

Impact of Guidance Services on the Career Choice of Secondary School Students in Public Secondary Schools in Enugu North Local Government Area of Enugu State, Nigeria.

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ABSTRACT

The study examined the impact of guidance services on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area of Enugu State. Seven research questions and one null hypothesis guided the study and were tested at .05 level of significance. The study adopted a description survey research design. The population for the study consisted of 26 guidance counsellors in the existing 12 public secondary schools in the area. The number is small and manageable so no sampling was done. Twenty six (26) copies of the questionnaire were distributed but 21 copies were retrieved from the respondents representing 80.77 percent return rate. The instrument used for data collection was a 21-item questionnaire. The instrument was validated by three experts from Faculty of Education, Enugu State University of Science and Technology, Enugu. Two each from guidance and counselling and one from measurement and evaluation. Department. Data collected were analyzed using Mean with standard deviation and t-test statistic. The study revealed among others that orientation, appraisal, information, educational, placement, referral and follow-up services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area to a great extent. The study concluded that there is no significant difference in the mean scores of guidance and teacher counsellors on the impact of guidance services on the career choice of secondary school students in Enugu North Local Government Area. The study recommended among others that the state government through various agencies of the Ministry of Education such as Post Primary School Management Board should endeavour to organize periodic conferences, seminars and workshops for guidance counsellors in the State School System.

Keywords: Guidance Services, Career Choice.

INTRODUCTION

Why do people work? Why do they decide on the fields that they choose? What factors affect their decision? The answers that people provide to these questions are very important to career choice that will assist them to plan for the future. The above can be actualized through education. The main goal of education is to provide opportunities for students to reach their full potentials in the area of educational, vocational, social and emotional development [1]. Guidance services as bedrock tends towards self-actualization. The height of self-realization is attained if counsellors assists the individual student discover

their needs, interest and capabilities in order to formulate their own goals and make plans to realize them. This is based on the fact that students have variety of interest and ability. This makes it difficult for them to choose a career.

In vocational counselling, students should be provided with detailed up-to-date useful information about different careers. The information should be centered on careful planning for a career, getting and retaining the career and adjusting effectively to it. The reason for all these is to let the students consider the various areas in harmony with their potentials and consequently choose the

best career [2]. Essentially, educators must seek to understand their unique needs and challenges as well as tackle their problems by ensuring that necessary career information, plans, and activities are put in place. Vocational guidance goes a long way in helping students make a good career choice thereby facilitating a way forward of secondary school students in their career choice [3]. It helps in molding, rebuilding and rehabilitating process for secondary school students. It is a self informative relationship, and it is both pre-emptive and restorative of maladaptive and self destructive tendencies. It helps the individual to develop his or her maximum potential. By so doing the individual student will be involved in a career decision making which is a process of finding the best possible match of a person with a particular kind of work. [4] in his book looked at: school guidance as referring to "cluster of formalized educational services designed by the school to assist students to achieve self-knowledge or self-understanding which is necessary for them to attain the fullest self-development and self-realization of their potential. The services include orientation service, counselling service, educational, occupational and informational service, placement and follow-up services and career conventions.

Guidance services in Nigeria education system has not been given the attention it deserves, students lack ideas on which course to study in the higher institution after his/her secondary education which affect their career decision-making because adaptation becomes difficult thus leading to wrong choice of career. This affirms without contradiction that without sound guidance services, many students will lose direction towards making a choice of career.

Orientation services are provided to help students to adjust better to school environment. [5] stated, when new students are admitted every new academic year in secondary schools, they feel lost socially and psychologically in their new environment, though they are not giving orientation on the general

ethics of the institutions. It is designed to help such students adjust during such critical transition periods. [6] attributed some case of problems behaviour such as truancy and malingering in school to lack of orientation culture.

Appraisal service according to [7] is that aspect of guidance services that is designed to collect, analyze and use of a variety of objective and subjective personal, psychological, and social data about each pupil for the purpose of better understanding of students as well as assisting them to understand themselves. The service can be implemented according to [8] through the collection, analysis and use of a variety of objective and subjective personal, psychological and social data about each pupil for the purpose of better understanding of the students as well as assisting them to understand themselves thereby avoid been involved in disorder behaviour. The problems comes when there is lack of appraisal (evaluation) form, student lack of mental activities, lack of cumulative record card, lack of appraisal data of a counsellor in his relationship with a students, lack of aptitude and social skills.

