

White Paper: Career Guidance & Implementation in Nigeria.



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ANCIENT CAREER GUIDANCE AND COUNSELLING

In an average traditional setting, the concept of guidance and counseling is as old as mankind. Wherever there are two people, friends, husband and wife, parents, and children who live nearby, there is a need for guidance and counseling. Gibson and Mitchell (1981) reported that perhaps the earliest search by man for a counselor was when Eve reaped the consequences of eating the forbidden fruit in the Garden of Eden. Since then, man has gone in search of assistance from beings adjusted to be "superior" whenever confronted with the unknown. From the earliest civilizations, fortune tellers (palmistry, astrology, crystal, gazing, graphology, etc.) Philosophers, priests, diviners, and other representatives of the gods and religions have flourished in their role of advising and counseling their adherents. The historical origin of guidance has also been identified in the thoughts and works of Greek philosophers like Plato and Aristotle. Another major impetus in the development of guidance between the 16th and 19th Centuries was the publication of many books that attempted to provide comprehensive information on the professions and how to gain entry into them. The Swiss educator Johann Pestalozzi (1746- 1827) also contributed to the growth of guidance by persistently advocating that society could be reformed only to the extent that the individual in that society was helped to help himself develop. Traditionally, each religious sect has its accredited counselors. Worshippers of other gods like thunder, iron, river, hill, or devil occasionally consult the appropriate oracle for guidance.

HISTORICAL DEVELOPMENT OF GUIDANCE AND COUNSELLING IN THE ANCIENT TIME.

Guidance and counseling as a field of human endeavor is as old as mankind. Gibson and Mitchell (1981) report that perhaps the earliest search by man for a counselor was when Eve reaped the consequences of eating the forbidden fruit in the Garden of Eden. Since then, whenever a man is confronted with complex issues, he could seek guidance from sources he considered superior to himself such as fortune tellers, philosophers, priests, and diviners. The historical origins of guidance have also been identified in the thoughts and works of the great Greek philosophers who advocate the development of the individual through education. Notable amongst them was Plato who is credited as one of the first to organize psychological insight into systemic theory. His dramatic method set the way for and is akin to the modern-day counseling relationship in which the dynamic of human interaction (the characters are as important as what they say) comes into play.[1] Aristotle, one of Plato's most distinguished students also contributed significantly to what has come to be known as psychology through his study of people. Another major impetus in the development of guidance between the 16th and 19th Centuries was the publication of many books that attempted to provide comprehensive information on the professions and how to gain entry into them. Among these were 'The Complete Book of Trades' (Edward Hazen, 1836), 'A General Description of all Trades' (Campbell, 1747), 'The Universal Plaza of all the Professions of the world' published by the Italian Tomaso Garzoni and Tom of all trades' by Powell [2]. Advances in Social Science, Education, and Humanities Research, Volume 589 Proceedings of the 1st International Conference on

Continuing Education and Technology (ICCOET 2021) Copyright © 2021 The Authors. Published by Atlantis Press SARL. This is an open-access article distributed under the CC BY-NC 4.0 license - <http://creativecommons.org/licenses/by-nc/4.0/>. 180 The Swiss educator Johann Pestalozzi (1746- 1827) also contributed to the growth of guidance by persistently advocating that society could be reformed only to the extent that the individual in that society was helped to help himself develop. Another major impetus in the development of guidance between the 16th and 19th Centuries was the publication of many books that attempted to provide comprehensive information on the professions and how to gain entry into them. Among these were 'The Complete Book of Trades' (Edward Hazen, 1836), 'A General Description of all Trades' (Campbell, 1747), 'The Universal Plaza of all the Professions of the World' published by the Italian Tomaso Garzoni. The Swiss educator Johann Pestalozzi (1746- 1827) also contributed to the growth of guidance by persistently advocating that society could be reformed only to the extent that the individual in that society was helped to help himself develop.

GUIDANCE AND COUNSELLING IN AMERICAN EDUCATION

The introduction of modern-day guidance into the American educational system is often associated with Frank Parsons who in 1908 founded the Boston Vocational Bureau to advise young people seeking jobs and to train teachers as career masters. In his book 'Choosing a Vocation' Published in 1909, Parsons developed a tripartite model of vocational choice which later came to be known as the trait and factor theory [3]. In his view, for an individual to make a wise vocational choice, he must first undertake an extensive self-study to understand his abilities, aptitudes, interests, resources, and limitations as a first step [3]. The second step is to gain an insight into the requirements and conditions of success hazards, opportunities, and prospects, salary, and fringe benefits, among others in various lines of work. The third and final step is true reasoning culminating in a wise choice based on the relations of these two groups of facts. Other notable early contributors to the growth of guidance in American education were Jesse Davis, Eli Weaver, and David Hill among others. In 1907, Jesse Davis as Principal of Grand Rapids, Michigan High School was the one who first used the term counseling. His approach to vocational guidance was similar to that of Parsons, that is occupational choice based on self-study of occupations. Other pioneers include Eli Weaver established teacher guidance committees in every school in New York City, and Stanley Hall who started the first psychological laboratory in the USA in 1883[4] The growth of the guidance movement was also aided in the first quarter of the 20th Century by the development of standardized group intelligence tests and the mental measurement movement. The name of James Cattell who published an article in which the term 'mental test' was first used in the psychological literature and 1896, the French psychologist Alfred Binet and his collaborator V. Henri were also of note. Theodore Simon published the first general intelligence scale which Lewis Terman and his

