WORLD WIDE JOURNAL OF
MULTIDISCIPLINARY RESEARCH AND
DEVELOPMENT

Ifeanyieze Bridget Ukamaka
Department Og Guidance and Counsellling, Enugu State University of Science and Technology, (Esut) Enugu, Nigeria.

Onukwube Victoria Oyiboka
Department Og Guidance and Counsellling, Enugu State University of Science and Technology, (Esut) Enugu, Nigeria.

Egbo Chinonye Emmanuella
Department Og Guidance and Counsellling, Enugu State University of Science and Technology, (Esut) Enugu, Nigeria.

Counselling Techniques for Reducing Unemployment Among University Graduates in South East Nigeria.

Ifeanyieze Bridget Ukamaka, Onukwube Victoria Oyiboka, Egbo Chinonye Emmanuella

Abstract
The study examined the counselling techniques for reducing unemployment among university graduates in South East, Nigeria. It specifically sought the extent to which school counsellors utilize Rational Emotive Behavioural Therapy (REBT), orientation, information techniques for reducing unemployment among university graduates in South East, Nigeria. This was done with particular reference to the counsellor's status. The population of the study was 84 Counsellors (26 Guidance Counsellors and 58 Lecturer counsellors currently serving in the 10public owned universities in South East, Nigeria. No sampling was done since the number is small and manageable. Out of 84 copies of questionnaire developed by the researcher and distributed, 73 copies were returned signifying 86.91%. They were all used to collect the data for the study using self -structured questionnaire developed by the researcher called Counselling Technique for Reducing Unemployment Scale (CTFRUSS). The instrument was face validated by three (3) experts: one in Measurement and Evaluation and two others in Guidance and counselling Department. Cronbach Alpha Reliability estimate was used to ascertain the internal consistency of the instrument. The design of the study was descriptive statistics. Data collected for this study were analyzed using mean, grand mean and standard deviation, to answer the four research questions. The four research hypotheses were tested using t-test statistic. The result obtained from the analysis showed that school counsellors utilize Rational Emotive Behavioural Therapy (REBT), orientation and information techniques in reducing unemployment among university graduates in South East, Nigeria to a great extent. The study revealed also that counsellors' status used the noted techniques significantly for reducing unemployment among university graduates in South East, Nigeria. Based on the findings, the researcher recommends, among others, that these techniques should be introduced in the Universities as courses to get young minds acquainted. The researcher therefore suggests that the study should be replicated with a large sample size using Colleges of education in South East Nigeria, Polytechnics in South East Nigeria and private and public universities in South East Nigeria.

Keywords: Counselling, Techniques Unemployment   University Graduates.

Introduction
Education is the process of developing the body physically, morally and mentally. Egbo (2017), defied Education as the centre process of human learning which involves the passing on of knowledge, skills and values which are essential for the well-being of the society. She noted also that it may be defined as the process of human learning by which knowledge is imparted and skills developed during childhood, adolescence and adulthood. To be educated means to be cognitively developed in handling mental activities; affectively matured in attitudes and skillfully developed in the psychomotor domain. Osokoya (2019) stated that education helps to empower people through improving and transforming the societal values. It encourages social, economic and cultural progress, tolerance, national and international cooperation.
Since scholars perceived the notion of education from different perspectives, we shall consider the aspect of psychomotor skills which deals with acquisition of skills and abilities that requires a physical component. Rather than using the mind to think (cognitive) or reflect (metacognitive), or our ability to speak and observe to develop social skills (affective,

Correspondence:
Ifeanyieze Bridget Ukamaka
Department Og Guidance and Counsellling, Enugu State University of Science and Technology, (Esut) Enugu, Nigeria.

interpersonal), these are things we do physically. These skills require a degree of dexterity, suppleness, or strength. They require motor control and that is why proper and good education is very important for all because they facilitate quality learning among people of all age group, caste, creed, religion and region. Such motor skills have been in development since parents taught their children to hunt, to sew skins together and make fire. By extension, it used formally to be a yardstick for gaining employment in Nigeria. Contrary to the above, education today is no longer a means of employment.

