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Vocational Education and Economic Development of Students/Challenged Students in Nigerian Higher Education: Counseling Implication

By

FLORENCE N. C. ONYILOFOR, (Ph.D)

*Department of Educational Foundation,
(Guidance and Counseling Unit),
University of Nigeria, Nsukka,
Enugu State.*

Abstract

This study investigates Vocational Education and Economic Development of Students/Challenged Students in Nigerian Higher Education: Counseling Implication. The population of the study comprised 384 respondents made up of 81 professional counselors and 303 challenged student counselors selected through simple random sampling from some Federal universities in south west zone of Nigeria and the federal college of education special Oyo. The instrument for data collection was a researcher-developed questionnaire with a four point response option of highly needed, needed, not needed and not highly needed. The data collected were analyzed using mean and standard deviation. A mean of 2.5 and above was accepted while any mean less than 2.5 was rejected. Summarily, the findings of the study showed that: problem solving, vocational education, progress/behavior, motivation and self-employment/practical are the roles of professional counselors in vocational education and economic development of students/challenged students in Nigerian higher education. One major recommendation is that government and the universities should employ skilled technicians/technocrats who will handle the repair and teaching of these assistive technologies for economic development.

Keyword: Education, Special Education, Vocational Education, Economic Development, Challenged Students, Higher Education, Counseling Implication.

Education has a significant role to play in the development of any nation. Education is therefore essential to humans. Education whether formal or informal is meant to encourage the wholesome development of all the powers of our being, prepare us for happy and useful living and for acceptance by the societies into which we are born or in which we are brought up (Ajabge, 2006). It is a medium through which the society transmits skill, behavior and attitude to its young ones including students and challenged students. Hence education helps people acquire skills that lead to self-realization and actualization. Onyilofor (2012) stated that education is adjudged as a veritable instrument for national development and this is why nations all over the world accord priority to this sector. Including student /challenged student in this can be done through special education.

Special education is meant to take care of challenged students who as a result of one form of challenges or the other cannot benefit from general education. According to George (2012), special education in its simple meaning stands for the type of education that is quite specific and special in nature. Special education is designed to help learners with challenges to achieve a high level of personal self-sufficiency, success in school and community than would be available in the regular school curriculum. In line with the above assertion Onyilofor (2012) opined that special education is a specifically designed instrument which is structured to meet the unique needs of the exceptional individual. Onyilofor (2010) identified them as vulnerable students such as the gifted students, mentally retarded, talented, deaf, hard of hearing, blind, blurred vision, astigmatism, short sighted, long sighted, orthopedic disabilities, wheel chair bound, dwarfs, albino, cerebral palsy, leprosy, paralytic and dyslexic. According to the researcher special education is that education done in special settings and with special facilities and methods which cater for the challenged students in order to make them self-employed and employers of others. This can only be achieved through vocational education.

Generally, the terms vocational education, occupational education, technical education, career education, job oriented education, industrial arts education are used interchangeably. Vocational education has sometimes become a tool for addressing the economic, political and social crises that are threatening the political and economic stability of some nations (Nigeria inclusive). Rising unemployment, lack of skilled workers, high dropout rate and the changing demographic nature of work force have replaced the issue of work force on the educational reform agenda (Giroux, 1991). The function of vocational education is to equip the students/challenged students, provide and develop skills that are necessary for progress in life. Vocational education prepares its graduates for employment in the workplace, typical existing business enterprises as well as the acquisition of knowledge relevant to employment. In the new economic

environment, vocational education is expected to produce an educated, skilled and motivated work force (Mustapha 1999).