colleagues at Stanford University revised and standardized for American schools in 1916 [4]. The period of World War I witnessed the need for psychology in the screening and classification of volunteers and recruits. led to the development of the first group intelligence scale, the Army Alpha, and its equivalent form, the Army Beta. At the end of the war, these tests were revised and turned over for civilian use of these tests in education during the period following the War. The formation of the National Vocational Guidance Association (NVGA) in 1913 and the subsequent publication in 1915 of the first guidance Journal, 'Vocational Guidance' also aided the growth of the membership of NVGA. The merger of NVGA with other similar associations to form the American Personnel and Guidance Association (APGA) with a membership of about thirty-six thousand was also a milestone. Today the American Psychological Association with its seventeen divisions and several publications is a leader in propagating guidance and counseling. The 1960s and 70s marked the period of ascendance for guidance in America. The major currents and influences that stimulated this were the federal government's financial support, and legislation (such as the National Defence Education Act of 1958) which among other things paved the way for stimulating the establishment and maintenance of local guidance programmes. Capitalist individualism with its inherent dehumanization and alienation from self and society increased the demand for counselors to assist people in regenerating, rediscovering, and reintegrating themselves into society. Also, the suspicion that the Soviet Union was ahead in space technology by its launching of the first earth satellite Sputnik I in 1957 led to a need for the identification of gifted children whose special talents could be nurtured and harnessed for the jet age.

MODERN PIONEERING APPROACH IN NIGERIA

The origin of modern guidance and counseling in Nigeria is the modern vocational guidance is usually associated with the work of Frank Parsons from 1854- 1908 which came to the limelight in 1905. That is, the roots of organized formal vocational guidance lie in the early 20th century (1990). In 1959 group of catholic Sisters at Saint Theresa's College Ibadan invited Mr. Oruwariye for proper guidance and counseling in job selection and placement for their school girls who were graduating, the emphasis of the talk was on vocational information, awareness of the world of work, Location of employment and reduction of examination anxiety [5]. Before that time, Nigeria had the characteristics structure of the American society of the late nineteenth century with the rapid pace of industrialization, urbanization, and growth of uneven distribution of wealth. Fortunately, all the girls from St. Theresa's College who applied for jobs after the seminar were 60, and 57 were offered jobs. In the subsequent year, lectures, symposia, and guidance workshops were Advances in Social Science, Education, and Humanities Research, Volume 589 181 originated for all the final year students. The success of this service attracted other schools in Ibadan, Lagos, Enugu, Kaduna, and Kano to start similar exercises. This led to the formation of the Ibadan Careers Council in 1952 and other

career councils in other cities. These councils were transformed into Nigeria Career Councils in 1967. the Counselling Association of Nigeria (CAN) was launched on 11th December 1976. A year later, it was resolved that CAN be affiliated with APGA to draw Inspiration, and gain strength and support [6]. The first seminar in guidance and counseling and Testing was done in September 1964 and in the same year, the Harvard USAID staff introduced formalized guidance practices at Comprehensive nigh School, Aye- toro, Ogun state, for the training of Nigeria teachers to undertake vocational guidance [7]. The development of guidance in Nigeria has also been helped by a visit in 1962 of sixteen Nigeria Educators and Ministry officials to Sweden, France, and the United States of America under the USAID/ Nigerian joint project to among other things examine the educational practices and system of these countries and look for features which if adapted to our local needs and conditions would improve our education. A relevant observation that gave credence to guidance was that the basic function of a comprehensive school is to channel pupils into courses of study Suitable to their abilities and interests. Counselling is of Paramount importance [8]. The group therefore recommended that since each Comprehensive school must have at least one guidance officer, it is vital to train a sufficient number of Nigerian teachers in vocational guidance. In 1977 when the Federal Government of Nigeria officially recognized the need for guidance and counseling. In the National Policy on Education 1977, p.30) it is stated: In view of the apparent ignorance of young people about career prospects, and in view of personality maladjustment among school children, career officers and counselors will be appointed in post-primary institutions and government ll continue to make provisions for the training of interested teachers in guidance and counseling. Oyinloye (1984) stated that in 1978 only 14 Federal Government and 6 state secondary schools had organized guidance programmes run by professional counselors. The writer has attempted to present a picture of the present status of guidance in Nigerian schools (Ikeotunye,1983) [9]. Among other things, it was stated that:

1. Some sort of guidance services exist in schools in most States, but formal guidance programs are generally lacking in the schools.
2. Most states have set up guidance and counseling units at their headquarters just like the Federal Ministry of Education. In fact a few States have gone further to appoint Guidance personnel in their Zonal Offices
3. In the Northern States, a growing number of schools have career masters most of whom are, however, ill-prepared for their job.
4. The staffing of guidance services is inadequate and the time allotted to guidance where it operates, is rather insufficient.
5. All career masters and most counselors combine their guidance duties with classroom teaching.
6. Most students use guidance service where available; and the students who receive guidance benefit immensely from the services.

7. Guidance courses now feature in the Education degree programmes of almost all the universities and Colleges of Education. Besides, a good number of the universities now have programmes of study leading to the degrees of M.Ed. and Ph.D. Again a few universities have introduced guidance and counseling as a specialty at the undergraduate level. A few more are likely to do the same.

8. Guidance refresher courses and workshops are on the increase.

9. In 1981 the number of qualified counselors in the Federal and State Ministries of Education was 50.

10. A projection was made about the number of guidance counselors required in the 1982-83 school year for the Junior 24 Secondary enrolment alone, and this number 1990:6-10) stood at 1,600. Self.