In respect to educational, occupational and Informational Services, [9] observed that students need information related to job opportunities, training opportunities, and academic qualification required. [10] stated that information service is designed to help each student avoid problem behaviour and to adjust to his/her environment, develop the ability to set realistic goals for himself, and improve his/her total educational programme.

[11] stressed that information service should be a vital part of organized school guidance service for these three reasons: it is fundamental if students are to equipped with the basic knowledge needed to think through important personal issues with which they are confronted, such as extent of education, choice of occupation, maintenance of individuality. It is fundamental if students are to become or be self-regulatory. It is fundamental if students

are to explore and become aware of the contingencies of stability and change that mark their development.

The placement services are very essential at end of secondary school education, where students need to take decision on the next step after secondary school. These services assist students in selecting subject combinations required for particular courses and choosing of the right careers. [12] stated that placement service is designed to aid an individual to select and utilized opportunities within the school and in the labour market. [13] stated that it designed enhance the development of students by helping select and utilize opportunities within the school and outside, in the labour market. Through this service, they held, the student is given all the necessary assistance that would enable him gain admission into a school, or the world of work or subject stream. [14] was of the view that the movement of student from one level of academic pursuit to other is a kind of placement (JSS-SSS).

Referral service according to [15] is a guidance service in which clients with problems beyond the competence of the teacher, parents, counsellor are directed to a more competent professional personnel for solution with the consent of the counsellor. [6], stated that this service affords the school counsellor an opportunity to refer the cases which he cannot handle to specialists like clinical psychologist, medical practitioners and others. The client can make himself/herself available for counselling, this is referred to as self-referral.

Follow-up services are needed to trace a student after school and to the world of work. School counsellors develop a systematic plan for maintaining contacts with former students. [7] noted that the data obtained from follow-up is kept in the school and it is used in evaluating the effectiveness of the entire guidance programme. Through follow-up, the counsellor should be in better position to determine the outcome of counselling and at the same time evaluate the guidance services in general. [3] on her own part stated that follow-up of students

activities is necessary since the result may bring about service adjustment or improvement if out-right failure or unsatisfactory success has been detected. Subsequently, since school counsellors who are appointed to take the responsibilities in sensitizing students on the needs for effective career choice through guidance services are not prompt. One may say that it is possible that since the inception of guidance services most of the school counsellors have a vague understanding of what really it entails or encompasses; and the students also do not fully utilize the services and do not understand its role. To assist secondary school students understand and develop interest in appropriate jobs or further education or training; to assess the students talents and capabilities and to encourage them to pursue careers or further education best suited to them and to help students solve their personal problems which may affect their general progress in school becomes very problematic because impossible since students do not see their school counsellors as friend who would assist them in their choice of career. This, according to [3], "is an impossible and unrealistic burden on untrained personnel".

These services are needed to impact on student's career to ensure effective guidance services on student's career choice. This shows that question of the success of the guidance services all depend on its impact on student's career choice in secondary schools in Enugu North Local Government Area.

Statement of the Problem

Guidance services are an essential ingredient required for standardization and achievement of the objectives of Nigerian education. It however seems that little or no attention is given to these services in some public secondary schools in either urban or rural areas. The neglect of such guidance services as orientation, appraisal, placement, information, follow-up services of new intakes, excursion to historical places and others may have result to our students performing poorly, making wrong career

decisions and not able to ascend from secondary to higher education.

Worst still, inadequate training of guidance services personnel, lack of resources, lukewarm support to guidance services and negative attitude to guidance services also affect this service. The aforementioned submission is what necessitated this study in attempting to proffer answer to these questions - what are the administrative challenges facing school counsellors in implementing guidance services in public secondary in Enugu Education zone of Enugu State?

Over 3 decades after the inception of the 9-3-4 system, the guidance services in our post-primary institutions seem not to be clearly crystallized since only few services are being implemented, this means that most of the services are neglected entirely or haphazardly implanted. This is likely to hamper the educational objectives of the Federal Republic of Nigeria. In a situation like this, it is necessary to examine the administrative challenges facing school counsellors in implementing Guidance services in Public Secondary School in Enugu Education Zone of Enugu State.

