

THE ROLE OF GUIDANCE AND COUNSELLING IN CAREER DECISION MAKING OF SENIOR SECONDARY SCHOOL STUDENTS IN KUJE AREA COUNCIL ABUJA FCT

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ABSTRACT

This study examined the role of guidance and counseling in career decision making of senior secondary school students in Kuje Area Council Abuja FCT. Three research questions and three hypotheses were formulated for the study. Senior secondary school students were the sampled for the study. Descriptive survey research method was used to carry out the survey of the study. Mean and t-test statistical tools were used to analysis data generated for the study. The findings of the study revealed that there is a significant relationship between guidance and counseling and students' awareness of various careers and their requirement when making career decision. The findings also revealed that there is a significant relationship between guidance and counseling and students' ability to identify interest when making career decision. The study also shows that there is a relationship between guidance and counseling and understanding of aptitude and making career decision. The study recommends that Schools should provide career guidance and information for students to understand what is required for various careers.

Keywords: Guidance and Counseling, Career Decision Making, Secondary School, Students And Kuje Area Council Abuja

INTRODUCTION

Counseling is a helping relationship in which one person endeavours to help another solve his/her adjustment problems (Okobiah and

Okorodudu, 2004, cited in Dabone, Graham and Fabea, 2015). This helping relationship originated from the very discovery that young people need to be guided in their career decision-making process. They emphasize that counseling is a person-to-person process in which one person (the counselee) is helped by another person (the counselor) to develop, increase in understanding and ability to solve his/her adjustment problems. They explained further that counseling requires a wide range of activities which should start from the infant stage of the child designed to aid individuals in solving their problems. The problems referred to in counseling are mostly those of decision-making and developmental problems. One of the benefits of counseling is that it helps the individual to develop, sustain a career and be adjusted in life.

The goal of guidance and counselling is to make it possible for an individual to see and explore his or her unlimited endowed options. Many scholars such as Odeck, (2011); (Ipaye, 2005, cited Fidel O.Okopi 2011) opined that the major service areas of guidance and counselling are: educational guidance and counselling which assists students in their curriculum and school life choices, vocational guidance and counselling which assists the individual to choose and prepare for an occupation that is compatible with his interests and aptitudes, personal and social guidance and counselling which assists the individual to behave appropriately in relation to other members of the society.

As part of vocational guidance and counselling programme, career development enables guidance counsellors to assist individuals to identify and learn the skills by which they can be more effective in planning for and choosing jobs, in making effective transitions and adjustments to work, and in managing their own careers and career transitions effectively. Career development, for most people, is a lifelong process of engaging the work world through choosing among employment opportunities made available to them. It is a process of getting ready to choose, choosing, and continuing to make choices (Brown, Brooks, & Associates, 1996, cited in Dané Goliath, 2012). The National Career Development Association (NCDA) (1993) noted, "Helping

individuals increase self-understanding of their abilities, interests, values, and goals is a vital foundation of the career development process". The NCDA suggested that career development activities help students develop positive work habits (for example, organization, following directions, completing assignments on time), set goals, make informed decisions, identify interests and abilities, and explore jobs (for example, job shadowing, and apprenticeships).

Career choice is one of many important choices students will make in determining future plans. This decision will impart them throughout their lives. The essence of who the student is will revolve around what the student wants to do with their life- long work. The choice of career has been a serious problem among the secondary school students in Nigeria. No matter what one's age is, the choice of career or desire is an important question for everybody. A lot of student in secondary schools believe that their future is a glorious adventure in which they are bound to succeed.

Career embraces a sequence of positions, jobs, or occupations which an individual hold during his or her lifetime. Career is the totality of work-paid and unpaid an individual embarks upon in his or her lifetime. It is the totality of the work an individual carries out through a life time. It defines the individual because it describes who the person is. No other human activity satisfies as many needs as does one's occupation. Choosing an appropriate career is therefore of great importance to the individual. (NCDA 2003) Career selection is one of many important choice students will make that determines future plans. The decision is so significant because it has the capacity of affecting the entire life of the individual. If the choice is properly made, it will guarantee some level of career success or satisfaction. However, if the opposite becomes the case, there will be no career satisfaction, and this will ultimately affect the entire life of the individual in a negative way. Such situations abound today among adults and young adults who do not find fulfillment in what they are doing at the moment. The implication is that a student, who understands himself or herself in relation to what they will want to do in

life, will make a career choice that revolves around their personality (Basavage, 2006, cited in Mirza, Syeda and Mirza 2018).

