

Impact of Guidance and Counselling on Career Choice among Secondary School Students in Otukpo Local Government Area of Benue State

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ABSTRACT

The study examined the impact of guidance and counselling on career choice among secondary school Education in Otukpo Local Government Area o Benue State. A total of 180 participants were selected for the study. The participants comprised of 94 males (55.2%) and 86 female (47.8%) with a range of 15-20 years. The study adopted a survey design. Data was collected through the use of initial Students Counseling Needs Scale (SCNS) developed by Devellis (1991) and Career Assessment Scale (CAS) by Missouri Comprehensive Guidance Model (2002). Four hypotheses were tested using independent sample test (t-test) and the result shows that guidance and counseling services have a statistical significant effect on career choice of male and female students among secondary schools in Otukpo Local Government Area of Benue State. Based on these findings, the following recommendations were made: Teachers and students should be made aware of immense benefit of Guidance and Counselling by the school counselor, Guidance and Counselling should be given a period in the school curricular to encourage students to participate in career choice making and qualified counselors should be employed by school management.

Keywords: Guidance, Counselling, Career, Choice, Otukpo

INTRODUCTION

In accordance with the knowledge and wide assumption that the increasing complexities in the society, industrial and technological development, all going hand in hand, the succeeding generation will gradually find it difficult to adjust themselves both to the society, work and schools. Failure in proper adjustment to tell the facts mentioned could affect the education of young people and expose them to environmental hazard as well as personal problems associated with development.

All these can cripple any developing country, due to the vulnerability of a growing child; these experiences can be too terrible. They need some sort of guidance and counseling if he/she can survive. The absence of counselors in our society perhaps has to some extent been one of the high crime rates today. Some of these factors might have necessitated such urgent need for guidance and counseling services in Nigeria.

This development of guidance and counseling has its root in the then western states of Nigeria. The growth of guidance and counseling started at St. Theresa's College, Oke Ado around the 50s at Ibadan when a group of Reverend Sisters who administered the secondary school felt strongly that, there was dire need to offer information on vocational guidance to their outgoing final year students in 1959. This is because they felt that the students have a vague idea of the nature of many kinds of jobs, available in the country, the group of people who provided occupational information were referred to as career advisers, this group of people twenty in number, later on, organized career talks, seminars, guidance workshop and vocational guidance courses.

In September, 1964, the first seminar on guidance and counseling and also testing were organized in Lagos by the Federal Ministry of Education. The Seminar served as a fertile ground for the investigation of all career masters formerly operating as voluntary organizations. By 1967, career guidance had spread beyond the Western Zone of Federal Government Schools in Nigeria. Career Masters were sent to all those school, their duties were to help and assist students choose subjects, course and jobs.

The period from 1970 to 1976 witnessed some rapid development of guidance and counseling in Nigeria (Idowu, 2004) with this development, guidance and counseling was incorporated in the National Policy on Education Document in 2004. The policy stressed that, in view of the apparent ignorance of young people about career prospects and in view of personality maladjustment among school children, career officers and counselors will be appointed in post-primary institutions since qualified personnels in the category are scarce, government will continue to make provisions for the training of interested teachers in guidance and counseling.

Thus, the interest and various activities led to the establishment of professionally recognized body known as the counseling Association of Nigeria (CAN), today through the activities of this body, guidance and counselling has been introduced into Nigeria Universities, schools and colleges.

CONCEPTUAL AND THEORETICAL FRAMEWORK

The Concept of Guidance and Counselling

According to Anagboga, (1988), guidance and counseling is a process of helping an individual towards overcoming obstacles to his or her personal growth which could be educational, vocational, social or personal, whatever it may be encountered. In this regard, the individual strives to achieve optimum development of his personal resources. He went on to say that guidance and counseling aid the child to develop the most effective ways of identifying and achieving desirable goals for better adjustment and living.