Worst still, with all the new innovations in the education industry worldwide, no in-service training have been approved for school guidance to help them update their knowledge in the art of counselling. This is likely to negatively influence the way and manner they render the guidance services in their schools hence the need for this services in the context of Secondary School Students in Enugu North Local Government Area of Enugu State. This gap in knowledge and learning, which is the crux of this study, is what the researcher intends to fill by embarking on this seminar paper.

Purpose of the Study

The main purpose of this study is to examine the impact of guidance services on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area of Enugu State.

Specifically the study intends to achieve the following:

1. To examine the impact of orientation services on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area
2. To examine the impact of appraisal services on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area
3. To examine the impact of information services on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area
4. To examine the impact of educational services on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area
5. To examine the impact of placement services on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area
6. To examine the impact of referral services on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area
7. To examine the impact of follow-up services on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area

Research Hypothesis

The following research hypothesis will guide the study and will be tested at .05 level of significance.

H01: There is no significant difference in the mean scores of guidance and teacher counsellors on the impact of guidance services on the career choice of secondary school students in Enugu North Local Government Area.

Research Questions

Seven research questions are formulated to guide the study. These questions are:

1. To what extent do orientation services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area?

2. To what extent do appraisals service impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area?
3. To what extent do information service impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area?
4. To what extent does educational service impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area?
5. To what extent do placement services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area?
6. To what extent does referral service impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area?
7. To what extent do follow-up service impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area?

REVIEW OF THE RELATED LITERATURE

Career Choice

A career is the sum total of paid and unpaid work, learning and life roles you undertake throughout your life. The term 'career' was traditionally associated with paid employment and referred to a single occupation. In today's world of work the term 'career' is seen as a continuous process of learning and development" (What is a career). Career selection means a process of choosing a profession or occupation which will lead your future professional life. Job satisfaction needs a person's inner need fulfillment. Whatever occupation he/she has chosen, recognition of its work is important. "If a person is not having a feeling of accomplishment and anything valuable he/she has gain according to the above definition he will not be fully satisfied. "Job satisfaction is positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important" [5]. Career choice is a process of choosing a career path which can involve choices regarding education and training for a given career. A career choice is the only serious life decision one makes;

Guidance Services

Guidance service is a confidential dialogue between a client and a counsellor which is aimed at enabling the client to cope with stress and take personal decisions including those regarding parenting care [11]. On the

other hand, [3] define guidance as a form of psychological help which seeks to identify each client's innate internal resources, coping abilities and strengths, thus counselling is concerned with helping an individual to utilize his or her own coping resources as well as to develop solving skills.

Guidance plays an important role in promoting learning in schools. [8] remarked that Guidance and Counselling approach is not only limited to formal subjects offered in secondary school but also included in and out of school activities, work, vocation experiences, and part-time work programs. The responsibility of the teacher counsellors is to unlock opportunities for the students to help nurture their character and behaviour so as to adjust to the society, make them able to interact with others, and be mentally and physically healthy. This is demanding and calls for commitment of all parties concerned for effective implementation of Guidance. The school counsellor is a link between high school and community through follow up of studies of school graduates, to attain knowledge of the job and prepare current students for future adjustments in the society as well as, dealing with student's personal issues and developmental needs besides vocational and educational role [12]. For an effective guidance services, various guidance services are offered to assist in personal development and psychological growth towards maturity and career

choice. According to [10], these services include the following:

Orientation Services

Orientation services are provided to help students to adjust better to school environment. [1] stated, when new students are admitted every new academic year in secondary schools, they feel lost socially and psychologically in their new environment. This is because they no longer enjoy the psychological support of their parents, friends and former teacher. The new environment also has rules, regulations and administrative set-up appears completely different. Orientation services are therefore designed to help such students adjust during such critical transition periods. Good guidance programme is hence drawn to familiarize them with the overall school situation. [4] attributed some case of problems behaviour such as truancy and malingering in school to lack of orientation culture. He further stated that students' orientation performs a dual function of arousing students' interest in secondary school and sustaining the interest with which they come to school.

