

CAREER GUIDANCE IN SCHOOLS, TERTIARY INSTITUTIONS AND WORKPLACES: FOR THE SUSTAINABILITY OF NATIONS

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ABSTRACT

Career guidance is of uttermost importance whether in schools, colleges or universities. Changes in the world of work mean that more people now make several changes of career paths in the course of their lives, and have to learn new competences in order to do so. Resultantly, students need help for them to choose professions that match their capabilities, interests and also qualifications. This paper sought to discuss the components of career guidance, the importance, and the way forward to achieve this goal. The paper examines the concept of career guidance and orientation, highlighting its three main elements which are career information, career counselling and career education. Desktop research was employed. The paper examines the relationship of career guidance and orientation to technical and vocational education and training. It also covers career development theories. Firstly, the researchers came up with five key words to enable the process of searching for research articles on career guidance. Our role as researchers carrying out desk research was to review previous research findings to gain a broad understanding of the field. The review noted the need to keep a balance between directing or orienting on the one hand, and supporting personal decisions on the other. The paper recommended a number of policy options, including the establishment of a National Task Force for Career Guidance in each country worldwide, for the sustainability of nations.

Keywords: *career counselling, career guidance, chaos theory of careers, skills students*

What career guidance entails

Definitions of career guidance and orientation abound. Career guidance and orientation services have been defined both by the Organisation for Economic Co-operation and Development (OECD, 2004, p.19) and in a World Bank report (Watts and Fretwell, 2004, p.2) as services intended to assist individuals, of any age and any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Gysber

and Moorey (2018) define career guidance as a comprehensive developmental program designed to assist individuals in making and implementing informed educational and occupational choices.

Career guidance and orientation consists of three main elements: which are career information, career counselling and Career education. Career information covers information on courses, occupations and career paths. This includes labour market information. It may be provided in print form, but increasingly is web-based in nature. Career counselling, conducted on a one-to-one basis or in small groups, in which attention is focused on the distinctive career issues faced by individuals. Career education is part of the educational curriculum, in which attention is paid to helping groups of individuals to develop the competences for managing their career development. A survey by Mcfarland (2016) found that the career guidance programmes used in schools included: career curriculum, community service, career resource centres, career courses, job shadowing, career days and classroom lessons.

The term career guidance is sometimes used to cover all of the three concepts mentioned above and sometimes it just covers the first two. The concept of career guidance needs to be distinguished clearly from two related but basically different processes: selection that is, making decisions about individuals and promotion, which is, attempting to persuade individuals to choose particular opportunities at the expense of others. Both of these are primarily designed to meet the needs of opportunity providers which are education and training institutions, and employers. Career choice that leads to occupation as viewed by (Uba, 2013) is a developmental process throughout a person's life time. It is one of the most important decisions one has to make in life. Career guidance, by contrast, is concerned with helping individuals to choose between the full range of available opportunities, in relation to their distinctive abilities, interests and values. In the past, a distinction has often been drawn between educational guidance, which is concerned with course choices, and vocational guidance, which is concerned with occupational choices. This was based on the view that educational choices preceded, or should be separated from, vocational choices. It is worth noting though that such a view is now widely regarded as outdated.

Transformations that constantly take place in the world of work mean that more people now make several changes of career paths in the course of their lives. Additionally, they have to learn new competences in order to make those changes. Increasingly therefore, learning and work are intertwined, on a lifelong basis. Careers are commonly not chosen at a single point in time, but constructed through a series of interrelated learning and work choices made throughout life. This has led to a new paradigm in career guidance, designed to support lifelong career development. The use of the term career may be taken to imply that the relevance of such processes is confined mainly to relatively advantaged groups in high-income countries. This would be the case if career was defined in its traditional sense, as progression up an ordered hierarchy in an occupation profession. Increasingly, however, it is being defined in a much more inclusive way as the individual's lifelong progression in learning and in work (Watts, 1999). Such a definition is in principle applicable to all, in low- and middle-income as well as high-income countries, particularly if it is extended to cover informal as well as formal learning and work. It is in this sense that the term is used in this paper.