OBJECTIVES OF VOCATIONAL GUIDANCE IN NIGERIA:

- According to Parsons (1909) [10] objectives today vary according to individual educational systems as earlier stated which would include according to Hayes and Hopson (1972) in Kolo (1990) [11], Tor-Anyiin, (2008), Ogbodo, (2009) listed as:

1. To assist clients (students) to acquire knowledge of the characteristics, functions, and duty requirements of occupations in which they are interested.

2. To enable clients to get relevant information about abilities and skills in terms of related qualifications and competencies required to take up the identified occupation.

3. To assist clients in developing abilities to analyse occupational information and make suitable choices by using appropriate career information effectively.

4. To assist clients in getting information about various post-educational and training facilities and apprenticeship schemes.

5. To enable clients to understand their potential and interest to an identified occupation or a group of occupations that they may take up.

6. To enable clients to choose the right type of Jobs.

7. To develop entrepreneurship qualities in clients for taking up self-employment trade. However, Tor – Anyiin (2008) [12] includes more of the following: -

8, Development of the self-assessment in clients

9, Development of client's self-concept

10. Encouragement of a greater awareness and definition of clients' own value.

11. Development of the client's occupational concept

12. Encouragement of clients for visionary decision-making.

13. Development of client's occupational self-concept and extra-occupational self-concept and

14. Helping clients to adjust toward themselves and their environment. The above objectives imply that before they are met details of respective clients' interests, attitudes, and other

personalities must be ascertained. This can only be done through psychology, (psychological testing) which is the scientific study of behavior and mental processes.

CAREER GUIDANCE AND IMPLEMENTATION IN NIGERIA

“Guidance may be defined as assisting an individual to prepare for his future life to fit him for his place in society.” (Husband's Book, Applied Psychology”).

Career Development is a “continuous lifelong process of developmental experiences that focuses on seeking, obtaining and processing information about self, occupational and educational alternatives, lifestyles and role options” (Hansen, 1976). Put another way, career development is the process through which people come to understand them as they relate to the world of work and their role in it. Vocational guidance is the assistance given to students in choosing and preparing for a suitable vocation. It is concerned with the selection of a vocation and preparation for it by students. Vocational guidance is the entire process of helping an individual settle and progress in a career that is best suited for them. By the late 19th century and beginning of the 20th Century, Vocational guidance' was used, but with time it has been replaced by “career” because it is “more contemporary and also agrees with the recent trend in the field that career is a life process” Kolo (1999) in Tor-Anyiin (2008). In addition, the use of 'career' reduces the confusion between 'vocational guidance and 'vocational' education. According to Hassen (2006) in Tor-Anyiin (2008), career guidance combines the two as well as emphasizes the interaction between learning and work. This is not unconnected with the fact that for the individual to be able to make appropriate decisions about a vocation, he/she must have obtained a good picture of himself or herself and attain a good educational level. This explains why career guidance is developmental from an early stage of one's life or learning. This is continuous because of the evolving socio-economic changes caused by knowledge explosion, experience, science, and technology. The relevance of vocational guidance and counseling programs in satisfying the vocational needs of students by helping them to explore the range and structure of occupation at the local, state, and national levels cannot be underestimated (Manuel & Asuquo, 2009). Students are involved in career guidance for better self-understanding (Hiebert, Collins, & Robinson 2001). It starts from understanding the personality, abilities, and interests of the individual; bringing before them the several career options that exist; selecting the career that best matches their personality, abilities, and interests; entering into that career without restrictions, and adjusting to the demands of life and the career as they progress.

Why is CTM (Vocational Guidance) Relevant in Schools?

Vocational guidance is important during adolescence or school age because this is the point where individuals make transitory from childhood to adolescence a life-molding decisions that greatly determine the direction they take in life.

This being said, career guidance does not end in schools only, it benefits in Nigeria

1. Improved quality of life for citizens: that can greatly influence how satisfying their adult life will be.

2. More effective workforce: When citizens settle in careers that best match their personalities, abilities, and interests, it not only helps them live satisfying lives but also increases their overall work output and brings more progress to the nation due to the increased strength of the workforce.

3. The world of work is full of numerous choices: evolving and opening up several new career options. Previously there were only a few choices but as career choices increase, it both brings options for greater satisfaction and creates room for confusion. If people are not guided, they might remain lost and confused in the myriad of choices that exist and make uninformed decisions.[13]

4. Unpredictability and continuous change like jobs

With the daily influx of new technologies, many career paths are becoming unstable and unpredictable.

5. Healthier family and interpersonal relationships: More and more families are tearing apart in Nigeria today because one or both parents are so engrossed with their work and never make time for the family. Career counsellors can help individuals draw out road maps to navigate through their careers in ways that will ensure their families are not sidelined while still being productive at their jobs.

6. Work-life balance: some people neglect themselves as individuals to their jobs. This can lead to physical health complications like obesity and body pains, mental health issues like anxiety and stress disorders, burnout, and many others. But all, can be avoided by the input of career counsellors in helping them chart a course for effective work-life balance and holding them accountable for sticking with the chartered course.

7. To cater to the gifted and talented. But they too also face even more challenges because as individuals they already have more than enough choices in themselves to choose from. This supposed strength and advantage, if not well taken care of, can become a weakness in that it stops them from picking and sticking to a particular career path which may hinder them from making progress in life. [14,15]

STRUCTURE OF NIGERIA SYLLABUS OF CAREER GUIDANCE: CONTENT AND IMPLEMENTATION.

