

The Impact of Guidance Services on Students' Career Awareness among Selected Private Secondary Schools in Kaduna Metropolis

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Abstract

The study investigated the impact of Guidance services on students' career awareness in some selected private secondary schools in Kaduna Metropolis. A survey research design was adopted for this study. A sample of one hundred and eighty-three (183) respondents was randomly selected based on the availability of Guidance services in some randomly selected private secondary schools in Kaduna Metropolis. The instrument for data collection was questionnaire which was divided into two sections. Section A consist of bio-data information while Section B sought to establish the impact of guidance services on students' career awareness. The instrument was the Impact of Guidance Services (Information service on occupation) on Students' Career Awareness and was developed by the researcher based on literature reviewed. Two hypotheses were formulated and tested at .05 level of significance using ANOVA and t-test to analyze the data obtained. The result of the study revealed that Guidance services have helped in providing some useful information that have enriched the career awareness level of the students. Based on the findings of the study, it was recommended that school proprietors and proprietresses should make provision for the establishment of effective and functional Guidance and Counselling services in their schools.

Keywords: Guidance, services, Information, Career, Awareness, Students, School.

Introduction

Guidance services are essential tools in the overall development of an individual, organization, in school setting and generally, in all spheres of life. It is important to know that Guidance services can be useful tools in the holistic development of secondary school students and students generally. Guidance services can be instrumental to the effective development of secondary school students by providing essential intervention and prevention programmes within the school system. Guidance services are Programmes that enable individuals and organizations to utilize the theory and principles of Guidance and Counselling to the provision of support for the personal, social, educational and vocational development of students (individuals) and

the organizing of Guidance services within primary, secondary and tertiary educational set up. Guidance services aim to provide comprehensive guidance programme and services that will equip the students with the necessary knowledge, attitude and skills to become mature and socially responsible individuals who will promote a just and humane society (Universidad, 2018).

Research has shown that the development and management of an effective guidance programme in school would help to enhance the total development of the students and in particular, may likely enrich their knowledge on the world of works (Racho, Wambiya, Aloka & Raburu, 2014). It is a general knowledge that most students at secondary school level are no longer directly under the control of their parents for some numbers of hours daily while in school. During school hours, a student mingles with peers, classmates, and sees teachers and school authority in place of parents at home. The student in the school may see classmates and teachers as strangers and may face the problem of choice of friends and indecision whether to trust the teachers or not.

Guidance services focus upon youths, individuals and their future. Guidance, operating within education has as its context, the individual and the decisions that ultimately only they can make. Ngeno and Amos (2014) opined that the classroom teachers is implored to see each student as a distinct individual because one of the purposes of Guidance services is to make sure that the students, their teachers and parents understand the various phases of the individual's development and their impact upon growth, adjustment, and decision-making process.

One of the biggest problems confronting youth is the discovery of their own educational and vocational potentialities, limitations, the opportunities for self-improvement and achievement which exist in the world around them. Self-discovery is not sudden, it is usually a gradual discovery and is likely to be a process continuing throughout life since opportunities are not static, but highly dynamic (Mghweno, Mghweno & Baguma, 2013). It is evident that any stock-taking of the students' talents, interests or opportunities must be done systematically and frequently. It is essential too that students are thoroughly informed of both present and future opportunities in the school and outside the school. All these preparations are necessary if students are to get true picture of the factors to be considered in planning and preparing for the future.

Guidance Services

Guidance services involve so many activities that secondary school students ought to benefit from maximally where such guidance services were made available and well organized. Guidance services are established in school setting in order to meet the

challenges of the students in all aspects of life, to equip, create awareness and to prevent some avoidable and unpleasant life experiences that may mar the smooth development of the students. Guidance Services are as highlighted and illustrated by Denga (2001), Universidad (2018) and in agreement with Priyansh (2016) are Individual Inventory, Testing services, Information Service, Orientation, Counselling, Follow-up, Referral services, Evaluation and Research, Service to Administrators, Service to Faculty, Service to Parents and Service to the Community. It will be necessary to give some descriptions of each of the services listed.