The policy significance attached to career guidance has been significantly elevated in the last decade through a series of linked policy reviews carried out by a variety of international organizations including the OECD (2004), the World Bank (Watts and Fretwell, 2004) and the European Commission and its agencies (Sultana, 2003, 2004; Sultana and Watts, 2006, 2007; Sweet, 2007; Zelloth, 2009). These have included systematic reviews covering more than fifty countries and have been the basis for two policy manuals: one addressed mainly to high-income countries (OECD and EC, 2004); the other to middle and low-income countries (ILO, 2006). The reviews were used by UNESCO as the basis for a review of career guidance in the Occupied Palestinian Territories (Sultana, 2008). The present paper draws heavily on these reviews.

The Department of Education (2018) stresses that successful career guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment. In Britain, by the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options (Department of Education, 2018). Students have different career

guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. The Department of Education (2018) recommends that a school's careers programme should embed equality and diversity considerations throughout.

In addition, the Department of Education (2018) proposes that every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers. Every school must publish details of their careers programme for young people and their parents. Given that people generally feel disoriented or get stuck in the decision making process when choosing careers, it is advisable to make use of career counselling. Career counsellors often have clients who are in a state of indecision. Often, such clients cannot see any alternatives. Meaning, purpose, and passion may need to be reviewed and deeply thought through (Pryor and Bright, 2003). In this regard career counsellors clarify issues regarding what it means to occupy a certain profession as well as the importance of being passionate about the field in question. The aim will be for students to choose appropriate careers for the sustainability of nations.

Theoretical Framework

This section presents recent theories that have attempted to explain the phenomenon of career. Most of the theories suggest that certain personal characteristics and elements of environment expose the person to certain learning experiences. Individual's belief system is emerging from these learning experiences. There are a number of theories that have attempted to explain the phenomenon of career choice. Psychological theories argue that this decision is the result of the action of personal factors which include interests, skills and personal values. Furthermore, it entails some factors related to the environment in which the person lives which include labour market requirements, analysis of consumer's job. One of the most accepted theories in this category argues that certain personal characteristics and elements of environment expose the person to certain learning experiences.

Parsons' (1909) Trait and Factor theory guided this study. According to Parsons (1909), the wise choice of a vocation has three broad factors: (1) Clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; (2)

Knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work; (3) True reasoning on the relations of these two groups of facts. It was the first conceptual framework for career decision making and became the first guide for career counsellors in the U.S. and later in other parts of the world. These rather simple ideas are still at the core of most modern theories of career choice and development.

Individual's belief system is emerging from learning experiences. Early performance in childhood will influence beliefs on the ability to perform certain tasks and the results if engaging in certain tasks. In return, these beliefs underlie human shaping professional interests (USAID, 2017). In accordance with interests, the individual will set some goals, will act in accordance with them and, in perspective, will perform in the chosen field. In response to these psychological theories there have emerged some sociological theories supporting that the career decision is not influenced in such a great manner by personality factors, but it is anchored in social environment. These theories suggest that the most important role is played by variables such as social class or existing opportunities in the labour market at a time. In general, graduates who want to start working are ready to accept almost anything they are offered. Preference for a certain type of occupation is not driven just by the individual aspects such as skills, aspirations, interests and values, but is determined by a system of social stratification. Because of family environment and learning experiences to which he has been exposed to, the individual will occupy a certain place in society. This individual will be part of a specific social layer that will cover alternatives in making decisions about their own career. Thus, each person is closer to certain occupations and so will focus on this kind of occupations.

Parsons' work and subsequent trait-factor theories are important because these models are naturally intertwined with the historical roots of career development interventions. Building on the discussion about the Parsons' model and trait-factor type approaches, Super's developmental career stage model provides a useful framework for conceptualizing the career development throughout life. Super suggests that the process of choosing an occupation that permits maximum self-expression occurs over time and can be summarized in four career stages: The first one is the exploration stage which is a period of engaging in self-examination, schooling, and the study of different career options. The second one is the

establishment stage which is a period of becoming employed and finding a niche. Thirdly, there is the maintenance stage which entails holding on to one's position and up-dating skills. Lastly, there is the disengagement stage which is a period of phasing into retirement (Super, Thompson and Lindeman, 1988).

