



Guidance Programmes for Enhancing Students Employability Skills in Public Senior Secondary Schools in Rivers State

Dr. (Mrs.) Patricia Ellah Okim AGBOR

Department of Educational Psychology, Guidance
and Counselling, Faculty of Education, Rivers
State University, Port Harcourt,
Rivers State, Nigeria
patricia.agbor@ust.edu.ng

Abstract

This study examined guidance programmes for enhancing Students Employability Skills in Public Senior Secondary Schools in Rivers State. Two objectives, two research questions and two null hypotheses guided the study. Descriptive survey design was adopted, with a population comprising all the seventy-one (71) career counsellors in all the public secondary schools in Obio/Akpor and Port Harcourt local government areas of Rivers State. A self-constructed questionnaire titled: "Guidance Programmes for Enhancing Students Employability Skills Questionnaire (GPESQ)", was used for data collection. Mean and standard deviation were used in answering the research questions, while t-test statistic was used in testing the hypotheses at 0.05 level of significance. Findings revealed that educational and vocational guidance enhance students acquisition of employability skills in public senior secondary schools in Rivers State. Based on the findings it was recommended that guidance counsellors should organize seminars, mentorship programmes, and interactive workshops with professionals to expose students to real-world expectations and workplace competencies, and Schools should establish vocational units or partner with local industries, technical centres, and NGOs to provide students with hands-on training in practical skills relevant to the labour market.

Keywords: Educational guidance, Employability skills, Guidance programmes, Vocational guidance

Introduction

A school guidance programme is a comprehensive and developmental program designed to provide assistance to students in making wise choices. The purpose of the school guidance programme is to address the problems of students, teachers, and all stakeholders in the school through a collective and structured strategy (Jackson, 2015). A comprehensive guidance programme is a structured system designed to support students in multiple areas of their lives. It encompasses a wide range of services aimed at meeting the personal, academic, social, and vocational needs of students. The goal of the programme is not just to provide advice but to create an environment where students can thrive emotionally, socially, and intellectually. This

type of programme goes beyond reactive counselling sessions and takes a proactive, holistic approach to student development (Argos & Ezquerro, 2014).

The current job market requires skilled personnel who not only rely on technical skills, but also on cognitive and non-cognitive abilities notably called soft skills. Employability skills are one among the entire life skills that are mainly required in the job market. They are non-technical skills equipped with individuals who need to enter on job entry in order to survive in the world of work, to develop a career in the workplace they are involved, and to develop themselves in the type of works (Suleman, 2022).

There is intriguing evidence that some recent college graduates still lack employability skills despite the growing demands of the labor market. Additionally, they believe that their education has equipped them with sufficient skills. Even though they may be very interested in certain skills, they lack the confidence to compete in the profession. On the other hand, employers and students have different perspectives on the abilities that employers require (Wagiran, 2018). This needs to be properly handled because graduates from medium and high education may be less accepted in the industry due to their lack of employability skills.

Employability skills possessed by a person has a positive correlation with the career adaptability, and supports the ability of cooperating with others in workplace. This underscores a logical reason for the importance of employability skills to help supply the graduates of universities and vocational schools to be accepted in the workplace. This can be seen from the results of the survey of NACE in 2002 on 457 leaders of companies about the most important quality demanded of an employee, the row results are as follows: the ability to communicate, honesty and integrity, the ability to cooperate, interpersonal skills, ethical behaviour, motivation and initiative, adaptability, analytical power, computer capabilities, the organization abilities, detail-oriented, leadership, confidence, friendly, polite, thoughtful, humorous, creative, GPA, and entrepreneurship capabilities (Abas & Imam, 2016).

Employability skills become the requirements desired in the workforce against the prospective workers. Employability abilities are highly valued by the workforce in Malaysian, Japanese, Singaporean, and Hong Kong sectors. The 2000s, which were characterized by thunderstorms and the Minister of Manpower and Transmigration's decision, have recently dominated discussions about employability skills in Indonesia. Menakertrans (2023) examined how Indonesia's national work competency standard is determined.

