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EDITORIAL COMMENTS

The Journal of Professional Counselling (JPS) is devoted to advancing knowledge, practice and theory of Guidance and Counselling. The journal receives and publishes papers or articles on diverse areas relating to guidance and counselling. It encourages original research efforts contributing to the advancement of counselling in and outside Nigeria. Fundamental practical problems and challenges in the society are synthesized and solutions proffered from counselling perspective.

The present volume is the second edition essentially published to promote the contributions of seasoned professional counsellors nationwide on Transforming the Educational System through Counselling in the 21st century. The papers are expository and expression of serious concerns about the state of our educational system in Nigeria. They cut across five sub- themes.

The Editorial Board appreciates all the contributions of dedicated members towards the actualization of the aims of the Association, particularly in the production of this edition of the journal. Special tribute is paid to one of the founding 'fathers' of CASSON and APROCON in the person of Late Professor Jonathan OSIKI of blessed memory. He passed on in the course of producing this edition. Professor Osiki contributed in no small measure to the course of counselling before his death. The Fight and Birth of a National Policy on Counselling approved by the Federal Ministry of Education in 2018 was one of his relentless and selfless services to Guidance and Counselling Profession and humanity. This is vividly captured in the acknowledgement of the policy written by the Permanent Secretary, Federal Ministry of Education.

Elders and all dedicated APROCON Members well done, let us keep the flag of APROCON and counselling flying in Nigeria and the world.

Professor (Mrs.) Mary G. Fajonyomi
Editor

CONTENTS

ROLES OF PROFESSIONAL COUNSELLOR IN TRANSFORMING THE NIGERIA'S EDUCATION IN THE 21 ST CENTURY	177
Dada, Isiaka Taiwo & Salman, Saeed Adedayo	
PROFESSIONAL COUNSELLORS AND CAREER ADAPTABILITY THROUGH ENTREPRENEURSHIP DEVELOPMENT AT THE SECONDARY LEVEL IN SOUTH EAST NIGERIA	182
Obi, Osorochi Patricia, Ph.D. & Nicholas, Jude Ikechukwu	
CAUSES AND SOLUTIONS OF LATE COMING TO SCHOOLS IN LAGOS STATE, NIGERIA	192
Dada, I.T & Salman, S.A.	
COUNSELLING STRATEGIES OF CURBING ADOLESCENT DRUG ABUSE	198
Elegbede, Bola Christie, Ph.D.; Mumuni Malik Adekunle & Ogungbemile, Olushola Stella	
PATH-ANALYTIC STUDY OF INFLUENCE OF SOME PSYCHO-SOCIO VARIABLES ON ADJUSTMENT TO SCHOOL AMONG TRUANTS' EXPOSED TO COUNSELLING IN OVERRI	207
Okoie, Ojaga Emmanuel, Ph.D.	
EFFECTIVENESS OF COGNITIVE RESRTUCTURING AND SELF-CONTROL ON PRONENESS TO MALADAPTIVE BEHAVIOURS AMONG SECONDARY SCHOOL STUDENTS IN IMO STATE, NIGERIA	217
Prof. (Mrs.) O.M. Omoegun; Dr. C.E. Okoli & Oparaduru John Onyemauche, Ph.D.	
STUDENTS' PERCEPTION OF THE IMPACT OF GUIDANCE AND COUNSELLING SERVICES ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN IKOM URBAN 1, CROSS RIVER STATE	226
Kate U. Ambrose Ph.D. & Oko, Thomas Odey	
DETERMINANTS OF MATE SELECTION AMONG UNDERGRADUATES IN KWARA STATE, NIGERIA: IMPLICATIONS FOR COUNSELLING	232
Hammed, Ayuba Olawale; Okesina, Falilat Anike, Ph.D.; Salawudeen, Azeez Omotosho & Abdulsalam, Kehinde Musbau	
INFLUENCE OF GUIDANCE AND COUNSELLING SERVICES ON STUDENTS' CAREER CHOICE AS EXPRESSED BY TEACHERS IN SAKI-EAST, OYO STATE	243
Mrs. Adenike Adeboye; Prof. Lasiele .A. Yahaya; Dr. (Mrs.) Foluke .N. Bolu-Steve & Adeleke, Munirudeen S.	
EFFECTIVE WAY OF HANDLING BULLYING BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN KWARA STATE, NIGERIA	252
Magaji, K.; Prof. Mary Ogechi Esere & Oniye, S. T. & Annor, P. O.	
EFFICACY OF GROUP COUNSELLING IN ENHANCING ACADEMIC PERFORMANCE OF UNDERACHIEVERS IN SECONDARY SCHOOLS IN ABIA STATE, NIGERIA	261
Obochi, Nduamaka Esther	
GIRL CHILD AWARENESS AND PERCEPTION OF ROLES OF CAREER COUNSELLORS IN CAREER CHOICE AND DEVELOPMENT IN OGUN STATE	268
Okojide, A.; Adekeye, O.; Okunlola, O.; & Nwabueze, A.	
CREATIVITY AND MENTAL HEALTH OF STUDENTS IN A NIGERIAN UNIVERSITY: COUNSELLING IMPLICATIONS	277
Badejo, A. O., Ph.D.; Akinwumi, S. A. (Ph. D) & Korede, D. O.	
EFFECTS OF COGNITIVE BEHAVIOUR THERAPY (CBT) AND BEHAVIOURAL COUNSELLING APPROACH (BCA) ON TRUANCY BEHAVIOUR AMONG STUDENTS IN RIVERS STATE	284
Margaret Kennedy, Ph.D. & Nicholas, Ikechukwu Jude	
THE ROLES OF PROFESSIONAL COUNSELLORS IN THE 21ST CENTURY EDUCATIONAL SECTOR	292
Prof. Osarenren, N.; Prof. Nwadinigwe, I. P. & Owodunni, O.	
THE FUNCTIONALISM AND ATTITUDINAL ACCEPTANCE OF PROFESSIONAL COUNSELOR'S ROLE IN THE 21 ST CENTURY EDUCATION SECTOR	301
Prof. Jonathan O. Osiki	

