

Articulating Career Counselling through Edupreneurship for the 21st Century Nigeria Youth

Okunlade Kamoli, ADERONMU

Federal College of Education (Special), Oyo

Okunlade.kamoli2222@fcesoyo.edu.ng

Abstract

The 21st century youth is unique in many ways. The 21st century youth is much more exposed and susceptible to the influences of people whose real presence, he/she may never witness, which buttressed connectivisms idea hence the need for proper counselling. With the exposure 21st century students to technology, they live their dependent life on internet and social media. 21st century youth career choice in relation to the perception of Holland based on his theory of personalities with acronyms RIASEC was discussed. Necessary skills required for career choice that relates to work environment in the 21st century such as learning skill, literacy skill and life skill were discussed also. However, the review articulates this time youth in career with the application of learning at conveniences with the involvement of various designs, application and programmes. Edupreneurship programme is a suitable asset for this youth as it focuses on innovation, solutions, products and services that improve the way of learning and ease accessibility for information. Therefore, this paper focuses on articulating career counselling through edupreneurship for the 21st century Nigeria youth.

Keywords: Career counselling, Edupreneurship, 21st century, Connectivisms, RIASEC

Introduction

Career prospect pre-determined individual's goal, mission, vision and determination. Schools are an establishment with a well-designed objective through which individual could pursue his/her potential. Learning prepared students for jobs, that is why career readiness and awareness be packaged as a means of equipping students with a nuanced set of skills that can prepare them for the unknown. However, the 21st century student learns numerous skills and majorly through internet and social media. Therefore, the need for articulating career counselling that corresponds the present age in accordance with view of Holland on career development and implication of connectivism of learning.

Career Counselling

Holland (1966) argued that occupational environments are realistic, intellectual, artistic, social, entrepreneurial and conventional as well as the personality type with the same name. The level of individual personality orientation determines the environment he chooses. Individual knowledge about self and environment is needed to make appropriate choices (Budisiwi, 2013). It

is however imperative for the 21st century student to learn skills that correlate their career to the environment of their choice. Based on this career information that align individual personality with a prosperous career and the environment that best suited should be provided through career counselling for the students. Career counselling has been designed as a way to explore, choose, prepare for, enter, adjust to, advance in and leave occupational roles and construct lives through work (Idem, p. 98). Career counselling is even more necessary today, in the context of a fragile and unbalanced economy, which is undergoing deep crisis and where many of those looking for a job have no time left for self-knowledge and selection, since they desperately need a job (Henderson & Dalton, 2010). Career counselling helps graduates gain clarity about their goals and direction, allowing them to make focused decisions considering their interests, passions, and values. By providing comprehensive information about different career options, counsellors empower graduates to make informed decisions. Career counselling also equips graduates with essential skills such as resume writing, interview techniques, and networking strategies. Especially, the 21st century skills could be incorporated in counselling services for the recent day student to prepare them for the unknown.

21st Century Skills for students

Learning is an essential instrument globally connecting the world together. The theory of Connectivism according to Bell (2010), referred to as an instructional theory which is a conceptual framework based on empirical findings and grounded in learning theories, which recommends the design of learning materials, resources, or situations to help learners achieve their learning outcomes and maximize their learning potential. Individuals learn through instructional strategies performed by teachers, aimed to motivate students to learn and think on higher levels (King, Goodson & Rohani, 2009). 21st century student refers to a student under the age of 25 who is considered a digital native and has been school age within the last 20 years. The 21st century learners need to understand how to command the digital and informational world. This requires skills necessary to exist on the global scene. These include the ability to work within multiple modalities and the ability to analyze and synthesize the wealth of information available at their fingertips.

The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed by educators, school reformers, college professors, employers and

others to be critically important to success in today's world, particularly in collegiate programme and contemporary careers and workplaces. Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life. 21st century skills refer to the knowledge, life skills, habits, and traits that are critically important to student success in today's world, particularly as student's transition to college, workforce, and adult life (Binkley, Erstad, Herman, Raizen, Ripley, Miller-Ricci, & Rumble, 2012). According to Northup (2023) 21st-century skills are also referring to a range of skills that can help a professional better navigate a career in the modern workplace. 21st-century skills can divide into these main areas: Learning skills focus on areas like critical thinking and creativity; Literacy skills focus on areas like information or media literacy and Life skills focus on areas like leadership and social skills.

