

The Effect of Guidance and Counselling Services on Students Career Choice in Selected Secondary Schools of Jos Metropolis

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Abstract

This Study investigated the effect of guidance and counselling services on students' career choice in selected secondary schools of Jos metropolis. Descriptive research design of the survey type was used. Two hypotheses were formulated to guide the study. Stratified random sampling technique was adopted in selecting one hundred (100) senior secondary students each from two (2) secondary schools within Jos metropolis as sample size for the study. A validated questionnaire vetted by experts in measurement and evaluation was used as an instrument for data collection. Data were gathered using a researcher designed instrument tagged "Effect of Guidance and Counselling Services on Students' Career Choice Questionnaire (EGCSSCCQ)". Data obtained from the field were presented through the use of frequency tables and simple percentages while the chi-square (χ^2) was used to test the formulated hypotheses for the study at 0.05 level of significance. The findings of this study showed that there was no significant difference on the basis guidance and counselling services offered to students' and on the influence of career choice provided to students. Based on these findings, the researchers recommended that more guidance and counselling center should be set-up with more professional counsellors employed in the schools and also Government should support guidance and counselling practically by providing funds.

Keywords: Career, Choice, Counselling, Guidance, Secondary School, Student

1.0 INTRODUCTION

Education has been described as a vital and indispensable key to any form of development (Jibrin, et al., 2012). Education in its broadest sense encompasses all the process individuals go through in life to develop and optionally utilize their potentials through the acquisition of knowledge, skills, abilities and attitudes that are necessary for effective living in society (Umar, et al., 2012). In projection, it is a process that starts from birth and ends with death which means that education is a lifelong process. Education is an instrument for economic, political and scientific development of all nations (Jibrin, et al., 2012).

According to Umar, et al., (2014), secondary school education is the engine room of knowledge acquisition, a stage at which students come in contact with various subjects, which determine the field of study they will like to pursue in higher secondary school education is kind of level after the primary education and before higher education. Its position in educational system also speaks of its importance. The National policy on Education (FGN, 2004) stated that the aim of education is to inculcate in the child, the spirit of inquiry and secondly, education should equip students to live effectively in our modern age of science and technology. Furthermore, attention was drawn to need for counselling programmes in school.

The place of counselling programmes in schools cannot be overemphasized especially with the daily expansion in the enrolment of students in schools, growing needs of youths in Nigeria, the continual unrest in schools and the repeated changes in the educational system (Bolu-Steve, et al., 2017). Counselling services has become an essential programme in schools and this cannot be done in isolation.

Contextual to this paper, Guidance has been defined by Umar, et al., (2014) as the total programme of a number highly specialized activities implemented by specialist to help individual make wise and intelligent choice and decisions. Eyo, et al., (2010), averred that guidance is a programme of services to individuals based on their needs and the influence of environmental factors. She went ahead to state that guidance and counselling is a professional field which has a broad range of activities, programmes and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. Furthermore, guidance programmes for secondary school students are designed to address the physical, emotional, social, vocational and academic difficulties of adolescent students. This is to complement learning in the classroom and also enhance academic performance/achievements of students (Eyo, et al., 2010).

Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally, (Ebizie, et al., 2016). In other words, counselling is a transformative process of helping people to learn all that are to be learnt both in and outside the School.

On the other hand, a career is defined as one's lifework in order words, career is ones profession which includes a number of occupation, vocations or jobs one person engage in during his or her working life (Eremie, et al., 2018). Career is the course of events that constitute a life, the sequence of occupations and other life roles which combine express ones commitment to work in his or her total pattern of self-development. Umar, et al., (2014), averred that career choice previously was not as difficult as it is today. There were fewer job opportunities and more importantly, parents, teachers and religious bodies were aware of the existing opportunities as well as requirements for entry into them.

Career counsellors on the other hand do offer a wide range of career related programmes to students which are aimed at assisting students to plan their career, make informed decision and choose a career which will land him or her into the right vocation so as to make students enjoy their work (Eremie, et al., 2018). The strategic position of counsellors in secondary schools enables them in assisting to mould the students' educational, emotional, behavioural and psychological

challenges. These counselling services is done in tandem with other school personnel (Orewere, 2012).