The teacher counsellors were of the view that inadequate time was the greatest challenge to the implementation of orientation services in secondary schools. [7] observed also that most secondary schools have no regard for orientation services. School time-table do not make provisions for orientation activities. They found out that terms were designed without giving specific period of time for students to have any form of formal orientation encounters with professional counsellor's or selected teacher. [9] also noted lack of suitable space and time to do counselling was also key challenges across the sample. A study done by [14] showed that lack of counselling in the school timetable, topped the list among others as the major challenge to counselling practice in primary schools. The studies by [5], [6] [7] listed similar challenges in their works.

Appraisal Services

Appraisal services involve a counsellor collecting, analyzing and using a variety of objective and subjective data that can

enhance better understanding of the student [11]. A school counsellor without adequate and reliable information of a student will have difficulty in assisting him/her [8]. It is therefore important to collect and make available a variety of information through observation, interview, testing, history, and social adjustment data about each student so that they can be in a position to plan satisfying educational, vocational and social programme. Appraisal service according to [5] is that aspect of guidance services that is designed to collect, analyze and use of 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 to understand themselves. When the pupils understand themselves in terms of their potentialities, weaknesses, strengths, etc, they can make and take rational decisions and choices.

He expressed, that various aspects of data needed for the appraisal (evaluation) of data cover his family background, mental abilities, interests, social skills, aptitude, health, etc. such information he stressed could be gotten through techniques such as questionnaires, observation, interview, case studies, tests, reports by parents/teacher/social workers etc, and recorded in the cumulative record card. The counsellor he pointed out should make effective use of such appraisal data in his counsellor relationship with his students. Appraisal services can be implemented according to [5] through the collection, analysis and use of a variety of objective and subjective personal, psychological and social data about each pupil for the purpose of better understanding of the students as well as assisting them to understand themselves thereby avoid been involved in disorder behaviour.

Educational and Occupational Informational Services

These services have the aim of providing students with better knowledge of educational, vocational and social opportunities that can be used to make better and well informed decisions. In

secondary schools, students need at all times to make and take decisions about their education, career and social life [2]. [6] observe that students need information related to job opportunities, training opportunities, and academic qualification required. [8] stated that information service is designed to help each student avoid problem behaviour and to adjust to his/her environment, develop the ability to set realistic goals for himself, and improve his/her total educational programme.

[13] held that students need proper information about the various vocation, social, moral, educational opportunities, and psychological condition of the society for judicious and effective decision. He is of the view that lack of or inadequate information may lead the students to incoherent and unrealistic decision or choices. He stressed an information service should be a vital part of organized school guidance service for these three reasons: it is fundamental if students are to be equipped with the basic knowledge needed to think through important personal issues with which they are confronted, such as extent of education, choice of occupation, maintenance of individuality. It is fundamental if students are to become or be self-regulatory. It is fundamental if students are to explore and become aware of the contingencies of stability and change that mark their development.

For [15], information service is a vital aspect of guidance services especially now that the society is growing more complex than ever before. She maintained that the complexity of the society enlarges the scope of information needed by students; hence emphasis therefore should be on intensifying the amount of information made available to students on educational, occupational and personal-social information so as to determine the quality of decisions students make. This information service can be implemented according to [9] through development of files on occupational, educational, personal-social and collection of relevant data.

Placement Services

The placement services are very essential at end of secondary school education, where students need to take decision on the next step after secondary school. These services assist students in selecting subject combinations required for particular courses and choosing of the right careers. [7] stated that placement service is designed to aid an individual to select and utilize opportunities within the school and in the labour market. Placement service according to [5] [6] is organized to help students in curriculum selection, participation in extra-class activities, part-time employment, full-time employment and logical selection of vocation. [11] stated that it designed enhance the development of students by helping select and utilize opportunities within the school and outside, in the labour market. Through this service, they held, the student is given all the necessary assistance that would enable him gain admission into a school, or the world of work or subject stream. [10] was of the view that the movement of student from one level of academic pursuit to other is a kind of placement (JSS-SSS)

Referral Services

Referral service according to [10] is a guidance service in which clients with problems beyond the competence of the teacher, parents, counsellor are directed to a more competent professional personnel for solution with the consent of the counsellor. [7], supported that arrangement should be made for client to see the appropriate professionals like medical doctors, staff of the labour office, social welfare officers etc, for treatment. [5], stated that this service affords the school counsellor an opportunity to refer the cases which he cannot handle to specialists like clinical psychologist, medical practitioners and others. The client can make himself/herself available for counselling, this is referred to as self-referral.