1. Individual inventory services: This guidance service aims at gathering information about the individual student. The information gathered has the purpose of helping the student or the students to understand himself or herself, to assist the school Counsellor(s), teachers, school administrators, parents in understanding the students and to be able to render assistance when and where necessary. The information are gathered through test and non-test techniques. Some of the Test techniques include: Mental Ability Test, Scholastic Ability, Achievement Test, Aptitude Test, Personality Test, Values, Interests and Critical thinking. The methods of non-test techniques include Inventory forms, Interest, Checklist and Rating scale.

2. Testing service: This service entails rendering help that would enable a student to assess and understand his or her abilities, interest, personality and emotional needs. The testing service is also used by the Counsellor to detect and diagnose behavioural and emotional problems. Students ought to be given various psychological test and such test should be interpreted by their respective Guidance Counsellors.

3. Information service: This involves giving students useful information on Educational, Social, Personal and Occupational issues among so many other developmental challenges of the secondary school students. The essence of Information service is to create awareness of the existence of Guidance services within the school among the students and to enable the students appropriately utilize the Guidance services provided within the school set-up. The information service could be provided through either a periodic news bulletin from the office of the school Guidance Counsellor or passing vital and urgent information by the school notice board, The school Guidance Counsellor could also device other means of carrying out this service.

4. Orientation service: This service assists new students and transferees in adapting to the new school environment and seeing the new school environment as “home-away-from-home”. One of the ways to carry this out is by organizing talks on various topics ranging from personal- social to academics achievement, enlightenment on the school and all that the school stands for, introduction of key officers of the school and their functions and lastly, getting the new students acquainted with the various Programmes and services of the school Guidance and Counselling center. It should be borne in mind that the old students ought to be reoriented with the various

Guidance Programmes through their Assemblies, Seminars or workshops, Group Counselling and Classroom sessions.

5. Counselling service: This service involve individual Counselling, group counselling, home visit and referrals. One of the modes of operation of Counselling service is the respect for the dignity of the person and recognition of individual differences. Counselling service is geared to help students attain self-awareness in order to be responsible for themselves, understand their individualities and be able to inculcate some virtues and values in the course of their stay in school.

6. Follow-up service: This service entails finding out the progress of students after such students had had encounter with the school Guidance and Counselling center and depending on the issue(s) tackled during the encounter. Students that may be followed-up are graduates of the school (who may have undergone one form of counselling or the other or just graduates of the school), counselled students and other students of the school. This service helps to assess the effectiveness of Guidance and Counselling services offered to those students. Follow-up service can be done through Telephone calls, personal interview or questionnaires.

7. Service to parents: This service helps to equip parents with information about their wards in school. The information provided may include child's educational programmes, school policies, school rules and regulations and assist them in developing realistic perception of their children. This service can be provided through organization of workshops, open-days, seminars, phone calls and Parent-Teacher Forum.

8. Service to faculty: This service helps to identify students with difficulties and share with faculty officers. The school set-up is made up of academic and non-academic staff members. All of these also get involved in one way or the other with the students on a daily basis hence the need for the school Guidance Counsellors to be concerned about these other members of the school community. This service can be rendered through organizing meetings with faculty members enlightening them on what Guidance services are all about and also teach them how to handle data pertaining the students.

9. Service to the community: This Guidance service aims at creating awareness of what Guidance services entails to members of the Community. The Guidance services extend hand of fellowship by providing resources to the community and at the same time expecting the Community to be willing to donate resources at their disposal when needed by the school Guidance Counsellor. The school Counsellor can also invite members of the community as facilitators (village heads for instance) to give talks on the origin of the village, city and vice-versa.

10. Evaluation and research: These services assess the effectiveness of Guidance services within the school system or within an organization. The result or the findings from the assessment would further create room for further researches. The school counsellor should design a form or questionnaire that students are expected to respond

to annually. The evaluation service cover different areas of student services such as hostel facilities, classroom, sporting facilities, school health services, school canteen, school mode of transportation and other persons whom students have daily encounter with in the course of their stay in school.

11. Referral service: This service involves sending students with personal issues such as depression, anxiety, poor academic performance, family difficulties and more to the school counsellor by teachers or other staff members of the school. Referral service also entails the school counsellor sending a student with personal issues such as health challenging issue to the appropriate authority where such can be immediately attended to. School Counsellor could also refer a client (students) to counsellors who are highly specialized in certain areas of counselling as related to the issue at hand.