In an attempt to ascertain the way forward and in response to current socio economic problems of the country the need for vocational education arose. Vocational education prepares students/challenged students for jobs that are based on manual or practical activities, which are specifically related to trade, occupation, vocation or profession. To the researcher, since students are the centre in this 21st century era and not the teacher or faculty or lecturer the curriculum should be tailored towards jobs that will make them on their graduation to be self-employed to develop cottage, medium and large industries and employ others instead of roaming the street for white collar job. Vocational education is considered as an important measure for the development of trained labor force required for the socio-economic development of the country. Kazmi (2007), in his study pointed out that vocational training and skill development are the tools to improve the productivity of the labor force of any country.

According to United nations Education Scientific and cultural organization UNESCO (2002), technical and vocational education is a comprehensive term embracing those aspects of educational process involving, in addition to general education, the study of technology and related sciences and acquisition of practical skills, attitudes, understanding, and knowledge relating to occupations in various sectors of economic and social life and should contribute to economic development. Okorie (2001) saw vocational education as a type of education, which develops the mental and physical qualities of people thereby increasing their skills, knowledge and attitudes required for utilizing the natural resources needed for economic development of the nation and for their self-employment. According to Enyekit and Enyenili (2007), vocational education includes preparation for employment in any occupation for which specialized education is required, for which there is a societal need, which can be most appropriately done in schools. Vocational education is therefore an instrument for change and development which plays a significant role in economic development. It is one of these needs that the national policy on education, places on vocational and technical skills at the secondary and tertiary institutions. Technical and vocational education (TVE) has been an integral part of national development strategies in many societies because of its impact on productivity and economic development. Vocational education and training prepares learners for careers that are based on manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation. Technical education is a planned programme of courses and learning experiences that begin with exploration of career options, supports basic academic and life skills and enables achievement of high academic standards, good leadership, preparation for industry defined work, and advanced and continuing education. National Policy on Education (2004) opined that, vocational education has

been described as that part of the total experience of the individual where he learns successfully to carry on a gainful occupation.

The importance of vocational education cannot be over emphasized. This is why the federal government of Nigeria (2004) broadly spelt out the broad aims and objectives of vocational and technical education in paragraph (49) which include to give training, impart necessary skills, leading to production of craft men, technicians and other skilled personnel who will be enterprising and self-reliant and so on. The focus on Vocational and technical education is therefore to equip individuals with relevant knowledge, skills, attitudes for work in chosen occupations and career opportunities (Olaosebikan and Haruna 2008). In line with the above assertion, Dike (2005) construed that vocational and technical education gives individuals the skills to “live, learn and work as productive citizens in a global society”. Although technical and vocational education seems deficient in citizenship or leadership training (Friedman 1982) it provides students with life skills (Alwasilah, 2002 in Dike, 2013) to become productive entrepreneurs as it engenders creative and innovative ideas, enlarge the economic pie, and increase personal freedom. This type of education involves the transfer of skills through apprenticeship system. Like blue collar jobs which use their psychomotor domain, they include auto body repair and spraying paints, refrigerator and air conditioning repair, furniture making, book keeping, clothing and textiles, radio, television and electronic works. It is an education geared towards self-employment, income generation and earning a living. The transfer of skill is done through practical orientation. This implies that vocational education provides individuals with the chance to develop psychomotor, cognitive and affective skills, in order to take rightful places in the society and to make for economic development and growth. Technical education has been appearing as a section of its own in the NPE’s (1985, 1977, 1973) until date. It is recognized as an aspect of vocational education. This vocational education is now offered in five different types of institutions including the Nigerian universities. These institutions as stated in the NPE (1998) are

- (1) Pre vocational at junior secondary school.
- (2) Vocational Schools at post – primary school.
- (3) Technical colleges at post primary/secondary levels.
- (4) Polytechnics,
- (5) technical teachers colleges at post – secondary level.

This is because Nigerian scholars have accepted that it makes for technological development, trade expansion, foreign exchange generation and basis for putting the nation on the map of industrialization (Okoro 1999, Okorie 2000). Which will lead to economic development.