According to Irma, Indonesian business owners also exhibited a significant assessment of employable abilities. According to Guzman and Choi (2023), the Indonesian industry requires 20 different types of fundamental talents, the most important of which is honesty. These are followed by work ethics, responsibility, discipline, and maintaining workplace safety. Entrepreneurs anticipate that university graduates will have excellent employability skills and be eager to participate in the global market. Employability skills are necessary for both university graduates and recent high school graduates.

Unfortunately, higher education institutions and secondary schools have not been able to equip the graduates optimally in accordance with expectations. One of the constraints in providing employability skills provision to students is the teachers' low level of understanding about it and the absence of a clear curriculum that set out the employability skills. Moreover, it is because there has not been regulation governing what employability skills which must be owned by the college graduates. This often gives rise to a different perspective of employability skill needs given by education world with the needs required by the workforce (Jackson, 2022). Therefore, it is important for the stakeholders of education world to give more attention in the development of employability skills for the participants or students and the notable Alumni. Moreover, it is also necessary to build a good integration between the world of work with the education world, as well as providing a non-technical skill description that must be prepared by the students. The formulated purpose of this is to prepare the graduates to have a good readiness in entering into job entry after his studies. Employability skills development also requires the involvement of the Government and entrepreneurs to clarify actual soft skills prioritized in the workplace.

A discussion about the importance of employability skill has been widely discussed at the college level, however, the essential point is not only on colleges that need to ensure employability skills, but also at the level secondary education notably in SMK in which it is indeed prepared to have proficiency in the working world. Among the goals of SMK establishment listed in Act No. 20 of 2003 is to develop the potential students to be citizens who have the precious, healthy, learned, accomplished, creative, independent, democratic and accountable (Khare, 2014).

Concept of Guidance Programme

Through the development of practical job-seeking skills, career planning and decision-making, and self-awareness, guidance programs improve employability skills. These programs assist people in recognizing their skills and shortcomings, developing a career plan, comprehending

their possibilities for college and employment, and learning interview methods and resume writing. Through organized activities like workshops and mentoring, they help enhance critical "soft" skills like communication, teamwork, and flexibility. A guidance program offers a variety of services, such as educational, vocational, personal, and social guidance, to assist people with their personal, academic, and professional growth. These programmes use services including orientation, counseling, and placement to encourage students in making educated decisions and adapting to their environment.

Types of Guidance Programmes, by Jayaram & Engmann (2014)

1. Educational Guidance: Assists students with their academic progress, including subject selection, study habits, and exam preparation.
2. Vocational Guidance: Focuses on career exploration by helping individuals assess their skills, interests, and aptitudes to make informed choices about occupations and training.
3. Personal Guidance: Helps individuals with their emotional and social adjustment, including dealing with personal problems, building character, and managing social situations (Jayaram & Engmann, 2014).
4. Social Guidance: Aids individuals in understanding and conforming to social norms, contributing to society, and developing leadership skills.

Educational Guidance and Students Employability Skills

Educational guidance is essential for graduate employability, as it helps students develop career-related skills, make informed career choices, and navigate the job market effectively. This guidance should go beyond academic choices to include career planning, skill development through curriculum and co-curricular activities, and support for adapting to a changing workforce (Ezeribe, 2022). Effective guidance is a continuous process, starting early and extending through graduation and beyond, helping students build confidence and adapt to challenges like the modern job market and global crises.

Key Components of Educational Guidance for Employability

Career planning: Assisting students in determining their values, interests, and abilities so they can make well-informed choices on their educational and professional routes. Skills development: Using co-curricular activities and the curriculum to incorporate academic and employability skills, including problem-solving, communication, teamwork, and digital fluency. Giving students the chance to apply their knowledge in a real-world situation through internships, field-based learning, and professional projects is known as experiential learning (Ezeribe, 2022). Market awareness: Educating students on the demands of the labor market

both now and in the future to make sure their credentials and abilities match those of employers. Support for lifelong learning: Promoting an attitude of ongoing education and self-management to adjust to obstacles and changes in one's job throughout one's working life (Daly, 2023).