12. Service to administration: This service is a support service in carrying out the vision of the school. This service to Administrators involves Counsellors giving a helping hand in the recruitment and screening of students applying for admission in the school or employee applicants through the administration of psychological tests.

Career Awareness

Career, according to Kerka (2011) is described as, all the activities and positions involved in vocations, occupations and jobs as well as related activities associated with an individual life time of work. Terrie (2016) further defined career awareness as means of expanding your knowledge of possible career paths and jobs opportunities as well as what is required to be successful in them. In another dimension, the researcher sees career awareness as the organization of different activities within the Guidance services that can enable students to prepare for work life after school life. Career awareness is having a knowledge and understanding of the types of jobs available in one's field of study and in addition, gaining access to what it takes to be successful in such endeavours. Lenz and Sampson (2008) opined that career awareness involves providing students with adequate, quality and appropriate career information that can enable students' knowledge and understanding of the world of work. Career awareness helps the students to be conscious of the relationship between self, Educational opportunities and the World of work as an important aspect of career planning (Ellis, 2009).

Research has shown that young people think about careers within the context of life broadly than qualifications and training, considering lifestyle, relationships, living arrangements, identity and personal circumstance, yet these things are not well covered in current careers education guidelines (Levin, 2000; Patton & McMahan, 2006; Vaughan, 2008). Nyamwange (2016) affirmed that knowledge on a career can be acquired through doing research and consultation, training, exposure as well as industrial attachment. Career exposure activities such as career week programme give students opportunity to think about their future, career options, subject placement and

matching academic abilities. Therefore this study examined the impact of Guidance services, specifically, the information service, on the career awareness of the students. Guidance services, if provided in secondary schools would help to eliminate all forms of ignorance that may serve as hindrance to the achievement of targeted school goals and later fulfillment of life career choice.

Research Hypotheses

Ho1: There is no significant impact of Guidance Services on students' career awareness with regards to students' age.

Ho2: There is no significant impact of Guidance Services on students' career awareness with regards to students' sex.

Methodology

A survey research design was used in the study. The research method is concerned with the collection of data for the purpose of describing and interpreting existing conditions, prevailing practices, beliefs, feelings, attitudes, on-going process or the nature of a situation as it exists at the time of investigation (Ndagi, 1984). The population of this study was eighteen thousand, eight hundred and fifty students of private secondary schools within Kaduna metropolis. The sample of this study consisted of one hundred and eighty-three Junior Secondary II students (JSII) and Senior Secondary II Students (SSII) of four selected private secondary schools in Kaduna metropolis through random sampling. The schools randomly selected were schools with an organized Guidance services. The school were: Uncle Bado Memorial Schools, Kaduna; Labayi International Schools, Kaduna; Zamani College, Kaduna and First Baptist High School, Kaduna.

The instrument for data collection was developed by the researcher based on materials from the literature reviewed. The instrument was titled Impact of Guidance Services (Information service) on Students' Career Awareness. The instrument had two sections (A and B). Section A sought to elicit personal data of respondents while Section B had ten items investigating the impact of Guidance services on students' career awareness. The questionnaire was developed along a five (5) points Likert rating scale of Strongly Agree (SA) - 5, Agree (A) - 4, Undecided (UD) - 3, Disagree (DA) - 2 and Strongly Disagree (SD) - 1. The instrument was given to three experts in the Department of Educational Psychology and Counseling of Ahmadu Bello University, Zaria for face and content validity before administration. The reliability of the instrument was carried out through a Pilot study with the students of Essence International College, Kaduna using the split-half method. The data gathered from the study were analyzed using One-way Analysis of Variance (ANOVA) and t-test.

Presentation and discussion of results

The results of the study are presented as follows:

Table 1: Descriptive analysis of the various age groups of student respondents with regards to career awareness

Variable	N	Mean	Group variance
Age 12	24	36.50	76.35
Age 13	30	36.80	58.92
Age 14	27	34.04	97.81
Age 15	33	37.58	73.94
Age 16	27	42.15	38.98
Age 17	26	38.88	58.19
Age 18	16	36.00	78.93
Total	183	37.51	

Table 1 showed identified seven age categories of students. Students who are fourteen years old have the lowest mean among other age groups with regard to the student respondents' age and career awareness.

