores of men towards them. Thus, we recommend the establishment of centers for entrepreneurial learning for women and the provision of interest free loans for the graduants.

Index Terms- Anambra State, entrepreneurial learning, social interaction, experiential learning and indigenous female entrepreneurs

I. INTRODUCTION

People are born male or female, grow up to become boy or girl and take up roles as man or woman (Folorunsho, 2009, as cited in Ukonu and Tafamel, 2011). Many girls have been made to believe that their "being" when they eventually become women will be mortgaged to traditional culture, while their "becoming" will be mortgaged to the wishes of their husbands/family members. They are considered as weaker sex and always made to depend on men within and outside their families. Thus, making them the most underutilized resource (Goyal and Parkash, 2011; Kumari, 2012). However, women are beginning to come out of the role traditionally assigned them to show case their creativity and entrepreneurship. More so, many women are becoming more educated and the idea that a women should stay at home, baby sit, cook, go to the market, take care of the children and the home is no longer current (Ukonu and Tafamel, 2011). Entrepreneurship is becoming an increasingly important source of employment for women across countries. Women entrepreneurial activity has been the key contributor to economic growth in a number of countries, especially in emerging markets (Allen et al., 2007; Bosma et al., 2008).

Nigerian women like their counterparts in other parts of the world are natural entrepreneurs and presently they dominate the informal business sector in the country. More than ever before, these women are the driving force behind small businesses and local economies (Nwoye, 2007). Women (female) entrepreneurship is a rapidly growing phenomenon in many developing countries (Parvin et al., 2012). However, as an area of study, it is still under researched (Carter and Marlow, 2007). Entrepreneurial learning is one of such areas. Kumari (2012) noted that the process of becoming an entrepreneur involves learning, unlearning and relearning many things relating to the roles, tasks, functions, responsibilities and problems of entrepreneurs.

Indigenous people or societies are found in every inhabited climatic zone and continent and are embracing entreenurship along with the rest of the world (Peredo et al., 2004, as cited in Frederick and Foley, 2006). The indigenous people of Iboland and Anambra state in particular are known for entrepreneurial learning and by extension entrepreneurial success. Thus, owning to the relative lack of time on the part of indigenous female entrepreneurs occasioned by their workload and multiple roles as noted by Nwoye (2007) and the fact that women entrepreneurial activities have a positive social effect on the women and their social environment (Ukonu and Tafamel, 2011), this study seeks to explore the roles of entrepreneurial learning in the development of indigenous female entrepreneurs and entrepreneurships in Anambra State, Nigeria. The study also examines the challenges faced by the indigenous entrepreneurs in entrepreneurial learning, new venture creation and management.

Objectives of the Study
1. To identify the factors that influenced their choice of entrepreneurial career.

2. To examine the sources of information on entrepreneurial networks and   entrepreneurial network providers.
3. To identify the entrepreneurial capabilities of the indigenous female   entrepreneurs.
4. To determine how the indigenous female entrepreneurs measure success.
5. To identify the factors that motivated them to go into entrepreneurial learning,   and the challenges of entrepreneurial learning and entrepreneuring.

II.   LITERATURE REVIEW

Entrepreneurship Development

Entrepreneurship development is the process of actualizing an innovative intention by an individual or group of individuals in either a new or old enterprise through networking to acquire the requisite capabilities that will enhance the success of the venture in the face of environmental uncertainties (Agbim and Oriarewo, 2012). It is evident from the Agbim and Oriarewo definition that entrepreneurship has four dimensions: entrepreneurial intention; entrepreneurial networking; entrepreneurial capabilities; and entrepreneurial success. Also, according to Agbim and Oriarewo (2011) entrepreneurship is comprised of the entrepreneur, entrepreneuring and the enterprise. The entrepreneur is the individual or group of individuals who combine resources based on new ideas so as to add value to a new/existing product and/or add innovation in services rendered. Entrepreneuring is the entrepreneurial process in entrepreneurship development, while the enterprise is the outfit through which the products/services are delivered to the society.