The function of counseling is to facilitate normal development and prevent great frustration, anxieties and stress. The effect of guidance and counseling on career choice cannot be overlooked. This is because right from the beginning, the main aim of guidance and counseling was on career choice as stated in Kolo (1992).

Garba (1994) looked at guidance and counseling as a programme of service to individual as well as group of people with peculiar but similar needs. The problem consists of services which are designed to help individuals as well as group to adjust to their environment and or new conditions. The services are directed towards assisting individuals to develop the ability to set realistic goals and to improve one's own way of life. Specifically, counseling as a service within the general guidance programme is designed to help individuals to understand their confused feeling, ideas, fear and hopes.

According to Shertzer and Stone (1976) guidance is a process of helping individuals to understand themselves and their world. They also defined counseling as a learning process in themselves, their inter personal relationships and behaviours that promote their personal development. Durojaye (1972) defined guidance as a complex process which cuts across the total needs of individual students to be directed or guided. This guide is also

applicable to the individual's educational, moral, health and leisure time needs and for the individual's preparation for a suitable career future. Denga (1983) defined counseling services as a personal dialogues or interview between the counselor and the counselee or direct during which the client seeks expert's assistance from the counselor, regarding the solution to his problem.

Shartzter and Stone (2002) defined guidance to mean to direct, pilot or guide. Bakare (1996) refers to guidance as a more directive or prescriptive form of assistance. Idowu, (1998) sees it as a family name for all the helping services within the general educational and community systems to make the meaning to be more explicit. Akinade (1992) remarks that some specialists assert that guidance is a broad term used to cover a number of specialist services available in schools.

Such services include the formation service, testing service, placement service, follow-up service and counseling service. But looking at the modern day global world, the provision of specialist services are no more limited to the school, it now include the community in general. Counseling is a process of helping individuals or group of people to gain self-understanding in order to be themselves. Bucker, Stefler (2001) see counseling as a professional relationship between a trained counselor and a client. Olayinka (2005) defines it to be a process whereby a person is helped in a face-to-face relationship while Makinde (2000) explained counseling as an enlightened process whereby people help others by encouraging their growth. Counseling is a process designed to help clients understand and clarify personal views of their life space and to learn to reach their self-determined goals through meaningful well-informed choices and a resolution of problems of an emotional or interpersonal nature. It is believed that every human individual has the potential for self-growth, self-development and self-actualization. There are two major types of counseling, namely: individual counseling and group counseling.

Individual Counselling

This refers to one-on-one counseling. It occurs between the professional trained counselor and his client. The goal of this is to help the client to understand himself, clarify and direct his thought in order to make a worthwhile decision. Through this, client's problems are alleviated. Frumboltz and Thoreson (1967)

as cited in Ojo (2005), remarks that it is mainly to bring about change in the client either by altering maladaptive behaviour, learning the decision making process or preventing problems.

Group Counselling

This is a counseling session that takes place between the professionally trained counselor and a group of people. The number of this group should be more than seven or at least ten in order to have a cohesive group and an effective well controlled counseling session. The responsibility of the counselor during group counseling is to help remove the mask covering the problem.

CLASSIFICATION OF GUIDANCE AND COUNSELLING IN SCHOOLS

According to Garba (1912), there are three different spheres of guidance and counseling in schools which include educational, vocational and personal-social counseling. Educational counseling is the counseling that is being rendered to learners in order to enhance their achievement in education. It is an academic counseling which aims at improving the performance and achievement of learning in programme of study.

Mohammed (2010) averred that educational counseling is essential in school because it enhances the performance of students in school academically. The researcher goes on to say that by ensuring a successful educational counseling, a counselor may intervene on issues that may include test anxiety and procrastination, or truancy.

Sampson (2004) opines that, educational counseling in schools can bring about the attainment of students career. He continues that educational counseling should involve interpreting of library services as well as the need for placement services to students. It is therefore concluded that educational counseling in schools could advance the academic achievements of learners and consequently have influence on their career.