From the foregoing, it is apparent that a major problem facing students in Nigerian secondary schools is that of choosing an appropriate and relevant choice of subjects in schools, securing admission into higher institutions and finding a satisfactory job after university education. This is the first and major challenge that confronts young people. Salami and Ogunsanwo (2000 cited in Salami and Aremu 2017) contended that no other decision a young person makes, is as crucial for happiness in life as his or her choice of an appropriate career and the relevant educational preparation for it. Many reasons or factors could be advanced for the above. Among the possible factors that may be responsible for the above problems associated with career decision making, is the presence of situational factors which interact with the choice process. These factors are categorized as personality, environmental, economic, and educational factors.

Guidance and counselling therefore, has become increasingly important over the last decades for students, parents and teachers. It relates to the interests and inclinations of students and the decisions they take for their future life and careers. In the context of laying strong foundation for the overall development of children, challenges to proper implementation of counselling practice have remained inconclusive. Guidance and counselling has a role in remedying various challenges confronting secondary school students ranging from academic, emotion, social and vocational preferences. Guidance and counselling has therefore, been conceptualized as a programme that aims at assisting individual student to achieve a balanced personality, physically, emotionally, intellectually, socially and vocationally based on individual needs (Fakolade 2008), hence, for school guidance, it is assumed that the counsellor has the ability to provide guided exploration of options using all available resources to enable a child make useful academic, social and career choices. This study seeks to find out the role of guidance and counselling

in career decision making among secondary school students in Kuje Area Council, Abuja FCT.

1.2 Statement of the Problem

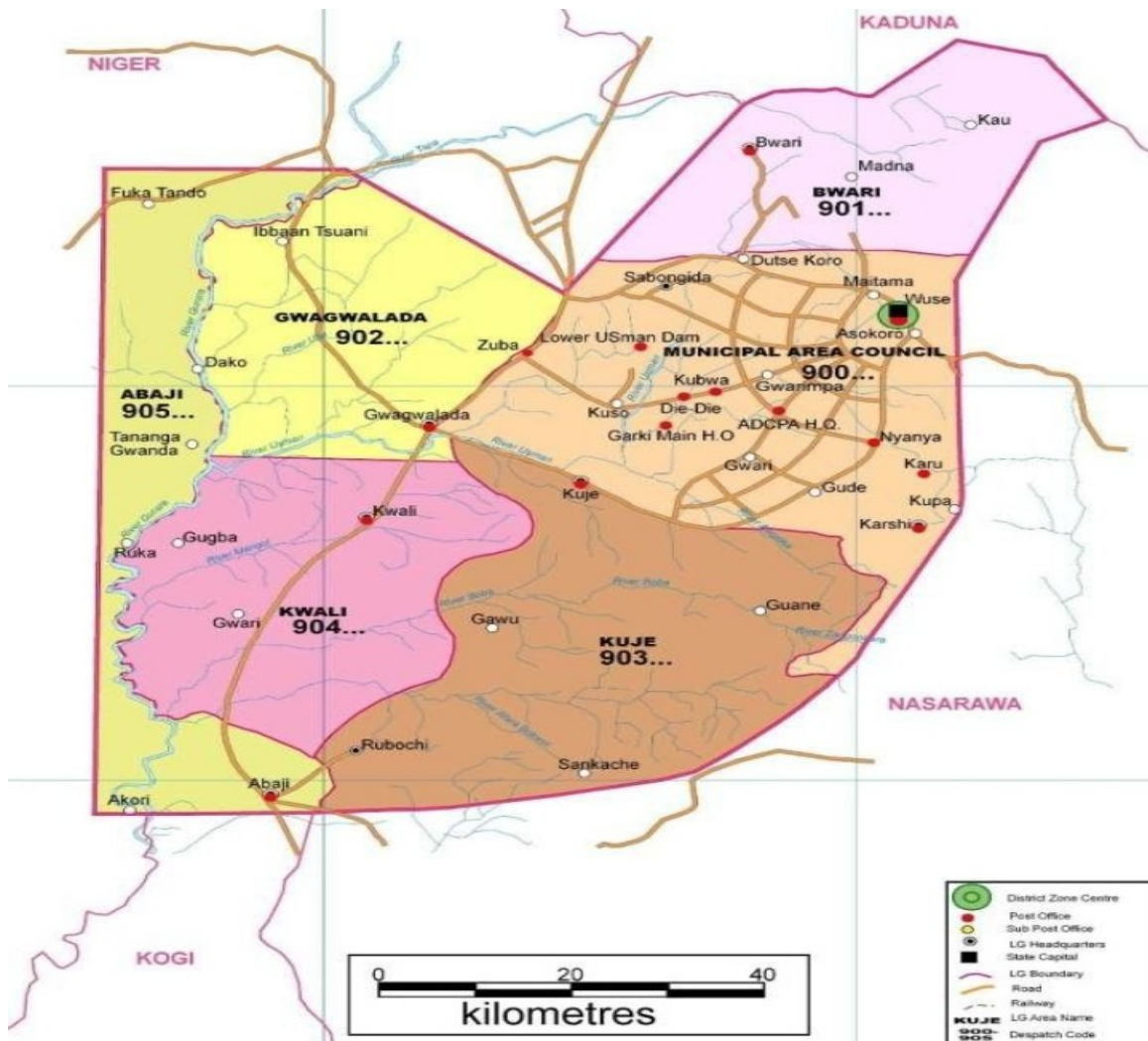
The high rate of unemployment and underemployment among school leavers in Nigeria is a serious issue for concern. It is contended that one of the contributing factors of unemployment cum under employment among school leavers in the country could be inadequate or lack of vocational guidance to students while in and out of school. In other words, they are not given sufficient and relevant vocational or occupational information that could enable them graduate from school to a suitable occupation. Searching for a job, career planning and deciding on what to choose play an important role in students' career choices. Many students often are faced with uncertainty and stress as they make career choices. Many of them do not make adequate research on their own career nor do they receive adequate directions from their school guidance counselors. Most of them are not aware of the subjects to select or what goes into career choice. Many students go into unsuitable careers due to ignorance, inexperience, peer pressure, advice from friends, parents and teachers or as a result of the prestige attached to certain jobs without adequate vocational guidance and career counseling. The problem of career choice and career decision making among secondary school students has generated a lot of questions and answers among scholars. The problem has been a delicate issue that has to be approached with caution. There is no clear process that secondary school students have used to select subjects that could help them to make career choice. Secondary school students do not have the opportunity to explore all of the choices available in order to make a logical educated plan when choosing a career. Findings have shown that majority of students were not aware of major occupation groups, knowledge of training and qualification necessary for employment in the various occupations, conditions of work, earning and other rewards of occupation, and did not have better understanding of their career interest, aptitudes and abilities. This clearly shows that majority of them