There is a rich history in vocational education towards acknowledging progressive skills development, from apprentice to and to master (Perrin, 2017), dating back before the establishment of craft guilds in the European High Middle Ages (Richardson, 2015). As the craft guilds loosened their grip, as industrialization centralized the production of goods and ultimately services, some skills have been lost, others divided, segmented, into a series of tasks. Formal education has routinely separated cognitive and manual skills, giving primacy to intellectual skills above all others (Gardner, 2015).

With the growth of formalized vocational education, noticeably in the Organization for Economic Co-operation and Development (OECD) developed economies in the 1950s to the 1970s, attention turned amongst policymakers as to how to codify and measure progressive skills development. Sequel to the above, Parsons, (1909) founded the basis of vocational guidance. He did this by stating that the youths, instead of throwing oneself into a field of study just because of luck or because it is easily accessible, should seek advice from experts on occupations. Yet, it is necessary at point to notably remark that in the 1920s while Patterson tried to improve on how to help people get employed through vocational guidance using trait and factor theory it was really Williamson's works after 1940 that led to the emergence of Trait-and-factor approach as a credible and relatively well-developed conceptual framework in vocational guidance. Crediting Williamson with Trait-and-factor theory is academically right because even in contemporary times his works on how to assist unemployed graduates get employed or become self-enterprising is significant.

Meanwhile, some issues underlying counselling theory and practice, and Trait-factor theory, still today represent the most authoritative and explicit treaties of the concepts, methods and objectives of Trait-and-factor theory in guidance and counselling (Onuorah, 2020).Although, Frank Parson initiated the Trait-and-factor theory in vocational guidance, the credit of extending the focus of applying the theory from its original exclusively vocational orientation to other vital spheres of human endeavour belongs to Patterson, Williamson and other proponent of Trait-and-Factor after Parson. As such, the Trait-and-Factor counsellors see man as a unique configuration of traits which are identifiable through objective assessment. Man is happy, functional and only when his environment makes demands that are congruent with his natural traits. This alone can bring out the natural excellence in man that may assist to reduce unemployment among graduates in Nigeria. There is a popular opinion that Nigeria is currently struggling to overcome the biggest economic crisis encumbered with starvation and insecurity in its recent history. The core issue of the problem amongst all seems to be graduate unemployment. The graduate unemployment situation across Nigeria has worsened dramatically since 2015 (National Bureau of Statistics (2018). Statistically, unemployment rate in Nigeria increased to 23.10 percent in the third quarter of 2018 from 22.70 percent in the second quarter of 2018. Unemployment Rate in Nigeria averaged 12.31 percent from 2006 until 2018, reaching an all-time high of 23.10 percent in the third quarter of 2018 and a record low of 5.10 percent in the fourth quarter of 2010 (National Bureau of Statistics, 2019).

Employment levels have gone down; the chance for unemployed graduates to find a job has decreased in most States in Nigeria; long term unemployment has increased for all groups, especially for graduates. Graduates' unemployment rates continue to increase daily persistently with a vicious cycle that explains the endemic poverty in Nigeria (Adelodun, 2017).

The graduate's unemployment rate in Nigeria is 32.5% whereas that of South East, Nigeria is 26.3% (National Bureau of Statistics, 2020). For this reason, graduates' unemployment posed a great danger to the growth of any nation and South East, Nigeria to be specific. This is because of the yearly increase number of unemployed graduates that led the Federal Government of Nigeria into forming n-power programme for unemployed graduates with the aim of ensuring that each participant will learn and practice most of what is necessary to find or create work.

The N-Power Volunteer Corp involves a massive deployment of 500,000 trained graduates who will assist to improve the inadequacies in our public services in education, health and civic education. Some of these graduates will also help in actualizing Nigeria's economic and strategic aspirations of achieving food security and self-sufficiency (National Bureau of Statistics, 2020). While some were placed in permanent employments, others were helped to acquire various skills for businesses and employability.

To reduce unemployment among graduates, consistency is required between the labour market (and skill shortage) and the choices made by the graduates. This may be achieved by supporting more direct contact between schools and graduates on the one hand and the social partners on the other.

