

IMPACT OF GUIDANCE AND COUNSELLING SERVICES ON STUDENT CHOICE OF CAREER

OLUGUA, Mary Omonigho *PhD*
Department of Guidance and Counselling,
Adam Igbudu Christian Institute, Emovor

Abstract

This study discussed the impact of Guidance and counselling services on student choice of career among secondary schools in Isoko South Local Government Area of Delta State. Guidance and counselling services are integral part of the Nigeria new policy of Education. An evaluative research design was employed. Three research questions and three Hypotheses guided the study. An instrument was used to generate data which answer the research questions and tested the hypotheses. The instrument has reliability co-efficient of 0.62. The split half technique was used to establish the reliability of the instrument. The instrument also has content and face validity. The population of the study is made up of six Secondary schools out of which, a random population of 120 students was drawn. The frequency of response was calculated with χ^2 statistical techniques, based on 0.5 level of confidence. The study concluded that, with effective and efficient Guidance and Counselling service in Schools, students will overcome the difficulties of making career choice and also the problems of unemployment will be reduced.

Introduction

The impact of guidance and counselling services in the choice of the career has been assessed as positive by counselling psychologist and educationalist in the educational system. Guidance and counselling services are specialized and formalized educational, vocational, personal-social and professional assistance rendered to the students by a guidance counsellor to achieve self-understanding, to facilitate their

career adjustment in school and out of school.

Guidance and counselling service also means helping an individual gain an insight or understanding into the environment in which he finds himself, also having a positive social psychological relation to present and future. These services will enable him make decision and choices that would lead to more satisfying and rewarding experiences. Guidance and counselling services are the totality of the various types of aids available to individual or group in dealing with common personal and environmental needs and problems. These needs and problems are usually unique in nature and are classified according to the area of life in which they occur.

The entire guidance programme itself is a service-oriented activity. Therefore, the school guidance programme is a cluster of services, counselling as the core of the guidance programme is the central hub upon which the entire guidance programme revolves. According to Ipaye (1986), he noted that a number of counselling services are designed to provide insight into the individual educational, vocational and personal social needs and problems. Shertze and Stone (1976) and Makinde (1984), classify these services into three major aspect of guidance counselling, e.g., educational, vocational and personal social. A career is a chosen pursuit life work, success in one's life profession. It is the sequence of major position occupied by a person throughout life time.

Guidance services are fundamental factors that facilitate the choice of career. The need for guidance and Counselling could sometimes be associated with the difficulties people encounter in searching for job. Therefore vocational/career guidance is necessary in helping to make appropriate occupational choice. Super (1957) sees vocational guidance as the process of assisting a person to develop and accept an integrated and adequate picture of himself and his role in the world of work, to test the concept against reality and to convert it into reality with satisfaction to himself, and benefits to the society.

Career guidance involves applying techniques and skills that assist the students influence career choice. Students must be guided to acquaint themselves with the world of work. Students must be exposed to modern career available to their process and procedure in attaining such jobs. It is obligatory for the counsellor to make sure that courses taught to students have career implication. And courses also must take into cognizance the factors necessitating such career choice and the systematic and

orderly method of assessing such job in an easy, less stressful manner.