JOURNAL OF PROFESSIONAL COUNSELLING (JPC)

PERCEIVED TRAINING NEEDS OF PROFESSIONAL COUNSELLORS FOR EFFECTIVE ROLE PERFORMANCE IN EDUCATIONAL DEVELOPMENT IN KWARA STATE Lydia Akunna Agubosi, Ph.D.; Hammed, Ayuba Olawale & Adegunju, Kabir Adewale	313
PROMOTING GOOD STUDY SKILLS AMONG PUBLIC SECONDARY SCHOOL STUDENTS THROUGH SOCIAL COGNITIVE THEORY Tonade, Adeyinka O.	321
THE NEED TO FACILITATE PERSONAL-SOCIAL DEVELOPMENT PROGRAMMES FOR STUDENTS IN NIGERIAN SCHOOLS: IMPLICATION FOR COUNSELLING. Ugwueze, Stella, Ph.D.; Agbakwuru, Chikwe, Ph.D. & Kennedy, Margaret G., Ph.D.	329
STUDENTS' PERCEPTION ON THE ACCESSIBILITY AND COMPETENCE OF COUNSELLORS IN HANDLING PERSONAL PROBLEMS OF STUDENTS IN LAGOS ISLAND, LAGOS STATE Dr C.E. Okoli, Dr I.P. Nwadinigwe & Titilope Olorunyomi	338

INFLUENCE OF GUIDANCE AND COUNSELLING SERVICES ON STUDENTS' CAREER CHOICE AS EXPRESSED BY TEACHERS IN SAKI-EAST, OYO STATE

