

COUNSELLING AS A TOOL FOR VOCATIONAL AND ENTREPRENEURSHIP DEVELOPMENT

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Abstract

One of the challenges that Nigeria is facing today is unemployment amongst youths which has stemmed into many problems such as banditry, kidnapping, robbery, insurgency among others. All these problems tend to affect the peace and tranquility of the society which could in turn have negative ripple effect on the economy of this country. This is because the aspect of entrepreneurship and vocational development that the youths and adolescents are supposed to be exposed to have been neglected by the government and other relevant stakeholders. The major concern of stakeholders, educationist, and the general public is to ensure that youth are encouraged to engage in meaningful livelihood. This paper elucidated counseling as a tool for vocational and entrepreneurship development. It was determined that directing young people to seek the correct form of entrepreneurial education via efficient and consistent occupational counseling is a guaranteed approach to eliminate unemployment and develop a more successful and sophisticated society. Vocational skills should be revived among youths at all levels of learning and, preparing them mentally for occupation enterprises when they leave College.

Keywords: *Counselling, Entrepreneurship Development, Vocational*

Introduction

Current developments in the labor market place an increasing emphasis on the choice of field of study, which should ensure the level of preparation for the profession. Counseling is one option for supporting students in high school with the correct selection of additional studies and profession. Counseling, entails programs and activities designed to help people of any age and stage of life make decisions about education, training, vocation, and career management. Counseling is a complete service provided that assists individuals in resolving educational tasks and problems throughout their lives, as well as supplementing their requirements in the fields of labor, employment, and profession (Thompson & Dahling, 2012). In recent years, the importance of entrepreneurial success to the economy has grown in Nigeria and throughout the world. Through private initiative, Gibson (2001) defined entrepreneurship as the method of turning a business idea into a new endeavor or growing and diversifying an existing venture or enterprise with high immense potential. According to Henry (2003), entrepreneurship is the motor that propels the

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economy of nations, creating new markets, start-ups, jobs, and wealth. Furthermore, Agbionu (2008) argued that entrepreneurship is a vehicle for creating money for the purposes of national survival, environmental quality, and unemployment abolition. Entrepreneurship, on the other hand, requires creating employment and resources to ensure human survival.

Unemployment is a significant problem that affects the entire country. Olusakin (2010) observed that, despite a dearth of speed official data, Nigerian news outlets indicate that youngsters make up half of Nigeria's 148 million population, with 95% of them unemployed. Because of years of economic instability and hardship, a sizable section of this population has turned to violent behavior and crime in their formative years. When youngsters are still not gainfully engaged in either the public or private sectors of the economy, individuals are particularly prone to crimes such as kidnapping, rape, armed robbery, and other social vices that pose a threat to community (Nwachukwu & Nwamuo, 2010). Despite several efforts by the federal and state governments via various organizations to address the issue, many recent graduates remain jobless in the public or private sectors. As a result, none of these youngsters are able to enroll in colleges and universities, making them unable to work or attend school. As a result, they are forced to roam the streets in quest of vanity. According to Akinola (2001), these unemployed youngsters engage in a variety of mischief and destruction of life and property.

The majority of treasury skill training programs is ineffective and has little impact on young people. The vast majority of federal skill acquisition initiatives fail because participants are unable to sustain their investment after obtaining skill acquisition training and a limited amount of start-up money. To reduce inequality in society, the government, parents, schools, the larger community, and adolescents themselves must all collaborate (Nwachukwu & Nwamuo, 2010). Indeed, the significant rate of unemployment among students of the educational system has reached worrisome dimensions (Ogonor, 2013). The majority of the academic institution's products are unemployed and underdeveloped. According to the World Bank, 55 percent of Nigerians of formal employment are jobless. It went on to say that one out of every ten graduates finds work. In view of the aforesaid serious situation, the National Universities Commission (NUC) reorganized university curricula to include entrepreneurial instruction. As a result, in order to be able to generate jobs, university freshmen are expected to study entrepreneurial skills prior to graduation. According to Ogonor (2012) research, this aim is not being realized because participants do not think they are perfectly qualified to accomplish it.