Vocational Guidance and Students Employability Skills

Vocational education helps in enhancing employability through providing students with hands-on training and practical skills. Through vocational education, students can learn on-demand job skills, which is very beneficial for students to gain industry expertise. Vocational education has become essential in today's modern world to acquire practical skills. Vocational education provides students with practical skills and enables students to acquire a deeper understanding. Vocational education helps students to become employable and makes them financially capable (Essuman, 2017). Earlier, vocational education was meant for artisans, craftsmen, mechanics, technicians, etc., but now it has gained a wide demand in every field. Vocational education prepares students with the necessary skill sets and allows them to develop an entrepreneurial mindset as well as build skills.

Vocational education, also known as Career and Technical Education (CTE) or Technical Vocational Education and Training (TVET), is an educational program that allows students to acquire hands-on experience through real life projects. The Ministry of Skill Development and Entrepreneurship (MSDE) is the nodal ministry in India for the development and administration of programs pertaining to vocational education and skill development. The National Education Policy (NEP) 2020 mandates that vocational education be implemented in every school as part of vocational studies. Vocational education is intended to help students develop the competencies of knowledge and abilities related to work or any profession. Vocational education provides practical skills and expertise in a specific field chosen by the student (Weligamage, 2019).

Vocational education offers a more practical and skill-based education as compared to traditional academic education. Vocational education helps in generating a productive workforce through skill-based programs, which enhance employability and prepare students for the workforce. Vocational education plays an essential role in developing students' practical skills. Vocational education allows students to prepare for the competitive job market and provides them with necessary skills. Vocational education helps in eliminating unemployment by offering self-employment opportunities to students. Vocational education also prepares students for entrepreneurship and enables them to develop entrepreneurial skills.

The following are the importance of vocational education according by Weligamage (2019).

1. **Provision of Practical Skills:** Vocational education is known for providing practical skills to students. Vocational studies place more emphasis on practical experience as compared to traditional education, which mainly focuses on theoretical knowledge. In order to prepare students for their future careers, it provides workshops, simulations and real-world projects. This hands-on approach enhances students' skills and makes sure that students are conversant with the instruments, procedures and technologies utilized in their chosen fields. The practical learning creates a workforce and enhances employability in the private and government sectors.
2. **Prepares students for Career Opportunities:** Vocational education prepares students for employment prospects by providing them with hands-on experience. Vocational studies adapt their curricula to the demands of the modern labor market in order to educate students for particular career trajectories. Programs are typically created in partnership with industry experts and working professionals to guarantee that the knowledge and skills taught are current and in demand. Additionally, practical skills help students get ready for the workforce as soon as they graduate (Brewer, 2023).
3. **Development of Entrepreneurial Skills:** Another major element of vocational education is that it develops an entrepreneurial mindset among students. Entrepreneurial skills include teaching, marketing, customer service, financial management and business planning. Vocational education teaches all the elements of entrepreneurship. Vocational studies foster creative thinking skills and create an entrepreneurial mindset. This equips students with the skills necessary to launch their own businesses or support the local entrepreneurial community (Weligamage, 2019).
4. **Promotes Teacher-Student Relationship:** Smaller class sizes and practical experience are two ways that vocational education enhances teacher-student connections. Through their personal experiences, instructors or professionals in the field can provide guidance and useful information to students enrolled in vocational programs. Students feel more encouraged in their learning process as a result of this individualized attention, which motivates them to ask questions, seek guidance, and increase their involvement. Stronger motivation, improved memory retention, and satisfying educational experiences all depend on positive teacher-student connections (Brewer, 2023).
5. **Boost Confidence:** Vocational education helps in enhancing confidence among students through hands-on learning and their learning outcomes. Completing projects successfully and developing practical skills promote self-efficacy and a sense of

accomplishment among childrens. This confidence allows them to develop social skills and enhance their capabilities. Students who are confident in their abilities are more likely to take on challenges and grasp opportunities for their career growth (Weligamage, 2019).