Follow-up Services

Follow-up services are needed to trace a student after school and to the world of work. School counsellors develop a systematic plan for maintaining contacts

with former students. [14] noted that the data obtained from follow-up is kept in the school and it is used in evaluating the effectiveness of the entire guidance programme. Follow-up service according to [2] is designed to monitor the progress of students in their work places. He was of the view that it is the responsibility of the counsellor to follow-up his client to ascertain how far they are fairing or coping in school or after leaving school. However, he pointed out, that the counsellor should be in constant touch with his ex-client event after they must have left school. He should endeavour to get regular reports on their performance/satisfaction in their new environment. Through follow-up, the counsellor should be in better position to determine the outcome of counselling and at the same time evaluate the guidance services in general. [5] on her own part stated that follow-up of students

RESEARCH METHODOLOGY

The study adopted a descriptive survey design. The area of the study is Enugu North Local Government Area. The population for the study consisted of 26 school counsellors in the existing 10 government owned public secondary schools in the area. The population is small so no sampling was done. The instrument that was used for data collection is a 21 item questionnaire called Guidance Service Scale (GSS). The instrument had a 4-point response scale with response category of Very great extent (VGE)---4 points; Great extent (GE)----3 points; Little Extent (LE)---2 points and Very little extent (VLE)—1 point. The instrument was validated by three experts; two from Guidance and counselling department and one from measurement and evaluation, all from Faculty of Education, Enugu State university of Science and Technology (ESUT), Enugu. The internal consistency of the instrument was determined using Cronbach Alpha reliability estimate and it yielded a reliability coefficient of .85 for cluster 1, .73 for cluster 2, .68 for cluster 3, .69 for cluster 4, .73 for cluster 5, .83 for cluster 6 and .61 for cluster 7. The

activities is necessary since the result may bring about service adjustment or improvement if out-right failure or unsatisfactory success has been detected. From the foregoing literature reviewed, it is evident that various aspects of guidance services overlap and complement each other. They form a package of varied activities aimed at helping the students to achieve self-realizations and self-fulfillment. In fact, the focal point of each of the services is the child making him a rational and functional being within his environment. The literature reviewed is very much relevant to the study because from the meaning, and the service involved, people will have an ideal of what counselling in schools like. From this one will be able to ascertain the administrative challenges facing school counsellors in implementing guidance services in public secondary school.

coefficient for the entire instrument stood at .73.

The study was carried out in all the 10 secondary schools in Enugu North Local Government Area of Enugu State. Twenty six (26) copies of the questionnaire were distributed but 21 copies were retrieved from the respondents representing 80.77 percent return rate. Data collected was analyzed using mean with standard deviation and grand mean. Any mean score of 2.50 and above was regarded as Great Extent while any mean below 2.50 was regarded as Little Extent. The one null hypothesis was tested at .05 level of significance using t-test statistic. If the calculated t-value is less than the critical table value of ± 1.96 for the required degree of freedom, the null hypothesis was not be rejected but if the calculated t-value is equal to or greater than the critical, t-value, the null hypothesis was rejected.

Analysis of Results

Research Question 1: To what extent do orientation services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area?

Table 1: Mean (\bar{X}) Rating with Standard Deviation of the Extent to which Orientation Services Impact on the Career Choice of Secondary School Students in Public Secondary Schools in Enugu North Local Government Area.

S/ N	ITEMS	4 VGE	3 GE	2 LE	1 \bar{X} LE
	SD Decision				
1	New students are not giving orientation on the general ethics of the institution 1.67 1.01 LE		2	2	4 13
2	The orientation is designed to help students adjust during their critical transition period 3.38 0.74 GE		11	7	3 -
3	Truancy and malingering in school is due to lack of orientation culture 3.14 0.91 GE		9	7	4 1
4	Students' orientation performs a dual function of arousing students' interest in secondary school 3.14 1.01 GE	10		6	3 2
	N = 21	Grand Mean			
	2.83 0.91 GE				

Table 1 shows that of the 4 items of the extent to which orientation services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area, the respondents agreed with 3 items (2, 3, 4 and 5) as they recorded mean scores of (3.38, 3.14 and 3.14) which are above the cut-off point of 2.50. They however disagreed with 1 of the items (1) with mean score of (1.67). The standard deviation for all the items are small signifying that there is homogeneity in the responses of the respondents. The

Table also shows that the respondents' grand mean score for the items raised is (2.83). From the foregoing, the answers to research question 1 is that orientation services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area to a great extent.