Types of Guidance and Counselling Services

- a. **Vocational service:** The need for guidance and counselling services could sometimes be associated with the difficulties people encountered in searching for job. Therefore, vocational guidance is necessary in helping to make appropriate occupational choice. Since the emergence of Frank Person's vocational bureau at Boston U.S.A in 1908, several techniques have been devised to provide vocational services to individual both within and outside the school setting. In Nigeria secondary school system, the following techniques are used by school counsellors in providing vocational services to student e.g. Career Conference, Field Trip or Excursions, Working Experience, parents Conference, Old Students Association Day Conference, Individual Vocational Counselling.
- b. **Educational services:** Educational services could be regarded as the process of helping learners identify which subject choices are most suitable them having taking into consideration their particular ability and interests. According to Iwudu (1991) educational counselling is for assistance in educational direction e.g., choice of subject and future career, remedial work for children with learning disabilities and behaviour disorders. Education should therefore be seen as helping students in some major academic problems include: poor study habit, school phobia, problems of choice of subject or course, choice of co-curricular offerings, choice of educational institutions, poor academic performance, un-conducive learning situation or environment, lack of motivation to learn, school drop-outs, skills in taking exam, problems of examination phobia or fever as well as in ability to adjust to school environment.
- c. **Counselling services:** Counselling services according to Shertze and Stone (1976), is a process of helping individual to understand themselves and their world. What this means is that guidance is continuous assistance to people to discover and rediscover themselves, (strength and weakness) in order to achieve their life goals with the frame work of their environment. Counselling services is one to one or group relationship involving a counsellor and a counselee with the view of helping the client resolve problem facing them.

Counselling service can be carried individual to maximize all educational opportunities given out in three major perspectives viz; academic, vocational and personal social. Educational counselling deals with teaching, learning and general concerns. It helps the individual to maximize all educational opportunities given to him. Vocational counselling helps the individual to appraise himself to enable him discover and rediscover his abilities, capabilities, interest, disposition and otherwise. The self-understanding individual selects a suitable vacation, training and easily adjust it. Personal-social counselling helps the individual deal with intra-inter-personal relationship.

- d. **Information services:** This is designed to provide students with a greater knowledge of educational, vocational and personal social opportunities so that they may make better informed and realistic choices and decision about their educational, vocational and personal social plans. Information services are needed to plan the future putting the consideration opportunities and personal inform individual make a more effective plans for the abilities or characteristics. It is often said that a well inform individual make a more effective plans for the future. Consequently, if individuals are informed of all the available job opportunities and the qualification needed, they can therefore, plan more realistically their future careers. According to Norris, Zeran and Hatch (1976), educational information is defined as "valid and useable data about all types of present and probable future educational or training opportunities and requirement including curricular and co-curricular offerings, requirement for entrance and conditions and problem of student life. Vocational information focus attention on issues relating to nature of work, working environment, employment prospects, qualification for entry: method of advancement, promotion, salary structure and other benefits such as medical services, recreational facilities and scholarship opportunities for employees. Personal social information are valid and useable information data about the opportunities and influence of the human and physical environment which bear on personal relations (Morris *et al.*, 1976)
- e. **Appraisal services:** This is the testing programme that is designed to collect, analyze and use a variety of objective and subjective personal, psychological and social data about each pupil for the purpose of better understanding of

pupils as well as assisting them understanding themselves. When the pupils understand themselves in terms of their potentials, weakness, strengths etc., they can make rational decisions and choices. The various aspect of data needed for the appraisal (evaluation) of the student cover his family background, mental abilities, interest, social skills, aptitude health etc. Appraisal techniques includes, questionnaires, observations, interview, case-studies, test, report by parents/teachers /social workers etc. such records or data are always placed or obtained in the pupils' cumulative record card or pupils' inventory. The counsellor or teacher should make effective use of such appraisal data in' his counselling relationship with the pupils.

The organization and administration of counselling services.

The school guidance and counselling programmes/services itself is an elaborate and systematic programme of activities, and professionally oriented service designed to assist individuals within the school to cope with the problems associated with the school system. In achieving the above objectives, the school guidance and counselling services requires adequate planning, organization, administration, implementation and evaluation.