Again Eremie, et al., (2018), posit career guidance and counselling makes it possible for an individual to see and explore his or her unlimited endowed options. it is an undeniable fact that the major service areas of guidance and counselling are, educational guidance and counselling which assists students in their choices of career, vocational guidance and counselling which assists the individual to choose and prepare for an occupation that is compatible with his interests and aptitudes, and personal and social guidance and counselling which assists the individual to behave appropriately in relation to other members of the society (Eremie, et al., 2018). It is believed that guidance and counselling services in school shall develop, assess and improve educational programmes; enhance teaching and improve the competence of the teacher and reduce cost for the children (Ebizie, et al., 2016).

According to Orewere, (2012), for guidance and counselling to be effective, there must be a series of programmed activities to help students' develop a positive attitude towards it. This enables students with information and guidance with regards to personal, academic and career option. Hence, guidance and counseling play a vital role in the career choice of the students.

1.1 Statement of the Problem

There exist numerous problems encountered by students in their process of Career choice. The problem of this study is that some secondary school students are not properly guided due to lack or no guidance and counseling services, counseling services are not encouraged and even where they exist they lack professional counsellors. Also inadequate information to guide students on different career prospects.

Authors such as (Eyo, et al., 2010; Eremie, et al., 2018) concur that personal-social, educational background, physical, and economic factors affects students career choices. It was observed that few principals and teachers have shown concern but still forget the major role the professional counsellors in secondary schools play. Students find it difficult to make wise career decision, this study therefore attempts to look at the effectiveness of the guidance services on career choice of senior secondary students.

1.2 Purpose of the Study

The purpose of this study is to investigate the effect of guidance and counselling services on students' career choice in selected secondary schools of Jos metropolis. The specific objectives include:

1. To examine the effectiveness of guidance and counselling services to students in schools under review
2. To determine the extent to which these services provided affects students 'choice of career

1.3 Research Questions

The following research questions guided the study

1. What is the effect of guidance and counselling services to students in schools under review?
2. To what extent do these services provided affects students 'choice of a career?

1.4 Research Hypotheses

The following hypotheses was generated to support the study

1. There is no significant difference on the effect of guidance and counselling services offered to students’.
2. There is no significant difference on the influence of career choice provided to students.

2.0 LITERATURE REVIEW

2.1 Counselling Services-Types and Programmes

In the findings of the research study conducted by Bolu-Steve, et al., (2017), two major types of counselling were identified, they are individual counselling (face to face interaction between the professional counsellor and the client) and group counselling (this between the professional counsellor and clients who have similar concern). Other counselling services/programmes in schools include:

1. **Orientation Service:** This entails acquainting new students with the academic environment. The school is usually new to the students. An orientation activity helps the students to adjust to the new environment. At this point, students are exposed to the rules and regulation guiding behavior and interpersonal relationship within the school
2. **Placement Service:** This involves placing students in an appropriate class or school, courses, training or vocations. The counselor assist the students to choose the right subject combination in line with their traits. This process is useful in carrying out the placement of these students into science, arts, commercial or technical class. The placement programmes also assist the graduating students to choose the right course at the University.
3. **Counselling Service:** This is a face to face interaction between the counsellor and the client who has a challenge. Counselling in schools is aimed at assisting the students to live a more productive life and self-satisfying life style. The main focus of the school counselor is to facilitate needed educational growth among the students
4. **Information Service:** The school guidance counsellor provides the students with accurate information on educational, vocational and personal social opportunities facts that are available in order to assist the students in making informed decision and choices.
5. **Appraisal Service:** The appraisal of an individual is the value judgment arrived at, based on the result of the assessment of various relevant characteristics of the person. It involves the collection of data, analysis of subjective and objective personal and psychological data about a student. This gives a full understanding of these students and how they can be helped.
6. **Follow-up Service:** It consists of activities which helps the counsellor to access if the client is coping after the counselling session. This could involve visit to other places like institutions and employment establishment. Follow up services is necessary for planning and evaluation purpose.
7. **Evaluation Service:** This helps in assessing the effectiveness of the school counselling programmes. Data gathered from the evaluation process, enable the counsellor to improve, modify or suspend any service in the programme.
8. **Referral Service:** This is the transferring a client to another professional counsellor or agency where their problem can be appropriately handled. These services are the fundamental basis of counselling programmes.

All these services aimed at improving the academic standard of secondary school students.