Indigenous female (or women) entrepreneurs are female indigenous of a defined geographical area who owns or who has started and manages a business enterprise or organization within the same geographical area, while indigenous female entrepreneurship   is a business venture or organization that is owned or started and managed within a defined geographical area by a female indigene or a group of female indigenes of the same geographical area (Agbim and Oriarewo, 2011).

Entrepreneurial intention is the first step in new business formation (Lee and Wong, 2004); it is typically considered to be formed by a person's attitude toward entrepreneurship, the prevailing social norms attached to entrepreneurship, and the person's level of self-efficacy. Self-efficacy is a person's cognitive estimate of his/her capabilities to mobilize the motivation, cognitive resources and courses of action needed to exercise control over events in his/her life (Bandura, 1986). A person's intention to become an entrepreneur offers the best predictor of the person actually engaging in entrepreneurship in the future (Delmar and Davidsson, 2000). Thus, entrepreneurial intention is a conscious state of mind that directs attention (and therefore experience and action) toward a specific object (goal) or pathway to achieve it (Bird, 1989).

Networking, generally, enables people to get the right information, shrink operational expenditures by permitting the organization of actions and makes possible combined decision-making (Grootaert and Van Bastelaer, 2001). In addition, the would-be or nascent/budding entrepreneur according to Hellman and Puri (2002) is exposed to finance and experienced workforce that ensure entrepreneurship development and sustenance through networking. Entrepreneurial networks therefore create a relationship between the would-be entrepreneurs and the networks of their desired line of business at the start-up (Zhao and Aram, 1995). When the entrepreneurial networks of entrepreneurs begin to contribute to their entrepreneurial goals, these social contacts becomes their social capital (Burt, 1992). It has been established that persons with entrepreneurial intentions and who are exposed to various skills through entrepreneurial networking can gain access to useful information and even finance from the existing sources (Johannisson, 2000) and take measures to develop their entrepreneurial capabilities and by extension their own businesses (Tian, et al., 2009; Hunjra et al., 2011; Agbim and Oriarewo, 2012).

Entrepreneurial capability is developed by means of a specific and identifiable process (Treece et al., 1997). Golden and Powell (2000) described entrepreneurial capability as the flexibility to alterations. Ravichandran and Lertwongsatein (2005) further asserted that flexibility facilitates individuals and companies to swiftly and efficiently use state of the art technologies to constantly maintain existing businesses. Additionally, strategic flexibility is a type of vibrant entrepreneurial capability, which assists a person or a firm identify and grab opportunities (Herreld et al., 2007).

There are four entrepreneurial capabilities that are intertwined with the environment: (1) technological skills. These skills have been viewed in different ways in literature. But, majorly, it has been described by Hisrich (1992) as writing, oral communication, technology, interpersonal, listening, organizing ability, network building, coaching, team work and environmental monitoring skills; (2) Management skills. It connotes planning, organizing, leading and coordination skills (Agbim, 2013); (3) personal entrepreneurial skills. Hisrich (1992) described personal entrepreneurial skills as inner control/discipline, risk taking, innovativeness, change orientation, persistence, imagination, drive, flexibility, competitiveness, optimism and courage; (4) Entrepreneurial leadership skills. These are skills needed to gain competitive advantage through value creation that is based on newly discovered opportunities and strategies (Schulz and Hofer, 1999).

The proper utilization of these opportunities gives rise to entrepreneurial success. Entrepreneurial success implies positively affecting the lives of others and making a living through a well managed innovative product and/or service (Agbim and Oriarewo, 2012). Entrepreneurial success has also been viewed as: starting and achieving some benefits from a business; adding value to employees, customers and the larger community; doing something you love; finding meaning and purpose in work; and helping others (Maxwell, 2003; Kauanui et al., 2009, as cited in Agbim et al., 2013).