Vocational Counselling

This refers to the practice of providing advice and direction on career-related decisions. According to Samson (2004), vocational counsellors, sometimes called school or career counselors are available to help people decide on and

take the next steps in their careers. They do this by helping clients to assess and understand their strengths and capabilities and encourage their clients on appropriate career goals. This requires counselors to assess and work with clients and keep up-to-date with employment option to provide timely advice. Busel (2009) says that general skills needed to become a successful vocational counselor include communication skills an attitude for testing and assessment good organizational skills.

Personal Social Counselling

This is the counseling relating to the psycho-social needs of the learners in school. Herbert (2005) observed that learners come to school with varying social problem that a counselor needs to intervene into the learners decisions so as to enable him forget about worries and learn successfully. Busel (2000) says that personal social counseling in school is always neglected by school authorities, through usually neglected guidance. Busel (2000) goes on to say that it can facilitate the attainment of career and educational pursuit. It is admitted here that students who have emotional problems cannot learn successfully. This can also bring about problems in their career choice.

APPROACHES TO GUIDANCE AND COUNSELLING

According to Garba (2012), there are basically three approaches to guidance and counseling which include indirect approach, direct approach and electric approach. Indirect approach: the indirect approach to guidance and counseling is also regarded as the client-centered approach or therapy (Garba, 2012). In this approach, the counselee is allowed to express self, while the counselor only listen with rapt attention and intermittently when necessary interjects words that can elicit more responses on the case at hand from the counselee.

The professional counselors that use this approach rely on the tenets of the client-centred theory as their major counseling skills. Direct Approach: This is just the opposite of the indirect or client-centred approach. In this counseling approach, the talking is done by the counselor who uses questions and various counseling skills to elicit responses from the counselee about the problems at hand. Garba (2012) maintains that the counselor dictates the pace and directs the counselee based on what can be made out of the sparing responses gathered from the counselee.

Electric Approach: This approach to guidance and counseling does not rely totally on either the indirect approach rather, it finds the two approaches mentioned above with any other suitable one handled during counseling sessions. Garba (2012) says that it relies on choosing skills that suit the counseling session at hand from all the approaches to resolving the counselee problems.

CAREER CHOICE

Kayode (1999) defined career choice as an individual's expression of his intention to enter a particular occupation. The author maintains that career choice has different meaning at different age level because decisions made at tender age levels are not highly related to reality as those made at old age because he or she may not consider such factors as psychological and non-psychological that may affect his/her choice, choice normally based upon considerations of various factors which are likely to affect future occupational satisfaction and success.

Achebe (1983) opines that career choice is the choosing of a job by an individual. He further stated that choosing a job should be taken seriously; this is because a wrong choice may have everlasting consequences on the person and his dependents. This is why there is need for career guidance. One's career has a tremendous impact on his life. Patterson (2001) observes that it determines his social class, his home work and hours at home, his interests, attitudes and opinions, his goals and values including the way he feels about education, life, relation and politics. If career exerts so much influence on an individual's life, then care should be taken by those who wish to or enter into any of them.

According to Kayode (1999), career choice is made based on several factors which include one's interest, possession of mental or physical ability and skills, nature of the career in terms of job mobility, success and job satisfaction and environment, good pay, the social value attached to such a career, possession of academic qualifications and skills, one's readiness to do such a job and individual's aptitude or ability, in line with the career. Ortese (1997) observed that, the situation on the ground shows that, especially among the youths, career selection is based on parental, religious, peer group and big brother or

background influence. It is observed that, many people do not achieve their career choices.

Ortese (1997) identified various careers as follows: engineering, teaching, medical services, agriculture, food preparation and services, journalism, computing, law, sales, metallurgies, building/architecture, armed forces, carpentry and woodwork and aviation. It can be concluded that choice of career is dependent on motivation to attain the career.