are not fully aware of the implication of wrong career choice and how it can affect their future career and entire life. This situation compels one to ask whether they are given the needed guidance on available careers in the secondary schools they attend. Are they aware of what goes into career choice? And what specific factors influence their choice and how do those factors influence them. It is against this background that this study seeks to examine the role of guidance and counseling in career decision making among secondary school students in Kuje Area Council Abuja, FCT.

MATERIALS AND METHODS

The Study Area

The study area is located between Latitudes of 8° 25' and 9° 20' N and Longitudes of 6° 45' and 7° 39' E. It has a total land area of 713 km² (275.3 sq/ml). The FCT is bounded on the north by Kaduna state, on the west by Niger State, on the southwest by Kogi State and on the northeast by Nasarawa state.



Methods of Data Collection

The data used for this study was sourced from primary and secondary sources: the primary data were sourced from the use of questionnaire while secondary data were sourced from internet, journals and published data obtained from the records of selected senior secondary schools Kuje Area Council in FCT Abuja. The sample for this study was made up of senior secondary school students and counselors in selected senior secondary schools of Kuje Area Council in FCT Abuja. Simple random sampling

technique was adopted to select respondents for the study. Two (2) counselors from each secondary school were selected to make a total of 10 counselors. In selecting the students' respondents for the study, simple random sampling technique was also adopted to select the students. 10 students from S.S. 1, 2 and 3 were selected respectively from each school totaling 30 students from each school. In all 160 respondents were selected for the study.