Entrepreneurial Learning

Some scholars believe that entrepreneurial learning occurs through experiencing different challenging events such as recognizing the opportunities, coping with problems, and performing different roles of an entrepreneur (Minniti and Bygrave, 2001; Erikson, 2003; Politis, 2005; Cope, 2005; Pittaway and Cope, 2007). In this sense learning is an indispensible reaction to new venture dynamics of change and a

central element of success (or failure) in start-up situation (Fayolle and Gailly, 2008). Rae (2006) explained learning as an integral part of entrepreneurial process in which human and social factors are as important as the economic factors.

Entrepreneurial learning is widely understood as how people acquire knowledge and enact new behaviours in the process of recognizing and acting on opportunities and of organizing and managing ventures (Maples and Webster, 1980; Rae and Carswell, 2000). Most of the learning that takes place within an entrepreneurial context are experiential in nature (Deakins and Freel, 1998; Sullivan, 2000; Minniti and Bygrave, 2001; Sarasvathy, 2001). Entrepreneurial learning has also be defined as a dynamic and constant process of acquiring, assimilating and organizing the new information and knowledge with pre- existing structures (Rae and Carwell, 2000; Minniti and Bygrave, 2001; Cope, 2005; Harrison and Leitch, 2005). Rae (2006) defined entrepreneurial learning as a dynamic process awareness, reflection, association and application that involves transforming experiences and knowledge into functional learning outcomes. It is therefore evident that the commonest feature of the definitions of entrepreneurial learning is experience.

Experiential Learning and Entrepreneurship Development

Many scholars believe that there is no other way to learn entrepreneurship than personal experience (Henry et al., 2005). This is because experience helps one to generate new meaning which consequently leads to change in thinking and behaviour (Fayolle and Gailly, 2008). More so, experience inspires the choice of entrepreneurship as a future career path, and enables one to face the challenges of new venture creation, growth and success (Matlay, 2005; 2006; Smith et al., 2006). Experience also develops ones entrepreneurial self-efficacy, that is, the strong belief and desire to successfully perform the roles and task of an entrepreneur (Peterman and Kennedy, 2003; Zhao et al., 2005).

Additionally, Erikson (2003) highlights experience as an influential factor in developing entrepreneurial self-efficacy. Erikson further noted that entrepreneurial self-efficacy develops through the journey from being completely inexperienced to becoming completely experienced. MacMillan and McGath (2000) asserted that entrepreneurial mindset can be developed through experience rather than the traditional methods of entrepreneurship education. Experiential methods of learning entrepreneurship enhance the acceptance and demands of students for entrepreneurship programs and thus, students can acquire entrepreneurial skills better through experiential methods (Plaschka and Welsch, 1990). Positive and pleasant experiences with entrepreneurship programs increase students' desire to become entrepreneurs as well as to highly engage in entrepreneurial activities which develops their entrepreneurial capacities (Fiet, 2000; Peterman and Kennedy, 2003). Harris and Gibson (2008) argued that high involvement in experiential activities can better enable students to develop entrepreneurial skills, reach their entrepreneurial potentials and achieve entrepreneurial success.

Social Learning and Entrepreneurship Development

Social interaction is crucial in the whole process of entrepreneurial learning. However, little attention has been directed to it as an interactive aspect of entrepreneurship

development (Man and Yu, 2007; Pittaway and Cope, 2007). Entrepreneurial learning occurs in a process of personal interaction with the environment (Rae, 2000, 2007; Cope, 2005) aiming at discovering, evaluating and exploiting opportunities (Shook et al., 2003; Corbett, 2005, Heinonen and Poikkijoki, 2006). Social interactions shape and develop the entrepreneurial perceptions, attitude and abilities (Rae and Carswell, 2000) particularly entrepreneurial leadership (Dess et al., 2003; Holt et al., 2007) of the student (or trainee). Social interactions helps students to become aware of their weaknesses, improve their strengths, become mature in networking and communication skills, share and challenge their different insights and reasoning process, discover weak points on their reasoning and the ways to improve them, correct one another, and adjust their understanding on the basis of others' understanding. More importantly, social interactions help the students to apply the acquired knowledge and skills to solve the problems (Fuchs et al., 2008). Social interactive learning enhances creativity and innovativeness which are the core components of the whole entrepreneurship process (Rae, 2006; Ko and Butler, 2007). Thus, by being involved in various entrepreneurial roles and activities, entrepreneurial leaders learn social interactions through the socialization process (Surie and Ashley, 2008).