GUIDANCE AND COUNSELLING AND CAREER CHOICE

Guidance and counseling can positively influence the attainment of one's career. Prelovsky (2012) says that career guidance and counseling is designed to help individuals attain their career. Prelovsky (2012) maintains that the concept of career guidance has been widely used since the early seventies, although only lately, it has been insisted on a comprehensive approach of managing career during the entire life time.

Professional orientations and career guidance represent organized systems of social and professional work on providing continuing help to the individual for the entire duration of his career development, in free choice of direction and orientation, in education and professional activity with the goal of achieving a professional identity, in line with personal traits and the labour market demand for specific occupations.

The World Bank as cited in Prelovsky (2012) defines career guidance to refer to service and activities intended to assist individuals of any age and at any point, through their lives, to make educational training occupational choice and to manage their career. Such services may be found in schools, universities and colleges or training institutions, in public employment service, in workplaces, in voluntary community or in the private sector.

Prelovsky (2012) maintains that career guidance is essential for individuals, he or she is helped to choose, prepare for, enter, and make progress in an occupation. Through vocational guidance, the individual is assisted to discover his abilities, interest and talents. Kolo (2002) opines that career counseling deals with problems related to the world of work. Problems in these areas could arise

from difficulty in making a decision as to what job to go into, adjusting to the work demands after employment in vocational counseling.

GUIDANCE AND COUNSELLING AND GENDER IN THE CAREER CHOICE

There has been comparison between males and females on career choices, there are views that some careers are particularly for male while some are particularly for female and it will be uneasy for counselors to advise female students or vice-versa to aspire for career that are not appropriate for the respective gender. Buser (2013) observed that mathematics and science intensity is not of the most significant dimensions of gender difference in educational choice. Burse (2013) continues that in many countries, girls are less likely than boys to choose mathematics and science strong and difficult courses in secondary education.

Buser (2013) says that females rarely specialize in engineering human medicine, architecture and piloting. This is because females are discouraged that those courses are supposedly men oriented and they are not appropriate for them. Clancy and Pollinzer (1993) said that gender differences in career choice are as a result of the interdependence of women. The researcher also said that, when men and women are asked to select photos that describe their lives, women select more photos of others, while men select more photos of themselves, showing that women are interdependent. This relates with the course they choose.

DEVELOPMENTAL PROBLEMS OF GUIDANCE AND COUNSELLING

Although, the rationale for the introduction of guidance and counseling is inserted in the National Policy on Education (2004); the problems confronting the development of guidance and counseling programme could be grouped as those caused by men, material and money.

Paucity of trained counsellors: The counselors in schools are very few. Denga (1985) says the ratio as at 1980 was 1:800. The situation could be worse. This is because the limited members of trained counselors are moving out of school setting into non-school setting. Garba (2012) says that a school that has the population of 100 students supposed to have four counselors. Now such a school either has none or at best only one. Garba (2012) admits that only schools

like Government Colleges, military schools and university based secondary schools as well as standard/elitist private schools have adequate counselors in Nigeria.

Doubt about the efficacy of guidance and counseling. Denga (1985) contends that some people such as uninitiated colleagues, teachers, principals or administrators doubt the efficacy of counseling. Psychology has really not attained the degree of precision found in the physical science.

Blurred Role of Guidance Counselor: Several people in the society do not know the specific role of the counselor. Even in the whole school setting it is expected to be high. School personnel such as teachers and principals do not understand or they misconstrue the functions of the counselors Makinde (1981).

Resistance by colleagues and principals. It has been observed by many guidance and counselors that they often experience resistance from institutional head, influential and significant members of staff of their establishment. Olaosebikan (1980) reports that counselors face resistance, which might be stiff and persistent from principals and colleagues.

Confidentiality: According to Olaosebikan (1980) clients want confidentiality of their information and consequently become afraid of exposing their secrets to a counselor.