6. **Enhances Problem-Solving Skills:** Through practical experience, vocational education improves problem-solving abilities. Through practical exercises and real-world scenarios, students receive experience, which is necessary for assessing situations, identifying problems and generating feasible solutions. This experiential learning style encourages students to think fast and adapt to changing conditions better preparing them for the dynamic nature of the workforce. Today's workforce places a high emphasis on problem-solving abilities since they allow workers to quickly adjust to changing job needs (Weligamage, 2019).
7. **Provides Networking Opportunities:** Vocational education helps in developing networking opportunities through partnerships with local businesses and industries providing students with access to advantageous networks. Through industry events, internships, apprenticeships, and other related tasks help students to connect with working professionals, learn from them and build relationships that may lead to job offers or mentorship. Proper networking is a key element of career development and vocational education helps students develop a proper professional network that enhances their future employment (Weligamage, 2019).
8. **Economic Advantage:** Vocational programs help to create a more skilled workforce which is necessary for economic growth by giving students the skills they need for in-demand jobs. Vocational education helps in enhancing the economy through developing more workforce. Due to higher employment rate it emphasizes less dependency on social services and higher consumer spending. Vocational education can also assist in filling skills shortages across a range of industries guaranteeing that companies have access to skilled laborers who can spur innovation and productivity (Brewer, 2023).
9. **Addressing Diverse Learning Needs:** Because it accommodates a broad range of learning preferences and styles, vocational education covers a variety of learning demands. The main goal of vocational training is to provide an inclusive learning environment where each student can select what best suits their interests and skills. Students who find it difficult to study through standard academic techniques may find it appealing as it provides a practical, hands-on approach. Every student has the opportunity to excel thanks to the variety of learning modes offered by vocational education, including visual, aural, and kinesthetic learning opportunities.

10. Lifelong Learning and Adaptability: In a rapidly evolving job market, adaptability and lifelong learning are essential. Vocational education fosters a mindset of continuous improvement, which encourages students to pursue further education and skill development throughout their careers. Many vocational programs emphasize the importance of staying up to date with industry trends and advancements preparing students to embrace change and seek out new learning opportunities. This flexibility is essential for long-term professional success because it enables people to adapt to shifting market conditions, technological advancements and job demands.

Statement of the Problem

The development of employability and entrepreneurship skills in secondary school pupils has become an essential component of education in today's fast-paced, cutthroat environment. Programs for guidance and counseling are intended to assist students in recognizing their potential, acquiring useful skills, and being ready for fulfilling employment once they graduate. However, guidance and counseling programs are still insufficient, poorly organized, and underutilized in many Rivers State public senior secondary schools when it comes to helping pupils develop employability and entrepreneurship skills.

Many students graduate from secondary schools without the necessary entrepreneurial mindset, problem-solving ability, and employability skills required to thrive in a fast-changing economy. Despite government efforts to integrate vocational and career guidance into the school system, most counselling programmes still focus mainly on academic guidance rather than life skills, career preparation, or self-reliance. Counsellors often face challenges such as lack of materials, inadequate training, limited funding, and minimal support from school administrators, which hinder the effectiveness of these programmes.

Furthermore, the dearth of practical exposure, mentorship, and industry ties within the guidance and counselling framework has left many students ill-prepared for the job market. Due to inadequate guidance on skill acquisition and entrepreneurial endeavors, this circumstance exacerbates the growing issue of young unemployment and underemployment in Rivers State.