Super's theory also recognizes various personal determinants, which are, needs, values, skills. There are also situational determinants, which are family, employment and these tend to influence career development. Super's theory places the work in the context of multiple roles played in life. Finally, the theory has addressed the support of people in clarifying, articulating and implementing their own concepts about their life roles (Super, Thompson and Lindeman, 1988). Super's theory provides a useful framework for observing general career development processes. To develop personal and situational influences on the subject of career development, we will briefly discuss the theory of career developed by Anna Roe and then the conceptualizations elaborated by Linda Gottfredson. Roe's theory indicates the importance of early life experiences in career development. Gottfredson's theory addresses the idea that creating gender role stereotypes influence the career aspirations of men and women (Gottfredson, 1996, 2002). Second theory provides a sociological development and career development perspective. Theory focuses primarily on career development process to the extent that it relates to the types of compromises people make in formulating their occupational aspirations.

The most complex career theory belongs to Holland, which has generated more research than any other career theory. Arguably Holland's typology provides the most useful framework for understanding and predicting individual behaviour (the general satisfaction with job performance at work and occupational stability) in the environment. Using analysis tools Holland applies RIASEC typology to help people clarify and implement their occupational identities (Spokane, Luchetta, and Richwine, 2002). There are cases where defective or irrational thinking prevents people to develop their careers. The cumulative effect of a variety of learning experiences can lead to varying degrees of functionality between individuals in terms of their ability to make effective career decisions. For example, when they receive adequate support and are exposed to effective role models, people often develop interests and skills that lead to satisfying career choices. Conversely, when such support is lacking and people are misinformed, they often disregard the appropriate

options as it lacks confidence or adhere to beliefs. For example, they think that they must decide now what they will do for the rest of their lives and this keeps them stuck in career development. In the latter cases, people need assistance in developing useful convictions for making effective career decisions. In this regard, the work of John Krumboltz provides a useful framework to support practitioners to guide their clients in career development.

The two major paradigms for career interventions in the 21st century were vocational guidance and career education. Vocational guidance remains a psychology of fixed characteristics and types that can be objectified by tests and then matched to occupations that offer long tenure (Super, Thompson and Lindeman, 1988). Career education remains a predictable trajectory of development tasks that can be alleviated by teaching individuals mature attitudes and skills that prepare them to unfold careers in different organizations. Matching the vocational guidance and career preparation through education may not adequately address the design life of the needs in the information society. The Chaos Theory of Careers (Pryor and Bright; 2011) provides an overview of the common models in career choice and guidance and presents the limitations of these theories in today's complex, changing and unpredictable world. The Chaos Theory of Careers (CTC) helps reduce clients' fears of failing by exploring the reasons behind their fears and increases clients' comfort with uncertainties by helping them reframe mistakes and failures as a necessary part of reality and an opportunity for learning (Super, Thompson and Lindeman, 1988). It is recognized that counselling and career guidance can contribute to the maximum development of the professional potential of people in accordance with their aspirations and abilities, reducing academic dropout, an optimal transition of young people between different educational levels, increasing participation in education, developing social inclusion and equity in education or increasing employability by facilitating direct access.

The importance of career guidance

Through counselling, individuals are aided in establishment of some personal meaning for overall development and clarification of a set of occupational goals (Edet, 2008). In other words, counselling helps individuals to develop maximal intellectual, social, as well as vocational potentials. Career guidance assists individuals to be active managers of their

career paths, including managing career transitions and balancing various life roles, as well as becoming lifelong learners in the sense of professional development over the lifespan (UNESCO, 2002). The International Youth Foundation (2011) states that career guidance and career planning exercises would impact these youth in two major ways: a) to help them understand their interests and aptitude and thereby choose appropriate career opportunities and b) to link them with appropriate skills training to join a skilled workforce and access better livelihood opportunities. It may also help those youth who have dropped out in returning to schools and continuing their education. SkY designed a pilot project in this area to identify, synthesize, demonstrate and share knowledge in the area of career exploration and guidance for disadvantaged youth (USAID, 2017). Career guidance project aims to design and institutionalize a contextual Career Guidance Programme for in-school (secondary and higher secondary) youth as a bridge to economically viable vocations (USAID, 2017).