Entrepreneurship development programmes provide opportunities for: students' (or trainees') social interactions (Peterman and Kennedy, 2003) which develop their entrepreneurial leadership skill (Vecchio, 2003); social interaction with the teachers and peers in groups which is critical for entrepreneurial learning process and improves students' affection on entrepreneurial activities as well as their perceived level of entrepreneurial competencies (Man and Yu, 2007); students (or trainees) to access groups of entrepreneurially minded students and research findings; students to be exposed to other entrepreneurs, investors and lecturers on occasions such as training, club meeting and business dealing where they have the chance to observe and learn from successful models (Zhao et al., 2005; Soutaris et al., 2007); social experience through which students exercise significant responsibilities which affect their desire to step into entrepreneurship (Peterman and Kennedy, 2003). Entrepreneurial learning occurs through social interactions rather than through written word of formal instructions (Collins and Robertson 2003).

III. RESEARCH METHODOLOGY

The study employed a qualitative research design to explore the contributions of the social and experiential learning components of entrepreneurial learning in the development of indigenous female entrepreneurs in Anambra State. One of the defining characteristics of qualitative method is that it is firmly located in the "contest of discovery" rather than the "context of justification" (Guba and Lincoln, 1994; Schowandt, 1994). Also, in contrast to quantitative method, qualitative research is inherently inductive rather than being deductive (Deshpande, 1983).

Interview is one of the main methods used to understand entrepreneur's behaviour (Patton, 1990; Fabowale et al., 1995). Creswell (2003) asserted that researchers mainly resort to interview when so much has not been written about a topic or the

population being studied. Thus, researchers seek to listen to participants so as to build an understanding based on their ideas. Based on the foregoing, interview method was adopted to gain insight into the experience of 30 indigenous female entrepreneurs in Anambra State.

To select the respondents, the study adopted purposive and criterion sampling techniques (Patton, 1990; Asika, 1991). Purposive sampling technique was employed to identify indigenous female entrepreneurs, while criterion sampling technique was employed to select 10 respondents each from Nnewi, Onitsha and Awka towns in Anambra State, Nigeria. The criteria for the selection are: that she learnt the business from a network provider for a period of time; that the establishment of the business was independently done by the respondents or together with another entrepreneur; that she is actively involved in the management of the venture; and that the business must have been in existence for more than five years. The interviews were conducted in English and each interview began with a brief explanation of the objectives of the study. Questions were asked concerning the respondents' profile; career story (before and after creating their ventures); factors that made them choose entrepreneurial learning as a method of entrepreneurship development; sources of entrepreneurial information; entrepreneurial capabilities acquired; their definition of entrepreneurial success; and the challenges of entrepreneurial learning and entrpereneuring. Pseudonyms are used to protect the identity of the entrepreneurs, while the audio-recorded data were transcribed after the interviews.

IV.   FINDINGS AND DISCUSSION

Profile of Respondents

Table 1 presents a breakdown of the profile of the respondents. The ages of the respondents ranged from 27 to 56. One of the respondents have no educational qualification, while for those who have, their highest and lowest educational qualifications are master degree and First School Leaving Certificate (FSLC) respectively. Twelve (12) of them are married with children, 8 are married but with only one child, 5 are widows with children and 5 are single. Concerning the type of business they are running, 3 of them are fashion designers, 3 are event managers, 4 are traders, 3 are into sachet water production, one operates a restaurant, 3 own daycare/school, 2 operate dispensary clinic, 3 are artist, 3 operate business centers, one operate a beauty saloon, 2 own a printing and publishing press and 2 run a confectionary business. Eleven of the businesses are copreneurships, while 19 are solepreneurships. The women have entrepreneurial experiences that ranged from 6 to 15 years.