The Meaning of Organization and Administration

The concept 'organization' means a structural relationship of the function of personnel with an enterprise conceptualizing organization. It is the overall framework joining the function of the various personnel in an -enterprise Nwankwo (1991) defined an organization of the framework of responsibilities authority and duties through which all the resources of an enterprise are coordinated for the achievement of the goals of the enterprise or institution. Administration, according to oxford advanced learners dictionary is the activities that are done in order to plan, organize, and run a business, school or other institution. Administration is the process through which appropriate human materials and financial resources are made available for achieving the objectives of an organization. This implies that administration is a source of activities involving the arrangement and maintenance of the available human resources of any institution in order to achieve its goal. In relation to the school guidance and counselling services, its organization and administration means the assignment of vary responsibilities and authority to school personnel for the provision of guidance services as well as the control and management of various school

resources in order to achieve guidance goals of the school.

Basic Principles Guiding the Organization and Administration of Guidance and Counselling Services in School

There is a general philosophical saying that a house should be built on a solid foundation. This is to ensure that come rain or sun ship, a counselling unit based on sound principles-will achieve the goals for which it is established. Iwnama (1991) suggested that the services to be rendered in the unit should stem out of the interest and needs of the students and the school community. That client should consult counselling units out of deep-seated problems that constitute thorns in their daily life. It is this that propels them to meet counsellors. For the school to be able to assist the students with their problems there should be an organized helping unit. This unit is made up of some basic or fundamental principles that should guide the organization of counselling services in a school or community setting.

1. The philosophy behind the programme should be understood.

So the philosophy has to do with the relevance of counselling to the society, humanity and school, community and also to our area of study. Human life is influenced by several factors interacting and the ability of man to understand the factors, their possible influence and accept and resist their destabilizing effects makes balanced human.

2. The guidance should be an integral part of the entire education programme.
3. The leadership is an important point in organizing guidance programmes. Leadership is the "sine qua non" of any business.

Should the programme fail, it is not the principal or the vice principal that would be blame but the counsellor.

4. Support Staff: In establishing counselling service in the school, it is important to put into consideration the support of the school personnel. Denga (1989) states that other members of staff from whom the counsellor needs support include the school head, principal or headmaster, vice principal or assistant headmaster, health service, school secretary, the social worker and class teachers.
5. Adequate materials should be provided in the exercise of guidance programme

in the school.

6. The organization of the programme should be based on the objective of the school.
7. The services of the programme should be a continuous one
8. As much as possible, there should be simply in the organization
9. All the school personnel should be involved in the organization and administration of the school guidance programme.
10. The counsellor should provide good leadership. The leadership given by the counsellor is vital in all aspects of human endeavour. It is through good leadership that mistakes are avoided. According to Iwnama (1991), it is important to ensure good leadership immediately an establishment of a counselling unit is established. The counsellor should cultivate the qualities of a good leader, otherwise should the guidance programmes fail it is not the principal or the vice principal that will be blamed but the counsellor.

Objectives of Guidance and Counselling Programmes

For effective guidance and counselling, guidance needs to be organized. The objectives of guidance and counselling programmes are:

- a. Providing educational, social and personal" counselling to promote students emotional adjustment in schools.
- b. Collecting educational, occupational, social and personal information.
- c. Conducting orientation programmes for new students.

Basic steps in Organizing Counselling Programmes in Schools

Unachukwu and Igborgbor (1991), Denga (1989) and Iwnama (1991) suggested the following as steps in organizing counselling programmes in schools. Counselling itself is a systematic process, therefore the establishment of counselling services require the counsellor to plan systematically and carefully. As such the 'initiation of counselling practice is procedural and systematic. This implies that certain steps and strategies are utilized in attempting to initiate or implement a counselling programme in the school the counsellor must ensure that some of the basic counselling materials such as counselling personnel, office accommodation,

finance, information and testing materials are available. We may recognize two types of organizational steps in establishing counselling services as suggested by Denga (1989) and Iwnama (1991).