Consequently, the literatures indicate that unemployment in South East, Nigeria is indeed a pathetic situation. This calls for urgent attention especially to the guidance counsellors, hence the need for counselling the unemployed graduates using counselling techniques such as Rational Emotive Behavioural Therapy, Orientation technique, informative technique and psycho-motor techniques with the aim of reducing unemployment. This could be partly why counselling as a process involves a professionally trained and qualified counsellor and a client who has a problem or is with a problem entering into a relationship, which is aimed at helping the client to make and take better informed choices (Nelson, 2017). During this relationship, guidance counsellors construct an enabling environment characterized by mutual trust and confidence, empathy, non-possessive warmth, acceptance and genuineness. The counsellors are expected to make interventions that are aimed at helping the client to modify specific components of their thinking styles (Ekwe & Nwamuo, 2017). Graham (2015) noted that guidance counsellors are expected to empower unemployed graduates through counselling since

it helps them to make positive changes and have firm control of themselves. Counsellors help clients (unemployed graduates) to acquire greater freedom for actions and taking greater responsibilities for their life. Some of the outcomes of counsellors include heightened self-understanding (Denovan & Oddy, 2017).

From the foregoing, it is obvious that graduate unemployment impedes South East, Nigeria progress in many ways. Apart from Economic waste, it is also constituting danger for political stability (Ipaye, 2016). Onovo & Onuorah (2017) in related study remarked that a fully functioning person (graduates) must possess some qualities such as productivity and creativity. The graduates in turn found that they will feel free to be more creative and productive in their endeavours. They were also found to be more creative in the way they adapt to their own circumstances without feeling a need to conform. Onovo & Onuorah (2017) suggested that efforts should be made to introduce the study and acquisition of entrepreneurial skills into the curriculum of higher tertiary education so that university graduates would become employers of labour. For them, once this is done, Nigerian tertiary institutions will be able to produce job creators, who will in turn train others to be self–reliant thereby reducing dependence on the government for employment. As such Counsellors are responsible for working with graduates who need help and are going through a difficult time in terms of becoming employed. A few words from a helpful counsellor can profoundly impact graduates' life by improving their outlook about their environment and the future.

The researcher is of the opinion that unemployment among graduates should be reversed to a great extent through the utilization of proper counselling techniques by trained guidance counsellors. This can be done by impacting in students while still in school the desired skills through counselling techniques such as Rational Emotive Behaviour Therapy, orientation technique and information techniques.

Ellis (1955), a Rational Emotive Behavioural Therapy counsellor in his own opinion suggested that graduates should use logicality to counter illogicality that blind them and subsequently make them to live in illusion which stops them from being employable and productive. He challenged them to demonstrate creativity, ingenuity and innovativeness, and to collaborate and start small business ventures of their own. Supporting these views Mallum (2005), opined that why there is unemployment is not just because of having more people than the availability of jobs, but because of the clamour for 'white collar jobs' or 'government work'. As Mallum (2005:p.19) succinctly pus it "this has killed graduates initiative from thinking and looking for other means of livelihood in the society". Mallum was of the view, that guidance counsellors ought to be diligent in rendering counselling techniques such as orientation, information, psychomotor techniques. The aim is to direct their client on better skilled acquisitions before graduation.

Orientation technique may be utilized by a counsellor to help an unemployed graduate widen their horizons not only to be a competent professional, but an engaged citizen of the world. By so doing, unemployed graduates will identify strategies and supports that will enable them to be employable. It is worrisome that some unemployed graduates neglect the utilization of orientation technique and this affect their transition to be employed in the labour market. This happens in a situation where students fail to utilize the volume of records given to him/her during orientation properly. As such it leads to graduates inability to develop an idea and feeling of the type of career he or she intends to embark on through self-directed, intellectually oriented experience after graduation to be gainfully employed just like the role information techniques play on helping a graduate gain employment.

Information can be thought of as the resolution of uncertainty; it is that which answers the question of "What an entity is" and thus defines both its essence and nature of its characteristics. Information technique may be utilized by a counsellor to collect (retrieve), manage (structures) and store the data/knowledge/information gathered. Information is power. Information may help an unemployed graduate to know where to search for jobs and their requirements. It is unfortunate that some unemployed graduates lack the requisite abilities, skills to hunt for a job even when it is being exposed and related by counsellors. This becomes a problem because of the aforementioned limitations noted. Counsellors are not meant to release uninformed information that may obstruct graduates' unemployment rather he or she divulges information that are vital in assisting graduates to be gainfully employed through information given and psychomotor technique.

