

Effects of Vocational Counseling on Career Choice and Poverty Reduction among Nigerian Youths

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Abstract: Career choice is dependent on the information available to individuals when making career decisions. Vocational counseling guides in career decisions based on aptitudes, interests and abilities of a candidate. The absence of mainstreamed vocational counseling in schools' routine often result in widespread mismatch of individuals to careers that are not selling in today's market which leads to unemployment and poverty among graduates. This study examined the availability and provision of vocational counseling services in basic and post basic education in selected schools in Education District Five, Lagos State. Ten schools with fifty randomly selected students were used as samples. The study is premised on Eli Ginzberg and Associates' vocational counseling theory. Five research questions were raised to develop items on the 'Students' Vocational Counseling and Career Choice Questionnaire' (SVCCDQ), with twenty items, to generate data. Focused Group Discussion (FGD) was also used. Data were subjected to percentages and standard deviation to get mean average scores. Results showed that, schools had counselors who provided skeletal counseling services including career talks, orientation on career choice is given late when students had been streamed to science, art or commercial classes counselors are in short supply, there was correlation between unemployment and poverty and skill based training can increase chances of employment of graduates. Among other suggestions, there was need to employ more counselors in schools, disallow counselors from teaching subjects, teaching skill based courses in schools and insist on providing career orientation to students as early as they are enrolled. Schools should have internet facilities that counselors can use to update their knowledge of careers and vocations that are required in the society intermittently. Poverty will be reduced if students are supported to acquire soft, selling skills along with their academic pursuits through vocational counseling

Keywords: Vocational counseling, poverty, career, counseling, interest, abilities, FGD

Introduction

One of the major criticisms of the Nigerian educational system is the exaggeration of academic qualifications over skill and vocational based training that promote entrepreneurship. Worse still, graduates of technical and vocational programs are discriminated against in career progression and are placed lower in industries against their counterparts in the administrative cadre. In Nigeria, a BSC graduate can rise to the pinnacle of the civil service cadre while an HND holder is limited to a grade level lower than that of the former in promotion and career advancement. Even with the passage of the bill to abolish the B.Sc (Bachelor of Science) graduate / HND (Higher National Diploma) dichotomy by the Senate in 2021, the discrimination still exists, <https://www.thisdaylive.com>time>. These biases often influence students' career choice and aspirations.

Poverty is a state or condition in which one lacks the financial resources and essentials for a certain standard of living, (Wikipedia, 2023). Poverty is indicated by a variety of indices including literacy levels, lack of disease resistance due to malnutrition, lack of access to healthcare, lack of job opportunities, and lack of access to safe drinking water and sanitation, <https://byjus.com>question-answer>. When there are little or no opportunities for vocational counseling in schools and the society at large, the likelihood of producing unemployable graduates is high. Also possible is turning out graduates, whose skills do not match those required for productive enterprise in the society, leading to unemployment. It has been established that, there is a high relationship between poverty and unemployment. Citibeats Center (2022) reported that in 2021, the global unemployment rate declined slightly to 6.2%, yet the International Labor Organization (ILO), predicted that it will remain above 5.4% until at least 2023. The unemployment figure in Nigeria as indicated in the National Bureau of Statistics (NBS) report is 4.1% in the first quarter of 2023. The level of unemployment, underemployment and poverty among youths in Nigerian is alarming. The world Poverty Clock (2023) describes Nigeria as the world capital of poverty, with 71 million people living in extreme poverty and a total of 133 million people classified as multi-dimensionally poor. About 53.40% of youths are unemployed, (NBS, 2022). Several factors have been identified as causes of unemployment of youths in Nigeria; the factors include, the bookish orientation of the education curriculum, poor skills training in schools and inefficient counseling systems. The government has attempted to address unemployment through programs like, N-Power program, Government Enterprises Empowerment Program (GEEP) and a host of others, yet there are still several of these youths that remain unemployed. The number is increasing daily as universities polytechnics and colleges turn out graduates yearly. However, if vocational counseling is mainstreamed into the educational system from the lower basic level, the problem of unemployment and poverty will be reduced greatly and gradually

Reducing Poverty through Skills in Technical and Vocational Enterprises.