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Abstract

It is an issue in Nigerian secondary schools that students hesitate to visit school counsellors at will in making career decisions. Guidance and counselling programmes are used to assist every individual student to become better in all areas of their lives such as: career decision making, educational, emotional, physical, social, psychological and vocational. This study investigated the influence of Guidance and counselling services on students' career choice as expressed by teachers in Saki-east, Oyo state. A descriptive survey was adopted for the study. All teachers in Oyo state constituted population for the study while the target population consisted of selected teachers in Saki-East LGA, Oyo state. Simple random sampling technique was employed to select two hundred respondents from the ten public secondary schools that were randomly selected for the study. Three null hypotheses were formulated for the study. "Influence of Guidance and counselling services on students' career choice questionnaire" (IGCSSSQ) was content validated, with a reliability of 0.70 and administered to the respondents to collect relevant data. Frequency counts and percentages were used for analysing demographic section while t-test and Analysis of Variance (ANOVA) statistical methods were used in comparing the expressions of respondents on the basis of gender, religion and working years of experience. The findings showed that there were significant differences in the expression of teachers on influence of guidance and counselling services on students' career choice on the basis of gender, religion and working years of experience. It is therefore recommended that there is need to revamp the career guidance programme in schools especially where there is a significant lack of career information in order to be self determined in making career decision. Also, Counsellors should sensitized students on the need to acquire adequate vocational information and discuss same freely with their friends they may be able to make well informed decisions about their future careers.

Keywords: Influence, Guidance, Counselling, Career and Services

Introduction

Career plays a very fundamental and significant role in the life of the individual not only because it determines the pattern of income but also because it affects the individual's personality and concepts in life. This decision alone has the potential to open the door of success or choice (Ferry, 2006 cited in Bajegbo, 2016). Guidance and counselling was introduced in Nigeria in 1958 by Minister of education as a Panacea to myriads of problems such as choosing an appropriate and relevant choice of subjects especially in-school Adolescents are facing at home, school, community and the nation in general. To make this introduction worthwhile, guidance and counselling was introduced as a course of study in colleges of education and universities with the aim of training counsellors as manpower to implements the programme. Career decision making in secondary schools provide students with the competencies they need to advance in their career because when professional school counsellors provide career and develop career and educational guidance to their students, they influence the future by helping to clarify developmental decisions that often last a lifetime (Erford, 2003 cited in Bajegbo, 2016).

Aims and objectives of guidance and counselling according to Akinade, Soka and Osarenren (2005) are:

- a. To help guard individual mental health
- b. To help people achieve independence with a minimum of conflict with institutional values.
- c. To assist students in making appropriate and satisfying personal, vocational and educational choices
- d. To assist students acquire a positive image of self through self understanding, the needs and problems of each person

The whole essence of guidance and counselling is to help the individual be his best in terms of educational professional, personal life and his interest and relationship with other people. Natalie (2006) opined that counselling is the process of talking therapy, which allows a person to talk about their challenges and feelings in a confident and dependable environment with a professionally trained counsellor who assists the individual in seeking better understanding of self and providing improved decision making, skills for problem resolution and developmental growth. Egbochukwu (2008) in her own submission stated that counselling is a process by which a troubled person is helped to feel and behave in a more personally satisfying manner through interaction with an uninvolved person who provides information and reaction that stimulate the client to develop behaviours that enable him to deal more effectively with himself and the environment. Counselling works towards making the individuals (clients) address and resolve specific problems, work through feelings and inner conflicts or improve relationship with others (Forum, 2008).

Counselling is a process designed to help client 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 in emotional or interpersonal nature. It is believed that every human individual has the potential for self-growth, self-development and self-actualization (Gichinga, 2007). In addressing students problems in school particularly in regard to their academic performances and choice of career, counselling programmes are initiated to cater for the needs of students in making choice of career, without guidance and counselling in schools, there would have been many mistakes in students' choice of career. The school counsellor is the connection between the curriculum and the students' career.

Career choice is the selection of a particular path of vocation; this is usually influenced by parental guidance, vocational counselling, and training opportunities. It is also affected by personal preference and identification with figures and role models. Career counselling includes all activities related to career choice on a lifetime. Parent and school share the responsibility of promoting values and standard as well as career development of the school children which will help young people to establish sound and effective career prospects for their lives.

Mrs. Adenike Adeboye; Prof. Lasiele .A. Yahaya; Dr. (Mrs.) Foluke .N. Bolu-Steve & Adeleke, Munirudeen S.

