Influence Of Counseling Services On Students Career Choice In Secondary Schools: Implication For Career Counseling

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ABSTRACT
The purpose of this study was to examine the Influence of Counseling Services on Students Career Choice in Secondary Schools: Implication for Career Counseling. Three research objectives and research questions were raised using descriptive survey for the study. The population of the study was Two Thousand Nine Hundred and Forty (2940). Simple Random techniques were used to select 58 students. The instrument used was " Influence of Counseling Services on Students Career Choice in Secondary School: Implication for Career Counseling. A 4-point rating scale of Very High Extent to Very low extent was used and the respondents were requested to select one of the four (4) options. Test-re-test method was used for the reliability test which yielded a reliability coefficient of 0.725 using Pearson Product Moment Correlation Coefficient (r) formula. The instrument was validated by the researcher supervisor in Guidance and Counselling in Educational foundations two other experts in Measurement and Evaluation. The mean and standard deviation was used in analyzing the research questions while the z-test was used in testing the hypotheses at 0.05 level of significance. The findings of this study revealed that Counselling Services has an influence on students' compliance to rules and regulation, school social environment, motivation to learn, and adaptation to physical school environment. Based on the findings, the study recommended among others that the students should be encouraged by to receive career guidance and counselling to discuss their challenges and get assistance. The ministry of education should give more recognition to counselling services as essential in schools and ensure that all schools have an effective counselling service as there are students who need guidance and counselling.

Keywords: Counselling Services, Students Career Choice, Career Counselling

INTRODUCTION
Education is a vital tool for societal transformation having the school as an institution for the realization of it goals and objectives. Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally, (Ebizie, et al., 2016). In other words, counselling is a transformative process of helping people to learn all that are to be learnt both in and outside the School. Counselling is an helping relationship where a person is assisted in a face-to-face interaction. Counselling programmes are designed to assist clients who have challenges. The goals of counselling are broadly based on behavioural change, problem resolution and symptom removal. Amekudi (2004) defined counselling as a process of helping an individual to understand their world in order to utilize their potential. According to Oye, Obi, Mohd and Bernice (2012) counselling programmes provide opportunities for students to improve themselves, relate well and develop ethical standards for educational pursuit. It also helps the school child to obtain holistic educational
development. The counselor is strategically placed in schools in order to assist the students. The National Policy on Education (1998) specifically mentioned the need for counseling programmes in school. According to Adegoke (2004) the counselor can assist in school adolescents to handle behavioural, educational and psychological problems. Alabi (2006) noted that this process creates a change in personality organization and structure which are relatively permanent.

The place of counseling programmes in schools cannot be overemphasized especially with the daily expansion in the enrollment of students in schools, growing needs of youths in Nigeria, the continual unrest in schools and the repeated changes in the educational system (Idowu, 2004). Counseling services has become an essential programme in schools and this cannot be done in isolation. There is the need for the counselor to develop good relationship with other school personnel. Onanuga (1993) emphasized on the need to incorporate guidance and counseling programmes into Nigeria educational system. In the same vein, Nwachukwu (2007) noted that if the 6-3-3-4 educational system must succeed, then the place of guidance and counseling services should not be overlooked.

