

**GUIDANCE AND COUNSELING SERVICES AND CAREER
CHOICE OF SECONDARY SCHOOL STUDENTS IN OBINGWA L.G.A,
ABIA STATE**

BY

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(NTI/PGDE/2019/9457)**

APRIL, 2017

TITLE PAGE

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(REN NO: NTI/PGDE/2019/9547)**

**A PROJECT PRESENTED TO THE NATIONAL TEACHERS INSTITUTE,
KADUNA IN AFFILIATION WITH UNIVERSITY OF AGRICULTURE,
UMUDIKE, UMUAHIA, ABIA STATE, IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWAED OF POSTGRADUATE
DIPLOMA (PGDE) IN EDUCATION,**

APRIL, 2017

APPROVAL PAGE

This project 'Guidance and Counseling Services and Career Choice of Secondary School Students in Obingwa L.G.A, Abia State' has been read and approved as meeting the standard of the National Teachers Institute, Kaduna in partial fulfillment of the requirements for the award of postgraduate Diploma in Education (PGDE).

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CERTIFICATION PAGE

The under signed do hereby affirm that this project Guidance and Counseling Services and Career Choice of Secondary School Students in Obingwa L.G.A, Abia State is the original work of **Felix Chinwendu Joe** whose registration number is **(NTI/PGDE/2019/9547)**. The researcher affirms that no part of this project has been submitted either partially or in full to any other institution for the award of any degree. The student however bears the responsibility of the content of the project.

Felix Chinwendu Joe
(Researcher)

Date

DEDICATION

This work is dedicated to myfor their and assistance to me while this project was going on.

ACKNOWLEDGEMENTS

The researcher appreciates Almighty God who is his source of strength hope, inspiration and wisdom, for without him he could not do anything. He expresses his heart felt gratitude to his project supervisor Ekeke, O. G, whose advice and unfailing co-operation at all times helped to make the completion of this project a success. The researcher's gratitude also goes to the State Coordinator Mr. Kate Obanye and to the Center Manager Dr. Mrs Obike, C. N for the able way they coordinate NTI tutorials and other activities in Abia State.

The researcher expresses his unalloyed thanks to his wife and his children: whose tolerance, understanding and spiritual support endeared him to the end of this programme. He is also grateful to his class mates: Nwosibe Ene Helen and Eze Laurel and the course leader who helped to make some necessary criticisms about the project.

Felix Chinwendu Joe

TABLE OF CONTENTS

Title Page
Approval Page
Dedication
Acknowledgements
Table of Contents
List of Tables
Abstracts

CHAPTER ONE: INTRODUCTION

- 1.1 Background of the Problem
- 1.2 Statement of the Problem
- 1.3 Purpose of the Study
- 1.4 Research Questions
- 1.5 Scope of the Study
- 1.6 Limitations of the Study
- 1.7 Significance of the Study
- 1.8 Operational Definitions of Terms

CHAPTER TWO: REVIEW OF LITERATURE

- 2.1 Introduction
- 2.2 Mode//Theoretical Framework Conceptual Framework
- 2.3.1 Counseling Roles to Students
- 2.3.2 Concept of Career
- 2.3.3 Vocational Counseling Roes to Students
- 2.3.4: Theoretical Framework
- 3.4: Literature Appraisal
- 2.5 Summary of Review of Related Literature

CHAPTER THREE: RESEARCH METHODOLOGY

- 3.1 Research Design
- 3.2 Research Questions
- 3.3 Research Methodology
- 3.4 Population and Sample Size
- 3.5 Sample and Sampling Procedure
- 3.6 Instrument for Data Collection
- 3.7 Validation of the Instrument
- 3.8 Reliability of the Instrument
- 3.9 Administration of the Instrument
- 3.10 Procedure for Data Collection
- 3.11 Methods of Data Analysis
- 3.12 Results and Discussion

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION OF DATA

- 4.1 Data Presentation
- 4.2 Data Collection
- 4.3 Data Analyses and Results
- 4.4 Discussion of Findings
- 4.5 Summary of Findings

CHAPTER FIVE: SUMMARY, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

- 5.1 Summary of Findings
- 5.2 Conclusions
- 5.3 Implications of the Study
- 5.4 Recommendations
- 5.5 Limitations of the Study

5.6 Suggestions for Further Studies

REFERENCES

APPENDICES

LIST OF TABLES

Tables	Pages
Table 1: A Table Showing the Population for the Study According to Schools and Gender	
Table 2: A Table Showing the Distribution of the Sample for the Study According to School and Gender	
Table 3: Results of Data Analysed on Provision of Career Choice Services to Secondary School Students	
Table 4: Results of Data Analysed on Provision of Self-Inventory Services to Secondary School Students	
Table 5: Results of Data Analysed on Provision of Career Preparatory Services to Secondary School Students	
Table 6: Results of Data Analysed on Provision of Career Placement Services to Secondary School Students	

Abstract

This study examined the roles of guidance and counseling services on the career choice of secondary school students in Obingwa L.G.A of Abia State. To carry out the study four research questions were raised.. The design of the study was a descriptive survey design. The population of the study comprised all 2783 public secondary school students. A researcher designed questionnaire named “Roles of Guidance and Counseling in Students’ Career Choice Questionnaire (RGCSCCQ)” was used for data collection. The data collected were analyzed using mean statistics. The findings of the study show that guidance and counseling in Obingwa is performing the function of career choice. Based on this finding it was recommended among others that government, schools and parents should endeavour to sustain guidance and counseling services in schools.

CHAPTER ONE

INTRODUCTION

1.1: Background of the Study

Education is purposefully undertaken to develop the individual to be mentally, socially, occupationally and morally useful to himself and the society at large. Developing nations like Nigeria have increasingly laid emphasis on the vocational aspect of education. That means that no child goes to school merely to become literate but to acquire some skills that will enable him secure Job that will make him self employed and sufficient in life. This is the reason behind some parents deeming it right to suggest to their children or choose what career, profession or occupation they will undertake.

However, some parents go to the extreme of choosing particular careers for their children or ward. This action of some parents has lead to either dropout from school or overstay of some students in the school while those that manage to complete the career training finish as half baked professionals rendering inefficient services to the society. It is in respect of this that Nwabuike (2015) argued that students need to be guided to have clear perception of different occupations to enable them make suitable choices of career.

For this reason the Federal Republic of Nigeria (FRN, 2013) in the National policy on Education emphasized the need to have guidance and counseling services in schools. In the light of this the guidance services provided to students in secondary schools emphasis educational counseling which deals with advising and guiding students to properly explore and choose appropriate subjects of their interest in relation to their career interests and try to do well in them; vocational counseling which has to do with exposing students to available career opportunities and guiding them to make appropriate career choices and social counseling which has to do with tutoring students on the right patterns of social relationships Onyejiaku (2003).

Teacher counselors and school administrators are fully aware of the fact that formal education should be geared towards preparing students for employment and self sufficiency in life. Education also prepares students for personal improvement as well as for personal adjustment. This means that feeling the awareness of this fact has not been adequately supported with pragmatic guidance activities which will facilitate the attainment of these goals (Amwolo, 2013).

Guidance and counseling in developing nations has a mission of providing balanced educational diet comprising cognitive, psychomotor and affective ingredients to nourish youths and adults towards more effective living and adequate intellectual development. By this, aptitude that explores and develops feelings, emotions and social well being is fully catered for by the introduction of guidance and counseling in schools. The national policy on Education (FRN, 2004) aptly stated that ‘in view of the apparent ignorance of many young people of career prospects, and in view of personal adjustment among school children career officers and counseling will also feature in teacher education’ (FRN, 2004: 53)

The above provision is welcome because ever before now guidance and counseling of students has been the responsibility of the family, parents, adults, elders, friends and occasionally the community itself. These people were not trained in professional guidance and counseling. They could simply be regarded as “stop-gap” counselors whose types of guidance services were basically traditional and grossly in-adequate in meeting the educational social and vocational counseling needs of the students (Salami, Fumilayo and Salami, 2013).