Economic development is also known with such terms as economic growth, economic welfare and economic progress. It is the process whereby an economy's real national income as well as per capita income increases over a period of time, the bottom line of economic development today is to build prosperity; increase the production and consumption of goods and services to create an environment in which peoples dignity, self esteem and self respect are promoted and to increase peoples Freedom of choice by providing them with the opportunities to live life to the full and for this to happen, it is important for cs in Nigerian higher education to have skills in innovation, in technology education and entrepreneurship to be ready to fit into the global market place on which today's economy depends on. Thus, without a fundamental shift in values, beliefs and thinking and without technological capability, Nigeria will continue to dream of becoming a "Great nation". The process of economic development in Nigeria is reflected on from the early post-colonial agrarian economy to the present oil and gas economy, and it is observed that one vital factor militating against Nigeria's economic development is the absence of a truly Nigerian economic ideology and vocational education which can properly capture the unique configurations of the traditional Nigerian society. To Sen (1999), development involves reducing deprivation or broadening choice with the economy being more globalised than ever, it is important to have a background and skill set that allows graduates to become embedded in the global economy right from graduation.

The leaders of Nigeria must recognize the relevance of technical and vocational education in National development and adopt and adapt what works in developed nations like America. It cannot be overemphasized that technical education is the engine for economic growth. In fact it is the missing link in Nigerian's development polices. Nigeria can become an economic power house and realize her vision only if proper attention is given to vocational education and technological development and promotes and rewards creativity and channels her material and human resources to productive use. No nation can fight a war without an army in the same way Nigeria cannot develop without well-equipped technical and vocational institutions (Osolor, 2013).

The problem of unemployment is on the increase and has contributed to the poverty level in Nigeria. Osuwa (2006) is of the opinion that the current wave of youth restiveness in Nigeria is a typical example of the result of unemployment. While technical and vocational education has continued to thrive in many societies, Nigeria has neglected this aspect of education. Consequently, the society lacks skilled technicians, bricklayers, carpenters, painters and auto mechanics; laboratory and pharmacy technicians and skilled vocational nurses and professional counselors. Every facet of the economy has been affected by lack of skilled technicians. The financial sector lacks technicians to regulate the banks and to develop financial software to

properly tackle the rising fraudulent activities in the banking sector. The educational sector also lacks qualified teachers and professional counselors. The Needs Assessment (2003 – 2007) which aimed at laying “a solid foundation for sustainable poverty reduction, employment generation, wealth creation and value reorientation has not been able to fully realize its goals. Almost a decade later, Nigeria is still a massive importer of all her needs and social stability is threatened by rising unemployment and an inelastic economy. Unemployment is an economic enemy that has attracted a huge attention all over the world. Economic developments generally refer to the sustained, concerted actions of policy makers and communities that promote the standard of living and economic health of a specific area. It is a term that economists, politicians and others have used frequently in the 20th century. Mansell and Wehn (1998) also stated that economic development has been understood since the world war to involve economic growth, namely the increases in per capita income and the attainment of a standard of living equivalent to that of industrialized countries like Australia, Spain, Britain and Malaysia. More than half the people of the world are living in conditions approaching misery including students/challenged students in Nigeria . The food is inadequate, they are victims of disease, unemployment expands by the day, inadequate facilities and criminality are on the rise among students/challenged students. The leaders, i.e. governments at all levels, should recognize the relevance of technical and vocational education in national development of students/challenged students in Nigerian Higher Education if they anticipates economic development.