The United Nations (UN, 2007) indicated that full and productive employment is one of the main ways that people experiencing poverty can improve their well-being. The Nigerian education curriculum has been reviewed severally to teach soft and hard skills that can make students to be marketable. The efforts included the practice of the 6;3;3;4 ,9;3;4 systems of education and recently the introduction of teaching Science, Technology, Engineering and Science (STEM) from the lower basic levels. These efforts have not really been successful due to some biases and prejudices against professionals in technical and vocational sectors in the civil service.

Technological and vocational skills are apt in reducing poverty among the active population of youths in Nigeria. A variety of soft and hard skills that can absorb unemployed youths are available in conventional schools, training institutions and online, however, information on how to acquire the skills, where to source the skills and usefulness of these skills must be available to the students concurrently as they pursue academic subjects through vocational counseling orientations in schools. It is also important to re-orientate the stereo types that are attached the professions. Mcgoldrick (2023) provided a list of top ten high income skills in Nigeria currently to include 2023 **technology skills** (software development, data analysis, artificial intelligence and cyber security), **marketing and sales** (through, platforms like Facebook, Instagram, and X/Twitter as well as video sharing services like Youtube and Tiktok, digital marketing, copywriting, email marketing, search engine optimization and paid advertising on Google Apps), **financial management, project management, leadership and people management, communication and interpersonal skills, entrepreneurial skills** (fish farming, tiling, fashion design), **legal skills, medical and healthcare skills** (orthopedic technicians, caregivers, nurses), **education and teaching** (online and classroom teaching). This brings to fore the importance of vocational counseling in our school system.

What is Vocational Counseling?

Vocational counseling involves a systematic orientation of clients on career choice based on the individual's abilities, interest and capacity. Akinade (2012) defined it as the process of assisting the individual to choose an occupation, prepare for it, and enter it and progress in it. In another vein vocational counseling is defined as a career focused helping process for those who need to obtain work. There are many centers that might offer these counseling services, including those run by various government agencies, serving a diverse group of people. When people seek out a vocational counselor or are referred to one, they may work with that counselor to evaluate skills, learn how to improve skills, learn how to successfully search for jobs, and develop methods for effectively applying and interviewing for work. The people who could use vocational counseling can vary. Someone who has trouble maintaining jobs or who has certain skills that are no longer in demand might need to transit to a new career. Those with certain disadvantages in the employment world such as advanced age or disabilities might benefit from these services. Often, people who are receiving any form of state support or unemployment are referred to free visits with a vocational counselor, and while these may not always be mandatory, they could be greatly beneficial. Vocational counseling, or rehabilitation, is a set of services designed to develop the skills and ability to practice a vocation in a productive way. Those born with physical or cognitive impairments are taught how to perform in the workplace taking into consideration their abilities and challenges.

Modern counseling has its root in vocational counseling through the work of Frank Parson (d.1908) that is referred to as the father of scientific counseling practice. In response to the large scale unemployment and poverty after the second world, Parson established a vocational Bureau in Boston where unskilled laborers, got training in skills that made them employable, thereby reducing unemployment and poverty among the large number of unskilled factory workers, Brewer, (1942). Olajide (1991) informed that, counseling practice began in Nigeria in similar pattern through the efforts of some Catholic Reverend Sisters St. Theresa College, Ibadan, organized career talk for their final year students in 1958. The effort was successful as 54 out of 60 the students who participated in the talk were able to choose the right subjects that enabled them to proceed to achieve their career dreams. Career and occupational information services are parts of the schedule of activities that counselors provide in school environment (Akiade 2012), through the career day celebration justifying why career talk is popular in most school counseling program than vocational counseling.

Factors / Challenges in Career choice.

Man's occupation (careers) determines the kind of person he becomes since, through his waking hours, his cognitions about himself, his wants and goals, and his interpersonal response traits are molded Kroll *et al.*, (1970). Generally, career choice present one of the challenges that define the future of each individual, three factors have been linked to career choice of youths and high school graduates, these are, environment, opportunity and personality. Borchert (2002) found out that, some students do not begin to explore real career possibilities until after high school graduation while others do not consider many alternative choices in career selection. A student that lives around the river may be interested in marine and blue economy careers, while income derivable from a career may be the motivating factor for others. Personality and societal recognition of professionals in some industries often influence others. Splaver (1977) informed that: it is important for you (students) to have a good understanding of yourself, your personality, if you are to make intelligent career plan. Intelligent career plan involves job availability, interest and passion for the career, possessing

relevant soft skills, talent and strength, level of education, attitude to work, salary structure, job experience, course availability, course relevance, personality, market availability, life style in relation to your career, long term goals, availability of funds. Vocational counselors do assist clients to understand these requirements for successful career life when consulted. It is important vocational counseling is mainstreamed into the routine of the school counseling program for students' benefits.