Method of Data Analysis

The statistical tools used for the analysis of this study were mean and t-test statistical tools. Mean was used to analyze the research questions. Since the items were structured on four-point rating scale, the decision rule was based on the mid-point of the scale, 2.50. Therefore, items with mean scores of 2.50 and above were regarded as agreed or positive while items with below 2.50 were regarded as disagreed or negative responses. The t-test was used to test the research hypotheses at 0.05 levels of significances. This tool was deemed appropriate for this study because there were two different groups being tested and the significant relationships are being determined

RESULT AND DISCUSSION

Demographic Data of Counselors

Table 4.1: Distribution of Respondents' Responses by Gender

Gender	Frequency	%
Female	8	80
Male	2	20
Total	10	100

Source: Field Survey (2018)

Table 4.1 above shows that (8) 80% are females while (2) 20% are males.

Table 4.2: Distribution of Respondents' Responses by Age

Age	Frequency	%
25 - 30	-	-

31 - 36	1	10
37 - 42	2	20
43 - 48	5	50
49 & above	2	20
Total	10	100

Source: Field Survey (2018)

Table 4.2 above shows that (1) 10% between the ages of 31 - 36, (2) 20% between the ages of 37 - 43, (5) 50% between the ages of 43 - 48 and (2) 20% between the ages of 49 and above.

Table 4.3: Distribution of Respondents' Responses by Years of Working Experience

Years	Frequency	%
3 - 5	2	20
6 - 10	3	30
10 & above	5	50
Total	10	100

Source: Field Survey (2018)

Table 4.3 above shows that (2) 20% of respondents had 3 - 5 years of working experience, (3) 30% had 6 - 10 years of working experience and (5) 50% had 10 and above years of working experience.

Table 4.4: Distribution of Respondents' Responses by Educational Qualification

Educational Qualification (Counselors)	Frequency	%
B.Ed	7	70
M.Ed	3	30
PhD	-	-

Total	10	100
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Source: Field Survey (2018)

Table 4.4 above shows that (7) 70% of respondents had B.Ed, (3) 30% had M.Ed and none had Ph.D.

Table 4.5 Demographic Data of Students

Age Range	No	%	Classes	No	%	Sex		%
						M	F	
14 - 15yrs	40	26.7	SSS 1	50	33.3	70	80	46.7
16 - 17yrs	75	50	SSS 2	50	33.3			53.3
18 & above	35	233	SSS 3	50	33.4			
TOTAL	150	100		150	100	150		100

Table 4.2.1 Mean Responses on the role of guidance and counselling on students' awareness of various careers available and their requirements when making career decision

S/ N	ITEM	X	Decision
1.	Guidance and counseling assists students to identify various careers available while making career decision.	2.98	Agree
2.	Guidance and counseling helps students to know the requirements needed for	3.21	Agree

	different vacations.		
3.	Students discover their weaknesses both in subjects and potentials through guidance before making career decision.	2.81	Agree
4.	Guidance and counseling does not adequately prepare students for making career choice.	1.33	Disagree
5.	Students make appropriate career choice base on subjects through career guidance.	3.12	Agree

The table above shows that the respondents agree on items 1,2, 3 and 5 while respondents disagreed on item 4 which state that Guidance and counseling does not adequately prepare students for making career choice. This result shows that guidance and counseling provides students with the knowledge of various careers and their requirements before making career decision.

Table 4.2.2 Mean Responses on the role of guidance and counselling on students' ability to identify interest when making career decision.

S/ N	ITEM	X	Decision
6.	Guidance and counseling increases students' understanding of what they can do when making career decision.	2.87	Agree
7.	Self-assessment is heightened through the process of guidance and counseling hence making career decision easy.	2.91	Agree
8.	Students' appropriate career decision making is related to their awareness of their potentials through guidance and	2.65	Agree

	counseling.		
9.	Guidance helps students to discover their ability to performance well in a subject and relate it to a spring board to future career.	2.75	Agree
10.	Guidance and counseling assists students to intensify their interest on a particular vocation.	3.11	Agree

The table above shows that the respondents agree on all items. This result shows that the respondents agree guidance and counselling plays a role on students' ability to identify interest as important when making career decision.

Table 4.2.3: Mean Responses on guidance and counselling and helping students to understand their aptitude in relation to career decision making.

S/ N	ITEM	X	Decision
11.	Through guidance and counseling students can identify their strength in a particular vocation	2.97	Agree
12.	Guidance and counseling helps students to identify potentials and provides avenue for development	3.31	Agree
13.	Guidance and counseling guides students to look inwards to discover their natural endowment in line with career decision making.	2.65	Agree
14.	Guidance and counseling cannot help students to develop aptitude to make a career choice.	2.05	Disagree
15	Good guidance and counselling can guarantee identification of potentials and career development leading to making good career decision.	2.89	Agree

The above table shows that the respondents agree on items 16, 17, 18 and 20 while they disagreed on item 14 which states that Guidance and counseling cannot help students to develop aptitude to make a career choice. This result shows that guidance and counselling helps students to understand their aptitude in relation to career decision making.