Higher education is the highest stage of education. It is education which provides employers and societies with graduates of specific fields (Frackman, 2003). To the researcher it is that kind of education which provides graduates with skills and expertise, who can fit into all kinds of discipline. It is through education that citizens of a country become competent enough so as to bring about economic development to its students/challenged students. In this paper challenged students are those students who face one difficulty or the other; they include: Albinos, autistics, people with attention disorders, the obese, poliomyelitis patients, dyslexics, epileptics, dwarfs, diabetics, asthma patients, visually impaired, physically challenged students, cerebral palsy, the deaf and dumb (Disabilities world, 2005). Other categories of challenged student according to Onyilofor (2004) include visually handicapped, the blind, the partially sighted and short sighted people with low vision and those that suffer from astigmatism, blurred sight and loss of vision. Higher education according to NPE (2004) is one given after secondary education in mono-technics, polytechnics, colleges of education and universities including those institutions offering correspondent courses. It will have a theoretical underpinning, it will be at a level which would qualify someone to work in a professional field and it will usually be taught in an environment which also includes advanced research activity (www.wg.aegee.org/ewg/higheredu). Bamisaiye (2004) opined that the duty of higher

education is to prepare the students/challenged students to be useful to society, within the context of the established system. Therefore, the stakeholders in education, that is students/challenged students, parents and guardians, Non-governmental organizations (NGO's), curriculum planners, ministries of education and government at all levels should plan to assist those challenged students in vocational education in order for them to be self-actualized and self-employed so as to be employers of labor. Those with physical impairment include those with neurological or orthopedic impairment which may require socio mobility devices such as wheel chairs, clutches, braces and calipers, some others are slow learners, have reading and writing difficulties, short attention span, speech impairment, some are gifted and talented while others are mentally retarded and government should provide the needed assistive technology for them so that they will be at par with their counterparts abroad (George, 2012). These students/challenged students need special skills like listening, confidentiality, silence, empathy, incentive, reinforcement, affective, adaptive, ICT, communicative, specialized, competency, appreciation skill, unconditional position regard, genuineness and congruence skills, and so on (Onyilofor 2010). Other skills by Ogundele (2005a) are time management, entrepreneurial self-development, managing change for competitive success, decision making, human resources environment of business, helping people to learn, team building, project management, organizational development, corporate excellence and people gifted business skill. While sexton and Thomas (2009) have accountability, decision making, focus skill and connection skill. These skills can only be developed with the help of a professional counselor. The challenged students will then be self-reliant, self-actualized, self-independent and promote national development. Counseling as a helping profession deals with the process of assisting individuals to gain insights and self-understanding so that they could overcome their problems. Onyilofor (2010) defined counseling as the help professional counselors give to their clients on issues of education, socio-personal, and occupational decision. Counseling according to Onwuasoanya (2007) is defined as that specialized help activity available within the guidance programme which provides a specialized help to a person facing obstacle in life. Counseling should help challenged students to participate fully and benefit from, the economic development of the nation. "To develop students/challenged students in Nigerian higher education is to develop a nation" and this is what counseling seeks to do. To the researcher, the role of a professional counselor like those of other helping professions is to help the client. The counselor must develop a solid repertoire of basic counseling skills in order to function effectively. These skills include attending behavior skills, nonverbal skill, eliciting and tracking skill, summarization and structuring skill, the professional counselor also demonstrates the ability to use solid basic counseling skills like interpretation, confrontation, self-disclosure and immediacy skill to help the client in their vocational education choice; the professional counselor also functions as a consultant, coordinator, career assistance, organizer, planner, assessor in higher education. If these roles are

defined, professional counselors are bound to strive to assess their own performance and to seek improvement in areas of ineffectiveness. Professional counselors also use their skills in counseling, evaluating and assessment of students/challenged students in Nigerian higher education. Furthermore, professional counselor encourages and supports the academic, social, emotional and career development of students/challenged students which will help in economic development. Professional counselors help all students including students/challenged students realize their full potentials despite cognitive, emotional, medical, behavioral, physical or social disabilities (Nichter and Edmonson, 2005). Ajobiewe (2007) listed the following roles of a good professional counselor and they include: to help client/challenged students in making appropriate and satisfying personal, social, educational and vocational choices. to guide client/challenged students to acquire positive problem solving and decision making skills, to create awareness in various areas of personal, social, educational and career information, to intimate client/cs with information of collecting, collating and using appropriate information and skills. These skills are very instrumental to the economic development of students/challenged students in Nigerian higher education.