The counselling techniques are used to unlearn the already learned attitudes that impede their employment opportunities as a result of nonchalant attitudes and lack of skills-oriented goals. Concretely, counsellor status seem to affect the application of these counselling techniques since there seems to be no organized training for Lecturers counsellors in the South East, Nigeria. It is also a fact that unemployed graduates are faced with myriad of problems. Counselling needs cannot be met or addressed without first identifying them. As a result of the following, the researcher empirically poised to investigate the suitable counselling techniques for reducing unemployment among University graduates in South East, Nigeria bearing in mind the counsellor status as a variable partly because lack of professionalism will likely hinder the right use of the noted counselling techniques in reducing unemployment among university graduates in South East, Nigeria The worries within this research include that unemployment has multiplier effects.

Statement of the Problem
One of the major problems, confronting university graduates is the issue of unemployment.
In South East, Nigeria, there has been a persistent increase in the number of unemployed graduates. Even though it is glaring in Nigeria and in South East, Nigeria to be specific that finding employment after university graduation is a complex and difficult task and it depends on whom you know. By implication employment opportunity are sold to the highest bidder. Worst still, the Nigeria government promotes quota system which may disenfranchise the qualified graduates from being employed, thereby, promoting mediocrity. The past government had also failed to give an accurate employment figure of the labour force available and this has posed some dangerous threats to socio-economic stability of the state than usual. The unabated increase in the rate of unemployment among graduates has been a source of concern in South East, Nigeria.

According to these proponents, the dwindling nature of white-collar jobs in South East of Nigeria has made it imperative that graduates should be equipped with skills with which to be self-reliant, functional and productive members of the society while still in the university. It is against this background that counselling techniques for reducing unemployment in the South East of Nigeria has become a subject of study. This will enable them to graduate with these skills which will help them to be functional in society and make them employers of labour and not job seekers.

The researcher is worried that if appropriate counselling techniques that are capable of reducing unemployment among university graduates are not impacted on students while still in school, the army of unemployed graduates will continue to swell. This is not good for the stability of the South East of Nigeria. This is because unemployment leads to crimes such as robbery, kidnapping and drug abuse.

Purpose of the Study
1. Find out the extent to which school counsellors utilize Rational Emotive Behavioral Therapy (REBT) technique for reducing unemployment among university graduates in South East, Nigeria.
2. Ascertain the extent to which school counsellors utilize orientation technique for reducing unemployment among university graduates in South East, Nigeria.
3. Identify the extent to which school counsellors utilize the information technique for reducing unemployment among university graduates in South East, Nigeria.

Research Questions
The following research questions will guide this study.
1. To what extent do school counsellors utilize Rational Emotive Behavioral Therapy (REBT) technique for reducing unemployment among university graduates in South East, Nigeria?
2. To what extent do school counsellors utilize orientation technique for reducing unemployment among university graduates in South East, Nigeria?
3. To what extent do school counsellors utilize Information technique for reducing unemployment among university graduates in South East, Nigeria?

Research Hypotheses
The following null hypotheses are formulated to guide the study and were tested at .05 level of significance

Ho1: There is no significant difference in the mean response scores of Guidance counsellors and lecturer counsellors on the extent to which Rational Emotive Behavioral Therapy (REBT) technique is used for reducing unemployment among university graduates in South East, Nigeria.

Ho2: There is no significant difference in the mean response scores of Guidance counsellors and lecturer counsellors on the extent to which orientation technique is used for reducing unemployment among university graduates in South East, Nigeria.