Critical Thinking in Career Profession

Learning to think critically improve your problem-solving, reasoning and decision making skills. If you can think critically, it may be easier to make connections between different sets of information. In a constantly changing world, students need the ability to think critically and solve any problem which may occur in their lives (P21CS, 2009; NEA, 2012; Pacific Policy Research Centre, PPRC, 2010).

Creativity in Career Profession

Creativity help an individual develop innovative ideas to approach modern issues and situations. This may allow you to advance within a quickly changing world. For example, you may identify a work strategy or policy that's no longer effective and use creative thinking skills to update it. Both the National Education Association (2012) and Andain and Murphy (2008) believe that if children are leaving school without having this innovative capacity and not knowing how to be creative, they are at risk of being underprepared for the workforce and challenges that society brings. Creative skills and innovation are highly desired in the 21st century learner.

Collaboration in Career Profession

You may find it helpful to practice your collaboration skills. Working collaboratively can teach you how to be more flexible and make necessary compromises for overall team improvement. It can also help you recognize how every person contributes their own talents and knowledge to a project, which can inspire you to learn something new. Collaboration and communication are necessities in any 21st century classroom (Andain & Murphy, 2008; Delp, 2011). These skills need

to be developed on a daily basis in order to prepare students for the reality of today's globalised society (Delp, 2011). In later life, students will need to work with diverse cultures in an array of different contexts to achieve their personal and business objectives (NEA, 2012).

Communication in Career Profession

Learning how to communicate effectively can help you explain goals, tasks and expectations. This may mean your team has more consistent information and continues working well together. Communication skills can also help you explain your ideas to your supervisors, which may lead to them implementing your suggestions.

Information literacy in Career Profession

It's important to identify reliable and accurate information so as to make informed choices in your personal life and at work. This is a skill you can develop by learning information literacy. It involves learning how to find information, evaluate it for accuracy and apply it to different situations.

Media literacy in Career Profession

Similar to information literacy, media literacy is a skill that allows you to determine accurate information specifically in the media. Media literacy skills can help you identify credible sources within different media to rely on for news, research and other information. If you're able to identify trustworthy sources, it might become easier to find the information you're seeking.

Technological literacy in Career Profession

Technology, from phones to spreadsheets to applications, is a common part of the modern workplace. Employers often value excellent leadership skills because effective leaders can help improve the work quality of their teams. A good leader may be able to motivate a team to improve their own skills, work more collaboratively and produce more efficient and high-quality work. The rapid advances of technology in modern society mean that students need to learn the skills necessary to exceed in a technology rich environment (Cater, 2010). Students need the ability to access information efficiently and effectively, navigating through 'waste' to find the correct and relevant information for each situation (P21CS, 2009). This means using information accurately and creatively whilst still managing the relevance of information coming from a wide variety of sources (P21CS, 2009; PPRC, 2010).

Social skills in Career Profession

Social skills may make it easier for you to work with other people by teaching you how to be professional and respectful in the workplace. You might network more effectively and form stronger connections with peers and potential clients if you have strong social skills. Practicing social skills may also strengthen other 21st-century skills, such as the ability to collaborate with your coworkers or lead others. Acquiring these skills equipped an individual that combines digital information with the physical world (Hsiao & Chang, 2016; Bangkerd and Sangsawang, 2021; Albar, 2021; Castañeda et al., 2018).

Edupreneurship

Edupreneurship refers to taking what you have in your head; your knowledge, your skills, your expertise, your experiences and turning it into a profitable learning product or program, such as face to face training workshops, tutorial videos, webinars, how-to guides, workbooks and more (Cordiner, 2016).