Career and education decisions are amongst the most important young people make (Kurekova, 2018). To note, however, is that an important element in choosing a career, underestimated by almost all theories is represented by the material aspect, the income. Profession, besides satisfying spiritual source, supposedly offers livelihood. There are many examples of people around us that perform professions regarded as interesting, thrilling, doing their job with passion and earning a lot of money from it (Ubom, 2001). Unfortunately, in reality, it does not always happen. Often the individual is forced to choose between pursuing a profession that is not preferred, but brings a lot of material satisfactions or a profession that is preferred, but the income is not convenient. Even if professional satisfaction is determined by the combined action of the material and spiritual benefits, people do not give the same importance to the two types of rewards. Theories rarely explain the whole story, but good theories are able to guide clients in gathering information and filling empty spaces for a more complete image on own experience.

Guidance and Counselling helps individuals to become aware of themselves and the way in which they react to the behavioural influence in their environment (Ubom, 2001). There are many people who followed the profession of a parent or close relative, but there are also those who have chosen a different profession. What can be noted for sure is that career choice is never accidental and is a complex process influenced by the decisions of both individual and social forces acting at a point on the individual. At the same time choosing a

career is a process that takes place throughout life, as the individual passes through various learning situations. The challenges facing the implementation of career guidance and counselling in public secondary schools were found to be the inadequacy of career guidance and counselling resources (Orenge, 2011).

Gysber and Moorey (2018) assert that career guidance and counselling program develops an individual's competencies in self-knowledge, educational and occupational exploration, and career planning. USAID (2017) pointed out that secondary Education in India covers children 14-18 which is over 88.5 million children according to the Census, 2001. At the lower secondary level (grades 9 and 10), the gross enrolment rate (GER) is 52 percent, while at the senior secondary level (grade 11 and 12) it is 28 percent (USAID, (2017). Most of the economic and employment growth over the past ten years in India has taken place in skilled services (information technology, financial services, telecommunications, tourism and retail) and skill-intensive manufacturing, all of which require, at a minimum, a secondary education degree. Research findings indicate that the major reasons for school drop-outs in the secondary and higher secondary levels are poor economic conditions of the family and livelihood related issues. There are 6 various other reasons as well, including poor school experiences and other social stigmas (USAID, 2017). Youth who drop out at the secondary and higher secondary levels do not even have a minimum level of understanding about career planning and skill acquisition and end up doing unskilled work in order to provide some financial support to their family. In South Africa, the South African Qualifications Authority has taken the lead in developing a national strategy for career guidance, on the grounds that learners need navigational support if such frameworks are to be used effectively (Walters et al., 2009). The effective use of these frameworks will ensure productivity and the sustainability of nations.

The pilot project was designed as an action research study implemented in partnership with the State Council for Education, Research and Training (SCERT) in Delhi through its YUVA Program¹, in select 10-15 Government Schools in Delhi in the academic year of 2010-2011 (USAID, 2017). The purpose was to assess impact for future replication and integration with The YUVA program across all Government schools in Delhi International Youth Foundation (2011). Furthermore, the Department of Education (2018) highlighted that in Britain, the careers strategy sets out that that every school needs a Careers Leader who has the skills and

commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. Every school is expected to name this Careers Leader and publish contact details on their website from September 2018.

The Department of Education (2018) observes that every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13. However, Mukhwana (2005) found out that the existence of poorly equipped career guidance and counselling centres was one of the factors that hindered effective implementation of career guidance programmes. This was in line with the assertion made by Shertzer and Stone (2017), Ipayo (2018) and Oladela (2017) that the provision of adequate guidance and counselling facilities would certainly influence the effective delivery of quality guidance services in schools.

The way to go

Schools should ensure that, as early as possible, pupils understand that good Mathematics skills are a necessary element of successful career choices. Further, they need to recognize that studying Mathematics and Science can lead to a wide range of career choices. Schools should ensure that, by the age of 14, every pupil is exposed to the world of work (USAID, 2017). This should include meeting a range of professionals from occupations which require Mathematics and Science qualifications, as well as highlighting the importance of Mathematics to all jobs. These should emphasise the opportunities created for young people who choose Mathematics and Science subjects at school and college. Schools should be aware of the need to do this for girls, in particular, who are statistically much more likely than boys to lack confidence in their own ability in Mathematics and Science and be put off studying those subjects at an early age. However, Agi (2014) observed that the choice of a vocation is based on some motivating factors which an individual considers to be vital to his or her satisfaction, performance on the job and for the sustainability of nations .