Ho3: There is no significant difference in the mean response scores of Guidance counsellors and lecturer counsellors on the extent to which information technique is used for reducing unemployment among university graduatess

Method
The researcher adopted the descriptive survey research design. Nworgu (2015) posited that survey research design is one in which a group of people or items considered to be a representative of the entire group are being studied and the findings are generalized to the whole group. Survey research is the most appropriate for this study because it allows the collection of original data and describes the condition as they exist in their natural setting. It helped to homogenize the population and affords all the respondent's equal chance of being chosen. The study was conducted in all the public Universities in South East, Nigeria. Obviously, there are only ten public University in South East, Nigeria that is, Enugu, Anambra, Ebonyi, Abia and Imo states. Each state has its own Federal and state-owned public Universities located in the heart of the town. The region has state and Federal universities. The people in this region are generally considered to be enlightened in psycho-motor skill as such counselling techniques are utilized to reduce unemployment among University Graduates within this region.

The population of the study consisted of all the 84 counsellors, of which, 26 are Guidance counsellors while 58 are lecturer counsellors currently serving in all the ten public owned universities in South East, Nigeria (Source: Faculty of Education, Guidance Counselling Department of each university in South East, Nigeria, 2021/2022.

The instrument for the data collection is a self-structured questionnaire developed by the researcher called Counselling Technique for Reducing Unemployment Scale CTF-RUS). The questionnaire is divided into two sections: Section A contains information on the respondent's bio-data while section B is made up 3 clusters and contains 32 items specifically designed to provide answers to the four research questions formulated guided the study.

To ascertain the face validity of the instrument, the researcher gave the instrument to 3 research experts, one in Measurement and Evaluation and two in Guidance and Counselling all from the Faculty of Education, South East, Nigeria University of Science and Technology, (ESUT), Enugu. The researcher requested the experts to review the items in terms of clarity, appropriateness of language used and appropriateness of instruction to the respondents. Their constructive criticisms were utilized in designing the final draft of the instrument.

As a result of the fact that the instrument has 3 clusters, the reliability coefficient of Cluster 1 stood at .73, Cluster 2 at .77, and Cluster 3 at .69. The researcher then ascertained the reliability coefficient of the entire instrument and find it to be.

The instrument was administered directly to the respondents by the researcher with the help of five briefed research assistants.

The three research questions were answered using mean, standard deviation and grand mean. The three hypotheses were analyzed using t-test statistics. Nominal values were assigned to different scaling options as follows;

Very great extent (VGE)----4 points
Great extent (GE)------------3 points
Little Extent (LE)------------2 points
Very little extent (VLE)—-1 point
A cut-off was determined by using real limit of numbers as stated below:
3.50   -   4.00   VGE

2.50	-	3.49	GE
1.50	-	2.49	LE
0.00	-	1.49	VLE

For all the null research hypotheses, the decision rule is that if the critical t-value is greater or equal to t-table value at a given degree of freedom ($n_1 + n_2 - 2$) the null hypotheses of no significant different was rejected, if on the other hand the calculated t-value is less than the value of the t-critical from the table, then the null hypotheses will not be rejected.

Results

Research Question 1: To what extent do school counsellors utilize Rational Emotive Behavioural Therapy (REBT) technique for reducing unemployment among university graduates in South East, Nigeria?

Table1: Mean ( ) Rating with Standard Deviation of the Extent to which School Counsellors utilize Rational Emotive Behavioral Therapy (REBT) technique for reducing unemployment among University graduates in South East, Nigeria.

		Guidance Counsellors					Lecturer Counsellors	
		N=22		N=51		Overall		
S/N	Items	X_1	SD_1	X_2	SD_2	X_3	SD_3	Decision
1.	REBT counsellors' use constructivism to rid of irrational thoughts that hinders graduates' employment	2.68	1.29	3.35	0.97	3.02	1.13	GF
2.	REBT counsellors' use assertive training to help unemployed graduates gain employment	3.91	0.43	2.92	0.27	3.42	0.35	GF
3.	REBT counsellors' use role play to help unemployed graduates become employed	2.64	0.79	3.65	0.77	3.15	0.78	GF
4.	REBT counsellors' use information to help unemployed graduates know how to retain a job	3.91	0.29	3.86	0.52	3.89	0.41	GF
5.	REBT counsellors' use mediation to foster rational thoughts that aids unemployed graduate become employed	3.41	1.01	2.63	0.53	3.02	0.77	GF
6.	REBT counsellors' use shame attacking exercises to encourage unemployed graduates	3.64	0.90	3.28	1.00	3.46	0.95	GF
7.	REBT counsellors' use relaxation to encourage unemployed graduates gain employment	3.41	0.91	3.37	0.77	3.39	0.84	GF
8.	REBT counsellors' use problem solving technique to rid of depression associated with lack of job	3.00	1.02	3.19	1.02	3.09	1.02	GF
9.	REBT counsellors' use cognitive restructuring to rid of depression arising from irrationality	3.86	0.64	3.69	0.73	3.78	0.69	GF
10.	REBT counsellors' use cognitive restructuring to rid of fear situation through disputing irrational thoughts	2.86	1.32	3.98	0.14	3.42	0.73	GF
	Grand Mean	**3.33**	**0.86**	**3.39**	**0.67**	**3.37**	**0.77**	**GF**