Table 1: Profile of Respondents

S/No	Name	Age (in yrs)	Highest Edu. Qualification	Marital Status	Type of Business	Ownership Structure	Entrepreneurial Experience (in yrs)
1.	Chinwe	34	B.Ed	Married; have children	Fashion designer	Copreneurship	6
2.	Ego	42	MBA	Married; has a child	Event manager	Copreneurship	12
3.	Ify	31	NCE	Single	Retail outlet	Solepreneurship	7
4.	Ngozi	46	SSCE	Widow; have children	Sachet water production	Solepreneurship	8
5.	Chikwado	29	B.Sc.	Single	Retail outlet	Solepreneurship	6
6.	Chika	27	HND	Single	Retail outlet	Solepreneurship	6
7.	Chiugo	53	M.Ed	Married; have children	Daycare/school	Copreneurship	15
8.	Ugonna	45	None	Married; have children	Retail outlet	Solepreneurship	9
9.	Oge	35	NCE	Married; has a child	Fashion designer	Copreneurship	7
10.	Amaka	56	M.Sc.	Married; have children	Dispensary clinic	Copreneurship	10
11.	Ozioma	38	HND	Married; has a child	Artist	Solepreneurship	11
12.	Chinenye	40	SSCE	Widow; have children	Business center	Solepreneurship	9
13.	Oluchi	38	B.Sc.	Married; has a child	Sachet water production	Copreneurship	8
14.	Udoka	34	B.Sc.	Married; has a child	Dispensary clinic	Copreneurship	6
15.	Ujunwa	46	MBA	Married; have children	Event manager	Solepreneurship	12
16.	Ifeoma	30	OND	Single	Business center	Solepreneurship	6
17.	Oby	33	MPA	Married; has a child	Beauty saloon	Solepreneurship	6
18.	Chizoba	52	M.Ed	Widow; have children	Daycare/school	Copreneurship	11
19.	Odinaka	48	HND	Widow; have children	Printing and publishing	Copereneurship	8
20.	Nkiru	42	B.Sc.	Married; have children	Confectionary	Solepreneurship	7
21.	Chinyere	37	OND	Married; have children	Artist	Solepreneurship	8
22.	Nnenne	34	B.Ed.	Married; has a child	Restaurant	Solepreneurship	7
23.	Uche	55	SSCE	Widow; have children	Sachet water production	Copereneurship	12
24.	Ebele	41	MPA	Married; has a child	Daycare/school	Solepreneurship	8
25.	Adaobi	32	MBA	Married; have children	Event manager	Copreneurship	6
26.	Ifunaya	51	FSLC	Married; have children	Fashion designer	Solepreneurship	12
27	Adaeze	29	B.Sc.	Single	Artist	Solepreneurship	6
28.	Nkem	32	NCE	Married; have children	Business center	Solepreneurship	6
29.	Ekene	43	HND	Married; have children	Printing and publishing	Solepreneurship	7
30.	Ihuoma	48	SSCE	Married; have children	Confectionary	Solepreneurship	10

Factors that Influence the Choice of Entrepreneurial Career

Katz (1992) defined employment status choice intentions as the vocational decision process in terms of the person's decision to enter an occupation as a salaried or self-employed person. Kolvereid (1996) asserted that the greater the person's perceived behavioural control, the stronger the person's intention to become elf-employed. The perceived behavioural control which is one of the factors of self-efficacy will in-turn correspond to perceived feasibility. According to Agbim and Oriarewo (2011) the motivating force that drive women to desire to be self-employed can arise from positive or negative conditions. Owing to women's traditional household responsibilities such as provision of food, clothing, education and health care support, women according to GEM (2010) engage in entrepreneurial activities out of the necessity to meet these responsibilities to both dependent immediate and extended family members. This is evident from the comments of the following indigenous entrepreneurs:

Chinenye stated that:

The financial constraint I experienced owing to the sickness and subsequent death of my husband motivated me to search-out a business I could do so as to make some money to take care of myself, my children and other dependants.

Ekene stated that:

By the grace of God I married a well-to-do young man. After our wedding, I pleaded with him to establish a printing press for me and he agreed. Also, naturally I had always desired to be independent. So, my husband's promise to support me stirred up an entrepreneurial consciousness in me.