However, the emerging complexities of modern Nigeria make professional guidance and counseling services in-avoidable for the effective over-all development of the Nigerian child. Parents generally have become unfit to give their children vocational advice as a result of the emergence of a large variety of careers and their attendant entrance requirements most

of which are not known by parents. It is unfortunate to remark that most of the moral problems and wrong career choices by students could be attributed to inadequate career counseling.

A number of information which students need to have about career choice exist. In the views of Songok, Lungungu and Mulinge (2013) these include knowledge of the available career choice, attitude and aptitude for career retention, gender implications of careers, Job placement conditions Job ricks among others. This being the case one begins to wonder the extent to which students are exposed to these information in schools where professional guidance counselor are non-existent or where the number of students out-weigh available guidance counselors and consequently the services they can provide. In view of the above problems this researcher embarked on this study to examine the roles of guidance and counseling services in career choice among secondary school students.

1.2: Statement of the problem

Success in one's ability to choose a good career is hinged on a number of factors among which are the career choice information one receives, self-inventory in career choice, career preparatory services he receives and career placement information among others (Songok et al, 2013). It is unfortunate to note that many secondary school students cannot, by themselves, choose good careers. They still depend on their parents to choose careers for them or choose a particular career because their friends chose it.

This has resulted in students over-staying in schools or abandoning the chosen career when the nitty-gritty of the job stares them on the face. Most people become frustrated on the job or perform badly in doing it. A number of people are seen jumping from one job to another because of wrong career choices resulting from poor vocational counseling. Therefore, it is the role of guidance and counseling services to provide the background education required to avoid the errors in career choice and job retention before they occur.

The problem of this study put in question form is “to what extent have guidance and counseling services performed their roles in the career choice of secondary school students?”

1.3: Purpose of the Study

The main purpose of this study was to examine the roles of guidance and counseling services in career choice among secondary school students in Obingwa L.G.A. of Abia State. Specifically, the study tried to:

1. Find out the extent guidance and counseling is performing the role of providing career choice information services in secondary schools.
2. Find out the extent guidance and counseling is performing the role of self-inventory services for career choice in secondary schools.
3. Find out the extent guidance and counseling is performing the role of career preparatory service in secondary schools.

Find out the extent guidance and counseling is performing the role of career placement services in secondary schools

1.4.: Research Questions

The following research questions were posed to guide this study:

1. To what extent is guidance and counseling performing its role of providing career choice information to secondary school students?
2. To what extents is guidance and counseling performing its role of providing self inventory services to secondary school students?
3. To what extent is guidance and counseling performing its role of career preparatory services to secondary school students?
4. To what extent is guidance and counseling performing its role of career placement services to secondary school students?

1.5: Scope of the Study

There are the content and the geographical scopes. The geographical scope covered all the secondary schools in Obingwa LGA of Abia State. The content scope covered the roles of guidance and counseling services (Independent variable) in career choice (Dependent variable) among secondary school students. The sub variables of the independent variable were the role of providing career information, providing self inventory services, career preparatory services and career placement services. The dependent variable was career choice among secondary school students. The moderator variables were respondents' gender (male or female) and school location (rural and urban)..

1.6: Limitations of the Study

This study has some limitations. One of this ia the time constraint which did not permit an in depth study of the topic. This time constraint was set up as a result of the university regulation requiring students to submit their complete-d research works at stipulated times.

Another limitation of the study was the delay the researcher encountered in the course of collecting the data for the study. Most of the respondents were reluctant to respond to the questionnaire. However with constant pleading and rapport the researcher was able to get them to respond to the instrument. This reluctance in responding to the items resulted in late analysis of the data.

A serious limitation which the researcher encountered was non-availability of enough funds to carry out the research. Though the researcher made enough plans for funding the project, circumstances changed and overturned the plans made for funds and thus put the researcher in a state of financial predicament. However friends and well-wishers helped to bail out the researcher. Hence, she was able to complete the project on record time.

1.7: Significance of the Study

The findings of this study may likely be very beneficial to many stake holders in the education of the students. These include parents, guidance counselor, students, policy makers, government, the school library and future researchers as well as employers of labour.

Parents will likely benefit from the findings of this study because the gaps found in the guidance and counseling services in schools will be closed. By doing this, students will be able to make correct career choices. Also parents will be relieved of the problems of their children over staying in schools and the attendant unemployment that will follow it after graduation.

Guidance counselors in schools will likely benefit from this study because the report will show if they are doing their work well or not. Where the report shows that the services outlined are not being rendered to students it becomes an advice for them to buckle up and do their work the way they should do it.

Students themselves are equally likely to benefit from this study. This is because the report will make it clear whether they are properly guided in career choice. Where they are not guidance counselors will likely take actions to guide and counsel them appropriately about career choice. When this is done the agony and frustration that is the result of wrong career choice will come to pass.

To the government there will be the assurance that the guidance counselors employed in the secondary school are doing their work or not. It will give a clear sign whether the objectives of guidance and counseling in schools as enshrined in the national policy on education are being achieved or not. Where the results are negative government will likely take actions necessary to correct the anomaly.

When stocked in the book shelves of school libraries, intending researchers will likely benefit from the reports of the study as it will form part of their literature review materials

giving them information on what had been done previously and how they were done as well as the findings made.

Employers of labour will likely benefit from the study because they will stand a good chance of employing people who genuinely come into their profession with interest and necessary skills and competences to do their job. The problems of frequent on-the-job retraining and job accidents will be reduced.

1.8: Operational Definitions

The following key words were defined as used in this study:

Counseling services: These are advisory and guidance interactions between students and professionals called guidance counselors and is aimed at helping students to be able to make the right type of academic, social and vocational choices so as to live better life during and after secondary education.

Counseling Roles: These are the services roles guidance counselors have to play to achieve the counseling objectives for students.

Educational counseling: This deals with advising and guiding students to properly explore and choose appropriate subjects of their interest in relation to their career interests and try to do well in them.

Vocational counseling: This has to do with exposing students to available career opportunities and guiding them to make appropriate career choices.

Social counseling: This is the aspect of guidance counseling which has to do with tutoring students on the right patterns of social relationships.

CHAPTER TWO STOPPED

REVIEW OF LITERATURE

2.1: Introduction: This chapter dealt with the review of related literature. The review was done in four different subheadings as follows: Mode comprising Conceptual Framework, Theoretical Framework, Literature appraisal and Summary of Literature Review

2.2: **Mode:**

Conceptual Framework

Concept of Guidance and counseling

Different people define guidance and counseling from different perspectives depending on where they situate their view point thus revealing a lot about the nature of the subject. Kolo (1992) in National Teachers Institute (NTI, ND) opined that guidance and counseling is a form of assistance given to that involve many activities that will help the individual understand himself or herself more and the problem. It is also a more directive or prescriptive form of assistance. This means that the assistance is based on providing information that enables you give definite instruction to the person being helped. In consequence they talk of youth counseling, leadership role counseling, academic counseling and the like. All these counseling services except the academic counseling services are provided outside the school environment. Wikipedia (ND) defined guidance and counseling as a range of activities designed to make people to appreciate learning choices. Guidance and counseling as provided in the school has been defined by UNESCO (2011) as services and programmes that promote the personal/social, educational, and career development of students. She went further to list the four comprehensive components of guidance and counseling to include psychological guidance, academic guidance, career (vocational) guidance, and social guidance. School counseling services are rendered to clients by

professionally qualified teacher counselors. In fact, guidance and counseling is a family name for all the helping services within the general educational and community system.

2.3.1:Counseling Roles to Students

The role of guidance counselors is to work with students, schools, teachers, administrators and parents to help guide students academic social, behavioral, and social growth of the individual in the field of work.

Guidance and counseling assists students to understand themselves to develop self awareness such as knowing their actual value, interests, capacities, attitudes, strengths and weaknesses. It also helps students to understand the school environment and all the recourses thereon for example, library, librarians and other school support staff. Guidance counseling assists students to adjust to problems within and outside the school, for example, adjustment eo academic work and the opposite sex and study habits.