Research Question 2: To what extent do appraisals services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area?

Table 2: Mean (\bar{x}) Rating with Standard Deviation of the Extent to which Appraisal Services Impact on the Career Choice of Secondary School Students in Public Secondary Schools in Enugu North Local Government Area.

S/ N	ITEMS		4 VGE	3 GE	2 LE	1 VGE	
	SD	Decision					
5	2.19	It is use in appraising persona social data 1.07 LE		3	5	6	7
6	3.47	School counsellors lack of appraisal data in their counsellor relationship with their students hinders career choice 0.81 GE	13		6	1	1
7	3.23	Appraisal helps a counsellor to understand students ability better 0.89 GE	10		7	3	1
N = 21		Grand Mean					
2.96		0.92	GE				

Table 2 shows that of the 3 items of the extent to which appraisal services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area, the respondents agreed with 2 items (6 and 7) as they recorded mean scores of (3.47 and 3.23) which are above the cut-off point of 2.50. They however disagreed with 1 of the items (5) with mean score of (2.19). The standard deviation for all the items are small signifying that there is homogeneity in the responses of the

respondents. The Table also shows that the respondents grand mean score for the items raised is (2.96). From the foregoing, the answers to research question 2 is that appraisal services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area to a great extent.

Research Question 3: To what extent do information services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area?

Table 3: Mean (\bar{x}) Rating with Standard Deviation of the Extent to which Information Services Impact on the Career Choice of Secondary School Students in Public Secondary Schools in Enugu North Local Government Area.

S/ N	ITEMS		4 VGE	3 GE	2 LE	1 VGE	
	SD	Decision					
8	1.11	It is use in providing students information about jobs 1.11 GE		4	5	6	6
9	1.02	Information helps students develop a realistic goals about career choice 1.02 GE	9		6	4	2
10	0.91	Information about career choice leads to incoherent and unrealistic decision 0.91 LE	11		8	-	2
N = 21		Grand Mean					
2.90		1.01	GE				

Table 3 shows that of the 3 items of the extent to which information services

impact on the career choice of secondary school students in public secondary

schools in Enugu North Local Government Area, the respondents agreed with 2 items (9 and 10) as they recorded mean scores of (3.05 and 3.33) which are above the cut-off point of 2.50. They however disagreed with 1 of the items (8) with mean score of (2.33). The standard deviation for all the items are small signifying that there is homogeneity in the responses of the respondents. The Table also shows that the respondents grand mean score for the items raised is

(2.90). From the foregoing, the answers to research question 3 is that information services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area to a great extent.

Research Question 4: To what extent do educational services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area?

Table 4: Mean (\bar{x}) Rating with Standard Deviation of the Extent to which Educational Services Impact on the Career Choice of Secondary School Students in Public Secondary Schools in Enugu North Local Government Area.

S/ N	ITEMS	4 VGE	3 GE	2 LE	1 VGE	
	SD Decision					
11	Educational services informs students on how to be moral in taking effective decision		7	5	5	4
	2.71 1.15 GE					
12	Education helps students to develop a realistic goals about career choice		8	7	5	1 3.05
	0.92 GE					
	N = 21	Grand Mean				
	2.88	1.03	GE			

Table 4 shows that of the 2 items of the extent to which educational services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area, the respondents agreed with 2 items (11 and 12) as they recorded mean scores of (2.71 and 3.05) which are above the cut-off point of 2.50. The standard deviation for all the items are small signifying that there is homogeneity in the responses of the respondents. The Table also shows that the respondents

grand mean score for the items raised is (2.88). From the foregoing, the answers to research question 4 is that educational services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area to a great extent.

Research Question 5: To what extent do placement services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area?

Table 5: Mean (\bar{x}) Rating with Standard Deviation of the Extent to which Placement Services Impact on the Career Choice of Secondary School Students in Public Secondary Schools in Enugu North Local Government Area.