Role of edupreneurship in transforming career in the 21st century

In recent years, there has been a significant shift in the way we view career. Traditional methods of teaching and learning are being challenged, and innovative approaches are emerging. One such approach is edupreneurship a combination of education and entrepreneurship. In today's workplace, it is not as common to get permanently employed as before, and different types of agreements and contracts, such as distance work, exist in organisations depending on the position of an employee (Barley et al., 2017). Self-employment has gained popularity, and especially young people show great interest in working as self-employed individuals when their preferences are asked (OECD/EU, 2017). Also, in today's jobs, organisations are asking employees to show intrapreneurial behaviours such as risk-taking, being proactive and innovative, networking, and exploiting opportunities (Neessen et al., 2019; Park et al., 2014).

The recent changes in labour market conditions have impacted the skills that are required from employees and higher education graduates. Employees are now asked to be able to innovate, create, solve complex problems, work in teams, manage time and communicate either in person or online such as in the form of self-introduction, giving presentations, or writing a summary of discussed points after meetings (Jackson, 2021). They also need to possess social and cross-cultural skills to effectively collaborate with people having diverse backgrounds (Kivunja, 2015).

These skills are labelled 21st-century skills (Dede, 2010). Twenty-first-century skills are considered to help students successfully integrate into work and life after graduation (WEF, 2016). These skills are also expected to increase students' employability after finishing higher education in the continuously changing work environment and help them develop sustainable careers in the long term (Habets et al., 2020).

Counselling Implication of Edupreneurship in career progressions of 21st century Nigerian youth

The way things are nowadays, teaching soft skills to student of the 21st century is essentially significant including career counselling that narrowed toward understanding, learning and implementing the skills. 21st century children need to be able to think creatively, work creatively with others and also implement innovation in their everyday lives (NEA, 2012; Partnership for 21st Century Skills, 2009). This means that students need to be capable of developing creative solutions to many problems and challenges that they may face and that the 21st century brings (Delp, 2011).

In addition, counselling services is mounted on the effectiveness of information. However, information relating to individual difference for better understanding and improving working condition with team members should be accorded with counselling the 21st century student. Effective collaboration requires students to learn to respect each other's differences and use their different personalities (Delp, 2011; NEA, 2012). This allows children to collectively solve problems as a team, creating and innovating original ideas (Delp, 2011). Learning to collaborate effectively will greatly increase any given student's employment opportunities in the future as the collaboration of knowledge is a key factor in today's global corporate world. Listening effectively will aid in the development of communication within a team environment, where communication and collaboration is used in a range of team and 'pair-and-share activities, as well as in group and partner discussion (NEA, 2012). Using communication in a group context will enable students to teach one another, sharing skills and knowledge to develop the group's overall intelligence (NEA, 2012).

During counselling 21st century student or graduate, emphases must be laid on the applicability of the soft skills called 21st century skill especially technological literacy skills because the global development is all about technological development. In order to be relevant and

fitted to the global trend, knowledge and skills of technology must be learnt. This is corroborated by Berry, 2010; Andain & Murphy, 2008 that in a world where virtual tools and open-source software eliminate learning boundaries for students, it is important that they learn to use technology as an effective research tool to organise, evaluate and communicate information to a wide range of different audiences.

Conclusion

This review paper concluded that 21st century youth especially, Nigerian pay due attention to those soft skills, as its application and implication which enhances their later life most importantly in the workplaces.

References

- Albar, C. N., Widiensyah, M. G., Mubarak, S., Aziz, M. A., & Maulana, H. (2021). Application of augmented reality technology with the fuzzy logic method as an online physical education lecture method in the new normal era. *Indonesian Journal of Multidisciplinary Research*, 1(1),35-40.
- Andain, I., & Murphy, G., (2008). Creating Lifelong Learners: Challenges for Education in the 21st Century. Retrieved from: https://lms.curtin.edu.au/bbcswebdav/pid-2066971-dt-content-rid-107159_1/courses/311886-HumFac-406662696/Creating%20Lifelong%20Learners%283%29.pdf
- Bangkerd, P., & Sangsawang, T. (2021). Development of augmented reality application for exercise to promote health among elderly. *Indonesian Journal of Educational Research and Technology*,1(3),77-80.
- Barley, S. R., Bechky, B. A., & Milliken, F. J. (2017). The changing nature of work: Careers, identities, and work lives in the 21st century. *Academy of Management Discoveries*, 3(2), 111–115. <https://doi.org/10.5465/amd.2017.0034>
- Bell, F. (2010). Connectivism: Its place in theory-informed research and innovation in technology-enabled learning. *International Review of Research in Open and Distance Learning*, 12(3), (pp. 98-118). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/902>
- Binkley, M., O. Erstad, J. Herman, S. Raizen, M. Ripley, M. Miller-Ricci, and M. Rumble. “Defining Twenty First Century Skills.” In *Assessment and Teaching of 21st Century Skills*, edited by P. Griffin, B. McGaw, and E. Care, 17-66. London: Springer, 2012.
- Budisiwi, H. (2013). Model Bimbingan Karir Holland untuk Meningkatkan Kematangan Pilihan Karir Siswa. Cakrawala: *Jurnal Pendidikan*, 7(1).
- Cordiner, S. (2016). What Is Edupreneurship & How Can It Make You Money? *Medium*. <https://medium.com/@sarahcordiner/what-is-edupreneurship-how-can-it-make-you->