Guidance and counseling provides information covering the nature and types of jobs, methods of application, entry requirements, and job prospects, duties, involved, job requirements, and working conditions It provides information for further studies including types if institution, methods of application and entry requirements.

It helps emotionally disturbed .children to understand their problems and find solution to them. It involves the orientation of new students and also provides guest speakers on guidance issues observed in schools. Through guidance and counseling students are given referral services to improve their academic performance.

Concept of Career

The term Career is found not to have one consensus definition and has been used with different connotations in different disciplines. Vocational psychologists and even counselors are said to be even in disagreement on the precise definition of the term (Salami et al, 2013). Some confine it to a single vocation while others define the concept in terms of a sequence of

occupations, jobs or positions one holds during his life time (Wikipedia, ND) while others equate it to life. According to Onyejiaku (2003) Career could be seen as a general course of action or progress of a person throughout his life often expressed in some professions. It is used to refer to a person's life pattern including both work and non-work factors. English Dictionary, International Students Edition (2012) defined Career as a job or professions for which one is trained and which one intends to follow for the whole of one's life; the general course of a person's life. Super (2001:86) stated that career could be better understood in terms of:

the sequence of major positions occupied by a Person throughout is pre-occupational, Occupational and post occupational life; including work-related roles such as those of a student, employee, prisoner, familial and Civic roles. Career exists only as people pursue them; they are person centered.

Since different people have different views about career it could be understood in terms of all work-related activities and positions that an individual engages from cradle to grave. If taken as such then one can see career to include according to Crites (2001) both the entire preparation for life whether under formal or informal setting in which an individual engages himself and through which he depends either wholly or partly for his livelihood, achievements of his life satisfaction and actualization of his potentialities. In this light career is equated with educational preparation for the entire life span.

Bearing all these in mind, therefore, student's career choice and work related experiences should be kept open and treated as necessary means for reality testing and self exploration. They should be encouraged to make plans and take well evaluated decisions, but on the other hand should be guided so that their courses and career choice do not place undue restriction to the range of career and or professional options available to them.

2.3.3: Vocational Counseling Services in Schools

Career Choice Services

Choosing suitable career is one of the greatest problems faced by Students of Secondary Schools. Most of them stumble on careers out of parental or peer influences. However Amangini (2016) had observed that different factors operate together to delimit the number of careers from which an individual can make choice. Some of these factors do not have permanent influence because of the progressive nature of occupational preferences. In an individual's occupational development he can make series of occupational decisions as he is exposed to several alternatives. The factors that influence an individual's occupational choice at any point in time are varied in nature. Some of these factors play Significant and domineering roles in choice of work while others are less potent. There could not be said to have been any universal hierarchy of the domineering factors that influence career choice of individuals.

There is wide range of indifferences. The most potent factors shaping the career choice of an individual might happen to be among the latest influential factors for another individual. However, there might be some factors that might want to modify others because of their interactions. While some of the factors have psychological effects, others range from sociological to the economic and political set ups which the individual operates (Amwolo, 2013).

Notwithstanding, an individual can hardly be separated from his personality. This is why psychologists strongly believe that the individual's total personality to all intents and purposes affects his career pattern and choice of occupation. Psychological factors like needs, values, interests, attitude, intelligence and self concept are emphasized more than others maybe because of the evidence they yield unlike other variables that are not so easily assessed.

Minner (1973) in Amangini (2016) observed that behavior is a function of the interaction of personality such as ability, values, needs, interest, attitude, intelligence and self-concept, expectancies and role demands as well as the general environmental contingencies, supervision and availability of alternatives. Ohiwere and Nwosu (2009) observed that

many outcomes which are positively or negatively valiant to one person may not in themselves be anticipated as satisfying or unsatisfying by another. In such instances rather, a person's desire or aversion for them is based not on their intrinsic properties but on the anticipated satisfaction or dissatisfaction associated with other outcomes to which they are expected to lead.

Expectancy is explained in terms of the individual's momentary belief of the likelihood that a particular choice will be followed by a particular outcome. Thus in career choice if expectancy is consistent then interest in the occupation is increased.

Of all the motivational factors that have strong bearing with the choice of career needs, values and interest seem to be very significant. Eysenck (1975) in Songok et al (2013) defined motivation as one of the hypothetical processes' in the determination of behavior in addition to the effects of other stimulus such as perceived situation. An individual's motive condition is the internal energy or force of his aspirations making him to act in a particular way. Thus motivation is an important decision-making variable in an individual's career choice pattern and eventual choice of occupation.

Needs are other significant variables in career choice of individuals. Individuals desire to do certain things because of some basic needs whether real or imagined. If a person has no need for a particular action he may not worry himself about it. In the world of work it is because they feel a lack of something within their social, psychological, economic or social milieu. The thing they feel they lack may be in terms of material wealth such as money or influence, prestige, recognition among others.

Another significant factor in career choice is interest. Interest in this case is defined in terms of a person's likes or dislikes for things related to work. Super (1990) had distinguished four categories of interest:

Expressed Interest: This is a verbal expression or statement of claim an individual makes concerning his specific interest on a particular subject. Most of these interests have little or no foundation on objective understanding of the areas of interest in question. When an individual says he wants to become medical doctor, an Engineer, or an accountant, it is understood that he/she has interest in such occupation but may not particularly be acquainted with the nitty-gritty of the occupation of interest.

Inventoried Interest: This is based on individual's response to items in interest inventories concerning likes or dislikes on particular issues. The scale responses are summoned up and compared with the responses of others.

Manifest Interest: This is interest express through action and participation and not just by verbal expression or statement.

Tested Interest: This is interest manifested under controlled conditions. Tested interests are defined by what people learn. It must be noted that interest is ephemeral.

The family is one big element in the career choice of students. The family has the earliest influence on the psychological life of a child. Hence, its role on the career choice of students is very critical.

Beer and Roerer (2005) stated that through family influences everyone is exposed to values, relationships, attitudes, feelings and certain climates of learning. The family undoubtedly has profound influence upon the evaluative aspects of the child's development. It helps to determine not only the individual's personality but also his vocational interest, at least, to an appreciable extent. To this extent it has precedence over other factors in the career choice of the individual.

However, the impact of the family on Nigerian adolescence vocational behavior has been greatly modified by influences of modern formal education. Before the advent of western culture and formal education in Nigeria the family used to play a critical role, often with veto powers on the occupational decisions of its members.

Vocational guidance which according to Onyejiaku (2003) used to be the prerogative of parents no longer commands their influence because of the changed and changing economic and social conditions in the country. However, the family still influences the vocational life of its members either directly or indirectly. The family provides the student with the first social experiences which persist and model his vocational behavior. A child is born in a family where he is reared in accordance with the values of the family among others and each child is brought up in a particular social contract. As he grows he learns, internalizes and adapts to the behavior patterns he has been exposed. All these behavioural patterns and trainings the child learns from the family often determine his job perception and eventual occupational decisions.

Another sociological factor that influences students' occupational decisions is parental education. The occupation of a parent may have some decided influence on the children's vocational interests. Children raised in a home dominated by a certain occupation are likely to be influenced by that occupation. A boy whose grand-father, uncle, father and brothers are physicians or lawyers will invariably have a different vocational interest from a child raised in a family noted over the years as farmers, teachers, accountants or such.

The level of parental education determines the amenities available to the child and the cultural level of the family. A child surrounded by good magazines, books and has intelligent discussions with his parents can be expected to develop different career interest from a child not exposed to those things. Often the provision of these amenities is associated with the family income.

The school also has influence on an individuals' career choice in various ways. The career master or the guidance counselor, the peer groups, the curriculum content and one's proficiency in school subjects all influence one's career behaviours in one way or the other.

Hayes and Hopson (2000) have rightly pointed out that:

The school curriculum can shape the goals of these passing through it and can influence the kind and range of information they possess about the world of work. Academic courses will do to alert students to the occupational opportunities in the world around them in contrast to mere vocational oriented courses.