THEORETICAL FRAMEWORK

Social Cognitive Career Theory by Cent, Brown and Hackett (1987) The social cognition career theory (SCCT) has grown out of Albrt Bandura's social cognitive theory and attempts to address issues of culture, gender, genetic endowment, social context and unexpected life event that may interact with and supersede the effects of career related choices. The SCCT proposes that career choice is influenced by the benefits the individual develops and refines through four major sources: personal, performances, accomplishment, vicarious learning and social persuasion. How these aspects work together in the career development process is through a process that reinforces one's self-efficacy or belief, future continued success in the use of this ability/expertise. As a result

one is likely to develop goals that involve continuing involvement in that activity/endeavour.

Social cognitive career theory relates extensively with the study hence the study seeks to investigate the effect of guidance and counseling on career choice. The theory therefore can help to investigate the effect of guidance and counseling on career choice of gender rural and urban students.

EMPIRICAL REVIEW

There are researches on the impact of guidance and counseling on career choice among secondary school students. Lugulu and Kipeoch (2011) conducted a research in Kenya with the aim of investigating the selection of undergraduate students in degree programmes, in Moi-University, Kenya. It explored the attitude and perceptions of the participants on what determines the choice of undergraduate degree programmes.

Terkula (2004) carried out a research in Benue State University Makurdi, his undergraduate project with the aim of determining whether career guidance and counseling have effect on students, career choice, as well as investigating the effect of career guidance and counseling on gender. The study found that guidance and counseling has effect on the students through the responses people gave. It was also found that career guidance and counseling could have positive effect on gender in relations to job awareness.

Kayode (2004) conducted a research in Adeyemi College of Education with the aim of finding out the effect of guidance and counseling on career choice and students in Urban and rural areas. The research was descriptive, and the sample comprised 60 teachers in four schools in Omorogbo Grammar School, while interviews and questionnaire were used to collect data.

Design

The study adopted a survey design for data collection, and for the purpose of describing, interpreting and analyzing the obtained data. Ada (2004) defined survey research design as a plan and strategy of investigation in order to obtained answers to research questions and control variables.

Scope of the Study

The study was carried out in Otukpo Local Government Area of Benue State. Otukpo Local Government Area is one of the oldest Local Governments in Benue State, known as Idoma Native Authority when it was first created in 1923. At present, Otukpo Local Government is made up of four districts namely: Otukpo, Akpa, Ugoju and Adoka. It also has 13 council wards namely; Ugbojukho, Otobi, Adokalcho, Ewulo, Otukpo Town 1, Otukpo Town 2, Otukpo Town 3, Okete, Allan, Ugbojuotahe, Ugboru Ehaje, Entekpa and Adoka Ehaje.

Otukpo is bounded in the North by Apa Local Government and East by Gwer and Obi Local Governments and South West by Olamaboro Local Government in Kogi State to the West. The inhabitants of the area are predominantly Idoma, the second largest ethnic group after the Tiv ethnic group in Benue State and speak the Idoma language with slight dialectical variations.

Participants

The participants for this study consist of 180 SS2 male and female students selected randomly from five (5) selected secondary schools from Otukpo Local Government Areas of Benue State. The selected secondary schools for the study were:

1. Government Day Secondary school Otukpo
2. St. Francis College Otukpo
3. St. Monica's College Otukpo
4. Government Secondary School (Model) Otukpo.
5. Wesley high school Otukpo. 45 of the students were selected from Government Secondary School (model) Otukpo, 25 students were selected from St. Francis College Otukpo, 35 students were selected from St. Monica's Secondary School Otukpo, 35 students from Wesley High School Otukpo, while 40 were selected from Government Day Secondary School, Otukpo.

The ages of the students ranged from 15-20 with a mean age of 17.

Instruments for Data Collection

The study employed the following research instruments for data collection;

1. The initial Student Counseling Needs Scale (SCNS), developed by Devellis (1991).
2. Career Assessment Scale developed by Whiston & Rahardja (2005). It is designed to help individuals understand how a variety of personal attributes (i.e interest, values, preferences, motivations, aptitudes and skills).
3. The Missouri Comprehensive Guidance Model, (2002). Sample items in the academic/educational content area were: "to know how to study and get the most out of study time" to know how to seek help in selecting courses that will help meet my career goals.