1. The counsellor should secure approval from the school head and the ministry. The co-operation from the school head is required for a smooth take-off of the programme. Since the ministry will supervise the programme, approve the yearly budget of the programme and build this into the overall budget, it is therefore programme because the school will benefit from aids that may come from national external bodies. In addition, it is the -responsibility of the ministry to post counsellor to the schools.
2. As soon as approval has been secured from the ministry, introduction with teachers and student should be carried. This is usually done by the school principal who arranges- for an emergency staff meeting purposely to introduce the counsel to the teachers. The counsellor is equally introducing by either the principal or vice principal to the students of the school during morning or closing assembly stating his/her function and encourage them to always seek his assistance when the need arises. The counsellor may also use this opportunity to brief the students and promise to visit individual classes. The counsel and his office staff will embark on a feasibility study to assess and ascertain the viability of the guidance programme: This enables the counsellor to determine areas of emphasis.
5. Specification of purpose and counselling objectives. The definition of objectives should be operatives and give direction to the programme. The counsellor must produce a blue-print of his/her objectives and specifies problem area where students can be assisted. The goals of the programme must be clear so that all those operating the programme will be aware of what he/she is supposed to do.
6. Assignment of Responsibilities: Each staff on the programme should be allocated his/her duties. This should be jointly done to ensure that all concerned have a feeling of belonging and also ensure that each member of staff is being carried in the distributed to every member of staff. This will enable the staff programme. These responsibilities should be printed and to make reference to them from time to time.

Empirical Study on Guidance and Counselling Services

Meta-analytic review support-the efficiency of guidance and counselling services in improving educational, vocational, and personal-social development of the individual (Olugua *et al.*, 1993). The study also discovers the suitability of counselling services as positive intervention to all problematic situations in the life of the individual. The study define organization as the structure with which people act. The utilization of both human and material resources and assigning definite duties in order to achieve the goals of guidance and counselling programmes. About 180 subjects were used for the research work. The techniques employed were seminar, interview, questionnaires etc.

The investigation covered a secondary school in Isoko South and North Local Government Areas. The result from the investigation reveals positive result of all guidance counselling services organized in the schools.

Purpose of the Study

The purpose of this study was to find out how counselling services are effective in student's career choice.

1. To investigate the effectiveness of counselling services on career choice.
2. To enable the researcher find out the importance of counselling on career choice.
3. To find out whether counsellors have been assisting their student to overcome the problem of career choice by the introduction of counselling services.

Research Questions

The following research question guided the study;

1. Is there any significant difference in the choice of career between male and female students exposed to guidance and counselling services?
2. Is there any significant difference in the choice of career between student's ages 12-17 years and above exposed to guidance and counselling services?
3. Is there any significant difference in the choice of career between junior and senior secondary school student's exposed to guidance and counselling services?

Research Hypotheses

1. There is no significant difference in the choice of career between male and female student exposed to guidance and counselling services.
2. There is no significant difference in the choice of subject between student age 12-17 years and 17 years and above exposed to guidance and counselling services.
3. There is no significant difference in the dissemination of career information between junior and senior secondary school students exposed to guidance and counselling services.

Design of the Study

This study is a survey. It is adopted expos-facto design. It examined the relationship between counselling services and the choice of career. The target population was secondary school students JSS I – III, SS I – III. They are the members of the population, but due to the large number of the secondary school student in Isoko South Local Government Area of Delta State, some schools were selected by random sampling. Simple random sampling was used to select six secondary schools. The sample size is 400 students from the four secondary schools. The target population is six secondary students in Isoko South Local Government Area of Delta State. The instrument for the study is a questionnaire. The questionnaire has two parts. Section A" describe the bio-data of the respondents which include gender, age, class JSS and SS. Section B, describe the different services. There are 20 items in the questionnaire. The instrument has face and content validity. The constructed questionnaire was shown to the research supervisor, expert in research method, who looked at the item and was satisfied with the items face and content validity. The reliability of the instrument was determined using the spilt-half technique for testing the reliability co-efficient. The value of 0.62 was obtained as the reliability co-efficient of the instrument. The questionnaires were administered in all the schools to the students. They were collected and analysed using chi-square to find the effectiveness of Guidance and Counselling services in choice of career.