In most cases, the vocational perception and aspiration of some people are shaped by their best subjects. The influence of scholastic achievements, in terms of proficiency in certain subjects, often seems to over-shadow other factors (Hayes and Hopson, 2000).

Self-Inventory and Career Choice Services

A very important and factor that is psychological and which influences an individual's career choice is his self concept expressed in terms of his awareness of his potentialities and limitations and his evaluation of them (Salami et al, 2013). It connotes the aggregate of an individuals' attitudes, qualities, Judgment, abilities and values of his behavior. In a simplified form self inventory or self concept is the picture of the perception of an individual about himself. In an weal he simultaneously thinks of the kind of person he is and the occupation that will not run him down or counter to what he believes he is. He needs to consider the occupation as he engages in it in relation to himself as an individual.

One of such factors that are considered during self inventory are psychological factors like sex, visual acuity and mental stability. The target of an individual during self inventory is to make the best out of what nature has given him. No individual has any control over the physical stature he receives through the genes of his parents. These genes determine many neural and physiological characters as sex, basal metabolism, visual acuity, nervous stability, capacity or intensity of purpose (Super, 2001).

In Nigeria, the crave for women emancipation and equal educational opportunities has done very little to bridge the gaps between occupations that are characteristics of either sex. Most of the investigations in this area show that while engineering is almost exclusively a masculine vocation, nursing on the other hand is a feminine job. With regard to teaching, greater percentage of girls than boys aspire to the profession.

According to Onyejiaku (2003) out of 351 boys and 320 girls randomly sampled from classes four and five in Imo, Anambra, Cross River, Uyo, Delta and Rivers in Nigeria 35.09% of them chose nursing, while 60.91 chose other jobs. In the same vein 20.76% of the girls chose teaching while only 5.90% of the boys opted for the same job; 13.51% of the boys aspired to be engineers as against 0.88% of the girls who had similar plans. Further, while 19.41% of the boys had in each case chosen medicine and business administration as their future occupation only 5.16% of the girls chose medicine and 3.51% of them chose business administration. Social pressure notwithstanding, some occupations are sex specific.

Career Preparation Information Services

Career preparation involves giving students adequate information that will guide them to make a good choice of career (Oye et al, 2012). This preparation starts at school. According to Oye et al (2012) career counseling is very crucial and fundamental to career choice and successful and meaningful living. Every student desires to be identified with a good profession. But this could only be achieved through effective counseling on the choice of career to maximize their potential. Career, though crucial to mankind occupies almost all entire human life. This is done to the fact that career contributes enormously to all human activities, building individuals high self esteem, satisfaction and adjustment to healthy life. According to Macload (2003) career preparation involves preparing and giving individuals opportunity to explore, discover and clarify ways of living more satisfying and resourceful life.

In view of this Akimboye (1987) in Oye et al (2013) observed that a good number of youths and adolescents in Nigeria secondary schools have incongruent patterns between their aspirations and subject combination for the school certificate examination. The implication of this Akimboye (1987) in Oye et al (2013) continued is that most Nigerian youths of today engage in occupations not on the basis of reasonable choice but on the basis of fate. This, Oye et al, (2013) said could be corrected if students are provided with up-to-date useful information about different careers. The information they said should be centered on careful planning for a career, getting and retaining a career, and adjusting to it. They also added that appropriate choice of school certificate examination subjects through proper academic guidance is an indispensable part of career preparation of students.

Career Placement Information Services

According to the career counseling office of Kentucky State University (ND) career planning and placement assists students in understanding their potentials and limitations as they relate to career development, provide students with opportunities to engage in career exploration through orientation programmes. They also disseminate data with extensive exposure of students to occupational and vocational information. According, this office career placement assists students through counseling in making career choices and to secure job placements commensurate with their educational qualifications. It serves as a clearing house for job information and provides credentials for all students as well as assists students who do not need employment immediately after graduation.

Job or career placement information services according to Michele and Emma (2017) of Jafferson State University is all about locating career placement information about available jobs and categorizing them according to qualifications and making them available to students. It also involves directing students on how to secure careers and jobs commensurate with their qualifications.

To render this service effectively requires the school counselor reading through news papers, listening to radios for job vacancies, advertisements and going to the internet to search for job opportunities available and providing them to students. Michele and Emma (2017) observed that many students do not know how to search for jobs appropriate for them. Some students get job vacancy information and rush in applications. Some find out later that they are not qualified for the job or that they are more than qualified for the job. In most cases the students find the job uninteresting and hence quite thus creating high staff turn-over rate for the organization. This they said is caused by poor self inventorying before opting for any job vacancy.

In Nigeria there appears to be a dearth of counselors in secondary schools. That being the case, the question that agitates peoples' minds is to what extent is job and career placement services rendered to Nigeria secondary school students?

2.3.4: Theoretical Framework

The theory on which this study is based is the path-goal theory advanced by House in Abawalla (2014). Though a management theory its principles, theories and tenants apply to this study. This theory asserts that a good leader should improve subordinates job performance by clarifying and setting goals with the subordinates. In this case the guidance counselor should sit with his students and discusses with them career involvements and how to choose a career. The counselor shows the students a clear path to follow and how to remove obstacles to the goal achievement.

This theory stresses the behavior a leader (in this case a counselor) has to exhibit in order for the subordinates (students in this case) to attain their goal. The path-goal theory explains how counselors influence their students' perception of abilities and competencies for successful career choice.

The Path-goal theory has its root in the expectancy theory of vroom in Peretomode (2001). The theory is a motivation to work theory. Goals are targets, expectations or what an individual or group is trying to achieve while the path is the way or the behaviors that should be exhibited to achieve the set goals. The path-goal theory stresses the interactions between the counselor, who acts as a path director, and the Student, the goal setter, for achievement of the set goals. Students' successful career choice depends to a large extent on the degree of motivation of students towards the awareness of existing professions and particular jobs, self inventorying in terms of their abilities, capabilities, knowledge and other personal qualities that fit one into a particular job and profession and acceptance of the career in the long run.

Two important postulates can be derived from this theory

1. Counselors' behavior will be accepted and satisfying to students if they see the behavior as an immediate source of satisfaction or as an instrument of future satisfaction.
2. Counselors' behaviors will increase students self-inventorying when they see successful career choice as important and as a means of satisfying important needs and when they see the counselor as an aid to attaining successful career choice.

Each of these postulates provides different Psychic energy for truthful self evaluation and objective career choice depends on the intensity of the counseling motivation for and the personal characteristics of students which include the ability to jettison such external pressures like parental choice of career and peer group influences. The path-goal theory provides a strong base for increasing our understanding of interactive counseling behaviours between the counselor and students. It also provides us with rational basis for synthesizing our knowledge about counseling behaviours. House in Abawalla (2014) put it succinctly when he said that path-goal theory helps in improving the performance of subordinates (students) by enhancing goal (career choice) achievement as follows:

When students are confused about which career to choose the counselor shows them a clear path to follow. When the path is shown, students become satisfied and motivated, so they accept the counselor's advise and make good career choices. The counselor strengthens and improves student's career choice by motivating and imparting in them the habit of self knowledge evaluation, consciousness of the awareness of existing careers, self-inventing for entry and placement on the career.

Counselors make strong efforts to remove the euphoria students have about particular careers, and exposes them to the realities of career choice and existing careers. Further the counselor guides them to make the most appropriate choice of career.

2.4: Literature Appraisal

The first empirical study that was reviewed was that of Osigwe (2015). The study addressed parental influenced on students' career choice and academic achievements. Four research questions and four hypotheses were formulated to guide the study. A structured researcher developed questionnaire with 20 items was used for Data collection. A total of 259 students were randomly sampled from a population of 1,100 SS₂ students in Aba South L.G.A. and used for the study. Data analysis was done using mean and standard deviation. Findings were that educational background of parents does not have significant influence on students' achievement. Parental income influences students' career choice.