Coombs (1974) also recommended entrepreneurship education for developing particular knowledge and skills associated with various economic activities to promote useful living after school [16].

Ultimately, entrepreneurship education is expected to change the orientation of the function of school education as a tool for self-reliance and national development. However, it is relatively a new course in the Nigerian University curriculum. The National Universities Commission (NUC) in the Draft Benchmark and Minimum Academic Standard recommended four (4) credit units of entrepreneurship studies for students in the faculty of education (Uzoka, 2008) [17].

A good number of Nigerian universities are yet to implement the NUC policy statement on entrepreneurship education. Only very few universities take general studies (GS) courses on entrepreneurship education in Nigerian universities. It has been observed since 2009 till date that the undergraduate syllabus at the University of Ibadan is relatively dominated by general

psychological theories (Oladele, 2007, p. 133). Less attention is given to 60 Moromoke Nimota Raji to theories and practice of Vocational and Career Counselling. During the teaching-learning process, the contents of these theories are often dictated to students with little or no attention paid to the issue of how to apply them in diverse cultural backgrounds in Nigeria.

Be that as it may, current efforts are being made to update the syllabus in Nigerian Universities. This new effort is commendable. It is the view of the paper that there is a need to ensure that the process of revision is comprehensive such that graduates of Nigerian Universities will be able to compete favorably with those from Universities elsewhere, but more especially from the Western world. One other point that needs to be made is that the syllabus of Hochschule der Bundesagentur für Arbeit, (HdBA) Mannheim, Germany and that of the University of Ibadan (UI), Nigeria was compared but it was found that HdBA seems to make more provision for practical training. The program has four practical opportunities for students; each for four months and this is often well coordinated, supported, supervised, and evaluated by the Professors of the institution and experienced workers from relevant Ministries. In contrast, at the University of Ibadan, the students have two practical exercises, each for 6 weeks, with both restricted to secondary schools where many stakeholders in the school system hardly give the counselor students the opportunity or an enabling environment that could afford the chance to be exposed the practical knowledge, they would need for their future job demands. Given this situation, it is not often possible to ascertain that students have even the minimum practical experience they require for their competence as future guidance counselors. Students who undertake their practicals in secondary schools are automatically turned into class teachers Issues around vocational and career counseling in Nigeria 61 with little or no opportunity given to the practice of “Guidance and Counselling.” This is an area that requires a lot of attention in the process of curriculum review in Nigerian Universities.

The implementation of the syllabus requires a combination of up-to-date methods of teaching and complementary programs like seminars, workshops, excursions, lecturing, group discussions, and power-point-presentations among others. As of 2009, at the University of Ibadan, it was observed that the training method is still largely that of the old, traditional chalk and blackboard and/or whiteboard and marker. In most cases, lecturers simply dictate notes to their students while audio-visual facilities that are crucial for practical training (micro-counselling) are rarely available. And where and when they are, the facilities are outdated or are no longer functioning. The use of new media is very minimal while most recommended publications that can be considered as recent are those of lecturers teaching different courses. Available counseling clinics seem to be poorly equipped, and in most situations, the equipment is very old. A visit was made to HdBA in 2009, 2010, and 2013, and was able to participate in the micro-counseling. The students of these institutions also benefit from opportunities for exchange programs with other European countries. Since returning to Nigeria in 2013, and as earlier stated, it was observed that things have also begun to improve in universities here. Increasingly, lecturers are beginning to make use of audio-visual facilities like overhead projectors during the period of lesson delivery. Lecturers also make efforts on their own to win fellowships and grants which consequently enable them to travel out of the country and participate in exchange programmes. These, in turn, have had positive effects

on their performances in their primary assignments. The only problem that the writer perceives in this situation is that the changes seem to be due to individual efforts and innovations, whereas 62 Moromoke Nimota Raji what is needed is a kind of systemic overhaul of the approaches to, and methods of, teaching. [18] Ranson (1995) and Nwagwu (2000) identified irrelevant curriculum as a recurring factor of unemployment. According to Ranson (1995), the curricular were not related to the realities or work prospect of most pupils who graduate with little or no understanding of the working or importance of wealth creation of the economy. In the school system, graduate students seems not to be exposed to creating jobs for one self, only very few tertiary institutions seem to offer some semblance of entrepreneurship education (Uwaneyi and Aduwa,

GUIDELINES TO CAREER GUIDANCE

Tertiary institutions in Nigeria are established to train students for the nation's manpower needs at the middle and upper levels, encouraging them to acquire proper values for survival and national development to enable them to play appropriate leadership roles (Ogbodo, 2009). The challenges among tertiary institution students in Nigeria include disconnection between their field of study and the world of work. Career guidance services should put students through how to focus on career information through a variety of resources and activities that state the entry and training requirements, employment opportunities, nature and conditions of the work, advancement opportunities, salary, and benefits of the job, among others. Career Guidance Participation in school provides students with the necessary awareness, knowledge, and skills required in the world of work. It is a strategy for providing occupational orientation to students to become aware of what is contained and required in a career of one's choice that matches their interests and abilities. Occupational orientation is viewed as an important aspect of the career development process; adolescents must identify their interests and abilities, balance them with labor market opportunities, and gradually develop an occupational preference (Super, Savickas, & Super 1996). The importance of providing "transition enhancement" assistance has been emphasized in the further education, training or employment of students (Baker 2000). Career guidance participation will help students acquire the knowledge, skills, and awareness necessary for effective career development (Herr, Cramer, & Niles, 2004) The inclusion of students' responses is a result of recognition that adolescents may be the best source for identifying their own needs Holland's theory emphasizes the accuracy of self-knowledge and career information necessary for career decision making (Zunker, 1994). Career information should include relevant information about education and training opportunities, occupations and their characteristics; labor market supply and demand.