Subject teachers should also support the school's approach to careers education and guidance. However, Orege (2011) comments that the question still remains as to whether the teachers are the best placed to offer such guidance if they are expected to teach full load. The school curriculum must offer excellent opportunities for developing the knowledge and skills that employers need and subject teachers can be powerful role models to attract pupils towards their subject and the careers that flow from it. Schools should ask all teachers to support the career development of young people in their tutorial role and through their subject teaching (Hooley, Watts, and Andrews, 2015). In addition, schools should ensure that pupils study the core academic subjects at GCSE which are English, Mathematics and Science. Schools should support pupils to understand that these are the subjects which provide a sound basis for a variety of careers beyond the age of 16, and can also enrich pupils' studies and give them a broad general knowledge that will enable them to participate in and contribute to society. This also applies to those students that would want to venture into business in future. Lack of proper career guidance in schools is taking its toll on university admissions given that about one third of students applying for University admission annually fail to get placement because of unsuitable subject combinations and poor career choices (Gichaga, 2016).

Schools should make clear to pupils that if they do not achieve a grade 4 or better in GCSE Mathematics and English (in Lesotho it is called LGCSE). In addition, students will be required to continue working towards this aim as part of high school level or advanced level. This can be made as a requirement or condition for accessing funding at colleges and universities. For some students this can mean taking stepping stone qualifications in order to support them as they work towards a GCSE (USAID, 2017). Exemptions can be put for some students with practical subjects who may not be able to take any of these qualifications, although all students must continue to study Mathematics and English at an appropriate level. This is because of the vital importance and powerful labour market value of securing a good grade in Mathematics and English.

A clear focus on the enterprise and employability skills, experience and qualifications that employers want can support preparation for work (USAID, 2017). Schools should help pupils gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment. This should include the

opportunity for pupils to develop entrepreneurial skills for self-employment. Schools should engage fully with local employers, businesses and professional networks to ensure real-world connections with employers lie at the heart of the careers strategy. Visiting speakers can include quite junior employees, or apprentices, particularly alumni, with whom student can readily identify. Other schools organized career or exhibition days or trips to other schools holding organized career talks or University open days where students were taught on different careers and their requirements (Orenge, 2011). In Lesotho, it is done by those in Form E (grade 12) and one can argue that it may be too late for some students by then.

Another way forward is that every year from the age of 11, pupils should participate in at least one meaningful encounter with an employer this means at least one encounter each year from years 7 to 13 (Buzzeo and Cifci, 2017). In Africa those between 7 and 13 will still be in primary school. Different encounters will work for different schools, colleges and universities. Alumni activities could be arranged as well. Business games and enterprise competitions can also be used to deliver career guidance information to students (Hanson, Hoole and Cox, 2017) careers fairs (Rehill, Kashefpakdel and Mann, 2017). Employer encounters with parents can also be arranged. Another way is to ask employer involvement or input in the curriculum. Apart from this, Hooley (2016) suggest that employer mentoring can be used as a career guidance strategy. This goes well with employers and workers talks as well. On this, Kurekova (2017) adds that there is no one else better than a woman who works in engineering or construction to speak to young women about what it is really like to work in a profession where their gender is in a minority.

In addition to school-based encounters with employers, pupils should have first-hand experience of the workplace. There is evidence that work experience gives pupils a more realistic idea of the expectations and realities of the workplace (Buzzeo and Cifci, 2017). This is particularly valuable for pupils from disadvantaged backgrounds who may not have access to a diverse range of role models. There are many strategies that youth service professionals can use to deepen the career opportunity awareness of youth. The youth can review basic information about a wide variety of careers. Provide materials such as excerpts from professional magazines, newspapers and other written materials) and plan structured, guided discussions or activities. For youth with reading challenges, provide alternate formats for information that they can use (such as electronic, large-print, Braille or audio formats)

(USAID, 2017). For example, youth could read an article about a birth at the zoo and discuss: what it would be like to work there, the various types of zoo jobs, and the education required. In this case follow ups can be made by paying the zoo another or visit nearby veterinarian so that students can ask some questions for further clarification.