Data in Table 1 above indicate the responses of guidance counsellors and lecturer counsellors in respect of the extent to which school counsellors utilize REBT technique for reducing unemployment among university graduates.

While the mean scores of evidence counsellors ranged from 2.64 to 3.91 with a grand mean of 3.33 and standard deviation of 0.86, the mean scores of lecturer counsellors ranged from 2.63 to 3.98 with a grand mean of 3.39 and standard deviation of 0.67. The overall mean of the respondents stood at 3.37 with a standard deviation of 0.77. Following the guideline for the interpretation of the respondents' data, their standard deviations are low showing that the responses are closely clusters. The table also shows that the respondent recorded high grand mean scores. The answer to research question 1 is, therefore, that school counsellors utilize REBT technique for reducing unemployment among university graduates to a great extent.

Research Question 2: To what extent do school counsellors utilize Orientation technique for reducing unemployment among university graduates in South East, Nigeria?

Table2: Mean ( ) Rating with Standard Deviation of the Extent to which School Counsellors utilize Orientation technique for reducing unemployment among University graduates in South East, Nigeria.

		Guidance Counsellors					Lecturer Counsellors	
		N=22		N=51		Overall		
S/N	Items	X_1	SD_1	X_2	SD_2	X_3	SD_3	Decision
11.	Counsellors use orientation technique to help graduates to avoid defaulting a company goal by adjusting faster in getting a job	3.36	0.79	3.65	0.59	3.51	0.69	GF
12.	Counsellors use orientation technique to aid graduates feel emotionally secured in their jobs	3.09	0.97	2.78	0.46	2.94	0.72	GF
13.	Counsellors use orientation technique to aid graduates feel mentally secured in their jobs	2.91	1.15	3.63	0.53	3.27	0.84	GF
14.	Counsellors use orientation technique to aid graduates feel independently secured in their area of specialty	3.27	0.86	3.45	0.78	3.36	0.82	GF
15.	Orientation technique help graduates to be self-sufficient in their jobs	3.09	1.15	2.84	0.37	2.97	0.76	GF

16.	Orientation technique help graduates to be productive in their jobs	3.73	0.88	3.90	0.50	3.82	0.69	GF
17.	Counsellors' use orientation technique to help graduate rejuvenate on better ways to promote company values.	3.68	0.48	2.77	0.47	3.23	0.48	GF
18.	Counsellors' use orientation technique to help graduates acquire strategies on different practices of maintaining their job	3.59	0.91	3.96	0.28	3.78	0.60	GF
19.	Orientation technique helps to inform graduates on the procedure of retaining their jobs	3.27	1.17	3.45	0.61	3.42	0.87	GF
20.	Orientation technique is used by the counsellors to motivate graduates escape from been idle	3.50	0.80	3.00	0.85	3.25	0.83	GF
21.	Counsellors' use orientation technique to ensure a smooth transition into the world of works	3.86	0.47	3.55	0.61	3.71	0.54	GF
22.	Counsellors' use orientation technique to help graduates prepare for a successful career with clear vision about what lies ahead of him or her	4.00	0.00	2.92	1.09	3.46	0.55	GF
	Grand Mean	**3.45**	**0.80**	**3.34**	**0.60**	**3.39**	**0.70**	**GF**

Data in Table 2 above indicate the responses of guidance counsellors and lecturer counsellors in respect of the extent to which school counsellors utilize orientation technique for reducing unemployment among university graduates.
While the mean scores of evidence counsellors ranged from 2.91 to 4.00 with a grand mean of 3.45 and standard deviation of 0.80, the mean scores of lecturer counsellors ranged from 2.77 to 3.96 with a grand mean of 3.34 and standard deviation of 0.60. The overall mean of the respondents stood at 3.39 with a standard deviation of 0.70. Following the guideline for the interpretation of the respondents' data, their standard deviations are low showing that the responses are closely clustered. The table also shows that the respondent recorded high grand mean scores. The answer to research question 2 is, therefore, that school counsellors utilize orientation technique for reducing unemployment among university graduates to a great extent.