Exploration

Career exploration has been recognized by the Parson (1908) and Holland (1992) theories to match individual qualities and that of the workplace environment. Participation in career guidance enables students to achieve social modeling which Bandura (1995) described as the second domain through which individuals develop self-efficacy. Various studies have been conducted in many countries to examine the level of participation in careers, in a study done by Rashid et al. (2009) examined career development invention in high schools in Terengganu, Malaysia, and found out

that there is adequate participation in career guidance activities provided.[19] Song and Werbel (2007) have examined the role of social networks in the process of career exploration in a longitudinal study among US and Chinese. Career Development Inventory (CDI) and group, career guidance and counseling strategies (package used for treatment) treatment in a study done by Babatunde Joseph OJO of the Department of Guidance and Counseling of the University of Ado-Ekiti the procedure took place in three different school locations where students were pre-tested and post-tested before and after treatment with group career guidance (GCG), Group Career Counselling (GCC) and Group, Career Guidance and counseling (GCG+GCC). The results of the study revealed a generally low career maturity and decision-making skills before treatment. This study revealed improvement in maturity and skills after the treatment. It is then recommended that group career guidance should be made a compulsory part of the secondary school curriculum in Nigeria.

The implications of poor participation in career guidance activities could have both short and long-run effects on students' career decisions on one hand and on the quality of labor to be produced through the process on the other. In the short run, low participation in career guidance prevents students from making considered career decisions based on personality variables such as skills, values, aptitude, and so forth, hence resulting in competency mismatch. Low participation in school career guidance activities particularly in the assessment aspect indicates the level of inadequate preparedness of students and their incapability to match personality with occupational environment thereby utilizing potentials maximally to attain higher productivity. The 21st century demands competency and productivity which are obtainable when informed career decision is made through assessment, career information search, and exploration. Career guidance in schools remains the only vehicle that can connect students with the right opportunities based on personal assets thereby exploring and putting potential into judicious use in today's competitive environment

But the question is since the onset of CTM in Nigeria has it been officially implemented or has it been put into practice?

The Federal Government tried to solve the problem but failed because of the following challenges:

- a. **Weak Entrepreneurship Education:**The solution to the problems of youth unemployment lies in the effective delivery of entrepreneurship education by Nigerian institutions of higher learning and the introduction of entrepreneurship into the curricula of senior secondary and tertiary education.
- b. **Lack of Enterprise Spirit Among Youths:** CELCEE (2003) identified the absence of enterprise spirit among young people as a challenge to entrepreneurship education. Encouraging enterprise spirit as against white collar job mentality among students is a pre-condition to achieving progress in employment, growth competitiveness, and innovation.
- c. **Curriculum Issue:** The Curriculum issue is an enormous challenge to entrepreneurship education, developing a comprehensive curriculum that will incorporate and address entrepreneurship education from the secondary to tertiary levels of education is another major challenge. Also, the non-

or poor implementation of curriculum issues is a major limitation. In Nigeria, despite the effort of the Counselling Association of Nigeria (CASSON) to replicate the picture painted by Prelovsky (2017) in our school system, the challenges have been enormous. In fact the gap between the school environment and the work environment is increasing by the day. Employers of labour now find school leavers unemployable because there is a glaring fact of a mismatch between workforce supply and job demand as a result of Information Communication Technology (ICT) and globalization.

d. Technical Proficiency: Technical proficiency

is another most challenging factor of entrepreneurship education. Adeyeye (2008) suggested that entrepreneurship education should inculcate skill-building courses, which will in turn expose students to technological innovation.

JOB MARKET AND ITS CHALLENGES

Several researchers have reported that many HE graduates in developing countries are poorly prepared for job placement in the labor market (e.g., Hall, 2002; Okolie, Igwe, and Elom, 2019; Pitan and Adedeji, 2012). Their findings raised some pertinent questions about the relevance of HE programs to fostering career development, quality learning outcomes, productivity, and employability of graduates. While some studies have noted the disparity between the Skills, HE students acquire and the real skills required by employers (e.g., Bandede, and Faremi, 2012; Okolie, Nwosu, and Mlaga, 2019) and others pointed out that the educational programs and the curriculum of HEIs do not allow students to adequately develop the required career skills that are relevant for employability that the employers demanded [20].

Their findings are highly relevant for Nigeria and other developing countries' policy and research initiatives that aim to promote social inclusion and equity and improve better working conditions for all. The findings also have implications for the career development and employability of HE graduates in a developing world context. Their study, therefore, provides significant suggestions on how to build sustained HEIs and labor market partnerships to foster the career development and employability of graduates through establishing CTM centers in every Nigerian institution.[21]

With a fast-growing population of nearly 230 million, Nigeria is the leading country in Africa by number of inhabitants. For this reason, among others, the burden of unemployment has been prevalent over the years, leaving the labor dependency ratio forecast at 2.1 percent in 2023. In that year, the total labor force was estimated to increase to over 75 million. Overall, the unemployment rate in Nigeria has increased considerably, rising to 5.8 percent in 2022. To help reduce unemployment in the country, the government announced, in February 2022, that it had created 750,000 jobs [22]. Data about unemployment from the National Bureau of Statistics of the Federal Republic of Nigeria revealed the unemployment rate is defined as the share of the labor force (the combination of unemployed and employed people) who are not employed but who are actively searching and are available for work. Unemployment is one of the components of labour underutilization. The unemployment rate for Q3 2023 was 5.0%, this is a significant increase from 4.2% recorded in Q2 2023. The unemployment rate by sex among men was 4.0%

and among women was 6.0%. Disaggregation by location, the unemployment rate was 6.0% in urban areas and 4.0% in rural areas. Focusing on young people, the youth unemployment rate was 8.6%. In terms of educational attainment, the unemployment rate was 7.8% among persons with post-secondary education, 6.3% for those with upper secondary education, 5.5% for those with lower secondary education, 4.8% for those with primary education, and 2.7% for those with no formal education [23] (See Figure 1).