S/ N	ITEMS	4 VGE	3 GE	2 LE	1 VGE	
13	It gives students the ability to select and utilized opportunities in their job choice. SD 3.19 Decision 0.93 GE		10	6	4	1
14	It helps movement of student from one level of academic pursuit to other SD 0.81 Decision GE		14	5	1	1 3.52
15	Teacher collects bribe from students for wrong placement SD 0.91 Decision LE		2	-	8	11 1.66
N = 21		Grand Mean				
2.79		0.88 GE				

Table 5 shows that of the 3 items of the extent to which placement services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area, the respondents agreed with 2 items (13 and 14) as they recorded mean scores of (3.19 and 3.52) which are above the cut-off point of 2.50. They however disagreed with 1 of the items (15) with mean score of (1.66). The standard deviation for all the items are small signifying that there is homogeneity in the responses of the respondents. The

Table also shows that the respondents grand mean score for the items raised is (2.79). From the foregoing, the answers to research question 5 is that placement services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area to a great extent.

Research Question 6: To what extent do referral services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area?

Table 6: Mean (\bar{X} Rating with Standard Deviation of the Extent to which Referral Services Impact on the Career Choice of Secondary School Students in Public Secondary Schools in Enugu North Local Government Area.

S/ N	ITEMS	4 VGE	3 GE	2 LE	1 V E	
	SD Decision					
16	School counsellors develop a systematic plan for maintaining contacts with former students 3.33 0.85 GE		11	7	2	1
17	When a student is referred to wrong counsellor whom the client does not want discourages career choice 0.87 GE		13	5	2	1 3.43
18	Counsellors encourage professionalism by referring to specialist 0.91 GE		2	-	8	11 3.33
N = 21		Grand Mean				
	3.36 0.87 GE					

Table 6 shows that of the 3 items of the extent to which referral services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area, the respondents agreed with 3 items (16, 17 and 18) as they recorded mean scores of (3.33, 3.43 and 3.33) which are above the cut-off point of 2.50. The standard deviation for all the items are small signifying that there is homogeneity in the responses of the respondents. The Table also shows that the respondents'

grand mean score for the items raised is (3.36). From the foregoing, the answers to research question 6 is that referral services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area to a great extent.

Research Question 7: To what extent do follow-up services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area?

Table 7: Mean (\bar{X} Rating with Standard Deviation of the Extent to which Follow-up Services Impact on the Career Choice of Secondary School Students in Public Secondary Schools in Enugu North Local Government Area.

S/ N	ITEMS	4 VGE	3 GE	2 LE	1 V E	
	SD Decision					
19	School counsellors develop a systematic plan for maintaining contacts with former students promotes career choice 0.83 GE		9	9	2	1 3.23
20	School counsellors negligent to follow up his client to ascertain how far they are coping in school or after leaving school hinders career choice 0.87 GE		13	5	2	1 3.43
21	Counsellor forms the ability to be in constant touch with their ex-client promotes career choice 3.19 0.93 GE		10	6	4	1
N = 21		Grand Mean				
	3.28 0.88 GE					

Table 7 shows that of the 3 items of the extent to which follow-up services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area, the respondents agreed with 3 items (19, 20 and 21) as they recorded mean scores of (3.23, 3.43 and 3.19) which are above the cut-off point of 2.50. The standard deviation for all the items are small signifying that there is homogeneity in the responses of the respondents. The Table also shows that the respondents' grand mean score for the items raised is (3.28). From the foregoing, the answers to

research question 7 is that follow-up services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area to a great extent.

Hypothesis

One hypothesis guided the study

H01: There is no significant difference in the mean scores of guidance and teacher counsellors on the impact of guidance service on the career choice of secondary school students in Enugu North Local Government Area.

Table 8: t-test Analysis of the Mean Scores of Guidance Counsellors and Teacher Counsellors on the Impact of Guidance Services on the Career Choice of Secondary School Students in Enugu North Local Government Area

Status	N	\bar{X}	SD	df	t-cal	t-crit	Decision
Guidance Counsellors	7	2.96	0.92	19	0.24	±1.96	NS Do not
reject Ho, Teacher Counsellors	14	2.83	0.91				

Significant at $P < .05$, $df = 21$, critical t-value = ±1.96

The t-test analysis of the data in table 8 revealed that the t-calculated value (0.24) is less than the critical t-value of ±1.96 at degree of freedom (df) 21 and at .05 level of confidence. Thus, the null hypothesis is not rejected as there is no significant

difference in the mean scores of guidance counsellors and teacher counsellors on the impact of guidance services on the career choice of secondary school students in Enugu North Local Government Area

DISCUSSION OF THE FINDINGS

The research questions 1-8 sought to examine the impact of orientation, appraisal, information, educational, placement, referral and follow-up services on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area. The results all showed that orientation, appraisal, information, educational, placement, referral and follow-up services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area to a great extent. This finding affirms the findings of [3] that held that orientation services are provided to help students to adjust better to school environment.