Validation of Instrument

The validation of the instruments was done and a cronbach Alpha of standardized items was .77

Research Hypotheses

In line with the aim of the study, the following hypotheses were formulated.

1. Male and female students in Otukpo Local Government will significantly differ in Opinion about the extent of guidance services provided in their choice of careers.
2. Male and female students will differ significantly in their opinion about the problem militating against counseling services in Otukpo Local Government Area.
3. Male and female students will differ significantly in their attitudes towards guidance and counseling in the school.
4. Guidance and counseling services will significantly have effect on career choice of male and female students among secondary schools in Otukpo Local Government Area.

METHOD OF DATA ANALYSIS

In analyzing the data obtained, the research questions posed were answered using mean and standard deviation. The hypotheses formulated were tested using t-test.

Table 1: Demographic characteristics of Respondents

| S/No | Variable | Frequency | Percentage |
|------|--------------|------------|--------------|
| 1. | Male | 94 | 52.2 |
| 2. | Female | 86 | 47.8 |
| | Total | 180 | 100.0 |

Source: Field Survey, 2017.

Hypotheses Testing

Hypothesis 1: This hypothesis states that, male and female students in Otukpo Local Government Area will significantly differ in opinion about the extent of guidance services provided in their choice of careers.

Table 2: Summary T-test Table Showing Gender Difference in Opinion About the Extent of Guidance Services Provided in Career Choice

| Variables | N | Mean | SD | t | df | P | Remark |
|-----------|----|------|------|-------|-----|------|----------|
| Male | 94 | 9.35 | 2.67 | -.231 | 178 | .818 | Not sig. |
| Female | 86 | 9.45 | 3.08 | | | | |

Source: Field Survey, 2017.

Result in Table 2 above shows that, male and female students in Otukpo Local Government Area did not significantly differ in opinion about the extent of guidance services provided in their choice of careers ($t(178 \text{ df}) = -.231; P > .05$). The stated hypothesis is therefore rejected.

Hypothesis 2: This hypothesis states that male and female students will differ significantly in their opinion about eh problems militating against counseling services in Otukpo Local Government Area.

Table 3: Summary T-test Table Showing Gender Difference in Opinion About the Problem Militating Against Counseling Services

| Variables | N | Mean | SD | t | df | P | Remark |
|-----------|----|------|------|--------|-----|------|----------|
| Male | 94 | 8.94 | 2.22 | -1.113 | 178 | .267 | Not sig. |
| Female | 86 | 9.30 | 2.19 | | | | |

Source: Field Survey, 2017.

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Result in Table 3 above shows that male and female students did not differ significantly in their opinion about the problems militating against counseling services in Otukpo Local Government Area [(178 df) = -1.113; P>.05]. the stated hypothesis is therefore rejected.

Hypothesis 3: This hypothesis states that male and female students will significantly differ in their attitude towards guidance and counseling in the school.

Table 4: Summary T-test Table for Gender Difference in Attitudes Towards Guidance and Counselling.

| Variables | N | Mean | SD | t | df | P | Remark |
|-----------|----|------|------|--------|-----|------|----------|
| Male | 94 | 9.28 | 3.04 | -1.387 | 178 | .167 | Not sig. |
| Female | 86 | 9.92 | 3.07 | | | | |

Source: Field Survey, 2017.

Result in Table 4 above shows that male and female students did not significantly differ in their attitude towards guidance and counseling in the school [t(178 df) = -1.387; P>.05). The stated hypothesis is therefore rejected.

Hypothesis 4

This hypothesis state that, guidance and counseling services will significantly have effect on career choice of male and female students among secondary schools in Otukpo Local Government Area.