2.2 The Importance of Guidance and Counselling Services in Schools

The aims of guidance and counseling service in schools is to assist the student in fulfilling his / her basic physiological needs, understanding themselves and developing associations with peers, balancing between permissiveness and controls in the school setting, realizing successful achievement, and providing opportunities to gain independence (Ebizie, et al., 2016).The importance of these services are presented by Bolu-Steve, et al., (2017) as

1. **Development of students' potentials:** It aids in planning effective study habit which in turn, enhances students' academic competencies.
2. **To help students with developing problems:** Counselling services are intervention process that are effective in dealing with student academic problems and at the same time foster healthy heterosexual relationship among the students.
3. **Decision Making:** To help students make informed decision about their education. Individuals have to know the choices that are available in subjects, curricula, schools or colleges to determine what exactly they want to pursue. They have to know subject combinations or options, what the subject involves in the classroom, available courses and what are the future prospects of following a particular course, available schools and colleges that offer the desired programmes, admission requirements and educational opportunities.
4. **Development of the School's Curriculum:** The professional Counsellors, provide data that serve as a basis for curriculum development, and they can help curriculum developers shape courses of study that more accurately reflect the needs of students. Too often, counsellors are not included in curriculum development efforts.
5. **Offer of Technical Services:** A guidance counsellor is qualified to assist teachers with selecting, administering, and interpreting tests; selecting and using cumulative, anecdotal, and other types of records; providing help and suggestions relative to counselling techniques, which teachers can use in counselling their students; and providing leadership in developing and conducting professional development of teachers in guidance functions.

3.0 RESEARCH METHODOLOGY

3.1 Research Design

Descriptive survey design was used to carry out this study. Frequency tables and simple percentages were used in answering the research questions while the chi-square (χ^2) contingency test for independent samples was used in testing the hypotheses.

3.2 Population and Sample of the Study

Population of a research is defined as the people whom appeal to the interest of the researchers in generalizing the outcomes of the research (Al Kindy, et al., 2016).In this study, stratified random sampling technique was adopted in selecting one hundred (100) senior secondary students each from two (2) secondary schools within Jos metropolis as sample size for the study.

3.3 Data Collection Tool(s)

Data were gathered through the administration of an instrument titled "Effect of Guidance and Counselling Services on Students' Career Choice Questionnaire (EGCSSCCQ) designed by the researchers. The questionnaire was divided into two sections. Section A contained the demographic data. Section B, was designed to elicit information on effect of guidance and counselling services on academic performance. The Four-Point Likert Type scale was adopted for

use in Section B as follows; Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point. The instrument was administered by the researcher to 200 students and also retrieved from them on the spot; a 100% return was achieved.

3.4 Validation and Reliability of Instrument and Data Analysis

The instrument was validated by Experts in Measurement and Evaluation in the faculty of Education, who ascertained the face and content validity. Data obtained from the field were presented through the use of frequency tables and simple percentages while the chi-square (χ^2) was used to test the formulated hypotheses for the study at 0.05 level of significance.

4.0 DATA ANALYSIS AND RESULTS

4.1 Research Question 1: What is the effect of guidance and counselling services to students in schools under review?

Table 4.1 Students response to having guidance and counselling services in their schools

S/N	ITEM		SA	A	D	SD	TOTAL
1	There are guidance counsellors in the school	Frequency (F)	60	100	20	20	200
		Percentage (%)	30	50	10	10	100
2	There is a guidance counselling unit in the school	Frequency (F)	80	100	10	10	200
		Percentage (%)	40	50	5	5	100
3	I have met the guidance counsellor for counselling services in my school	Frequency (F)	50	110	20	20	200
		Percentage (%)	25	55	10	10	100

Note: SA= Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Source: Field survey, 2012

Table 4.1 shows the response of students on the fact there is an established guidance and counselling unit in the school with guidance counsellors. This implies that students have access to the guidance counsellors for counselling services.

4.2 Research Question 2: To what extent do these services provided affects students 'choice of a career'?

Table 4.2 Students response of how guidance and counselling services affects their career choices

S/N	ITEM		SA	A	D	SD	TOTAL
4	Guidance counsellors demonstrate counselling abilities by introducing new methods to students	Frequency (F)	80	80	30	10	200
		Percentage (%)	40	40	15	5	100
5	Guidance counsellors discuss problems affecting students	Frequency (F)	120	60	10	10	200
		Percentage (%)	60	30	5	5	100
6		Frequency (F)	120	60	10	10	200

	Guidance counsellors give good advice and assist students solve challenges	Percentage (%)	60	30	5	5	100
7	Guidance counsellors are qualified to perform their task	Frequency (F)	140	40	10	10	200
		Percentage (%)	70	20	5	5	100

Note: SA= Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree
 Source: Field survey, 2012

Table 4.2 indicates students' response of how guidance and counselling services affects career choices. Guidance counsellors demonstrate abilities to give good advice and assist students solve challenges that might affect the choice of a career.