Figure 1: Unemployment rate in Nigeria

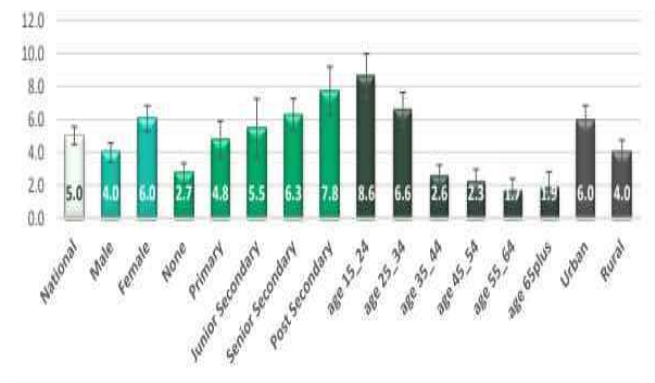
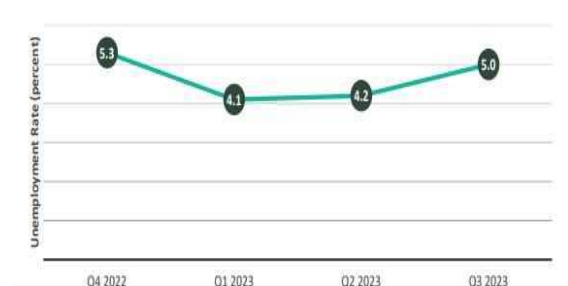


Figure 2: Trend of Unemployment



With the inception of career guidance, its implementation with the various career guidance theories, the Nigeria, employability of graduates is very vital. The future of work is changing rapidly around the world and Nigeria is no exception. The country is undergoing a demographic revolution, with a young and growing population. This brings both opportunities and challenges to the youth labour market. On the one hand, the growing youth population represents a potential workforce that can stimulate economic growth. On the other hand, young people have difficulty finding stable jobs.

Youth unemployment in Nigeria is extremely high and a significant number of youths are engaged in informal and low-productivity jobs. It is the expectation of parents and caregivers and educational financiers that HE graduates should, in turn, be employed to support them financially. To their disappointments and frustrations, the graduates were unable to get employment either due to a lack of employability skills, lack of jobs, or lack of relevant career-related

information and mentorship (CTM) to meet the expectations of the job market, of their parents or caregivers, Nigerian HE institutions should ensure that career development programs are established and promoted to motivate students in developing themselves career-wise. To the parents' dismay, the children complete the HE programs to join the league of unemployed graduates, who roam the streets in search of white-collar jobs instead of having a smooth transition from school to work. Contrary to the parents' beliefs about the HE-to-labor market transition, Schleicher (2013) noted that having more education does not guarantee an automatic transition into better skills, good jobs, and better lives. The job market also has a part to play in the unemployment of the HE graduates that is presently happening in Nigeria, when you look at Nigeria's diffident institutions, when it comes to employment all have different qualifications and experience that they are looking for, reveals that the substantial information about qualifications and experience needed before been employed into these Universities is different and it depending on the university for example in Nile university in Nigeria fast-growing private higher education institution located in Abuja. The University was founded in 2009 and is a member institution of Honoris United Universities, the first and largest Pan-African network of Higher Institutions. Nile University has over 9,000 undergraduate and postgraduate students, 38 undergraduate programs across six faculties, as well as 51 postgraduate programs across six faculties. When applying for a senior lecturer, Qualifications & Experience required are:

The candidate must have a Ph.D. degree in the relevant field plus 6 years' experience in teaching, research, and administration.

- Must have at least 7 publications in reputable journals and evidence of continuous research and ability to supervise students.
- Well-developed interpersonal, oral, and written communication skills, excellent time management and organizational skills.
- Ability to prioritize and accurately complete tasks, work independently and meet deadlines.
- Affiliation with a Professional body.
- Must be adept in the use of MS Office Packages and video conferencing tools such as Microsoft Teams.

Which may be different from the other institutions. Such organizations should make life easier for HE graduates.

The findings of this study shed light on varying resources required to cope with the demands of labour market in terms of the supply of competent workforce that can contribute to Nigeria's economic growth and development. The findings are highly relevant for Nigeria and other developing countries policy and research initiatives that aim to promote social inclusion and equity and improve better working conditions for all. The findings also have implications for the career development and employability of HE graduates in a developing world context. Originality/value Understanding the role that CTM programs can play in facilitating career development and graduate employability can arguably be of importance within the developing world context. This study, therefore, provides significant suggestions on how to build sustained HEIs and labour market partnerships to foster the career

development and employability of HE graduates through establishing CTM centers in every Nigerian HE institution. [24]. Solving the youth employment problem means finding solutions for young people looking for decent and productive work, for those who are working but living in poverty, or for those discouraged by market prospects. Those solutions must meet both labour supply through education, skills development, and training, and labour demand through job creation and a favorable environment for startups, as well as the quality of work for young people including working standards and conditions. The youth labour market situation in Nigeria is also affected by developments across national borders, such as population growth, climate change, migration, innovation, and automation, as well as calls for bold and urgent action by all stakeholders. More recently, the impact of the COVID-19 pandemic and the measures introduced to contain it have put further pressure on the economy, the labour market, and the employment prospects of young people.