In spite of the implementation of guidance and counselling services in the Nigeria educational system, a number of factors are still militating against its functional operations. These include: lack of adequate guidance and counselling training for school-counsellors, inadequate resources, lack of requisite support to guidance and counselling programmes, lack of cooperation from fellow staff members and heavy teaching load for the school-counsellors (Adeleke, 2017). These among other incidents contributed to the need to researchers on the ways in which counselling services can be practiced in the institutions of learning. Some research works had been conducted by various researchers. Researchers such as Edet (2008) conducted a research work on 'parents and teacher's perception of vocational guidance in secondary schools in Calabar metropolis' while vocational guidance and training were viewed important for the benefit of the students. Oyieyo (2012) carried out a research work on "influence of Guidance and counselling on students discipline in public secondary schools", the researcher was in opinion of proper discipline to be given to students in order to have balanced and well behaved citizens. Ubana (2008) conducted a research work on attitude of secondary school students towards guidance and counselling services, it was noted that students' attitude actually influences their career choice. It is against this background that the researchers of this study conducted a study on the various ways in which guidance and counselling services influence career choice of secondary school students as expressed by Teachers in Saki-east Local Government Area, Oyo state.

Research Question

- (1) What is the influence of guidance and counselling services on the student's career choice?

Research Hypotheses

The following null hypotheses were formulated and tested in the study:

- (1) There is no significant difference in the influence of guidance and counselling services on student's career choice as expressed by teachers in Saki-east, Oyo state on the basis of gender.
- (2) There is no significant difference in the influence of guidance and counselling services on student's career choice as expressed by teachers in Saki-east, Oyo state on the basis of religion.
- (3) There is no significant difference in the influence of guidance and counselling services on student's career choice as expressed by teachers in Saki-east, Oyo state on the basis of working years of experience.

Methods

The descriptive survey design was employed for the study because the study investigated the influence of guidance and counselling services on students' career choice as expressed by teachers in Saki-east, Oyo state. The population was all secondary school teachers in Saki-east Local Government in Oyo State, Nigeria, while the target population comprises public secondary schools teachers in Saki-east, Oyo state. The procedure that was adopted in selecting the respondents was simple random sampling technique. The simple random sampling method was done in two stages. At stage one, dip hat sampling technique was used to select 10 public secondary schools in the Local Government Area. This method involves the researchers writing the names of all the public secondary schools in the Local Government Area in pieces of papers and putting them in a container. This container was properly shaken; after the researchers picked 10 public secondary schools. At stage two, purposive sampling technique was also used to select twenty (20) teachers from each of the (10) public secondary school chosen, making a total of two hundred respondents that were participated in the study.

A self-developed questionnaire titled "Influence of guidance and counselling services on students' career choice" (IGCSSCC) was used to gather data from the respondents. The questionnaire has two sections; A and B. Section A focused on the demographic information of the respondents while section B

INFLUENCE OF GUIDANCE AND COUNSELLING SERVICES ON STUDENTS' CAREER

comprised 15 items which sought information on the influence of guidance and counselling services on students' career choice as expressed by teachers in Saki-east Local Government Area, Oyo state. The questionnaire was given to four experts in the field for vetting to ensure that it contains the attributes needed. The experts' suggestions and corrections were modified and considered in order to meet the purpose of the study. The instrument was administered twice on some teachers who are not part of the target population within an interval of two weeks. The two scores were correlated using Pearson's Product Moment Correlation (PPMC) in order to determine the reliability of the instrument. The reliability of 0.76 was obtained which shows that the instrument was reliable enough to carry out the study. Four point Likert-type rating scale was used to score each item of the instrument.

The average mean score is 2.5, therefore, any mean score ranging from 2.5 and above in section B indicated high influence of guidance and counselling services on students' career choice. Frequency counts and simple percentages were used to analyze the demographic information provided by the respondents in section A while t-test and Analysis of Variance (ANOVA) statistics were used to test the null hypotheses postulated at 0.05 level of significance.

Results

Frequency counts and simple percentage were used to analyse the demographic information provided by the respondents in section A. The t- test statistical measure and the analysis of variance (ANOVA) were employed to analyze the hypotheses. All hypotheses and where the result of ANNOVA showed a significant difference, the Duncan multiple range test (DMRT) statistics was used to determine the group(s) that contributed to the significant differences.