Onyejiaka (2003) did a study on career choice and sex as correlates. In the study the researcher observed that most of the vocational choices of students had gender correlates. In the area investigated engineering was seen as a male career while nursing was seen as entirely female career. According to Onyejiaka (2003) out of 351 boys and 320 girls randomly selected from classes 4 and 5 in Imo, Anambra, Cross River, Oyo, Delta and River states of Nigeria 35.09% of the girls chose nursing while none of them chose engineering; 20.76% of the girls also chose teaching while only 5.90% of the boys opted for the same

profession. A total of 13.51% of the boys aspired to be engineers as against 0.88% off the girls who had similar plans. Furthermore, while 19.41% of the boys had in each case chosen medicine and business administration as their future occupation only 5.16% of the girls chose medicine and 3.51% chose business administration. Social pressure notwithstanding, some occupations are sex specific.

Another study that was reviewed was the work of Nwabuike (2015). The study investigated parental influence on the career choice of secondary school students in Aba South L.G.A of Abia State. The variables of the study were parental socio-economic status, parental education, parental occupation, and motivation. Four research questions were stated and four hypotheses stated to guide the study. The hypotheses were tested at 0.05 level of significance. Literature were reviewed on the theoretical framework, conceptual framework and the empirical studies. Descriptive survey design was used for the study. A sample of 400 students and 100 teachers randomly sampled from a population of 3153 students and 275 teachers was used for the study. Data collection instrument was a 20-item structured questionnaire with a reliability coefficient of 0.73. Data were analysed using mean and t-test.

It was observed that parental socio-economic status, parental occupation, parental education and motivation all influence students' career choice. Based on these findings the researcher recommended that parents should try as much as possible to expose students to available careers and allow them to make their career choice based on their evaluation of their capabilities.

2.5: Summary of Literature Review

This chapter reviews literature on the major concepts and variables of this study. The first variable reviewed was the theoretical framework which was based on the path-goal theory touching on the expectancy theory. A goal is what one wants to achieve and it directs ones energy towards achieving that. On the other hand a path is the way and what should be

done and how it should be done to achieve the goal. Career choice and the choosing of suitable career is the target of every student while counseling services rendered to the students by the school counselors is the path to achieving it.

On the path to achieving the right career are service rendered such as career choice guidance, self inventorying service, career preparatory services and career and job placement services. From the literature so far reviewed the researcher observed that no work has been done on this topic in Obingwa Local Government Area of Abia State. This constitutes a gap that needs to be filled. It is to fill this gap that motivated this researcher embark on this study.

CHAPTER THREE

METHODOLOGY

This chapter deals with the Research Design, Area of the Study, Population of the Study, Sample and Sampling Techniques, Instrument for Data Collection, Validation of the Instrument, Administration of the Instrument and the Methods of Data Analysis.

3.1: Research Design

The design adopted for this study was the descriptive survey design. The design was considered appropriate for this study because it will allow the researcher to obtain information using questionnaire on the role of guidance of counseling services among secondary school students' career choice in Obingwa L.G.A. of Abia State.

3.2: Research Questions

The following research questions were posed to guide this study:

5. To what extent is guidance and counseling performing its role of providing career choice information to secondary school students?
6. To what extents is guidance and counseling performing its role of providing self inventory services to secondary school students?
7. To what extent is guidance and counseling performing its role of career preparatory services to secondary school students?
8. To what extent is guidance and counseling performing its role of career placement services to secondary school students?

3.3: Population of the Study

The population for the study consisted of the 2783 senior secondary 2 (SS₂) students who are preparing to register for Senior School Certificate Examination (SSCE) with WAEC for the 2018 academic year. The distribution of the population according to school and gender is shown in a table 1 below.

3.3: Research Methodology

The researcher personally visited the sampled schools to administer the instrument on the respondents. He gathered the students in one class with the help of one teacher from the school. He employed accident sampling to get those who available during break to administer the instrument on them. He collected all the instruments from the students after they had responded. By this method the researcher was able to ensure hundred percent questionnaire return.

3.4: Population and Sample Size

The population for the study consists of the 2783 senior secondary 3 (SS3) students who registered for Senior School Certificate Examination (SSCE) with WAEC in 2017. The sample size was 278. The distribution of the population according to school and gender is shown in a table 1 below.

Table 1: A Table Showing the Population for the Study According to Schools and Gender

S/N	NAME OF SCHOOLS	NO. OF BOYS	NO. OF GIRLS	TOTAL
1.	Osusu Amaukwa Comm. Sec. School	30	42	72
2.	Alaukwu Compr. Secondary School	56	33	89
3.	Mgboko Umuanunu Sec. School	69	70	139
4.	Onisha Ngwa Compr. Sec. School	77	100	177
5.	All Saints Sec. School, Umunkiri	10	8	18
6.	Compr. Sec. School, Umunkiri	60	57	117
7.	Compr. Sec. Sch. Udo Mgboko Amiri	35	64	99
8.	Amano Sec. School Agburuike	30	44	74
9.	Owoahiafor Compr. Secondary School	39	49	88
10.	Alaoma Secondary School	50	63	112
11.	Nenu Secondary School	41	53	94
12.	Compr. Sec. School Mgboko Itungwa	113	144	257
13.	Abala Ibeme Secondary School	30	44	74
14.	Compr. Sec. School, Ohanze	98	117	215
15.	Ovom Girls' Secondary School	—	655	655
16.	Ovom Amasaa Secondary School	58	65	123
17.	Ndiakata Comprehensive Sec. School	98	109	207
18.	Umuelendu Secondary School	84	88	172
	Total	978	1805	2783

Source: Secondary Education Management Board, Aba Zonal Office Statistics Unit
18th April, 2017

3.5: Sample and Sampling Procedures

Sample for the study was 278 students. The sample was drawn using proportionate stratified random sampling technique. The subjects that responded to the instrument were distributed to the schools and selected by accident sampling or first come to hand. The distribution of the sample according to school and gender is shown in table 2 below.

Table 2: A Table Showing the Distribution of the Sample for the Study According to School and Gender

S/N	NAME OF SCHOOL	NO. OF MALE SAMPLED	NO. OF FEMALE SAMPLED	10% Sampled
1.	Osusu Amaukwa Comm. Sec. Sch.	3	4	7
2.	Alaukwu Compr. Sec. School	6	3	9
3.	Mgboko Umuanunu Sec. School	7	7	14
4.	Onisha Ngwa Compr. Sec. School	8	10	18
5.	All Saints Sec. School Umunkiri	1	1	2
6.	Compr. Sec. School Umunkiri	6	6	12
7.	Compr. Sec. Udo Mgboko Amiri	3	7	10
8.	Amano Sec. School Agburuiké	3	4	7
9.	Owoahiafor Compr. Sec. School	4	5	9
10.	Alaoma Sec. School	5	6	11
11.	Nenu Sec. School	4	5	9
12.	Compr Sec. Sch. Mgboko Itungwa	11	14	25
13.	Abala Ibeme Sec. School	3	4	7
14.	Compr. Sec. School, Ohanze	10	12	22
15.	Ovom Girls Secondary School	—	65	65
16.	Ovom Ama Asaa Sec. School	6	7	13
17.	Ndiakata Compr Secc. School	10	11	21
18.	Umuelendu Secondary School	8	9	17
	Total	98	180	278

3.6: Instrument of Data Collection

The data collection instrument was a 20-item structured questionnaire to be titled “Roles of Guidance and Counseling in Students’ Career Choice Questionnaire (RGCSCCQ)”. It consisted of two parts A and B. Part A was the personal data section and designed to collect the bio data of the respondents.

Part B contained 20 items divided into 4 clusters according to the number of research questions stated. Each cluster contained 5 items structured in a modified 4-point Likert scale

of Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE). These were weighted 4, 3, 2 and 1 respectively.

3.7: Validation of the Instrument

The data collection instrument was both face and content validated. This was done by subjecting it to critical examination by the researcher's supervisor and two other experts in both guidance and counseling and measurement and evaluation from the National Teachers Institute, Kaduna, College of Health Technology Center, Aba.