If there is a well-integrated job placement program in place, undergraduates will be more intrigued by the topic. Entrepreneurship education is generally recognized as a strategic instrument for economic success all around the world. According to Henry (2003), entrepreneurship is the motor that propels a country's economy, producing new markets, entrepreneurs, employment, and wealth. Similarly, Agbionu (2008) asserts that entrepreneurship is a vehicle for producing money in order to achieve national sustainability through ecological development and improvement as well as the abolition of unemployment. Indeed, entrepreneurial education focuses on expanding knowledge and skill development capacity.

Nonetheless, Okebukola (2012) defines entrepreneurship as "all actions that aim to develop ideas and improvements, behaviours, and abilities, such as brainstorming sessions, start-up, development, and innovative thinking." Nwifo (2012) cited the following reasons for entrepreneurial intention in Nwogwu and Nnorom (2013):

1. Provide the practical education for youth in order for them to be conscience and personality.
2. To give enough training to youth/graduates in enable for them to be self-employed.

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3. To act as economic growth and development accelerators.
4. To provide adequate risk-management training to tertiary institution graduates in order to make certain risk carrying feasible.
5. To minimize the high poverty rate.
6. Create job opportunities.
7. Provide sufficient training and assistance to youth/graduates to enable them to develop a profession in small and medium-sized enterprises.
8. To instill in young people and adults the attitude of persistence that will allow them to persevere in any business endeavour they embark on.
9. Make the shift from a conventional to something like a modernized industrial economy as seamless as possible. According to Okebukola (2012), entrepreneurial education is necessary for four reasons. The primary goal is to stimulate economic growth. "No entrepreneurial school, no 20-20-20 vision," he argues. The second rationale is that entrepreneurship education eliminates poverty and raises the living standards and quality of life of Nigerians. Finally, it leads to the creation of jobs, which minimizes crime. The fourth reason is that entrepreneurial education would boost the usefulness and widespread acceptance for our institutions.

Counselling as a tool for Entrepreneurship and Vocational development

Entrepreneurship is characterized by the ability to generate profit in the face of uncertainty and danger by harnessing the optimal values, quality, and combination of resources. According to Essien (2006), entrepreneurship is defined as a people's capacity to recognize latent creating the opportunity as well as the ability to arrange necessary resources in order to economically capitalize on such opportunities in the face of assessed risks and uncertainty. An entrepreneur is an individual who takes on the job of entrepreneurship. Entrepreneurship is defined by Uba (2010) as the capacity to create a business rather than being employed. It comprises learning the necessary skills, concepts, and managerial abilities for self-sufficiency. Entrepreneurship is important in every country for the following reasons: it lowers unemployment by creating highly beneficial jobs, not just for entrepreneurs but also for others (George & Archibong, 2010). As a consequence, government expenditure would be significantly decreased, resulting in a balanced budget for the economy. Beyond employability, entrepreneurial skills enable graduates to define their own futures, grasp opportunities in volatile, uncertain circumstances, and contribute more to economic growth and social well-being (Anyamene et al., 2009).

Counselling is the assistance or support given by a professionally qualified individual known as a counsellor to an individual or group of people who are experiencing difficulties in order to assist them in understanding themselves and their situation in able to fix issues, make appropriate adjustments, make the best decisions, and ultimately live a healthy and productive life now and in the future (Anyamene et al., 2010). Vocational counseling is defined as a process that helps an individual build and adopt an integrated and sufficient picture of himself and his role in the workplace, resulting in self-satisfaction and social gain. According to Akinade (2005), vocational therapy is a facilitative procedure, a service offered to an individual in selecting and adapting to a job. As a life choice tool inside the practical choice of a career, a course of study, and specific topics, vocational counseling is connected to students' future mental health and is thus a necessity for the country's economic development and manpower demands (Olayinka, 1993). Vocational programs are those that assist students understand the job, discover their true position in it, and achieve their best performance (Nwachukwu, 2007).

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Many studies have been undertaken on the importance of guidance programs (including vocational counseling) and the rise of entrepreneurship among students and adolescents in general. Counseling, according to Ubah (2010), will assist students in developing excellent public relations, consciousness, and management skills. This will promote the growth of entrepreneurship; better educational and occupational changes will assist students in leveraging their strengths and potentials to be more active educationally as well as vocationally, and thus become extra enterprising in finding long-term jobs, contributing to nation - building.