In Nigeria, vocational education is not given the adequate recognition it deserves. Unlike what obtains in the United States where vocational education is well appreciated. Furthermore the Dutch educational system pays attention to vocational education at all ages and in many other development conscious nations, vocational centers that offer vocational training for lifelong sustainable development and national development are encouraged. The Nigerian leaders must recognize technical and vocation education in national development and adopt and adapt what works in developed nations of the world (Osolor, 2013). For instance India and the “Asian tigers” could not have become what they are without massive investment in vocational technical education or would the developed European countries become what they are today. Nigeria should borrow a cue from these nations and give the attention needed to vocational education. Government at all levels should ensure that the right and newer assistive technology which include diverse items such as electronic mobility switches and alternative keyboards for individuals with physical disabilities, computer- screen enlargers and text to speech readers for individuals with visual disabilities, calculators and spell checkers for individuals with learning disabilities. These assistive technologies are very useful in helping challenged students achieve their goals in vocational education which will lead to economic development. The professional counselor is also very instrumental in helping the challenged students use these assistive technologies. Government at all levels should see to it also that professional development of professional counselors/expert teachers of these students/ challenged students is done at least once a year so that they will be able to manipulate these technologies. The government should provide relevant assistive technology needed by these students/ challenged students. Some of the teachers are unskilled therefore

government and the universities should employ the skilled technicians/ technocrats who will handle the repair and the teaching of these assistive technologies to students/challenged students for national development. Also government and university should provide for these specialized teacher and professional for effective teaching, learning and counseling. They should also mount workshop symposium, and conferences at least once in a year to both students/challenged student, and the teachers or specialized teacher/ professional counselor both national and internationally for effective competition.

Based on the foregone, the question that becomes germane is what are the counseling implication for vocational education and economic development of students/challenged students in Nigerian higher education. The purpose of this study in general is to determine counseling implication for vocational education and economic development of students/challenged students in Nigerian higher education, specifically; the study was designed to: (1) find out vocational education and economic development skills utilized by professional counselor in Nigerian higher education, (2) to find out roles of professional counselors in vocational education and economic development of students/challenged student in Nigerian higher education.

Two research questions were drawn to guide this study these are:

1. What are the vocational education and economic development skills utilized by professional counselor in Nigerian higher education?
2. What are the roles of professional counselors in vocational education and economic development of student/challenged students in Nigerian higher education?

Significance of the Study

The following are the beneficiary of this study they include students/challenged students, parents/guardians, teacher, specialized teacher professional counselors, philanthropist, NGO and curriculum planners, ministry of education and government at all level.

Research Method

Design

Descriptive survey design was used in this study. Justification of the design was informed by the fact that the study's purpose was descriptive on counseling Implication of Vocational Education and Economic Development of Student/Challenged Students in Nigerian Higher Education.

Area of Study

The study covered some tertiary institutions in the south west geopolitical zone of Nigeria. They include: University of Lagos, Lagos State; Federal University of Agriculture, Abeokuta, Ogun State; University of Ibadan, Oyo State; Obafemi Awolowo University, Ile Ife; and college of Education Special, Oyo State. The author's interest arose as a result of conferences attended in these tertiary institutions. The author had the opportunity to meet with some challenged people and found that they are intelligent and have focus and direction.

Population of the Study

The population of the study comprised 384 persons: made up of 303 challenged students counselors and 81 professional counselors from the universities in south-west zone of Nigeria.

Sampling and Sampling Technique

The entire sample was used because the sample size was small.

Instrument for Data Collection

Structured questionnaire was developed by the researcher. The questionnaire contained 20 items on a 4 point response format. The response format was highly needed, needed, not needed and not highly needed and weighted (4, 3, 2, and 1) respectively.