- money-e15537393bfb#:~:text=Becoming%20an%20Edupreneur%20is%20essentially,to%20guides%2C%20workbooks%20and%20more.
- Dede, C. (2010). Comparing frameworks for 21st century skills. In J. Bellance, & R. Brandt (Eds.), *21st century skills: Rethinking how students learn* (pp. 51–76). Solution Tree Press.
- Delp, J., (2011). Five Skills for 21st Century Learners. Retrieved from: <http://www.jeffdelp.com/2011/03/18/five-skills-for-21st-century-learners/>
- Habets, O., Stoffers, J., Heijden, B. V. D., & Peters, P. (2020). Am I fit for tomorrow's labor market? The effect of graduates' skills development during higher education for the 21st century's labor market. *Sustainability*, 12(18), Article 7746. <https://doi.org/10.3390/su12187746>
- Hsiao, H. S., & Chang, C. S. (2016). Weather observers: a manipulative augmented reality system for weather simulations at home, in the classroom, and at a museum. *Interactive Learning Environments*, 24 (1), 205–223.
- Jackson, D. (2021). The changing nature of graduate roles and the value of the degree. *Journal of Higher Education Policy and Management*, 43(2), 182–197. <https://doi.org/10.1080/1360080X.2020.1777634>
- Kivunja, C. (2015). Teaching students to learn and to work well with 21st century skills: Unpacking the career and life skills domain of the new learning paradigm. *International Journal of Higher Education*, 4(1), Article 1927-6052. <https://doi.org/10.5430/ijhe.v4n1p1>
- National Education Association, (2012). Preparing 21st Century Students for a Global Society: An Educator's Guide to the "Four C's". Retrieved from: <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>
- Neessen, P., Caniels, M. C., Vos, B., Jong, De, & P, J. (2019). The intrapreneurial employee: Toward an integrated model of intrapreneurship and research agenda. *The International Entrepreneurship and Management Journal*, 15(2), 545–571. <https://doi.org/10.1007/s11365-018-0552-1>
- Northup, G. (2023). 21st century skills: definition and examples. *The Indeed Career Guide*. <https://www.indeed.com/career-advice/career-development/21st-century-skills>
- OECD. (2017). In-depth analysis of the labour market relevance and outcomes of higher education systems: Analytical framework and country practices report, enhancing higher education system performance. <https://www.oecd.org/education/skills-beyond-school/LMRO%20Report.pdf>.
- Pacific Policy Research Centre, (2010). 21st Century Skills for Students and Teachers. Retrieved from: <http://www.ksbe.edu/spi/PDFS/21%20century%20skills%20full.pdf>
- Park, S. H., Kim, J. N., & Krishna, A. (2014). Bottom-up building of an innovative organisation: Motivating employee intrapreneurship and scouting and their strategic value. *Management Communication Quarterly*, 28(4), 531–560. <https://doi.org/10.1177/0893318914541667>
- Partnership for 21st Century Skills, (2009). P21 Framework Definitions. Retrieved from: http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf

WEF. (2016). New vision for education: Fostering social and emotional learning through technology. [https://www3.weforum.org/docs/WEF New Vision for Education.pdf](https://www3.weforum.org/docs/WEF_New_Vision_for_Education.pdf).