Table 4.2.4: Result of T-Test Analysis of significant relationship between guidance and counselling and awareness of various careers available and their requirements when making career decision.

Variable	N	X	SD	Df	t-cal	t-critical
Counselors	10	2.56	1.16	158	2.01	1.96
Students	150	12.11	1.04			

The result in table 4.2.4 shows that the t-test calculated of 2.01 is higher than the t-table value $t = 1.96$ at 0.05 level of significance. Base on the result, the hypothesis which states that there is no significant relationship between guidance and counselling and awareness of various careers available and their requirements when making career decision is rejected. This further means that there is a significant relationship between guidance and counselling and students awareness of various careers and their requirement when making career decision.

Table 4.2.5: Result of T-Test Analysis of no significant relationship between guidance and counselling and students' ability to identify interest when making career decision.

Variable	N	X	SD	Df	t-cal	t-critical
Counselors	10	2.11	1.78	158	2.07	1.96
Students	150	16.36	2.14			

The result in table 4.2.5 shows that the t-test calculated of 2.07 is higher than the t-table value $t = 1.96$ at 0.05 level of significance. Base on the result, the hypothesis which states that there is no significant relationship

between guidance and counseling and students' ability to identify interest when making career decision is rejected. This further means that there is a significant relationship between guidance and counselling and students' ability to identify interest when making career decision.

Table 4.2.6: Result of T-Test Analysis of no significant relationship between guidance and counselling and students understanding their aptitude in relation to career decision making.

Variable	N	X	SD	Df	t-cal	t-critical
Counselors	10	2.89	1.23	158	2.02	1.96
Students	150	10.29	1.84			

The result in table 4.2.6 shows that the t-test calculated of 2.02 is higher than the t-table value $t = 1.96$ at 0.05 level of significance. Base on the result, the hypothesis which states that there is no significant relationship between guidance and counselling and students understanding their aptitude in relation to career decision making is rejected. This further means that there is a relationship between understanding of aptitude and making career decision.

Discussion of Findings

The findings of this study revealed that there is a significant relationship between guidance and counselling and students' awareness of various careers and their requirement when making career decision. This finding is in agreement of Dickson (2012) who revealed that guidance services help students who are under achieving to use their potentials to the maximum as well as help students relate behaviour meaningfully to cognitive achievement and the chances of success in life.

This study also revealed that there is a significant relationship between guidance and counselling and career decision making in secondary schools, this is in consonance with findings of Zeren and Ricco (2002) which showed that information service is the assistance counselors render to students to

enable them understand, accept and utilize their ability, interest, potentials and opportunity when deciding on career choice.

Finally, this present study revealed that there is a significant relationship between guidance on students' interest and subject selection and career decision making in secondary school, this is in line with the view of Afolabi (2011) who saw guidance services as a service which help students acquire as early as possible in their lives a positive image of selves through self-understanding and self-direction which translate to positive self-interest.

Conclusion

From the findings of the study, it can be concluded that guidance and counselling services rendered by counselors in secondary schools has an impact on career decision making of students. Guidance and counselling services in secondary schools provide many services that prepare the student to become a Better person and have efficient life. Concerning career decision making, guidance and counseling services help students to understand self, ability, aptitude, strength, interest among other attributes that could propel the individual to excel in life by making decision about vocation.

4.1 Recommendation

Base on the findings of this study, the following recommendations are presented.

- i. Schools should provide career guidance and information for students to understand what is required for various careers. This will enable them to associate vocations and their requirements. This will also give insight on world of work.

- ii. Teachers should be encouraged to relate their subjects to specific vocations. When this is done the students could easily associate subjects to career and development interest early in life.
- iii. Students should be made to realise early that interest, ability and potentials are attributes that would lead to succeed in subjects and eventually lead to the career selection. When this is done it is possible for students that are interested in a particular career to learn to develop more interest in such subjects related to such career.
- iv. Guidance and Counsellors in school should make deliberate effort to help students to relate their potential to subjects and career during vocational guidance. Use of resource persons in various field of endeavour would expose the students to information to related career because the individuals with first-hand information about the career would speak from the point of view of personal experiences.

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