Validation and Reliability of the Instrument

The questionnaire was face-validated with five experts: two in guidance and counseling unit, University of Nigeria, Nsukka; two in guidance and counseling unit, Nnamdi Azikiwe University, Awka; and one in Measurement and Evaluation unit, University of Nigeria, Nsukka. The questionnaire was trial tested using 9 challenged students and 4 professional counselors. The internal consistency was determined using Cronbach Alpha. It yielded an alpha value of 0.91 which was considered high enough.

Method of Data Collection

The instrument was administered with the help of nine research assistants assigned to collect data from the various institutions under consideration. Direct approach by hand was used with the services of these assistants. This was to ensure maximum return of the questionnaire.

Instrument for Data Analysis

Mean and standard deviation was used for answering the research questions. Acceptance point of the items was 2.5 and above while any mean less than 2.5 was rejected.

Results

Research Question One: What are the vocational education and economic development skills utilized by professional counselor in Nigerian higher education?

Table 1: Vocational Education and Economic Development Skills Utilized by Professional Counselor in Nigerian Higher Education

S/N	Item	Mean (X)	S. D.	Remark
1.	Practical skill is a very important vocational education and economic development skill utilized by professional counselor in Nigerian higher education.	3.89	2.10	Highly Needed
2.	Life skill is a good vocational education and economic development skill utilized by professional counselor in Nigerian higher education.	2.65	0.97	Needed
3.	Incentive skills is another important vocational education and economic development skill utilized by professional counselor in Nigerian higher education.	3.93	2.18	Highly Needed
4.	Competence skills is another important vocational education and economic development skill utilized by professional counselor in Nigerian higher education.	3.99	2.30	Highly Needed
5.	Management skill is a good vocational education and economic development skill utilized by professional counselor in Nigerian higher education.	3.97	2.26	Highly Needed
6.	Decision Making is another important vocational education and economic development skill utilized by professional counselor in Nigerian higher education.	3.91	2.14	Highly Needed
7.	Accountability is a very important vocational education and economic development skill utilized by professional counselor in Nigerian higher education.	3.98	2.28	Highly Needed

8.	Connection is a good vocational education and economic development skill utilized by professional counselor in Nigerian higher education.	2.59	1.04	Needed
9.	Corporate excellence is another very important vocational education and economic development skill utilized by professional counselor in Nigerian higher education.	3.99	2.30	Highly Needed
10.	ICT skill is also a very important vocational education and economic development skill utilized by professional counselor in Nigerian higher education.	3.89	2.10	Highly Needed

From table 1 above item, 1,3,4,5 and 6 obtained mean scores ranging from 3.91 – 3.99. This shows that respondents strongly agreed that practical skill, incentive skill, competence skill, management skill and decision making skill are highly needed for vocational education and economic development of students/challenged students in Nigerian higher education. Also items 7, 9, and 10 obtained mean scores ranging from 3.89 to 3.99. This shows that respondents strongly agree that accountability skill, corporate excellence and ICT skills are highly needed for vocational education and economic development of students/challenged students in Nigerian higher education. While item 2 and 8 which obtained mean scores ranging from 2.65 – 2.95 shows that respondents agree that life skill and connection skill are needed for vocational education and economic development of students/challenged students in Nigerian higher education.

Results

Research Question Two: What are the roles of professional counsellors in vocational education and economic development of student/challenged students in Nigerian higher education?

Table 2: Roles of Professional Counsellors in Vocational Education and Economic Development of Student/Challenged Students in Nigerian Higher Education

S/N	Item	Mean (X)	S.D.	Remark
1.	Problem solving is a role of professional counselors in vocational education and economic development of students/challenge students in Nigerian higher education.	3.99	2.28	Highly Needed