Explore careers and the labour market using the Internet. There are a wealth of resources that provide information on careers and the education and training required for entry-level work (Denga, 2008). Numerous websites can provide information about the job market, careers that will be in demand in the future, sources of education and training, and professional organizations. Visit different workplaces and talk with the individuals performing the work. Anyone can be in a position to coordinate this activity through the chamber of commerce, a professional association or other employer-led organizations. For example, youth could tour a cable company and visit all the departments, that is, customer accounts, technical support, installation and engineering), learning about work settings, required attire, educational requirements, pay scales and benefits (USAID, 2017). Arrange informational interviews with individuals who do a job of interest, and help youth to develop questions that will help them guide their decision about how well their skills match with the job requirements. After the interview, discuss their perceptions and the realities of the job and help them identify what they liked and didn't like about the job, as well as related types of jobs that they might like to explore. The interaction of local employers with youth can make a real difference in the career opportunity awareness of those youth thereby ensuring the sustainability of nations

Representatives of local businesses can expose youth to various career paths, teach essential work readiness skills, and help youth understand the educational requirements and work environments related to specific occupations (Buzzeo and Cifci, 2017). This will be useful given that in Nigeria, many inappropriate career choices are been made because of ignorance and illiteracy of parents since they have a fixed idea of the vocation that their children should follow irrespective of the child's intelligence, interest and other capabilities (Agi, 2014). You may contact business leaders through a local chamber of commerce, as well as industry associations. Local employers can be engaged to support efforts to deepen youths' career opportunity awareness by: providing written materials about their company, its place in an industry, and the kinds of employment it offers) for reading

activities with youth. Providing sample applications and performance reviews for hands-on practice. Furthermore, hosting site visits at their workplaces. The managers at the companies could serve as guest speakers as well as participating in informational or mock interviews with students from schools, colleges and universities.

Careers expos are of great importance too. Due to a great need for career guidance and new programs meant for young people, there is need to organize a lot of career expos (Buzzeo and Cifci, 2017). These career expos are important in that the students maximise the opportunity offered by careers expos to gather information about career pathways, education and training, and job opportunities. In order for students to gain value from a careers and training expo or careers market, they need to know why they are going; the information they will be able to access at the expo. They also need to know how and from whom they can get this information. All this information should be provided by the teachers and lecturers at the different schools, colleges and universities. Ideally, a visit to the expo or market should be part of a comprehensive career education where students will learn a lot about the diverse careers.

Conclusion

The paper looked at what career guidance entails, its importance as well as the way forward on how to implement it. Even though career counsellors are of help, it should be stressed that students are often good judges of their own skills and the characteristics that may make them better suited to one job than another. Therefore, taking account of their preferences leads to higher productivity. It will be counterproductive to coerce students into careers they do not want. The very high proportion of university graduates in nearly all countries who change occupations after only a few years probably reflects some welcome career development, but it may also be the result of some misconceived career choices. Learners will want to read the labour market and to enter programmes with the best prospects of getting them into desirable employment in both the short and long term for the sustainability of nations.

Career guidance is imperative for effective career choices to assure the quality of the outcome, and also for ensuring that learners' decision-making is well informed in terms of both self-awareness and opportunity awareness and for the whole process to be well thought

through. In these terms, career guidance and orientation acts as a further bridge between programmes and the world of work, with the learner as an active agent in strengthening this relationship. In the theoretical framework section, the paper looked at career development theories including the chaos theory in career development. The individuals are understood as complex dynamic systems, and career can be understood as an emergent feature or outcome of the interaction of individuals as systems with the rest of the world, which is also understood in terms of being multiple embedded systems.

This paper recommends a number of policy options, including the establishment of a National Task Force for Career Guidance. There is need for all countries worldwide to have mechanisms of checking the availability and implementation of career guidance in schools, colleges and universities. All teachers should link curriculum learning with careers. Secondary and high school teachers should highlight the relevance of compulsory subjects for a wide range of future career paths. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. There is need for addressing the needs of each student since students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should be embedded with equality and diversity considerations throughout for the sustainability of nations.

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