Hypotheses

Hypothesis 1: There is no significant difference on the effect of guidance and counselling services offered to students'. This hypothesis is answered by questions 1 and 2 in table 4.3 below

Table 4.3 Students response based on guidance and counselling services that affects their career choices

S/N	ITEM		SA	A	D	SD	TOTAL
1	Choice of career depends on guidance and counselling services	Frequency (F)	90	70	20	20	200
		Percentage (%)	45	35	10	10	100
2	Choice of career does not depend on guidance and counselling services	Frequency (F)	70	80	20	30	200
		Percentage (%)	35	40	10	15	100

Note: SA= Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree
 Source: Field survey, 2012.

Table 4.3.1 Chi-Square on Students response based on guidance and counselling services that affects their career choices

S/N	fo	fe	df	X ² cal	X ² tab
8	100	100	7	2.06	14.07

Source: Field survey, 2012

The result in table 4.3.1 shows that the X²calculated value 2.06 is less than the X²table value of 14.07 i.e. 2.06 < 14.07. Based on this result, it was concluded that there is no significant difference on the effect of guidance and counselling services offered to students'. This implies that students career choice is positively affected by guidance services provided. The hypothesis was therefore accepted.

Hypothesis 2: There is no significant difference on the influence of career choice provided to students. This hypothesis is answered by questions 1 and 2 in table 4.4 below

Table 4.4 Students response to having access to guidance services

S/N	ITEM		SA	A	D	SD	TOTAL
1	Students who have access to guidance service	Frequency (F)	100	60	20	20	200
		Percentage (%)	50	30	10	10	100
2	Students who do not have access to guidance service	Frequency (F)	100	40	30	30	200
		Percentage (%)	50	20	15	15	100

Note: SA= Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree
 Source: Field survey, 2012

Table 4.4.1 Chi-Square on Students response to having access to guidance services

S/N	fo	fe	df	X ² cal	X ² tab
8	100	100	7	8.85	14.07

Source: Field survey, 2012

The result in table 4.4.1 shows that the X²calculated value 8.85 is less than the X²table value of 14.07 i.e. $8.85 < 14.07$. Based on this result, it was concluded that there is no significant difference on the influence of career choice provided to students. The null hypothesis is accepted and reject the alternate hypothesis.

5.0 IMPLICATION OF FINDINGS

The result of the study revealed a significant effect of guidance and counselling services on students' career choice in schools, since the X²calculated value is less than the X²table value. The possible reason for the positive outcome can be as a result of enlightenment and awareness of the role of guidance counsellors and the services offered in Jos. It could also be exposure to media information on guidance and counselling services with regards to career choices. While in some schools they are no adequate awareness and exposure to the services. This finding supports the finding of (Eyo, et al., 2010; Umar, et al., 2014; & Eremie, et al., 2018) who at different times discovered a positive effect of guidance and counselling services on career choice of student.

This important finding underscores the significance of guidance and counseling in the schools, which is their duty to enlighten the students about requirements and condition of success, advantages and disadvantages, opportunities and prospects in the different lines of work. Students know much about career choice and where to pursue their choice and career. Most parents no longer compel their children or wards into choosing career that are against their wishes.

6.0 CONCLUSION

It has been established in this study that career choice of students at the senior secondary schools is effective through proper guidance and counselling services. Counselling also help students in career choice vying to their appropriate area that they are good at instead of following their peers in choosing a wrong career part.

Also school authorities should ensure that the services of professionally trained guidance counsellors are sought and these counsellors should regularly meet the students to discuss issues that affect studies.

7.0 RECOMMENDATION

Based on the findings of this study the following recommendations are made:

1. More guidance and counselling center should be set-up with more professional counsellors employed in the schools.
2. Students should be motivated to share and discuss the choice of career with their counsellors and understand the relationship of subjects to a particular career.
3. The guidance counsellor should be made to attend his/her professional conferences to learn new ideas of therapies with clients.
4. Ministry of Education should enforce the establishment of counselling centers in both public and private secondary schools and implementation of counselling programmes.
5. Government should support guidance and counselling practically by providing and making funds available for all the services in guidance and counselling.

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