2.	Specialized help is another important role of professional counselors in vocational education and economic development of students/challenged students in Nigerian higher education.	3.93	2.18	Highly Needed
3.	Vocational education is a very important role of professional counselors in vocational education and economic development of students/challenged students in Nigerian higher education.	3.97	2.26	Highly Needed
4.	Progress/behavior is another good role of professional counselors in vocational education and economic development of students/challenged students in Nigerian higher education.	3.91	2.14	Highly Needed
5.	Motivation is a very important role of professional counselors in vocational education and economic development of students/challenged students in Nigerian higher education.	3.89	2.10	Highly Needed
6.	Self-employment/ practical is another important role of professional counselors in vocational education and economic development of students/challenged students in Nigerian higher education.	3.91	2.14	Highly Needed
7.	Good leadership is a very important role of professional counselors in vocational education and economic development of students/challenged students in Nigerian higher education.	3.99	2.30	Highly Needed
8.	Career opportunities is a good role of professional counselors in vocational education and economic development of students/challenged students in Nigerian higher education.	3.92	2.16	Highly Needed
9.	Technological development/economic growth are very important roles of professional counselors in vocational education and economic development of students/challenged students in Nigerian higher education.	3.99	2.30	Highly Needed

10. Youth restiveness is never ever a good role of professional counselors in vocational education and economic development of students/challenged students in Nigerian higher education.	1.00	0.05	Not Highly Needed
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From table two above, items 1, 2, 3, 4, 5, and 6, obtained mean scores ranging from 3.91 -3.98. This indicates that problem solving, specialized help, vocational education, progress/behaviors, motivation and self-employment/practical are roles highly needed by professional counselors in vocational education and economic development of students/challenged students in Nigerian higher education. While item 7, 8, and 9 which obtained mean scores ranging from 3.92 – 3.99 shows that good leadership, career opportunities, technological development/economic growth are roles highly needed by professional counselors in vocational education and economic development of students/challenged students in Nigerian higher education. While item 10 which obtained a mean score of 1.00 shows that youth restiveness is never ever a role needed by professional counselors in vocational education and economic development of students/challenged students in Nigerian higher education.

Discussion

Technical and vocational education is a comprehensive term embracing those aspects of education process involving, in addition to general education, the study of technology and related sciences and acquisition of practical skills, attitude, understanding and knowledge relating to occupations in various sectors of economic and social life. (UNESCO 2002). In line with the above assertion Dike (2005) opines that vocational and technical education gives individuals the skills to live, learn and work as productive citizens in a global society. These students/challenged students need special skills like listening skill confidentiality skills, silence skill, empathy skill incentive skill, reinforcement skill, affective skill, adaptive skills, ICT skills, communicative, specialized/competency, appreciation skill, unconditional positive regards skill genuineness/congruence skill and so on (Onyilofor 2010). While Sexton and Thomas (2009) have accountability, decision making, focus skill and connection skill. These skills can only be developed with the help of a professional counselor. Furthermore, Ogundele (2005a) has time management, entrepreneurial self-development, managing change for competitive success, decision making, human resource environment of business, helping people to learn, team building, project management, organizational development, corporate excellence and people gifted business skill.

Conclusion

It is through education that citizens of a country become competent enough so as to bring about economic development. It will have a theoretical underpinning and will be at a level which would qualify someone to work in a professional field. Therefore, it involves reducing deprivation and is important to have background and a skill set that allows graduate (students/challenged students) to become embedded in a global economy right from graduation.

Recommendation

Based on the aforementioned, the following recommendations are made.

1. Government should provide relevant assistive technology needed by students/challenged students for effective teaching, learning and counseling.
2. Government at all levels should see to it that professional development of professional counselors/expert teachers are done at least once a year.
3. Government and the university should employ skilled technicians/technocrats who will handle the repair and teaching of these assistive technologies to students/challenged students.
4. Workshop, symposium, and conferences should be mounted at least once a year for both students/challenged students and their specialized teachers/professional counselor both nationally and internationally for effective competition.
5. Government and stakeholders should work hand in hand with professional counselors and should provide these specialized teachers for effective teaching, learning and counseling.

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