Table 5: Summary T-test Table Showing the Effect of Guidance and Counselling on Career Choice among Secondary School Students

| Variables | N | Mean | SD | t | df | P | Remark |
|-----------------------|-----|------|------|---------|-----|------|--------|
| Guidance & Counseling | 171 | 9.86 | 3.80 | -16.405 | 170 | .000 | Sig. |
| Career Choice | 86 | 9.92 | 3.07 | | | | |

Source: Field Survey, 2017.

Result in Table 5 above shows that guidance and counseling services have a significant effect on career choice of male and female students among secondary schools in Otukpo local Government Area [$t(170 \text{ df}) = -16.405; P < .01$]. The stated hypothesis is therefore accepted.

DISCUSSION

Hypothesis one which states that male and female students in Otukpo Local Government Area will significantly differ in Opinion about the extent of guidance services provided in their choice of careers. Result however revealed the contrary. This result is in line with the findings by Prelovsky (2012) which stated that career guidance services and activities intended to assist individuals of any age and any point, through their lives, to make educational training and occupational choice and to manage their career. Also, Terkula (2004) in a study on effect of career guidance and counseling on gender found that guidance and counseling have effect on both sexes of the students.

However, contrary to this findings, Buser (2013) says that females rarely specialize in engineering, human medicine, architecture and piloting. This is because females are often discouraged that those courses are supposedly men oriented and not appropriate for them. Clancy and Pollinzer (1993) averred that gender differences in the career choice are as a result of the interdependence of women.

Hypothesis two states that male and female students will differ significantly in their opinion about the problems militating against counseling services in Otukpo Local Government Area. The result did not reveal any significant difference between male and female students in their opinion about the problems militating against counseling services in Otukpo Local Government Area of Benue State. This finding is in line with Terkula (2004).

Hypothesis three states that male and female students will differ significantly in their attitude towards guidance and counseling in the school. The result was not accepted. This study however is not in line with the study by Buser (2013).

Hypothesis four, stats that guidance and counseling services will not significantly have effect on career choice of male and female students among

secondary school in Otukpo Local Government Area. The result was significant and accepted. The findings shows that, guidance and counseling services have a significant effect on career choice of male and female students among secondary schools in Otukpo Local Government Area. This is in line with a similar study by Terkular (2004), and Kayode (2004), who found that, students in urban area can attain good jobs with available guidance and counseling services, compared to rural areas that may not be exposed to such services.

CONCLUSION

In Nigeria today, it is expected that educational institutions should produce citizens who possess high skills in their chosen careers and love what they are doing. Therefore as we live in a society in which the role of guidance and counseling is becoming more and more pronounced and as more people in our society may need guidance and counseling in order to be successful, we must consider the direction in which our country is currently heading so we need counselors who would advise and counsels students effectively on career choice.

Based on the findings of this study, the researchers come to the conclusion that guidance and counseling are essential in secondary schools especially in the aspect of career choice of students. This is because it helps give the students all they need to know about career opportunities and guide them towards the achievement of their objectives by helping them to choose subjects that can agree with their future career.

Furthermore, based on the findings from the result of the study, it was clear that counselors in some of the sampled schools engage students in guidance and counseling services so as to enhance effective choice of career. These have helped some of the students, but to some extents, some schools still do not know the importance of guidance and counseling, and so, do not employ their services Therefore more counselors are needed in schools, to correct this deficiency.

RECOMMENDATION

The following recommendations were made based on the findings in the study.

Teachers and students should be made to be aware of the immense benefit of guidance and counseling by the school counselor/management, guidance and counseling should be given a period in the school time table, to encourage students participate in career choice making, qualified counselors should be employed by school management. Also, school curriculum should be reformed to give priority on entrepreneurship and skills acquisition towards gainful employment for those who may not fit into the conventional school system.

Suggestions for Further Studies

1. Explore why many schools do not have guidance and counseling offices/services.
2. This research should be carried out among university students to determine if their present course of study is a result of inability to secure the original course of their choice as alternative.

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