3.8: Reliability of the Instrument

The data collection instrument had a reliability coefficient of 0.83. To establish this reliability, 20 copies of the instrument were administered on a cross section of the respondents once. Thereafter the Cronbach Alpha reliability method was used to establish the reliability coefficient which had a value of 0.83. This high value showed that the instrument was valid enough and could be used for the study.

3.9: Administration of the Instrument

The researcher visited the school to administer and collect back the questionnaire. The personal hand delivery method was adopted to ensure high percentage return of the questionnaire before the researcher began data analysis.

3.10: Procedure for Data Collection

The researcher will collect the data himself through personal hand delivery. Permission was got from the Heads of the respective schools before administering the questionnaire on the students.

3.11: Methods of Data Analysis

Data collected for the study were analyzed using mean. Mean was used to answer the research questions. The results of data analyzed were presented in tables.

3.12: Results and Discussion

Results

Based on this study the following findings were made:

- 1) Guidance Counselors in Obingwa Local Government are performing the role of career choice services to a great extent.
- 2) Guidance Counselors in Obingwa Local Government are performing the role of providing self inventory for career choice to a little extent.
- 3) Guidance Counselors in Obingwa Local Government are performing the role of providing career preparatory services to a little extent.
- 4) Guidance Counselors in Obingwa Local Government are performing the role of providing career placement services to a little extent.

The first purpose of this study was to find out the extent guidance counselors in Obingwa Local Government Area render career choice services to their students. Results of data analysis show that guidance counselors in Obingwa L.G.A render career choice services to their students. This was observed from the cluster mean which had a value greater than the cut off mean. From the study it was also observed that Guidance counselors in schools in Obingwa teach their students how to take career decisions. They are taught to consider what they are good at before choosing a career. The students are also taught to what they want in life and also to ask people in that career their experiences before choosing the career.

This finding gives a proof that secondary school teachers in Obingwa L.G.A are aware that guidance and counseling services should be rendered to students as is enshrined in the national policy of education (FRN, 2013). The finding also shows that the teachers are aware that career counseling services should be rendered to students. The study also supports the statement of Ohiwerie and Nwosu (2009) that said that career services are inevitable in

the educational achievements of students and called for government to post guidance counselors to all secondary schools to help student to make adequate career choice.

The second objective of this study was to find out the extent guidance counselors in Obingwa L.G.A render self inventory services to students in secondary schools. Results of data analysis show that guidance counselors in Obingwa L.G.A do not render career self inventory services to their students. This was observed from the cluster mean which had a value less than the cut off mean. The study showed that the respondents said that they are not taught to consider their personality before choosing any job. They are, however also taught to consider their educational qualifications before choosing a career. On the other hand they are not taught to consider their value system before choosing a job. In the same vane they are not to consider their aptitude before choosing a job.

This finding shows a disastrous element in the guidance and counseling services rendered to students. What this portends is that the incomplete career counseling is being given to secondary school students in Obingwa L.G.A. The reason for this may not be farfetched. According to Amangini (2015) most of the guidance counselors in secondary school in Abia State are not professional counselors. Hence, these people cannot be expected to render services they do not have knowledge of.

The third objective of this study was to find out the extent guidance counselors in Obingwa L.G.A render career preparatory services to students in secondary schools. Results of data analysis show that guidance counselors in Obingwa L.G.A do not render career preparatory services to their students. This was observed from the cluster mean which had a value less than the cut of*f mean. From the results of data analysis the researcher observed that guidance counselors in Obingwa do not advise their students to acquire work experience because it is good in securing a good job. Students in Obingwa are not advised to attend job preparation seminars to learn more about our chosen career. They are also not advised to start

thinking about their career choice early enough and are not equally advised to be conversant with their proposed career to be able to pass the job selection interview.

This finding shows the state of counseling services in secondary schools in Obingwa L.G.A. It shows also that the counselors in this L.G.A. are either not doing their job or are not qualified counselors and hence, do not know the nitty-gritty of career counseling. In her study Onyejiaku (2003) observed that guidance and counseling services in secondary schools are nominally done. Similarly, Amwolo (2013) observed that the lip service paid to guidance and counseling in secondary schools may be responsible for the high rate of unemployment observed among youths of today. The author also noted that a person that is passionately interested in his profession if not employed by any person would strive to establish himself on the job even to a little extent.

The next objective of the study was to establish if guidance counselors in Obingwa L.G.A. secondary schools give career placement information to their students. Results of data analysis presented in chapter four show that guidance counselors in Obingwa L.G.A. secondary schools do not render career placement services to their students. This was observed from the cluster mean which had a mean value less than the cut off mean. From the responses of the students the researcher observed that they are not taught how to locate their job of interest while in school. They are not taught how to consult with people to learn about job vacancies. The guidance counselors did not advise students to always listen to radios for job placements. They are also not told to directly approach different organizations for job openings.

This neglect on the part of guidance counselors in secondary school has been attributed to the dearth of sufficient professional counselors in secondary schools in Abia state (Amangini, 2015). More so, the incessant strike actions of teachers in the state keeps teachers at home for long and does not allow them to do their work regularly such that after

the strike actions teachers concentrate in covering their teaching subject curriculum and not do any other thing else. Oye et al (2012) had in their suggestions on how to keep regularly at school said that government should regularly take the problems of teachers seriously in the interest of the children trusted in their care. Though this plea was made in consideration of the entire school system it has particular concern for guidance and counseling. This is to give students the required entrepreneurial start-up knowledge that will be useful for them in later life.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF RESULTS

This chapter deals with the presentation and analysis of results to answer the research questions posed. The presentations and analyses were made separately for respective research questions.

Data Presentation

Research Question One

To what extent is guidance and counseling performing its role of providing career choice information service to secondary school students?

Table 3: Results of Data Analysed on Provision of Career Choice Services to Secondary School Students

S/N	ITEMS	VGE	GE	LE	VLE	TOT	X
1	Guidance counselors in my school teach us how to take career decisions.	240	300	120	38	698	2.51
2	In my school Guidance counselors teach us to consider what we are good at before choosing career.	360	303	160	7	830	2.99
3	Guidance counselors in my school advise us to consider what we want in life before choosing career.	280	390	100	28	798	2.87
4	Guidance counselors in my school advise us not to rush into any career because of friends chose it.	260	305	124	16	705	2.54
5	In my school we are advised to ask people in our proposed career their experiences before deciding for it.	240	240	268	4	752	2.71
CUSTER MEAN						2.72	

Results of data analysis presented in table 3 show that the respondents agreed to a great extent that guidance counselors perform their duty of providing career choice services to secondary school students. This was observed from the cluster mean which had a value of 2.72. From the table teaching students how to take career choice decisions had mean 2.51 and was accepted. Teaching students to consider what they are good at before choosing career had mean 2.99 and was accepted. Advising students to consider what they want in life before choosing career had mean 2.87 and was accepted. Advising students not to rush into any

career because their friends have chosen it had mean 2.54 and was accepted. Advising students to ask people in their proposed career their experiences before deciding for it had mean 2.71 and was accepted.

Research Question Two

To what extent is guidance and counseling performing its role of providing self inventory service to secondary school students?

Table 4: Results of Data Analysed on Provision of Self-inventory Services to Secondary School Students

S/N	ITEMS	VGE	GE	LE	VLE	TOT	X
6	In my school we are advised to consider our personality in relation to a job before choosing it.	160	180	200	78	618	2.22
7	We are advised by guidance counselors to consider our educational qualifications before opting for any job.	320	380	60	68	828	2.98
8	In my school we are advised to consider our value system before choosing any career.	200	210	220	48	678	2.44
9	The guidance counselors in my school advise us to consider our interests before choosing career.	120	240	200	68	628	2.26
10	In my school we are advised to consider our aptitude before choosing a career.	240	120	220	88	648	2.33
CLUSTER MEAN					2.44		

Results of data analysis presented in table 4 show that the respondents agreed to a little extent that guidance counselors perform their duty of providing career choice services to secondary school students. This was observed from the cluster mean which had a value of 2.44. Advising students to consider their personality in relation to a job before choosing it had mean 2.22 and was rejected. Advising students to consider their educational qualifications before opting for any job had mean 2.98 and was accepted. Advising students to consider their value system before choosing any career ha mean 2.44 and was rejected. Advising students to consider their interests before choosing career ha mean 2.26 and was

rejected. Advising students to consider their aptitude before choosing a career had mean 2.33 and was rejected.