Adaeze stated that:

I started my artistry work when I could not secure a salaried job in both the public and private organizations.

Chinwe stated that:

My creativity in fashion designing drove me into setting up a fashion designing business with my friend.

Ugonna stated that:

I have no formal education. However, when I discovered that I could still do well in trading, I ventured into retail business.

Sources of Information on Entrepreneurial Networks and Entrepreneurial Network Providers

Researches undertaken on the learning pattern of female entrepreneurs in disciplines like sociology, management, education and psychology have identified female entrepreneurs as self-directed learners (Wells, 1998) who learn from challenges and problem solving (Well, 1998; Coyle, 2003) and frequently focus their learning on an in-the-moment information need (Wells, 1998; Fenwick and Hutton, 2000). These conceptualizations on the learning pattern of female entrepreneurs view female entrepreneurs as adult learners only. However, studies from the field of entrepreneurship focuses female entrepreneurs learning on the entrepreneurial context and the impact of opportunity recognition.

Indeed, entrepreneurial learning is highly associated with opportunity recognition and exploitation (Rae, 2006; Ko and Butler, 2007). Opportunity identification is typically taught through innovative problem-solving and creative-thinking exercises and techniques rather than the traditional classroom activities (Klein and Bullock, 2006). Although several authors have noted that some of the information and knowledge can be learned through education, much of the necessary information on entrepreneurship and for identifying and exploiting opportunities can be learned through social interaction and experience (Rae and Carswell, 2000; Politis, 2005; Heinonen and Poikkikoki, 2006). This is corroborated by the responses of these indigenous female entrepreneurs.

Ujunwa stated that:

I discovered the need for an event manager in my area when my neighbour was preparing for his wedding. He had to travel to a neighbouring town to contract one because none was in existence in our area.

Nkem stated that:

I started this business center owing to the continual demand by students for computer services. As you can see, this house is surrounded by so many private hostels occupied by Unizik students. So, one day a student told me that instead of only selling stationeries that I can as well start computer services, binding and lamination in this shop. When I showed interest, the student introduced me to a business centre operator from whom I learnt the business.

Oby stated that:

The whole idea about hair styling and body care come when I lost my job and after seeing a beauty pageant movie.

Chiugo stated that:

I started this school after I was disengaged as a teacher in a state in the Northern part of the country. My husband encouraged me to go to our town in Anambra State and establish a primary/secondary school together with his sister since only one was in existent then. Today, I thank God because I heeded my husband's advice.

Entrepreneurial Capabilities of Indigenous Female Entrepreneurs

Entrepreneurial capabilities (technical, management and personal entrepreneurial skills, and entrepreneurial leadership skills) constitute the building bricks of any business enterprise (Agbim, 2013). Thus, every entrepreneur needs to learn the requisite skills for his/her chosen vocation. The female entrepreneurs corroborated this view when they explained the entrepreneurial capabilities they have learnt.

Ego explained that:

When I was learning the business of even management, I learnt colour combination skill for the purpose of decoration. I also learnt management skills like how to plan, direct and control events.

Ify explained that:

As a business trainee some years back, I learnt from my madam how to differentiate original jewelleries and other clothing materials from the fake ones. I also learnt from my madam how to handle various changes in the business environment and how to maintain my customers.

Ngozi explained that:

I learnt the practical aspect of this business from a man. During this period I learnt among other things how to threat water, how to maintain my customers and retain my workers.

Chikwado explained that:

I learnt this business for six months. During this period, among other things I learnt from my madam how to keep financial records.

Chika explained that:

My OND programme was full time, while my HND was part time. So I was learning the trade and doing my HND programme at the same time. I learnt from my madam how to differentiate original machine spare parts from the fake, how to save and how to know which parts to stock more and when.

Oge explained that:

Aside polishing my innovative and risk taking skills, I learnt discipline and flexibility in designs both from my madam and my co-trainees.