Research Question 3: To what extent do school counsellors utilize information technique for reducing unemployment among University graduates in South East, Nigeria?

Table 3: Mean ($\bar{x}$) Rating with Standard Deviation of the Extent to which School Counsellors utilize Information Technique for Reducing Unemployment among University Graduates in South East, Nigeria.

		Guidance Counsellors						Lecturer Counsellors
		N=22		N=51		Overall		
S/N	Items	X_1	SD_1	X_2	SD_2	X_3	SD_3	Decision
23.	Counsellors use orientation technique to help graduate acquire information on how to retain their jobs	3.50	0.91	3.96	0.20	3.73	0.56	GF
24.	Counsellors use orientation technique to help graduates acquire information on different practices of maintaining their job	3.05	1.43	2.90	0.36	2.98	0.9	GF
25.	Information service helps graduate to take right decisions when they face employment problems	3.96	1.21	3.69	0.58	3.83	0.40	GF
26.	Information help graduates to achieve self-realization in retaining their jobs.	3.86	0.47	3.55	0.61	3.71	0.54	GF
27.	Counsellors use a well information service to enables graduate students correlate their decisions with their abilities in the world of woks	4.00	0.00	2.92	1.09	3.46	0.55	GF
28.	Information technique assists graduates to explore new possible areas that will aid them gain employment in the world of works.	3.64	0.79	3.98	0.14	3.81	0.47	GF
29.	Information technique assist graduates to explore choices available in the labour market	2.55	0.74	3.78	0.42	3.17	0.58	GF
30.	Information techniques are used to reduce unemployment by making sure graduates enhances career development in their area of work	3.32	1.04	2.80	0.40	3.06	0.72	GF
31.	Information techniques are used by graduate to prepare for the challenges of the 21st century through social development	3.36	1.09	2.67	0.52	3.02	0.81	GF
32.	It helps to broaden knowledge of graduates changing world in the world of works	3.77	0.69	3.51	0.51	3.64	0.60	GF
	Grand Mean	**3.33**	**0.86**	**3.39**	**0.67**	**3.37**	**0.77**	**GF**

Data in Table 3 above indicate the responses of guidance counsellors and lecturer counsellors in respect of the extent to which school counsellors utilize information technique for reducing unemployment among university graduates.
While the mean scores of evidence counsellors ranged from 2.55 to 3.96 with a grand mean of 3.50 and standard deviation of 0.74, the mean scores of lecturer counsellors ranged from 2.67 to 3.98 with a grand mean of 3.38 and standard deviation of 0.49. The overall mean of the respondents stood at 3.44 with a standard deviation of 0.62.

Following the guideline for the interpretation of the respondents' data, their standard deviations are low showing that the responses are closely clustered. The table also shows that the respondent recorded high grand mean scores. The answer to research question 3 is, therefore, that school counsellors utilize information technique for reducing unemployment among university graduates to a great extent.

Hypothesis 1

There is no significant difference in the mean response scores of Guidance counsellors and lecturer counsellors' on the use of Rational Emotive Behavioral Therapy (REBT) technique for reducing unemployment among University graduates in South East, Nigeria.

Table 4: t-test Result of the Mean Scores of Guidance Counsellors and Lecturer Counselors' the use of Rational Emotive Behavioral Therapy (REBT) Technique for Reducing Unemployment among University Graduates in South East, Nigeria.