Some of the major challenges in career choice include lack of guidance, financial conditions, copycat decisions, fear of failure, not trying new things, lack of qualifications, (ukcareersfair.com, 2023). Many make irrational career decisions that are unrealistic. Amadi (2023) informed that students consider some school subjects more important and devote more attention to them without considering abilities to cope with the demands of the career chosen. Some others do not make room for alternatives and end up frustrated when they cannot fit into their chosen career; some others keep procrastinating and end up without specific career choice till graduation from school. Olayinka and Denga (2014) concluded that most students in high schools in Nigeria make unreasonable career choices without a consideration of the needs in the market since educational pursuits are generally thought to be means of getting employment, Kuti (2016). Counselors should not be engaged with the evaluation of clients, for example, telling the student what they are or are not capable of doing. Counselors should not moralize or tell the student what they should do, what their motives should be, or persuade the student to adopt a different point of view. Career counselors are ineffective if they try to dictate, judge, or decide the student's values. And finally, counselors should not make predictions that go beyond the capability of their training, Borchert, (2002). In all, the role of vocational counseling cannot be overemphasized. Vocational counseling helps students to assess their own capabilities, interests, aptitudes, skills and other qualities as a result of which they can be able to know themselves and choose best so far, their professional choice is concerned and avoid alternatives. Overall, vocational counseling, can assist in reducing unemployment, underemployment and poverty among Youths in Nigeria as its effects include enhanced opportunities for higher wage earnings, finding a job, reduction of skill mismatch, integration into the labor market with satisfactory wage, further career development opportunities and professional status, Banagiri et al, 2022..

Theoretical Framework

Vocational counseling is guided by theoretical platforms that are appropriate for each client. Some of the popular theories of vocational counseling are Roe's Needs theory, Super's Self Concept Theory and Theory of Eli Ginzberg and Associates upon which this work is based. Akinade (2012), contend that Eli Ginzberg, Ginsburg, Axelrad and Herma (1951) theory of vocational counseling recognized that, vocational choice is influenced by four facts: the reality factor, the influence of the educational process, the emotional factor and individual values. Akinade (2012) further inferred that "vocational choice is an irreversible process, occurring in reasonably clearly marked periods. It is characterized by series of compromises the individual makes between his wishes and his possibilities" and influenced by the quality and quantity of education an individual receives which will probably limit or open the options he has in terms of occupational preferences and decisions. From the position of this theory, it becomes evident that the amount and quality of vocational counseling information available to students in the educational process is proportionally related to career choice. Mentoring and life experiences are equally vital in career choice to avoid, patronage of skills that are not required in the society. This can be inspired through vocational counseling provided in the school.

Research Questions

The following research questions are raised to guide item construction for the questionnaire:

1. Are you aware of the unemployment figure in Nigeria especially among the youths?
2. Are you aware of the factors responsible for unemployment/ poverty in Nigeria?
3. Can you define vocational counseling
4. Is vocational counseling be useful to students in schools?
5. Should the counselor be consulted before choosing a career?

Methodology

The researcher used Focus Group Discussion (FGD) in sensitizing participants made up of fifty randomly selected senior secondary students (SS 1-2) on the relationship between unemployment and poverty as well as the role of vocational counseling in career choice. FGD was adopted because of its numerous advantages as highlighted by SIS International Research Group (2023). FGD promotes real- time feedback and instant reactions. Five students from each of the ten schools were selected. The sample consisted of twenty three males (23, 46%) and twenty seven (27, 54%) females. There were two lecture sessions of forty five minutes each and a break of ten minutes. The first session began with a pretest, the research questions were presented to the participants to answer and responses collected after five minutes. The identity of the respondents was not required. At the end of the second session, the **Students' Vocational Counseling and Career Choice Questionnaire (SVCCDQ)** was administered on participants. The students were allowed ten minutes to respond to items on the questionnaire. Participants were appreciated with token consisting of fruit drinks and snacks; and subsequently dispatched. Responses were analysed using percentages.