The Role of the counsellor in the vocational and entrepreneurship development and sustainability

The proliferative phase is a being and unfolding process. Development includes establishing the correct environment, putting healthy individuals in it, and exposing them to situations in which they may consciously strive to unfold inner assets in such a manner that they attain full manifestation and fruition. Sustainability is defined as the ability to hold, protect, keep, and improve on everything that has been established, recovered, or achieved. As a result, sustainable development implies the spreading and actualization of endowment in such a manner that no land is lost, but rather a subsequent feat is built on a previous one (Ebigbo, 2010). Sexton and Smilor (1997) define entrepreneurship as the method by which individuals become aware of business ownership as a feasible option or opportunity, create business ideas, comprehend the steps of becoming an entrepreneur, and launch and build a firm. It requires putting entrepreneurial traits like initiative, inventiveness, imagination, and risk-taking to work in the workplace (as a lone owner or as part of a small start-up organization) while applying the necessary skills for success in that setting and culture. The use of these characteristics, according to Nwachukwu and Nwamuo (2010), results in initiatives in the societal, political, and financial domains via a process known as "free enterprise." Because entrepreneurship is now part of the Secondary Education Curriculum, the consultant has a unique opportunity to ensure that the concept of entrepreneurship is presented in schools and supported as a viable career option for young people. There is an immediate requirement for technical guidance beginning in primary school. Teachers in a variety of topics should be retrained provide the classes that encourage entrepreneurship. Most public and private postsecondary institutions (universities, polytechnics, and colleges of education) in the country include business technical education departments (Alademerin, 2004).

According to Orubele (2005), the current unemployment situation might improve if students were successfully guided in school in choosing topics and jobs that better matched their particular strengths and interests. Entrepreneurial development enables individuals to acquire the necessary technological knowledge and risk-taking abilities in company management, resulting in a more productive population and the abolition of unemployment in the country. Counseling is viewed as an empowering mechanism that promotes self-sufficiency by permitting individuals to make choices and decisions while also sharing an inner burden. Counseling helps people to express their objectives and concerns, decreasing uncertainty about the thoughts and feelings that should be prioritized. Lack of vocational counseling through educational and employment opportunities has led in the production of graduates deficient in entrepreneurial experience and abilities essential for effective business management, leading in an increase in the societal unemployment rate (Onyejiaku, 2001). According to Anagbogu (2002), vocational counselors should stress the possibilities of self-employment, the importance of jobs, and work requirements because this would assist students in using their knowledge in various contexts after college. Counseling, which

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is an essential component of today's educational system at all levels, should be consistently emphasized. To minimize unemployment after graduation, occupational counseling based on specialty should be implemented from elementary school to higher institutions (Ubah, 2010).

Entrepreneurship and Professional Guidance Instruction may help learners develop wealth in the future by incorporating school education with the community's economic activity. In a town with a tie and dye business, for example, the school may include design, colour schemes, and marketing in the curricula. As a result, the school will help students improve their business can be able abilities in addition to other curriculum topics. This will assure possible work opportunities, benefiting people' general well-being while also supporting economic growth.

Conclusion

Counseling at all levels of education it may be concluded, would enable the nation to recognize and develop its exceptional youths to the maximum level of social, educational, and economic growth possible. Early recognition of an individual's talent is crucial for adequate program planning to satisfy the country's manpower demands. It is a sure way of eliminating income inequality and creating a more stable and advanced country to guide young people to the right form of entrepreneurial education through vocational counseling, in which there is no over-production of some aspects of manpower needs or under of other aspects of workforce requirements.

Recommendations

Students can benefit from effective vocational counseling programs in eradicating youth unemployment. As a result, the following suggestions are made

1. Youths should be encouraged to enroll in Counselling, Vocational, and Entrepreneurial Education programs through scholarships, and a balanced approach to the integration of vocational applicability and entrepreneurial skills in Counselling, Vocational, and Entrepreneurial Intention should be emphasized.
2. The curriculum should include training for students on how to market their services to potential clients and how to persuade administrators and managers of their skills and competency, as well as training for career service providers on how to have a broad scope, accept a diverse range of people, and provide them with the tools needed to reach a diverse audience.
3. The federal, state, and municipal governments in Nigeria should establish a clear vision and mission for counseling, vocational, and entrepreneurial education.
4. The government should collaborate with the business sector to sustain and grow Guidance and Counselling, as well as Vocational and Technology Education programs in Nigeria.

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