Table 2: Descriptive analysis of male and female student respondents with regard to career awareness

Variable	N	Mean	S.D.	S.E.
Female	101	39.09	7.654	0.762
Male	82	35.56	9.051	0.999
Total	183			

From Table 2, the female student respondents have the highest mean than the male student respondents with regard to career awareness.

Ho1: There is no significant impact of Guidance services on students' career awareness with regards to students' age.

To test this hypothesis, one-way Analysis of Variance was used. Seven age groups were identified (see table 2). The result as indicated on table 3 showed the p-value of 0.0231 which is less than 0.05 level of significance and F-value of 2.517 which is greater than f-tabulated of 2.19 at 95% confidence level. The null hypothesis of no

significant impact of Guidance services on students' career awareness with regards to students' age was rejected hence the alternative hypothesis was accepted. This implied Guidance services had impact on students' career awareness level irrespective of their age. The reason for this positive result could be based on the effectiveness of the various and different activities of guidance services such as Information service and Career Week programmes with emphasis on career awareness as organized by the school guidance counselor.

Table 3: One-way ANOVA for student respondents' age group and career awareness

Source	DF	SS	MS	F-value	p-value
Between	7	1031.853	171.975	2.517	0.0231
Within	176	12025.885	68.329		
Total	183	13057.738			

The result of this hypothesis is in agreement with Mghweno, Mghweno and Baguma (2013) who conducted a study on the influence of Guidance and Counselling services on school life, attitude towards studies and career choices. The result of their studies indicated that the Guidance and Counselling services offered proved to be moderately effective in influencing students' study habits and it was effective in shaping students attitude towards studies and career awareness and career choices. In the same vein, Racho, Wambiya, Aloka and Raburu (2014) affirmed that Guidance services is able to create career awareness among selected public secondary schools in Kenya and this awareness could have significant relationship with students' career decisions.

Ho2: There is no significant impact of Guidance services between students' career awareness and students' sex.

Table 4: t-test for students' career awareness and sex distribution

Variable	N	Mean	SD	t-value	df	p-value
Female	100	39.09	7.615	2.86	181	0.0048
Male	83	35.56	9.051			

To test this hypothesis, t-test was used. The result showed the p value of 0.0048 which was less than 0.05 level of significance. The t-value is 2.86 which was greater than t-tabulated of 2.601 at 95% confidence level. Hence there was a significant difference between students' career awareness and the gender of the students. Therefore, the null

hypothesis was rejected. The result showed that female students' respondents had the highest mean score. The result of this hypothesis indicated Guidance services had positive impact on creating career awareness among the students irrespective of their gender.

The reason(s) for this result could be attributed to the type of school environment, especially where a female guidance counsellor attends to female students and a male counsellor attends to the male students. The family from which a student (whether male or female) comes from also have a greater influence in their level of career awareness with regards to gender difference. Therefore, a school guidance counsellor should not fail to let the students understand the advantages and disadvantages of different careers in relation to gender distribution. This would widen students' understanding of the world of work no matter if their choice of future career might have negative effect on their gender. In their research titled students' perception of the Impact of Guidance and Counselling programmes on the satisfaction of Vocational needs in the selected Kenyan secondary schools, Ngeno and Amos (2014) concurred with the findings of this study that the school Guidance and Counselling programmes had helped to create career awareness on the secondary school students in selected schools in Kenya regardless of their age and gender.

Conclusion

That guidance services have helped in providing useful information that have enriched the career awareness level of the students irrespective of their age and gender. It has helped them gained useful information and discover some requirements needed for the world of work and how to works towards the needed requirements.

Recommendations

Consequently, based on the conclusion of this study, it was recommended that all private secondary schools should have functional Guidance services where Information service, Vocational service and Career awareness activities would be adequately programmed into school termly activities in order to help enhance and enrich students' world of knowledge about various careers. The school Guidance Counsellor should provide realistic avenue for exposing the students to the world of work by providing useful and up-to-date information about world of work, organizing career week, Excursion or outside classroom experience to firms and industries where applicable.

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The Impact of Guidance Services on Students' Career Awareness among Selected Private Secondary Schools in Kaduna Metropolis

Esther Adebimpe Ogunwole, Ph.D

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