The Nigerian government in an attempt to promote entrepreneurship and resolve the problem of youth unemployment, especially graduates established the National Directorate of employment (NDE) in 1986: supported the Millennium Development Goals Reform (MDGs 2000) and developed the Policy of National Economic Empowerment and Development Strategies (NEEDS) in 2003 among others. The NDE aims at alleviating unemployment pressures, especially among technical schools and university graduates (Adeyeye 2008). The MDGs is to eradicate extreme poverty and hunger while NEEDS' focuses on poverty eradication, wealth creation, and employment generation. Nigeria remains committed to ensuring sustainable and productive employment for its youth. Globally, Nigeria supports the implementation of the 2030 Agenda for Sustainable Development and became the first government partner in Africa to commit to the Global Initiative for Decent Work for Youth [20].

The Nigerian youth will however be faced with challenges such as a mismatch between skills and labor market needs, Lack of access to education and training, and Limited employment opportunities due to a glaring incident of mismatch between the nation's labor force as produced by the school system and the demand of the labour market. The result is an army of unemployed youths who now prefer to engage in illegal activities like cybercrimes, suicide

bombing, militancy, political thuggery, school bullying, kidnapping, illegal migration and human trafficking. What then can be done to address these challenges? The Nigerian government should invest in education and training to empower young people with skills for the future. Policy formulation and implementation that will favor the rise of entrepreneurs of the future should be promoted and both the private and public sectors should create jobs for young people. To empower the Nigerian youth for the future of work, collaboration should be at the center between the government, private sector, and charities. Apprenticeships and internships should be provided for students from secondary to tertiary levels and technical skills should be encouraged at the primary education level. Access to business support, finance, training and mentoring for young entrepreneurs [25].

Adeyere and Akerele (2006) attributed the massive unemployment among Nigerian graduates is to lack of entrepreneurship education, which they considered the only key to survival in the present economy. Education in its entirety should be relevant to the needs

of the individual and the socio-economic needs of the nation. Therefore, there is a need to revamp not only the senior secondary school but also tertiary curricula with an emphasis on practical thinking and behavioral skills blended with academic and vocational subjects. [26] In the Government sector, quite all right they will advertise for a job, but in reality, they have already given the job to their relation and the person they need, making life unbearable for the candidate that is qualified and other graduates that don't have God- Father and who you know is also another problem.

CAREER CHOICE AND DEVELOPMENT THEORY

An ancient philosopher Confucius explained it well with the philosophy "Choose a job you love, and you will never have to work a day in your life." Career development theories help explain how career paths, personality traits, and behaviors influence career success. There are five major career development theories:

Ginzberg's Developmental Theory, Holland's Theory of Vocational Types, Super's Developmental Theory, Bandura's Social Cognitive Theory, Parson's Trait and Factor Theory

Ginzberg's Theory: In 1951, the economics professor Eli Ginzberg, along with scholars Axelrad, Ginsburg, and Herma, developed the theory of career choice.

Fantasy stage (birth - approximately 11 years): children participate in pretend games and roleplay, imitating adults and others around them. Examples playing house, playing school (Career Day), where some will act as a firefighter or police officer or Nurse or a Doctor etc. Children may say they want to be a nurse or a teacher when they grow up, but they don't have a realistic view of what the career is like.

Tentative stage (age 11 - 17 years): children begin to understand their personal preferences, talents, and aptitudes as they become more self-aware.

Realistic stage (age 17 - 24): young adults narrow in on a career choice. This stage can be divided into three "sub-stages".

Exploration: the young adult begins experiencing possible career choices through educational choices and exposure to the realities of the career

Crystallization: the young adult becomes more certain of a career choice as they are exposed to the realities of their choice. Many people remain at this stage throughout their career.

Specification: The young adult realizes specific specialties within their choice. For example, a student studying to become a nurse will realize that there are many types of nurses and tailor their education to specialize in an area that meshes with their personal values and educational choices.

Ginzberg's ideas align with the developmental stages of growth and personality development described by Erikson, a well-known human development psychologist. Ginzberg did not consider developmental changes that take place throughout a person's life. Career decisions and development continue past the age of 24, the end of Ginzberg's Realistic stage. Another limitation of this theory is that Ginzberg did not consider the personality traits described by other career development psychologists that also influence career satisfaction.

Holland's Trait and Factor Theory: John Holland developed a theory based on the idea that personality traits influence our career choices. He described six categories of personality types that correspond with six occupational environments. Holland's Six Personality Types. John Holland created a hexagonal model that shows the relationship between personality types and environments. Notice that the personality types closest to each other are more alike than those farther away. You can see this most clearly when you compare the personalities opposite each other, on the hexagon. For example, read the description of the types of Realistic and Social. You will see that they are virtually the opposite of each other. On the other hand, Social and Artistic are not that far apart.[23] The same holds for the work environments.