Amaka explained that:

After my diploma and bachelor programmes in health technology and nursing respectively, I worked in both private and public hospitals to acquire practical experience in drug administration, learn how to manage patients and to gain practical experience in midwifery before setting up this dispensary together with my friend who is also experienced. Those who come here do so mostly because of our experience on the job.

Odinaka explained that:

When I was learning this business, my director taught me that when I establish my own business, I will need more of management skills but as the business grows I will need more of leadership skills and less of management skills. Today, this business has grown. The skills that have helped I and my friend to maintain and stabilize this growth are; ability to predict future problems and crises, ability to influence my workers, emotional intelligence, and ability to understand the needs of my workers.

How the Indigenous Female Entrepreneurs Measure Success

Entrepreneurship is a rugged venture. If it succeeds, the entrepreneur has reason to ride the crest to self-fulfillment and happiness (Ottih, 2011). Thus, when asked to explain how they measure success, the indigenous female entrepreneurs viewed success differently as follows:

Ozioma stated that:

Success in my business is that I started the type of business I love and that it has grown from a small to a big business.

Oluchi stated that:

I see success in my sachet water production business as managing the business well and meeting the water needs of my customers.

Udoka stated that:

I feel successful in this business when I see the business growing, my patients healed, I maintain a cordial relationship with my colleague, and my family members are helped from the benefits of the business.

Ijeoma stated that:

As far as I am concerned, success in this business connotes having more customers, doing a beautiful work for them and helping people around me from what I make from the business.

Chizoba stated that:

I feel successful when we graduate disciplined pupils/students with high academic performance, help family members and neighbours.

Nkiru stated that:

Success is adding value to my customers, workers, myself, my family members and members of the community where the business is located.

Ihuoma stated that:

We feel successful when we give our customers value for their money and help people around us.

Successful women entrepreneurs have unique ways of putting together personal qualities, finance and other resolution by their willingness and ability to seek out an investment opportunity, establish an enterprise based on it and use the opportunities successfully. Successful women in business are ready to spend on capacity building. They have good accounting system, take care of those working for them and they believe that they are adding value to the economy (Ukonu and Tafamel, 2011). They measure success as adding value to employees, customers and the larger community (Kauaniui et al., 2009, as cited in Agbim et al., 2013).

Most women that have made it in their entrepreneurial activities select a career, which gives them intrinsic satisfaction, accepts responsibilities, have focused, achievable and measurable goals. They have internal locus of control, high self-esteem and self-efficacy. They are conscious of the dynamism of their environment. They are innovative and creative to look for people's needs and identify gaps in their immediate environment and try to meet them (Ukonu and Tafamel, 2011). It is therefore obvious that if the right and adequate support is given to them, they can develop further, influence more women to become entrepreneurs and by extension measure up with their male counterparts with time (Agbim and Oriarewo, 2011).

Entrepreneurial Learning and Entrepreneuring: Motivating Factors and Challenges

Women entrepreneurs are persons who accept challenging roles to meet their personal needs and to become economically independent. A strong desire to do something positive is an inbuilt quality of entrepreneurial women (Goyal and Parkash, 2011). The indigenous female entrepreneurs corroborated these assertions when they explained what motivated them to go into entrepreneurial learning and the challenges they encountered in the course of the learning and entrepreneuring activities.

Chinyere stated that:

I enrolled to learn the practical skills in fine and applied arts so as to enable me set up my own art business. My two years as a trainee was challenging, experimental and interactive because I learnt so much from both my master and any co-trainees, I sacrificed my leisure time to care for my home front, I disciplined myself to overcome the sexual harassment from men. And, when I eventually established my own I initially encountered financial, home-front and job challenges. But for now things are much better.

Nnenne stated that:

My biggest motivating factor is that I am a gifted cook. And, my biggest challenge for the 3 months I learnt the practical skills in restaurant business and since I established my own restaurant has been the sexual mores of some men toward me.

Uche stated that:

I went into learning sachet water production for 6 months so as to gather practical experience from the business owner, the workers/trainees and the distributors. My challenge then was taking care of my children, meeting up with my activities as a trainee and financial constraint because I was not a salaried staff. However, since I established my own production outfit together with my friend, our challenge has been high cost of production occasioned by erratic public electric supply.