Presentation of Findings

Hypothesis I: The hypothesis states that there is no significance relationship in the choice of career between male and female students exposed to guidance and counselling services, Table 1: chi square (x^2) Analysis of relationship in choice of

career between male and female students exposed to guidance and counselling services.

Table I:

| Variable | SA | A | D | SD | Total |
|-----------------|-------------|------------|------------|------------|--------------|
| Male | 1185 | 338 | 124 | 70 | 1717 |
| Female | 684 | 618 | 184 | 88 | 1574 |
| Total | 1869 | 956 | 308 | 158 | 3291 |

χ^2 observed = 28

Table χ^2 = 7.82

χ^2 observed > table χ^2

28 > 7.82

Level of confidence = 0.05

Decision: Reject Null hypothesis

Remark: Significant

From the result presented above the null hypothesis which states that "There is no significance relationship in the choice of career between male and female students exposed to counselling services tested is rejected. This is because the observed or calculated (χ^2) is greater than (χ^2) critical. We can therefore state that there is significant relationship in the choice of career between male and female students exposed to guidance and counselling services.

Hypothesis II: There is no significant relationship in choice of career between students' ages 12-17 years and 17 years and above exposed to guidance and counselling services.

Table II: Chi-square (χ^2) Analysis of relationship in choice of career of students' ages 12-17 years above exposed to guidance and counselling services.

Table II:

| Variables | SA | A | D | SD | Total |
|------------------|-------------|-------------|------------|------------|--------------|
| 12-17 years | 696 | 618 | 184 | 88 | 1586 |
| 17 years above | 684 | 696 | 183 | 76 | 1639 |
| Total | 1380 | 1314 | 367 | 164 | 3225 |

χ^2 observed = 11

Table χ^2 = 7.82

χ^2 observed > table χ^2

11 > 7.82

Level of confidence = 0.05

Decision: Reject Null hypothesis

Remark: Significant

From the above table, the (χ^2) calculate value of 11 is greater than table χ^2 of 7.82. The hypothesis is therefore rejected. We can therefore state that there is significant relationship in choice of career between student ages 12-17 years and 17 years and above exposed to guidance and counselling services.

Hypothesis III: There is no significant relationship in disseminating career information between junior and senior secondary school students exposed to guidance and counselling services.

Table III: Chi-square (χ^2) Analysis of relationship of in dissemination of career information between junior and senior secondary school students exposed to guidance and counselling services.

Table III

| Variables | SA | A | 0 | SD | Total |
|------------------|-------------|-------------|------------|------------|--------------|
| Senior | 704 | 632 | 144 | 100 | 1580 |
| Junior | 870 | 588 | 172 | 38 | 1668 |
| Total | 1574 | 1220 | 316 | 138 | 3248 |

χ^2 observed = 12

Table χ^2 = 7.82

χ^2 observed > table χ^2

12 > 7.82

Level of confidence = 0.05

Decision: Reject Null hypothesis 33

Remark: Significant

Table III, shows that the null hypothesis which states that, "There is no significant relationship in disseminating of career information between Junior and senior secondary school students exposed to guidance and counselling services is rejected. This is because the calculated value of χ^2 12 is greater than table value of χ^2 7.82.

This implies that there is significant relationship in the dissemination of career information between Junior and Senior secondary school students exposed to guidance and counselling services.

Discussion of Results

The relevance of guidance and counselling services to literally everyone is the challenge this study has exposed to all students. Guidance and counselling services is both the male and female, ages 12-17 years and 17 years and above. The hypothesis which states that there is significant relationship in the choice of career between male and female students exposed to guidance and counselling was rejected. This is

because there is a significant relationship between the sexes exposed to guidance and counselling service.