1. In our culture, most people are one of six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Some refer to these as Holland Codes or RIASEC. People of the same personality type working together create a work environment that fits their type, for example, when Artistic persons are together on a job, they create a work environment that rewards creative thinking and behavior -- an Artistic environment.
2. There are six basic types of work environments:
Realistic, Investigative, Artistic, Social, Enterprising, Conventional. "Work" includes doing things to achieve a purpose, like paid and unpaid jobs, volunteering, sports, or hobbies.
3. People search for environments where they can use their skills and abilities and express their values and attitudes.

For example, Investigative types search for Investigative environments; Artistic types look for Artistic environments, and so forth.

4. People who choose to work in an environment similar to their personality type are more likely to be successful and satisfied. For example, Artistic people are more likely to be successful and satisfied if they choose a job that has an Artistic environment, like choosing to be a dance teacher in a dancing school -- an environment "dominated" by Artistic type people where creative abilities and expression are highly valued [27].



6. How you act and feel at work depends to a large extent on your workplace (or education) environment.

If you are working with people who have a personality type like yours, you will be able to do many of the things they can do, and you will feel most comfortable with them.

Advantages of Holland Types for Career Counseling

Types are intuitively appealing and easily shared with students. Helps students get oriented to the world of work that isn't overwhelming. Provides a helpful way of understanding varied work environments.

Disadvantages of Holland Types for School Counseling

The theory doesn't provide insights into how one develops a type or guidance for working with student.

Applications of Career Counseling Theories

Career development theories influence the practice of career development counselors as they help individuals identify fulfilling careers. Career development and counseling help people understand how career choices complement their personal characteristics, education, and personal goals. Trait and trait factor career development theories focus on matching personality traits with characteristics that predict success in specific categories of careers. Career aptitude tests help an individual identify vocations that match their personality and meet their needs. The use of Holland theory in a Multicultural Context in the 21st Century

Holland's RIASEC theory was designed to meet the vocational needs of people in the U.S. in the mid-twentieth century. Literature was produced and exam after a 1996 meta-analysis of a similar topic, which proved to be mixed but somewhat more supportive of the international applicability of RIASEC structure and Holland-based assessments. The discussion includes a commentary on the applicability of Holland's theory in a post-modern world with its global economy and rapid change [28] The Structure of Vocational Interests in Non-U.S. Samples was done by Rounds and Tracey's (1996) meta-analysis, many studies explored the nature of the RIASEC model. Specific studies that evaluated the applicability of it in various cultures and settings from 1996 to March 2008 are examined the current status of the RIASEC model in Africa, Asia, Europe, and South America was done and presented in a study that sampled participants in Africa in 2002, du Toit and de Bruin tested the validity of Holland's circular order model for black South African students using the South African version of the Self-Directed Search. The results indicated that the structural validity of Holland's circular order model of personality types was not supported in this South African population. The authors argued that because black South Africans value collectivism, a value that is contradictory to that of many Western societies, it is possible that this value affects vocational interests. They also noted that the unemployment rate in this population was extremely high and that participants may have endorsed several interests on the SDS with the hope of increasing their odds for gaining employment. It is also important to note that the SDS was in English, a second language for many of them. Only minimal research is available on the RIASEC structure in Africa and more research is needed to understand its possible usefulness in this complex and diverse region.[29]

SUMMARY ON THE CULTURAL APPLICABILITY OF THE RIASEC STRUCTURE.

The literature provides empirical evidence to support the use of Holland's theory in various countries and cultural contexts. Various models based on Holland's theory have demonstrated structural utility in several countries such as in Asia and Europe etc. The theory model has both the circular and circumplex aspects in countries like Eastern China, Iceland, and Germany, which were found fit. Further, the circular order model was fit in Hong Kong, Singapore, Korea, India, and Croatia. Holland's Theory of both the circular order and circumplex models and five other models demonstrated a good fit across cultures. Prediger's two-dimensional model was supported in Iceland and China. Liu and Rounds's octant model fits the data well in Serbia and Croatia. Gati's hierarchical model was supported in Germany and China. With all this great support for Holland's models in numerous cultural contexts, there is also evidence to warrant cautious use of Holland's theory in some places.

But the question is: Is it relevant in other cultures? Holland's circumplex model, Gati's hierarchical model of vocational interests, and Rounds and Tracey's (1996) alternative partition model all demonstrated a poor fit in Africa (du Toit & de Bruin, 2002; Glidden-Tracey & Parraga, 1996). There are some cultures where one model is supported but another is not. Of course, persons who differ greatly from average in any characteristic, i.e., very poor or very rich, very slow or very smart, a special talent or genetic characteristic, may be outside the range of what the typology seeks to help us understand or explain (Holland, 1997). The following links will shade lighter:

[http://jca.sagapub.com/content/9/2/115\(a](http://jca.sagapub.com/content/9/2/115(a) comparative study of American and Singaporean college students that provides of validity of the Holland)

<http://associationdatabase.com/aws/NCDA/pt/sd/news/article/6521/PARENT/layout/details/false> (Holland's life and work with an extensive list of references at the end)

<http://www.choixdecariere.com/pdf/5873/6.pdf>(Holland's contribution to vocational psychology)

CONCLUSION

With all the career guidance and counseling with its various theories, something is lacking from the tutelage, it is seen that lack of proper career guidance and counseling exposed Nigerian adolescents to unemployment which in turn results to deviant behaviors such as cybercrimes, suicide bombing, militancy, political thuggery, school bullying, kidnapping, illegal migration, and human trafficking. Proper Career Guidance and counseling curriculum and implementation review and its examination is required.

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