[5] also vented that appraisal services enhances a better understanding of the students. In the same line of thought [9] held that students need proper information about the various vocation, social, moral, educational opportunities, and psychological condition of the society for judicious and effective decision in their career choice. [10] also from observation opined in her study that educational services helps students in determining the quality of decision students make. [15] stated that placement services helps the student is given all the necessary assistance that would enable him gain admission into a school, or the world of work or subject stream. [4] in rendering credence to the above view

stated that referral service affords the school counsellor an opportunity to refer the cases which he cannot handle to specialists. [7] on her own part stated that follow-up of students activities is necessary since the result may bring about service adjustment or improvement if out-right failure or unsatisfactory success has been detected. The research hypothesis tried to determine if there is a significant difference in the mean scores of guidance and teacher counsellors on the impact of guidance service on the career choice of secondary school students in Enugu North Local Government Area. The analysis of the t-test comparison according to Table 8 showed that the computed t (0.24) is less than the critical t -value (± 1.96) at .05 level of significance. With regard to the decision rule, hypothesis 1 shows that

Conclusively from the above analysis and interpretations done and the information from related literature, it implies that orientation, appraisal, information, educational, placement, referral and follow-up services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area to a great extent.

Educational Implication of the Findings

The finding of this study holds implication for guidance counsellors and teacher' counsellors, policy makers, the government and students in Enugu Education Zone. This study has a number of interesting revelations. It has shown that other school personnel's such as guidance counsellors and teacher counsellors are not living up to what is expected of them in the proper implementation, organization,

To achieve this mission the following recommendations were made based on the findings of this study.

1. The state government through various agencies of the Ministry of Education such as Post Primary School Management Board should endeavour to organize periodic conferences, seminars and workshops for guidance counsellors in the State School System

there is no significant difference in the mean scores of guidance counsellors and teacher counsellors on the impact of guidance services on the career choice of secondary school students in Enugu North Local Government Area. From the foregoing analyses, it is evident that various aspects of guidance services overlap and complement each other. They form a package of varied activities aimed at helping the students to achieve self-realizations and self-fulfilment. In fact, the focal point of each of the services is the child making him a rational and functional being within his environment. The literature reviewed is very much relevant to the study because from the meaning, and the service involved, people will have an ideal of what counselling in schools like

CONCLUSION

administration and management of the school guidance services. They are yet to understand that the job of guidance is teamwork carried out in a network involving all members of the school community. When a missing link develops in the chain, the system will definitely collapse. The policy makers, the government still live below expectation regarding their duties in the execution of guidance services, so much should be done to remedy the anomalies from the top. Good Guidance services can only thrive when every influential person in the life of the client is carried along. If parents do not change their perception so as to embrace, encourage and support the needed tasks done by counsellors, the educational, vocational and personal-social growth of our adolescent youths will ever remain standard.

RECOMMENDATIONS

on the various theme such as "Guidance Services in the new millennium-problems, constraints, strategies and measures for effective implementation of Guidance and Counselling Services in Secondary Schools. This can be done under government sponsorship to enhance general participation and growth of all the counsellors.

2. The use of in-service training programmes with pay or short term courses in the area of guidance should be introduced by the State Ministry of Education through the Secondary Education Board and other Parastatals to up-date and revive the initiatives of practicing guidance counsellor on the current trend of challenges emanating from their job. Also graduate guidance counsellors should be encouraged in

this way to aspire for postgraduate studies during which they should take up elective courses from the area of Child Psychology, Adolescent Psychology, Vocational Development and Information in Guidance and Counselling, Principles of Guidance and Counselling, Group Procedures Counselling Theories, Family Counselling Practicum in Guidance and Counselling etc.

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