Research Question Three

To what extent is guidance and counseling performing its role of providing career preparatory service to secondary school students?

Table 5: Results of Data Analysed on Provision of Career Preparatory Services to Secondary School Students

S/N	ITEMS	VGE	GE	LE	VLE	TOT	X
11	We are advised to acquire work experience because it is good in securing a good job.	240	210	200	48	698	2.51
12	In my school we are advised to attend job preparation seminars to learn more about our chosen career.	220	195	210	53	678	2.44
13	We are advised to start thinking about our career choice early enough.	220	180	200	63	663	2.38
14	Guidance counselors in my school advise us to learn how to prepare good resume for job application.	160	210	240	48	658	2.37
15	In my school we are advised to be conversant with our proposed career to be able to pass the interview.	180	225	220	48	673	2.40
CLUSTER MEAN						2.42	

Results of data analysis presented in table 4 show that the respondents agreed to a little extent that guidance counselors perform their duty of providing career choice services to secondary school students. This was observed from the cluster mean which had a value of 2.42. Guidance Counselors advise students to acquire work experience because it is good in securing a good job had mean 2.51 and was accepted. Guidance Counselors advise students to attend job preparation seminars to learn more about our chosen career had mean 2.44 and was rejected. Guidance Counselors advise to start thinking about our career choice early enough had mean 2.38 and was accepted. Guidance counselors in my school advise us to learn how to prepare good resume for job application had mean 3.37 and was rejected. Guidance Counselors advised to be conversant with our proposed career to be able to pass the interview had mean 2.40 and was accepted.

Research Question Four

To what extent is guidance and counseling performing its role of career placement services to secondary school students?

Table 6: Results of Data Analysed on Provision of Career Placement Services to Secondary School Students

S/N	ITEMS	VGE	GE	LE	VLE	TOT	X
16	We are taught how to locate our job on interest in my school.	200	240	220	438	698	2.51
17	We are taught to consult with people to learn about job vacancies.	160	210	200	68	638	2.29
18	The guidance counselors in my school advise us to always listen to radios for job placements.	240	165	210	58	673	2.42
19	We are also told to directly approach different organizations for job openings.	240	180	220	48	688	2.47
20	The guidance counselors in my school told us to also search on-line for job placements	100	210	220	48	678	2.44
CLUSTER MEAN					2.43		

Results of data analysis presented in table 4 show that the respondents agreed to a little extent that guidance counselors perform their duty of providing career choice services to secondary school students. This was observed from the cluster mean which had a value of 2.43. Teaching students how to locate their job of interest had mean 2.51 and was accepted. Teaching students to consult with people to learn about job vacancies had mean 2.29 and was rejected. Advising students to always listen to radios for job placements had mean 2.42 and was rejected. Advising students to directly approach different organizations for job openings had mean 2.47 and was rejected. Telling students to also search on-line for job placement had mean 2.44 and was rejected.

Summary of Findings

Based on this study the following findings were made:

- 5) Guidance Counselors in Obingwa Local Government are performing the role of career choice services to a great extent.

- 6) Guidance Counselors in Obingwa Local Government are performing the role of providing self inventory for career choice to a little extent.
- 7) Guidance Counselors in Obingwa Local Government are performing the role of providing career preparatory services to a little extent.
- 8) Guidance Counselors in Obingwa Local Government are performing the role of providing career placement services to a little extent.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND EDUCATIONAL IMPLICATIONS, LIMITATIONS, SUGGESTIONS FOR FURTHER STUDIES AND SUMMARY

This chapter deals with the discussion of the findings of the study, educational implications, limitations, recommendations, and suggestions for further studies. Finally summary of the entire study was made.

Discussion of Findings

Career Choice Services

The first purpose of this study was to find out the extent guidance counselors in Obingwa Local Government Area render career choice services to their students. Results of data analysis show that guidance counselors in Obingwa L.G.A render career choice services to their students. This was observed from the cluster mean which had a value greater than the cut off mean. From the study it was also observed that Guidance counselors in schools in Obingwa teach their students how to take career decisions. They are taught to consider what they are good at before choosing a career. The students are also taught to what they want in life and also to ask people in that career their experiences before choosing the career.

This finding gives a proof that secondary school teachers in Obingwa L.G.A are aware that guidance and counseling services should be rendered to students as is enshrined in the national policy of education (FRN, 2013). The finding also shows that the teachers are aware that career counseling services should be rendered to students. The study also supports the statement of Ohiwerie and Nwosu (2009) that said that career services are inevitable in the educational achievements of students and called for government to post guidance counselors to all secondary schools to help student to make adequate career choice.

The second objective of this study was to find out the extent guidance counselors in Obingwa L.G.A render self inventory services to students in secondary schools. Results of

data analysis show that guidance counselors in Obingwa L.G.A do not render career self inventory services to their students. This was observed from the cluster mean which had a value less than the cut off mean. The study showed that the respondents said that they are not taught to consider their personality before choosing any job. They are, however also taught to consider their educational qualifications before choosing a career. On the other hand they are not taught to consider their value system before choosing a job. In the same vane they are not to consider their aptitude before choosing a job.

This finding shows a disastrous element in the guidance and counseling services rendered to students. What this portends is that the incomplete career counseling is being given to secondary school students in Obingwa L.G.A. The reason for this may not be farfetched. According to Amangini (2015) most of the guidance counselors in secondary school in Abia State are not professional counselors. Hence, these people cannot be expected to render services they do not have knowledge of.

The third objective of this study was to find out the extent guidance counselors in Obingwa L.G.A render career preparatory services to students in secondary schools. Results of data analysis show that guidance counselors in Obingwa L.G.A do not render career preparatory services to their students. This was observed from the cluster mean which had a value less than the cut of*f mean. From the results of data analysis the researcher observed that guidance counselors in Obingwa do not advise their students to acquire work experience because it is good in securing a good job. Students in Obingwa are not advised to attend job preparation seminars to learn more about our chosen career. They are also not advised to start thinking about their career choice early enough and are not equally advised to be conversant with their proposed career to be able to pass the job selection interview.

This finding shows the state of counseling services in secondary schools in Obingwa L.G.A. It shows also that the counselors in this l.G.A. are either not doing their job or are not

qualified counselors and hence, do not know the nitty-gritty of career counseling. In her study Onyejiaku (2003) observed that guidance and counseling services in secondary schools are nominally done. Similarly, Amwolo (2013) observed that the lip service paid to guidance and counseling in secondary schools may be responsible for the high rate of unemployment observed among youths of today. The author also noted that a person that is passionately interested in his profession if not employed by any person would strive to establish himself on the job even to a little extent.

The next objective of the study was to establish if guidance counselors in Obingwa L.G.A. secondary schools give career placement information to their students. Results of data analysis presented in chapter four show that guidance counselors in Obingwa L.G.A. secondary schools do not render career placement services to their students. This was observed from the cluster mean which had a mean value less than the cut off mean. From the responses of the students the researcher observed that they are not taught how to locate their job of interest while in school. They are not taught how to consult with people to learn about job vacancies. The guidance counselors did not advise students to always listen to radios for job placements. They are also not told to directly approach different organizations for job openings.

This neglect on the part of guidance counselors in secondary school has been attributed to the dearth of sufficient professional counselors in secondary schools in Abia state (Amangini, 2015). More so, the incessant strike actions of teachers in the state keeps teachers at home for long and does not allow them to do their work regularly such that after the strike actions teachers concentrate in covering their teaching subject curriculum and not do any other thing else. Oye et al (2012) had in their suggestions on how to keep regularly at school said that government should regularly take the problems of teachers seriously in the interest of the children trusted in their care. Though this plea was made in consideration of

the entire school system it has particular concern for guidance and counseling. This is to give students the required entrepreneurial start-up knowledge that will be useful for them in later life.