Results analysis and Discussion

Table 1: Demography of participants

| No of participants | Male | Females | Class | Average Age |
|--------------------|---------|----------|-------|-------------|
| 50 | 23(46%) | 27 (54%) | SS2 | 16 years |

Table above shows the demography of participants. Fifty participants drawn from ten schools made up of five students each, from the schools participated in the study. From the data collected, all questionnaires were returned with twenty seven (27, 54%) females and twenty three (23, 46%) male students as participants. The use of c Focus Group Discussion (FGD) in the sensitization of the students on the subject of the study, proved efficient. Participants were taken through meaningful discussions on vocational counseling, career choice, unemployment and poverty among youths in the country. After the sessions, participants were allowed to make contributions and seek clarifications on areas they were not clear of. The discussion session was lively and elucidating. FGD has several advantages in the conduct of researches including the ones that have, direct bearing on their future and one that has the potential to determine their personality as affirmed by Kroll *et al*, (1970). Feedback is also spontaneous. This is in congruence with the position of the SIS International Research Group which affirmed that FGD, among other advantages promotes real- time feedback and instant reactions, sisinternational.com, (2023).

Table 2: Pretest. The five research questions were used for Pretest

| S/N | Items | Yes% | No% |
|-----|--|----------|-----------|
| 1. | Are you aware of the unemployment figure in Nigeria especially among the youths? (Items-12, 13, 15). Are you aware of the factors responsible for unemployment/ poverty in Nigeria? (16, 17, 18). | 0 (0%) | 50 (100%) |
| 3. | Can you define vocational counseling (9, 10, 11, 5) | 2 (4%) | 48 (96%) |
| 4. | Is vocational counseling useful to students in schools? (1, 2, 3, 19, 20) | 10 (20%) | 40 (80%) |
| 5. | Should the counselor be consulted before choosing a career? (4, 6, 7, 8, 9). | 47 (94%) | 3(6%) |

Table 2 above presents participants' responses to Pre-Test Questions. The five research questions were presented to participants as pre test. Responses indicated that, participants' had low understanding of issues around vocational counseling, career choice, unemployment rate and relationship between unemployment and poverty among youths in Nigeria. But a few of the students agreed to have participated in career talks during class discussions in subjects like Social studies, Economics, Essay writing, quiz and debate sessions. On the celebration of career day, some of the participants had dressed in professional outfits while in the junior basic level (Primary School). These thoughts were expressed during the FGD session. The finding lend credence to the opinion that, career talk is more often practiced and popular in schools than vocational counseling, as career talk activities birthed counseling practice in Nigeria as opined by Akinade, (2012). The author had concluded that the 1958 experience was quite encouraging as it led to the commencement of counseling activities in Nigeria. Most counselors in the school system often begin their counseling activities in schools and are contented in providing career talks than offering vocational counseling due to the dearth of counselors employed in the system and their involvement in teaching school subjects due largely to the paucity of teachers in many schools.

Table 3: showing mean and standard deviation of participants to items around unemployment figures in Nigeria especially among the youths

| Items | Yes | No | Mean | Std.D |
|---|-----|------------|---------------|-------|
| 1. Skill based courses are better than academic courses | 28 | 22 (56) | .560 (.44) | .501 |
| 2. Skill and academic courses can be learnt together | 24 | 26 (48) | .480 (.52) | .504 |
| 3. Are there enough counselors in your school? | 36 | 14 (72) | .720 (.28) | .453 |

Table above shows participants' responses to items on issues related to unemployment figures in Nigeria especially among the youth. The detailed analysis shows that; there are enough counselors in the school (mean = 0.56) and skill based courses are better than academic courses (mean = 0.48).

Three issues were raised as possible causes of unemployment and underemployment of Nigerian youth and leading to poverty. Respondents agreed that skilled based courses that encouraged entrepreneurial orientations were better than academic courses in reducing unemployment among youths, even though, participants had no idea of the unemployment figures in Nigeria, the mere presence of counselors in the school without vocational counseling orientation for students will not assist in making appropriate career choice. The result confirmed the position of Olayinka and Denga (2014) concluded that most students in high schools in Nigeria make unreasonable career choices without a consideration of the needs in the market since educational pursuits are generally thought to be means of getting employment.