This finding agrees with Ipaye (1980) who noted that guidance and counselling services are designed to provide insight into individual's educational, vocational and personal-social problems. That both male and female can benefit from counselling programmes. Guidance and counselling services as an integral part of the educational system is paramount and also has a way of developing students through skillful activities. Olugua (2015) asserted that the use of therapies such as stimulus control and contingency contracting which are guidance and counselling services enable students overcome Maladaptive attitude of truancy which is an obsession in some students for making, career choice. This is why the new National Policy of Education newly revise in (2004) section 10, paragraph 1 under educational services has this to say. In view of the apparent ignorance of many young people about career prospect and in view of the personality maladjustment among school children, Guidance and counsellors as well as career officer will be appointed in post primary institutions which was done in (1999) but unfortunately these counsellors are deficient in most schools.

In consonance to hypothesis one, hypothesis two says that "there is no significant relationship between student ages 12-17 years and 17years and above exposed to guidance and counselling services was also rejected following the finding and also based on our critical level of rejection which 7.82 or more to reject the given hypothesis, our calculated value was 11. This is greater than the critical level, hence the rejection of hypothesis which states "there is no significant relationship between students ages 12-17 years and 17 years and above exposed to guidance and counselling services". However, super (1957) sees vocation guidance as the process of helping a person to develop and accept and integrated and adequate picture of himself and his role in the world of work, to test his concept against reality and to convert it into reality, with satisfaction to himself and benefit to society. However, the word "person" used by him, is a noun; especially informal use, if it is human, an individual as irrespective of age. Age is not a barrier for students to be influence by guidance and counselling services.

Super (1963), noted that career choice follows development stages, from pre-

vocational birth to 3 years till retirement 71 years when vocational activities cease. Conclusively, the presented results show that there is a significant relationship between junior and senior secondary school students exposed to guidance and counselling services. This was supported by Egbule (2000) that all students both junior and senior can benefit from guidance and counselling services. Egbule (2000) cited in Ipaye (1983) proposed that career services can be provided through the strategy of career conferences, career week or career day to both junior and senior. During the conference, representatives of various occupations give presentation of their impression about occupation.

A definite conclusion can therefore be drawn that; effective guidance and counselling services can be oriented to all students irrespective of gender, age and class. The investigation of the relationship between these variables provides evidence that the positive association is very strong.

Conclusion

Guidance and counselling services can be defined, according to (Good, 1985) as "The individualized and personalized assistance to a person whose personal, educational and vocational, social, emotional and spiritual problems are analyzed and solution sought often with the assistance of a specialist school and community resources and personal interview in which the counselee is taught to make his own decision", As stated above, counselling involve the application of all services to group of students who are having difficulties with the choice of career and who are also having difficulties in obtaining information from WASC, JAMB (joint Admission Matriculation Board) examinations or the entry requirement into Nigeria Universities.

The study also involved the collection of data which shows the usefulness of career services even though there are no trained counsellor in such schools. From the finding of the study, one could deduce that counselling if encouraged in secondary schools could enhance the student's performance in school as well as their choice of career.

Implication for Guidance Counselling

The educational implication of these findings is that Guidance and counselling services will help eradicate misdemeanour in students in the bid to make choice of

career. With the co-operation of the various personnel e.g. the principal, other members of staff, the academic performance of students will be enhanced in all ramification. To achieve the recommendation above the school counsellor should make sure he/she covet the co-operation of the various agencies to adhere to the recommendation given in this write up. It will enhance students' direction in academic pursuit.

Recommendations

For guidance and counselling to be effectively carried out in schools, the research recommended that:

1. The educational, vocational and personal social services be provided to students in school.
2. The government should provide adequate infrastructure for student's e.g., library with modern books.
3. The following personnel e.g., principals, teachers, school nurses, school psychologist parents and the Ministry of Education should ensure that they are involved in the administrators, organization and implementation of guidance counselling services.
4. Adequate provision of practicum and laboratory work for effective skill acquisition of trainees be carried out.
5. Adequate provision of guidance and counselling services in the school system.

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