Because of poor implementation, a lack of resources, and insufficient counselor competence, the potential of guidance and counseling programs to improve employability and entrepreneurship skills among students in public senior secondary schools in Rivers State has not been fully realized, which is the study's problem. This calls for an in-depth investigation

into how guidance and counselling programmes can be effectively utilized to equip students with the necessary skills for self-reliance and economic productivity.

Purpose of the Study

This study examined guidance programmes for enhancing Students Employability Skills in Public Senior Secondary Schools in Rivers State. Specifically, the objectives of the study seek to:

1. Examine the extent to which educational guidance enhance student's employability skills in public senior secondary schools in Rivers State.
2. Determine the extent to which vocational guidance enhance student's employability skills in public senior secondary schools in Rivers State.

Research Questions

The researcher developed the following research questions that guided the study

1. To what extent does educational guidance enhance Students Employability Skills in Public Senior Secondary Schools in Rivers State?
2. To what extent does vocational guidance enhance Students Employability Skills in Public Senior Secondary Schools in Rivers State?

Hypothesis

The researcher developed the following research questions that guided the study

1. There is no significant difference in the mean ratings of the respondents on the extent to which educational guidance enhance Students Employability Skills in Public Senior Secondary Schools in Rivers State.
2. There is no significant difference in the mean ratings of the respondents on the extent to which vocational guidance enhance Students Employability Skills in Public Senior Secondary Schools in Rivers State

Methodology

This study adopted descriptive survey design. This design is relevant to this study because it helps the researcher to elicit information from the respondents. The population of this study comprised of all the seventy-one (71) career counsellors in all the public secondary schools in Obio/Akpor and Port Harcourt local government areas of Rivers State as provided by the Offices of the principals in all the secondary schools in the study area. The entire population was used as the sample for the study. A self-constructed questionnaires titled "Guidance Programmes for Enhancing Students Employability Skills Questionnaire" (GPESESQ) was

used for data collection. Mean and standard deviation (SD) was used in answering the research questions, while t-test statistic was used in testing the hypotheses at 0.05 level of significance.

Results

Research Question 1: To what extent does educational guidance enhance students' employability skills in public senior secondary schools in Rivers State?

Table 1: Mean and standard deviation analysis on the extent educational guidance enhances students' employability skills in public senior secondary schools in Rivers State

		Career Counsellors = 71		
S/No	Questionnaire Items	Mean $\bar{x}$	SD	Remarks
1.	Occupational guidance helps students develop career-related skills and make informed career choices	2.83	0.84	H E
2.	Occupational guidance helps in skill development through curriculum and co-curricular activities	2.72	0.82	H E
3.	Occupational guidance support for adapting to a changing workforce	2.75	0.83	H E
4.	Occupational guidance support for adapting to a changing workforce	2.69	0.82	H E
5.	Occupational guidance enhances students' employability skills in public senior secondary schools	2.67	0.82	H E
Grand Total		2.73	0.83	H E

Source: Field Survey, 2025

Table 1 presents mean ratings of respondents on items 1 to 5 which are respectively 2.83, 2.73, 2.75, 2.69, 2.67 with standard deviations ranging from 0.84 to 0.82 which indicate "High Extent". In other words respondents rated all items High Extent. Also, the grand means of 2.73 with standard deviation 0.83, suggests that respondents agreed that to a "High Extent" educational guidance enhances students employability skills in public senior secondary schools in Rivers State.

Research Question 2: To what extent does vocational guidance enhance Students employability skills in public senior secondary schools in Rivers State?