Demographic Data

Table 1: Distribution of Respondents Based on Gender, Religion and Years of Working Experience

Variable	Frequency	Percentage
Gender		
Male	124	62.0
Female	76	38.0
Total	200	100
Religion		
Christianity	102	51.0
Islam	89	44.5
Traditional	9	4.5
Total	200	100
Years of Working Experience		
1-10 years	70	35.0
10-years and above	130	65.0
Total	200	100

Table 1 indicates distribution of the respondents' demographic data. Based on gender, the table also indicates that 124 (62.0%) of the respondents were male while 76 (38.0%) of the respondents were female. 102 (51.0%) of the respondents were practicing Christianity, 89 (44.5%) were practicing Islam while 9(4.5%) were practicing traditional religion. Based on years of working experience, the table indicates that 70 (35.0%) of the respondents had spent 1-10 years while 130 (65.0%) of the respondents had spent 10 years and above.

Research Question 1: What is the influence of guidance and counselling services on students' career choice?

Table 2: Mean and Rank Order on the Respondents' Expression on The Influence of Guidance and Counselling Services on the Student's Career Choice

Item No.	As far as I am concerned, guidance and counselling services help:	Mean	Rank Order
1	to broaden students' career knowledge, skills and abilities	3.12	1 st
7	students to make realistic and appropriate vocational decision	3.04	2 nd
4	increase self-esteem and motivation of students	3.01	3 rd
10	students in identifying choices in career	2.87	13 th
5	to creates room for students' self-assessment before making career decision	2.83	14 th
15	students to pursue relevant, market oriented and competitive career	2.65	15 th

Table 2 presents the mean and rank order of expression on the influence of guidance and counselling services on the students' career choice. The table indicates that item 1, 7 and 4 ranked 1st, 2nd, and 3rd with the mean scores of 3.12, 3.04 and 3.01 respectively. The items state that guidance and counselling services help: to broaden students' career knowledge, skills and abilities; students to make realistic and appropriate vocational decision; and increase self-esteem and motivation of students respectively. Likewise, items 10, 5 and 15 ranked 13th, 14th and 15th with the mean scores of 2.87, 2.83 and 2.65 respectively. The items state that guidance and counselling services help: students in identifying choices in career; to creates room for students' self-assessment before making career decision; students to pursue relevant, market oriented and competitive career. Since all the items have mean scores that are above the mid-cut off point of 2.50, then it can be said that respondents agreed to the influence of guidance and counselling services on the students' career choice listed on the table. This implies that guidance and counselling services have positive influence on students' career choice.

Hypotheses Testing

Hypothesis 1: *There is no significant difference in the influence of guidance and counselling services on students' career choice as expressed by teachers in Saki-East L.G.A on the basis of gender.*

INFLUENCE OF GUIDANCE AND COUNSELLING SERVICES ON STUDENTS' CAREER

Table 3: t-test analysis showing the result of respondents' expression on influence of guidance and counselling services on students' career choice on the basis of gender

Gender	N	Mean	S.D.	df	Calc t-value	Crit. t-value
Male	124	37.83	2.61	198	28.19*	1.96
Female	76	26.39	3.04			

*Significance, <0.05 alpha level

Table 3 shows that calculated t-value of 28.19 is greater than the critical t-value of 1.96. Since the critical t-value is less than calculated t-value, the null hypothesis is rejected.

Hypothesis 2: *There is no significant difference in the influence of guidance and counselling services on student's career choice as expressed by teachers in Saki-east L.G.A on the basis of religion.*

Table 4: Analysis of variance of respondents' expression on influence of guidance and counselling services on students' career choice on the basis of religion

Source	Sum of Squares	df	Mean Squares	Calc. F-ratio	Crit. F-ratio
Between group	40209.15	2	201.04	4.47*	3.00
Within group	21086.01	197	107.035		
Total	61295.15	199			

*Significance, <0.05 alpha level

Table 4 indicates that the calculated F-ratio of 4.47 is greater than critical F-ratio of 3.00. The null hypothesis is rejected. The Duncan's Multiple Range Test (DMRT) was applied to determine the religion that was responsible for the significance.