Table 4: showing mean and standard deviation on factors responsible for unemployment/ poverty in Nigeria

| Items | Yes | No | Mean | Std.D |
|---|-----|------------|--------------|-------|
| 1. More counselors should be employed in the school | 45 | 5 (90) | .900 (10) | .303 |
| 2. Counselors should do counseling jobs alone | 39 | 11 (78) | .780 (22) | .418 |
| 3. Vocational counseling should be offered frequently | 32 | 18 (64) | .640 (36) | .484 |

Table above shows factors responsible for unemployment/poverty in Nigeria. The detailed analysis shows that more counselors should be employed in the school (mean = 0.90), Counselors should do counseling jobs alone (mean = 0.78) and Vocational counseling should be offered frequently (mean = 0.64).

The dearth of counselors in the school system is an important factor in the non provision of vocational counseling in the senior secondary schools to guide students on career choice; the few counselors employed are assigned subjects to teach along with the large number of students requiring various forms of counseling. Splaver (1977), had informed that part of the responsibilities of counselors is the provision of vocational counseling and career orientation to students to guide their choice of careers. Participants therefore agreed that vocational counseling should be offered frequently in schools; counselors should be restricted to counseling activities while more counselors should be employed.

Table 5: showing mean and standard deviation of what vocational counseling is

| Items | Yes | No | Mean | Std.D |
|---|-----|------------|--------------|--------------|
| 1. Have you had to change the career you chose? | 14 | 36 (28) | .280 (72) | .453 |
| 2. Have you had vocational counseling in your school? | 23 | 27 (46) | .460 (54) | .503 |
| 3. Do you observe career day/ talk in the school? | 35 | 15 (70) | .700 (30) | .462 |
| 4. Someone helped you to choose the career | 12 | 38 (24) | .240 (76) | .431 |
| 5. Are you learning any skill | | 23 (46) | .27 (54) | .440 .501 |

The table above shows what vocational counseling is and the detailed analysis shows that participants in the school had observed career day/ talk in lower level schools before post basic education (mean = 0.70), that less than the average of the participants have heard about vocational counseling in their school before (mean = 0.46), less than the average of pupils have learn any skill (mean = 0.40), less than the average of pupils have had to change the career they choose (mean = 0.28) and majority of the pupils nobody has helped them to choose the career they want (mean = 0.24).

Participants' have limited knowledge of what vocational counseling entail and are more familiar with career talks and career day activities. Career talk/ day are more popular in schools because Olajide (1991), had informed that counseling practice in Nigeria began through the promotion of career talk. Most schools in the country are just getting their first set of counselors and most often begin their activities by promoting career talk rather than having vocational counseling that require a lot of sessions that they cannot afford because of the gap between client and counselor ratio in the schools. Most participants are not learning or combining skill based courses into their plan because of their ignorance of the reality if the employment situation in the country. To reverse this, vocational counseling needs to be mainstreamed in the counseling program of the school. The United Nations (UN, 2023), indicated that full and productive employment is one of the main ways that people experiencing poverty can improve their well-being, UN, (2007).

Table 6: showing mean and standard deviation of how vocational counseling can be useful to students in schools

| Items | Yes | No | Mean | Std.D |
|--|------------|------------|--------------|-------|
| 1. Vocational counseling can be used to encourage skill based careers among students | 37 (74) | 13 (26) | .740 | .443 |
| 2. Vocational counseling will impart greatly on career decisions | 34 | 16 (68) | .680 (32) | .471 |
| 3. Vocational counseling can be used to reduce unemployment among youths in Nigeria | 42 (84) | 8 (16) | .840 | .370 |
| 4. Students should be exposed to entrepreneurship skills in schools | 46 | 4 (92) | .920 (8) | .274 |
| 5. Students should be encouraged to acquire two skills before completing senior secondary education. | 39 (78) | 11 (22) | .780 | .418 |

The above table shows how vocational counseling can be useful to students in schools. The detailed analysis shows that students should be exposed to entrepreneurship skills in schools (mean = 0.92), vocational counseling can be used to reduce unemployment among youths in Nigeria (mean = 0.84), students should be encouraged to acquire two skills before completing senior secondary education (mean = 0.78), vocational counseling can be used to encourage skill based careers among students (mean = 0.74) and vocational counseling will impart greatly on career decision (mean = 0.64).