Table 2: Mean and standard deviation analysis on the extent vocational guidance enhance Students employability skills in public senior secondary schools in Rivers State

		Career Counsellors = 71		
S/No	Questionnaire Items	Mean $\bar{x}$	SD	Remarks
6.	Vocational education offers a more practical and skill-based education as compared to traditional academic education	2.89	0.85	H E
7	Vocational education helps in generating a productive workforce through skill-based programs, which enhance employability and prepare students for the workforce	2.86	0.83	H E
8	Vocational education plays an essential role in developing students' practical skills	2.78	0.83	H E
9	Vocational education allows students to prepare for the competitive job market and provides them with necessary skills	2.83	0.84	H E
10	Vocational education helps in eliminating unemployment by offering self-employment opportunities to students	2.86	0.84	H E
Grand Total		2.84	0.84	

Source: Field Survey, 2025

Table 2 presents mean ratings of respondents on items 6 to 10 which are respectively 2.89, 2.86, 2.78, 2.83, 2.86 with standard deviations ranging from 0.84 to 0.82 which indicate “High Extent”. In other wards respondents rated all items High Extent. Also, the grand means of 2.84 with standard deviation 0.84, suggests that respondents agreed that to a “High Extent” Vocational guidance enhances students employability skills in public senior secondary schools in Rivers State.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean ratings of the respondents on the extent to which educational guidance enhance Students Employability Skills in Public Senior Secondary Schools in Rivers State.

Table 3: t-test analysis of the significant difference in the mean ratings of the respondents on the extent to which educational guidance enhance Students Employability Skills in Public Senior Secondary Schools in Rivers State

	F	Sig.	T	df	p-value	α -value	Decision
Equal variances assumed	1.085	.298	4.251	69	.107	.050	H_0 Not Rejected
Equal variances not assumed			4.251	796.709	.107	.050	

The information in table 3 shows that equal variances assumed has $t = 4.251$, $df = 69$, and 2-tailed $p = 0.107$. Thus, the null hypothesis 1 that “there is no significant difference in the mean ratings of the respondents on the extent to which educational guidance enhance Students Employability Skills in Public Senior Secondary Schools in Rivers State” is not rejected as $t(69) = 4.251$, 2-tailed $p = 0.107 > \alpha = 0.05$. This implies that respondents are in agreement that there is no significant difference in the mean ratings of the respondents on the extent to which educational guidance enhance Students Employability Skills in Public Senior Secondary Schools in Rivers State.

Hypothesis 2: There is no significant difference in the mean ratings of the respondents on the extent to which vocational guidance enhance Students Employability Skills in Public Senior Secondary Schools in Rivers State

Table 4: t-test analysis of the significant difference in the mean ratings of the respondents on the extent to which vocational guidance enhance Students Employability Skills in Public Senior Secondary Schools in Rivers State

	F	Sig.	T	df	p-value	α -value	Decision
Equal variances assumed	15.599	.123	11.985	69	.097	.050	H_0 Not Rejected
Equal variances not assumed			11.985	781.568	.097	.050	

Table 4 presents that equal variances assumed has $t = 11.985$, $df = 69$, and 2-tailed $p = 0.097$. Therefore the null hypothesis 2 that “there is no significant difference in the mean ratings of the respondents on the extent to which vocational guidance enhance Students Employability Skills in Public Senior Secondary Schools in Rivers State” is not rejected as $t(69) = 11.985$, 2-

tailed $p = 0.097 > \alpha = 0.05$. Thus, the respondents agreed that there is no significant difference in the mean ratings of the respondents on the extent to which vocational guidance enhance Students Employability Skills in Public Senior Secondary Schools in Rivers State.

Discussion of Findings

The findings in research questions one revealed that educational guidance enhance students employability skills in public senior secondary schools in Rivers State. This finding is in collaboration with Khare (2014) who observed that educational guidance is essential for student employability, as it helps students develop career-related skills, make informed career choices, and navigate the job market effectively. This guidance should go beyond academic choices to include career planning, skill development through curriculum and co-curricular activities, and support for adapting to a changing workforce. Effective guidance is a continuous process, starting early and extending through graduation and beyond, helping students build confidence and adapt to challenges like the modern job market and global crises.