Table 5: Duncan's Multiple Range Test (DMRT) showing the differences on influence of guidance and counselling services on the basis of religion

Religion	Group	N	Mean	Duncan Groupings
Christianity	1	102	75.36	A
Islam	2	89	47.34	B
Traditional religion	3	9	23.55	C

Table 5 shows the mean scores of respondents' religious affiliation. Group 1 with the mean score of 75.36 significantly differed from group 2 and 3 with the mean scores of 47.34 and 23.55 respectively which are significant differed from one another. The mean scores of each group are different from one another but significant difference noted on Table 5 was as a result of respondents who were practicing Christianity

Hypothesis 3: *There is no significant difference in the influence of guidance and counselling services on students' career choice as expressed by teachers in Saki-east L.G.A on the basis of years of working experience*

Table 6: The t-test analysis showing the result of respondents' expression on influence of guidance and counselling services on students' career choice on the basis of working experience

Experience	N	Mean	S.D.	df	Calc t-value	Crit. t-value
1-10 years	70	79.79	1.6637	198	17.16*	1.96
10 years and above	130	50.63	13.766			

*Significance, <0.05 alpha level

Table 6 shows that calculated t-value of 17.16 is greater than the critical t-value of 1.96. Since the critical t-value is less than calculated t-value, the null hypothesis is rejected.

Discussion

The findings of the study revealed that guidance and counselling services help to broaden students' career knowledge, skills and abilities; students to make realistic and appropriate vocational decision; and increase self-esteem and motivation of students. This shows how important guidance and counselling services is in career decision. The finding of the study is in line with the submission of Idowu (2004) who asserted that career guidance and counselling programs help individuals acquire the knowledge, skills, and experience necessary to identify options, explore alternatives and succeed in society. The finding also supports Jacxk-(2015), who regarded guidance and counseling as a service designed to help the individual in making a worthwhile decision. The finding also corroborates with the study of Oyieyo (2012) who found that counseling build students' self-esteem and motivate them to take career decisions.

The result of the study was discussed based on the distribution by gender, religion and working years of experience. The first hypothesis states that there is no significant difference in the expression of teachers in Saki-east, Oyo state on influence of guidance and counselling services on the students' career choice based on gender. The hypothesis was rejected. The result shows that the calculated t-value which is 28.19 is greater than the critical t-value which is 1.96; it means that there is a significant difference in the expression of teachers in Saki-east L.G.A in influence of guidance and counselling services on students' career choice on the basis of gender. This means that expression of male and female teachers is difference on the influence of guidance and counselling on career choice. The difference could be that female teachers sometimes provide guidance to students instead of referring them to profession counsellors. This is line with Okola (2005) that sex has a significant influence on effectiveness of guidance services in schools. The hypothesis two was rejected. The result shows that the calculated f-ratio which is 4.46 is greater than critical f-ratio which is 3.00; it means that there is a significant difference in the expression of teachers in Saki-east L.G.A on influence of guidance and counselling services on students' career choice on the basis of religion.

The result on the table 5 shows that the calculated which is 17.16 is greater than the critical value which is 1.96, it means that there is a significant difference in the expression of teachers in Saki-east L.G.A on influence of guidance and counselling services on students' career on the basis of working experience. This implies that expressions of teachers were influenced by their working experience. The result

INFLUENCE OF GUIDANCE AND COUNSELLING SERVICES ON STUDENTS' CAREER

coincides with Oyieyo (2012) that significant differences existed in the view of respondents on parental style and academic performances of students.

Conclusion

From the results shown in this study, it was concluded that guidance and counselling services in schools assist students in developing and desirable goals for better adjustment and living. It was also concluded that guidance and counselling services assisted students to understand, accept and utilize on abilities, aptitudes, interests and attitudinal patterns in relation to their aspirations. This study also concluded that for Nigeria to meet the goals and objectives of the general education, which is to train people who would contribute to economic growth and national development, guidance and counselling must be given the attention it deserves.

Recommendations

Based on the findings of the study, the researchers wish to recommend that:

1. There is need to revamp the career guidance programme in schools especially where there is a significant lack of career information in order to be self determined in making career decision.
2. School management should provide essential resources for guidance and counselling
3. Counsellors should sensitized students on the need to acquire adequate vocational information and discuss same freely with their friends they may be able to make well informed decisions about their future careers.
4. The government and other relevant agencies in charge of educational planning and development should be encouraged to work towards the development and implementation of a comprehensive programme/curriculum of career education or career development from the primary school level to help students acquire sound vocational development.
5. School counsellors are supposed to attend conferences and seminars to equip themselves with latest literatures, theories and techniques of counselling in schools.

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