Ebele stated that:

I worked with a private school for 3 years to learn how to establish and manage day care/primary and secondary schools. My challenge then was financial constraint due to the poor remuneration. My challenge today is inadequate staff training and inadequate infrastructure.

Adaobi stated that:

My love for good colour combination and order drove me into this business. I learnt the business for 2 years; getting involved in practical activities to learn the skills and to acquire experience. My challenge then was sexual advances from the opposite sex and financial constraint; I did not have the money to buy some materials and equipments to try out some things myself. However, things are a lot better since I started the business with my friend. Our challenge today is always how to meet the demands of our clients.

Ifunanya stated that:

My love for fashion designing drove me into learning the skills and gathering practical experience of the business for 4 years. My challenge then was my inability to speak and write in English language. However, things started changing for the better when I enrolled for adult education. Today, the challenge has been family responsibilities, and meeting my clients' demands and the seasonal chest pains I usually experience.

V. CONCLUSION

The findings of the study showed that financial constraints, support from husbands/family members, joblessness, creativity and lack of formal education influenced the respondents choice of entrepreneurial career. This according to Agbim and Oriarewo (2011) showed that both positive and negative conditions can drive women to desire to be self-employed. The study also found that the respondents recognized opportunities, got information on entrepreneurial networks and network providers from neighbours, friends, movies, husbands and through social interaction. This suggests that the students/trainees should be taught how to derive meaning from different learning opportunities (Rave and Carwell, 2000) and how to learn through the whole process of entrepreneurship development (Corbett, 2005).

The study further revealed that the trainees learnt entrepreneurial capabilities such as; colour combination skills, management skills, skills on how to handle changes in the business environment, skills on how to maintain their customers, technical skills, skills on how to retain their workers, skills on how to keep financial records, skills on how to differentiate fake products from the original, skills on how to save, skills on how and when to maintain certain stock levels, risk taking skills, discipline and flexibility skills, skills on drug administration, skills on how to manage patients, practical skills in midwifery and entrepreneurial leadership skills. It is evident that entrepreneurial capability is developed by means of a specific and identifiable process (Treece et al., 1997). This process entails "learning to learn". Therefore, more emphasis should be placed on "learning to learn" rather than the theoretical aspects of entrepreneurship development (Fiet, 2000; Zhao et al., 2005).

It was also found from the study that the respondents measured success in their business as: starting the business they love; growing their business from a small to a big one; managing the business well and meeting the needs of their customers; maintaining a cordial relationship with their colleagues; helping family members from the benefits of the business; having more customers; helping people around them; adding value to self, family members, customers, workers and community members; and giving customers value for their money. The respondents revealed that the motivating factors for entrepreneurial learning and entrepreneuring are: to gain practical skills/experience; natural gift/ ability and love for their chosen vocation. They further gave the challenges of entrepreneurial learning and enterprenuring as: financial constraint, home front responsibilities, the nature of the job, sexual mores of men toward women, inadequate staff training,

erratic power supply, poor remuneration, how to meet clients'/customers' demands, inability to speak and writer in English language, inadequate infrastructure and the health hazards associated with some of the businesses.

The study has revealed that entrepreneurship development can be better achieved through entrepreneurial learning. This is because entrepreneurial learning develops in the students/trainees: an entrepreneurial intentions; the ability to recognize opportunities and consequently search-out an entrepreneurial network provider from whom to learn the requisite capabilities for the chosen vocation; and the needed commitment that assures entrepreneurial success. Entrepreneurial learning helps the students/trainees to achieve all these through social interaction and experiential learning. To enhance and sustain the development of indigenous female entrepreneurs in Anambra State, centers for entrepreneurial learning through the process of social interaction and experiential learning should be established. This will consequently reduce the challenge of sexual harassment from men and give the women the balance between learning time and the time to attend to their home-front. More so, interest free loans should be made available to the women who have gone through the learning process of their chosen vocation. This is to enable them start their own businesses.

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