Counsellors Status	N	X	SD	df	t-cal	t-crit	Decision
Guidance Counsellors	22	3.83	0.86	71	1.10	+1.96	NS Do not reject HO_1
Lecturer Counsellors	51	3.39	0.77				

Significant at P< .05, df = 71, critical t-value = $\pm$1.96

The t-test analysis of the data in Table 4 revealed that the t-calculated value (1.10) is less than the critical t-value of $\pm$1.96 at degree of freedom (df) 71 and at. 0.5 level of confidence. This implies that the calculated t-value is less than the critical t- value. Thus, the null hypothesis is not rejected as there is no significant difference in the response scores of Guidance counsellors and lecturer counsellors on the use of Rational Emotive Behavioral Therapy (REBT) technique for reducing unemployment among university graduates in South East, Nigeria.

Hypothesis 2
There is no significant difference in the mean response scores of Guidance counsellors and lecturer counsellors' on the use of Orientation technique for reducing unemployment among University graduates in South East, Nigeria.

Table 5: t-test Result of the Mean Scores of Guidance Counsellors and Lecturer Counsellors' on the Use of Orientation Technique for Reducing Unemployment among University Graduates in South East, Nigeria.

Counsellors Status	N	X	SD	df	t-cal	t-crit	Decision
Guidance Counsellors	22	3.45	0.80	71	0.28	+1.96	NS Do not reject HO_1
Lecturer Counsellors	51	3.34	0.60				

Significant at P< .05, df = 71, critical t-value = $\pm$1.96

The t-test analysis of the data in Table 5 revealed that the t-calculated value (10.28) is less than the critical t-value of $\pm$1.96 at degree of freedom (df) 71 and at. 0.5 level of confidence. This implies that the calculated t-value is less than the critical t- value. Thus, the null hypothesis is not rejected as there is no significant difference in the response scores of Guidance counsellors and lecturer counsellors' on the use of orientation technique for reducing

unemployment among University graduates in South East, Nigeria.

Hypothesis 3
There is no significant difference in the mean response scores of Guidance counsellors and lecturer counsellors' on the use of Information technique for reducing unemployment among University graduates in South East, Nigeria.

Table 6: t-test Result of the Mean Scores of Guidance Counsellors and Lecturer Counsellors' on the Use of Information Technique for Reducing Unemployment among University Graduates in South East, Nigeria.

Counsellors Status	N	X	SD	df	t-cal	t-crit	Decision
Guidance Counsellors	22	3.50	0.74	71	0.60	+1.96	NS Do not reject HO_1
Lecturer Counsellors	51	3.38	0.49				

Significant at P< .05, df = 71, critical t-value = $\pm$1.96

The t-test analysis of the data in Table 6 revealed that the t-calculated value (0.60) is less than the critical t-value of $\pm$1.96 at degree of freedom (df) 71 and at. 0.5 level of confidence. This implies that the calculated t-value is less than the critical t- value. Thus, the null hypothesis is not rejected as there is no significant difference in the response scores of Guidance counsellors and Lecturer counsellors on the use of information technique for reducing unemployment among university graduates in South East, Nigeria.

Conclusion
The study examined the extent to which counselling techniques can reduce unemployment among university graduates in South East, Nigeria. The findings of the study showed that school counsellors utilize REBT, orientation, information and development of psychomotor techniques to reduce unemployment among university graduates in South East, Nigeria. These are positive approaches to reducing unemployment among university graduates in South East, Nigeria. Both guidance counsellors and lecturer counsellors

agree that these approaches are veritable means of reducing unemployment among university graduates. This is because, an army of unemployed graduates is a real threat to society. Consequently, it becomes imperative to devise a means through which young graduates could be employers of labour rather than job seekers.

The finding of this study hold implication for students, school counsellors, lecturer counsellors and educational development of South East, Nigeria and the world at large.

Recommendations
On the basis of the implications of the study, the following recommendations were made;
1.   REBT techniques as a course should be introduced in the Universities to get young minds acquainted with the need for this important aspect of development before graduating from the University.
2.   . Universities should be encouraged to market guidance and counselling education to candidates during orientation of new students especially those

who are not too sure of the courses they are to offer

3. The voices of guidance counsellors should be heard on radios and televisions. This way, they will be disseminating information regarding this all-important profession.

4. Guidance counsellors should market their profession in conferences, seminars and workshops through psycho-motor techniques.

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