The findings in research questions two shows that vocational guidance enhance students employability skills in public senior secondary schools in Rivers State. This finding is in collaboration with Aba & Imam (2016) who asserts that Vocational education helps in enhancing employability through providing students with hands-on training and practical skills. Through vocational education, students can learn on-demand job skills, which is very beneficial for students to gain industry expertise. Vocational education has become essential in today's modern world to acquire practical skills. Vocational education provides students with practical skills and enables students to acquire a deeper understanding. Vocational education helps students to become employable and makes them financially capable. Earlier, vocational education was meant for artisans, craftsmen, mechanics, technicians, etc., but now it has gained a wide demand in every field. Vocational education prepares students with the necessary skill sets and allows them to develop an entrepreneurial mindset as well as build skills.

Conclusion

Guidance programmes for enhancing Students Employability Skills in Public Senior Secondary Schools in Rivers State cannot be overemphasized. The study concludes that educational guidance and vocational guidance enhance students employability skills in public senior secondary schools in Rivers State.. The study also deduced that Employability skills possessed by a person has a positive correlation with the career adaptability and support the ability of cooperating with others in workplace. This disclosed a logical reason of the importance of

employability skills to help supply the graduates of universities and vocational schools to be accepted in the workplace.

Recommendations

Based on the results of the findings of this research work, the following recommendations were made:

1. Guidance counsellors should organize seminars, mentorship programmes, and interactive workshops with professionals to expose students to real-world expectations and workplace competencies.
2. Schools should establish vocational units or partner with local industries, technical centres, and NGOs to provide students with hands-on training in practical skills relevant to the labour market.

References

- Abas, M. C. and Imam, O. A. (2016) "Graduates' Competence on Employability Skills and Job Performance," *International Journal Eval. Res. Educ.*, 5(2), 119–125.
- Argos, J. and Ezquerra, P. (2014) "Universities and Skills for Employability," *Procedia - Soc. Behav. Sci.* 1(39), 290–296,
- Brewer, L. (2023) Enhancing youth employability: What? Why? and How? Guide to core work skills. Geneva: *International Labour Office, Skills and Employability Department*.
- Daly, S. (2023), Enhancing employability skills through the use of film in the language classroom. *Lang. Learn. Journal.* 44(2) 140–151.
- Essuman, J. K (2017). Guidance and Counselling in basic and secondary schools in a Ghana. *Journal of Counselling, Education and Psychology*, 1(2) 142-143.
- Ezeribe, S.N. (2022) Fostering entrepreneurship development in Nigeria through Guidance and Counselling: *Nigerian Journal of Empirical Studies in Psychology and Education*.1(13) 113-120.
- Guzman, A. B. and Choi, K. O. (2023) "The relations of employability skills to career adaptability among technical school students," *Journal Vocat. Behav.*, 82(3),199–207.
- Jackson, D. (2015) "Employability skill development in work-integrated learning: Barriers and best practice," *Stud. High. Educ.*, 40(2),350–367.
- Jackson, D. (2022) "Business undergraduates' perceptions of their capabilities in employability skills," *Ind. High. Educ.*, 26(5), 345–356.

- Jayaram, S. and Engmann, M. (2014) "Developing skills for employability at the secondary level: Effective models for Asia," *Prospects*, 44(2), 221–233.
- Khare, M. (2014) "Employment, Employability and Higher Education in India: The Missing Links," *High. Educ. Futur.*, 1(1), 39–62.
- Suleman, F. (2022) "Employability Skills of Higher Education Graduates: Little Consensus on a Much-discussed Subject," *Procedia - Soc. Behav. Sci.*, 228(June), 169–174,
- Turner, D. (2022) *Employability skills development in the United Kingdom. Kensington Park: National Center for Vocational Education Research (NCVR).*
- Wagiran, D. (2018) "*The Importance of Developing Soft Skills in Preparing Vocational High School Graduates*," Seameo Voctech.
- Weligamage, S. S. (2019) "Graduates" Employability Skills: Evidence from Literature Review," *Asaihl*, pp. 115–125.