Participants' responses indicated that vocational counseling can further be used to foster students' interest in the pursuit of skills being promoted in teaching STEM in the school system and consequently reduce unemployment and poverty among the youths. Through vocational orientation provided in the schools, the youths can begin to patronize skill based subjects like plumbing, tilling, cosmetology that are being taught in the curriculum. The students can combine apprenticeship in these vocations along with their studies with the hope of becoming entrepreneurs, thereby creating a career that define their personality as early as possible. Kroll *et al.*, (1970) had maintained that, man's occupation (careers) determines the kind of person he becomes since, through his waking hours, his cognitions about himself, his wants and goals, and his interpersonal response traits are molded.

Table 7: showing mean and standard deviation of factors to be considered before choosing a career

| Items | Yes | No | Mean | Std.D |
|--|-----|------------|--------------|-------|
| 1. Do you have a career you like | 36 | 14 (72) | .720 (18) | .453 |
| 2. I chose the career myself | | 29 (58) | .580 (42) | .498 |
| 3. Did you consult a counselor before choosing the career? | 23 | 27 (46) | .460 (54) | .503 |
| 4. Are you aware of the skills you need to qualify for the career? | 20 | 30 (40) | .400 (60) | .494 |

Table above shows the factors to be considered before choosing a career. The detailed analysis shows that majority of the pupils have a career they like (mean = 0.72), majority of the pupils choose their career they want by themselves (mean = 0.58), majority of the pupils do not consult any counselor before they choose their careers (mean 0.46) and majority of the pupils do not aware of the skills they need to be qualify for the career (mean = 0.40)

Career decisions are influenced by three important factors three factors, these are, environment, opportunity and personality, Borchert (2002). Respondents agreed that most of them chose their careers without adequate information about their abilities and availability of the jobs in the market place, this could be the reason why upon completion of studies, they are unable to secure employment that guarantee living wages. This will be reversed if students are exposed to vocational counseling in the choice of careers from secondary and high schools.

Conclusions

From data generated by this study, it becomes evident that, the high rate of unemployment of youths in Nigeria is proportionally related to the level of poverty in the land which results from inappropriate career decisions. In a state of hunger, human beings will not be able to satisfy the basic needs for survival as specified in Maslow' hierarchy of needs. Abraham Maslow recognized that, man must fulfill some basic needs to be alive and these include physiological, emotional and security needs including being able to feed himself and family, Gepp and West, (2022). These will be difficult from an unemployed person particularly without a skill that is

required in the market. To satisfy basic needs in the absence of marketable skills, Nigerian youths have been labeled as lazy, fraudsters and corrupt. Many youths are involved in internet fraud, kidnapping for ransom, armed robbery, drug peddling, prostitution and several ills. Iwayemi (2023) reported that, Nigerian banks lost N12bn to electronic fraud in six months; this is possibly the consequence of the actions of unemployable youths without productive skills. Through vocational counseling orientations mainstreamed in school programs, students can be assisted to choose careers that are marketable with guaranteed employment. They can become employers of labor themselves as Parson used the Vocational Bureau in Boston to change the fortune of the unskilled laborer in the early 20th century industrial revolution in Europe, Akiade (2012).

Recommendations

Based on the findings from this study the following recommendations are proffered:

1. Students should be encouraged to patronize soft skills that are marketable along with their academic pursuits. These can be sourced from any of these skills and many more. Entertainment, comedy, tilling, cosmetology, hair care/ body care etc, digital advertising, digital photography, mobile advertising, fashion design, farming, facility cleaning and management, freelance journalism, event planning and decoration.
2. Vocational counseling orientation should begin as early as students are enrolled in the junior secondary school while career talk should hold regularly while they are in basic education level. This will assist students to make career decisions early before they graduate from secondary schools.
3. More counselors should be employed to fill the existing gaps in counselor/ client ratio in schools. Counselors should mainstream vocational counseling orientation into their school counseling activities.
4. Counselors should be open to search for information on emerging skills that students can make career in periodically. They should organize career clubs in schools and invite professionals in each field to constantly relate with students.
5. Parents should be counseled on the need to allow students choose the career that will define their future rather than compel them to follow their decisions.
6. Government should equip technical and vocational training institutions with equipment that are in vogue worldwide and provide start up grants for entrepreneurs.
7. The discrimination in career progression between technical and administrative officers should be discontinued.
8. Philanthropists, Non Governmental Organizations (NGOs) and financial institutions should endow funds to support young entrepreneurs and provide mentorship for beginners.

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