CONCLUSIONS

Based on this study the following conclusions were drawn.

Guidance counselors' in Obingwa LGA are much aware of the importance of Guidance and Counseling to the students. This is the reason why they do their work to the students. For the fact that government organizes seminars for them one can, say that they do the counseling work to appreciable degree.

What is needed is to encourage the counselor to sustain the tempo of the work they are doing. More so, students are likely to be in a better footing to make better career choices, though there appears to be scarcity of employment opportunities these days.

Recommendations

Based on this study the following recommendations were made:

Government should step up her efforts in seeing to the welfare of Guidance Counselors so that they will be better able to cater for the students entrusted in their care.

Guidance Counselors should see their work as a call for sacrifice and try to see the students as their children in the performance of their duties. It is by so doing that they will be able to break even in proper upbringing of our children.

Guidance Counselors should endeavour to be abreast of career placement information so that they will be able to counsel their students well.

Educational Implications of the Study

The findings of this study have some implications for education. For instance, Counselors non-performance of this all important career choice services function for the students creates a serious gap in the achievement of our national educational objectives. The very essence of educating the child is to enable him to fit into the society and be useful to himself, particularly finding jobs that will help him to contribute meaningfully to the growth of the society.

Most youth engage in criminal activities as a result of frustration and as a last resort to keep their lives going. Thus getting them gainfully employed saves the society a big problem. This underlies the very essence of career counseling services in school. A total evaluation of the situation of career counseling services in secondary schools in Obingwa L.G.A tells a tale that the state and the federal government start solving one problem and start in another direction to create an even greater problem whose effects obliterate the successes achieved through the solutions set up. This is nothing but delusion.

Limitations of the Study

This study has some limitations. One of this is the time constraint which did not permit an indepth study of the topic. This time constraint was set up as a result of the university regulation requiring students to submit their complete-d research works at stipulated times.

Another limitation of the study was the delay the researcher encountered in the course of collecting the data for the study. Most of the respondents were reluctant to respond to the questionnaire. However with constant pleading and rapport the researcher was able to get

them to respond to the instrument. This reluctance in responding to the items resulted in late analysis of the data.

A serious limitation which the researcher encountered was non-availability of enough funds to carry out the research. Though the researcher made enough plans for funding the project, circumstances changed and overturned the plans made for funds and thus put the researcher in a state of financial predicament. However friends and well-wishers helped to bail out the researcher. Hence, she was able to complete the project on record time.

Suggestion for further studies

Based on this study the following suggestions were made for further studies:

A compendium compilation of sources of job should be made so that students can get at them, study them and hunt for jobs through them.

Further studies should be carried out in n other L.G.As to find out if the situation of career counseling services in them is the same as in Obningwa L.G.A.

Summary of the Entire Study

This study was carried out to investigate the influence of guidance and counseling services on the career choice of secondary school students in Obingwa L.G.A of Abia State. The aim of the study was to find out if secondary school teachers in Obingwa L.G.A give sufficient career counseling services to their students to enable them make befitting career choices as they leave secondary school. To carry out the study four research questions and four hypotheses were stated and tested.

Literature were reviewed on different variables relevant to the study including the theoretical framework, conceptual framework, empirical studies and the gap to be filled by

the study. The design of the study was a descriptive survey. The population of the study consisted of 2783 public secondary school principals and teachers. The data collection instrument was a 20-item structured questionnaire named Roles of Guidance and Counseling in Students' Career Choice Questionnaire (RGCSCCQ). The instrument which had four clusters was both face and content validated and has a reliability coefficient of 0.81. Data for the study were collected by personal hand delivery. Data were analyzed using mean and the student's t-test conducted at at 0.05 level of significance.

Results showed that Guidance Counselors in Obingwa Local Government Area teach their students how to make career choice. Guidance Counselors in Obingwa Local Government Area do not teach their students self inventory for career choice. Guidance Counselors in Obingwa Local Government Area do not give their students job preparation services. Guidance Counselors in Obingwa Local Government Area do not give their student career placement services information. One educational implication of the study is that one of the objectives of setting up guidance and counseling units in secondary schools not being achieved. Limitations of the study were time constraints which were set up as a result of the university regulation requiring students to submit their completed research works at stipulated times, and the delay the researcher encountered from the reluctance of the respondents to respond to the research instrument in the course of collecting the data for the study.

Based on this study the following recommendations were made: Government should step up her efforts in seeing to the welfare of teachers so that these teachers will be better able to cater for the children entrusted in their care. Teachers should see their work as a call for sacrifice and try to ignore the government sometimes in the performance of their duties. It is by so doing that we will be able to break even in proper upbringing of our children.

Students should start forming the habit of browsing the net for knowledge. This will help them to close the gaps in their learning which result from the strike actions of teachers.

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DATA COLLECTION INSTRUMENT

**Alvan Ikoju Federal
College of Education
Owerri
26th April, 2017**

Dear Respondent,

Roles of Guidance Counseling Services in Students Career Choice Questionnaire

I am a student of Alvan Ikoku Federal University of Education, Owerri. I am carrying out a research on the Roles of Guidance and Counseling Services on the Career Choice of Secondary School Students in Obingwa L.G.A..

The study is purely for academic purpose. Consequently, I am requesting you to assist me in the conduct of this research by responding to the items in this questionnaire as objectively as you can. I am assuring you that the responses you will make through this questionnaire will not be used for any other purposes except those defined by the objectives of this research. The confidentiality of the responses will equally be assured.

Nwosu, Joyce Egodinma
(Researcher)

PART A: PERSONAL DATA SECTION

Name of School:.....

(Please put a tick [✓] in the appropriate box to indicate which of the options below correctly applies to you).

Sex: Male ; Female
Class: SS1 ; SS2 SS3
Location of School: Rural ; Urban
Status: Teacher ; Student

PART B: Questionnaire Proper

Please objectively respond to the items below using the response options:

- Very Great Extent (VGE)
- Great Extent (GE)
- Low Extent (LE)
- Very Low Extent (VLE)

Cluster A: Career Choice of Students

S/N	ITEMS	VGE	GE	LE	VLE
1.	Guidance counselors in my school teach us how to make career decisions.				
2.	In my school Guidance counselors teach us to consider what we are good at before choosing career.				
3.	Guidance counselors in my school advise us to consider what we want in life before choosing career.				
4.	Guidance counselors in my school advice us not to rush into any career because of friends chose it.				
5.	In my school we are advised to ask people in our proposed career their experiences before deciding for it.				

Cluster B: Self-Inventory and Career Choice of Students

S/N	ITEMS	VGE	GE	LE	VLE
6.	In my school we are advised to consider our personality in relation to a job before choosing it.				
7.	We are advised by guidance counselors to consider our educational qualifications before opting for any job.				
8.	In my school we are advised to consider our value system before choosing any career.				
9.	The guidance counselors in my school advise us to consider our interests before choosing career.				
10.	In my school we are advised to consider our aptitude before choosing a career.				

Cluster C: Career Preparatory Services and Career Choice

S/N	ITEMS	VGE	GE	LE	VLE
11.	We are advised to acquire work experience because it is good in securing a good job.				
12.	In my school we are advised to attend job preparation seminars to learn more about our chosen career.				
13.	We are advised to start thinking about our career choice early enough.				
14.	Guidance counselors in my school advise us to learn how to prepare good resume for job application.				
15.	In my school we are advised to be conversant with our proposed career to be able to pass the interview.				

Cluster D: Career Placement Services and Career Choice

S/N	ITEMS	VGE	GE	LE	VLE
16.	We are taught how to locate our job on interest in my school.				
17.	We are taught to consult with people to learn about job				

	vacancies.				
18.	The guidance counselors in my school advise us to always listen to radios for job placements.				
19.	We are also told to directly approach different organizations for job openings.				
20.	The guidance counselors in my school told us to also search on-line for job placements				