There are two major types of counseling, they are individual counseling (face to face interaction between the professional counselor and the client) and group counseling (this between the professional counselor and clients who have similar concern) (Omotosho, 2010). Counseling service is a face to face interaction between the counselor and the students, through which students are assisted towards overcoming obstacles to their academic, vocational, personal-social progress and other life needs. Placement service is concerned with assisting students to adjust to the next stage of development whether in school or on the job. Orientation service is designed to familiarize fresh students with their environment. It is a process of initiating an individual to a work or learning situation and of instructing him about rules, regulations and responsibilities, as an introduction to a new situation. Referral service affords the school counselor an opportunity to refer the cases which he cannot handle to specialists like clinical psychologist, medical practitioner and others. Follow-up, evaluation service are designed to ascertain the extent to which the guidance programme previously carried out by the school is meeting the objectives for which it was established and also to monitor the progress of students in their work places. Research service helps the school counselor to discover relevant information that can improve students’ learning and understanding. The services should be an on-going process which professional counsellors should embrace and encourage. These services constitute the core of any guidance program and should be organised to facilitate the growth and development of all students from kindergarten through post high school experiences (Erford, 2010; Erford, 2011; Neukrug, 2011). Counseling services has a lot of impact on students’ academic performance. Counsellors play active roles in dealing with the emotional and psychological problems that could mar the academic progress of the students. Modo, Sanni, Umah and Mogbo (2013) noted that students who are exposed to educational guidance and counselling services perform in their study better than their counterparts. Omotosho (2004) explained that the counselor helps to guide the students in the choice of career that matches with their personality. In the same vein, Egbulu (2006) emphasized that educational guidance and counseling services enable students to make appropriate use of their educational opportunities. It aids in planning effective study habit which in turn, enhances students’ academic competencies. Furthermore, Adeoye (2016) revealed that counseling services are intervention process that are effective in dealing with student academic problems and at the same time foster healthy heterosexual relationship among the students. The counsellor also keeps proper record of continuous assessment of the academic activities of the students. Through the counsellors effort, the academic deficiencies ranging from slow learning, lack of attention, poor concentration and other learning difficulties are remedied (Yusuf, 2004).

Career is a series of job that a person has in a particular area of work, usually involving more responsibilities as time passes (Okonkwo, 2011). Career as used in the field of counseling has a broad and technical meaning. Technically, it refers to sequence of role or a position including works, leisure and educational pursuit that may encompass a number of occupations, vocations or jobs one engages in during his working life (Seligman, 1980). According to the international Encyclopedia Britannica (1978) career is job for which it is possible to advance during their working life, so that they may get greater responsibility and earn more money.

Career can also be said to be the total life long experience of work that has come to serve as his means of earning a livelihood (Kolo, 1991). The career choice previously was not as difficult as it is today.
There were fewer job opportunities and more importantly, parents, teachers and religious bodies were aware of the existing opportunities as well as requirements for entry into them. Career choice has become a complex task among students in the face of ever-changing technology in the information sector. The term career is broadly defined as all life-time roles people play including students, parents, employees, retirees and employers. Career choice without doubt is the base which determines the future career of a student. The redirection towards the real professionalism and future of a student in schools through career choice can never be over emphasized. Students with good career choice are expected to enjoy the following benefits: completion of course of study at stipulated time; reduction of drop-out; removal of one-sided choice of course of study in Secondary school of learning; reduction of wastages in terms of human and material resources in education sector; and proper placement.

Johnson (2008) defined career as one’s lifework in order words, career is one’s profession which includes a number of occupation, vocations or jobs one person engage in during his or her working life. Career is the course of events that constitute a life, the sequence of occupations and other life roles which combine express one’s commitment to work in his or her total pattern of self-development. Parents’ educational and occupational background may affect student’s choice of career because some students may contemplate on whether to continue with their parents occupation or not. What the students see in the television also may affect their career choice.

Wrong career selection is a major service area of guidance and counselling which assists the individual to choose and prepare for an occupation that is compatible with his interests and aptitudes, and personal and social guidance and counselling which assists students in their choices of career, vocational guidance and counselling which assist the individual to choose and prepare for an occupation that is compatible with his interests and aptitudes, and personal and social guidance and counselling which assists the individual to behave appropriately in relation to other members of the society (Odeck 2009; Ipaye, 2015). Career counsellors on the other hand do offer a wide range of career related programmes to students which are aimed at assisting students to plan their career, make informed decision and choose a career which will land him or her into the right vocation so as to make students enjoy their work (Zunker, 2012; Collins, 2007). In view of this, students receive comprehensive career counselling programmes (interventions) that require career and life plans through all level of schools and beyond, as well as school-to-work programmes which focus on preparing students for work through experienced internship activities in communities and organizations (Zunker, 2002). Thus, it is important to provide career intervention activities in school with the aim to support students with information and guidance with regards to personal, academic and career option (Rosenbaum & Person, 2003), as well as to guide and prepare students for multiple roles within broad industry sectors from the transition from secondary school to workplace, college or Secondary school is a critical path juncture. If such interventions are provided, it will enable them fit into the rapidly advancing technology. Thus there is the need for increased training and education to enable students break into most fields that are important and sophisticated than ever to choose thoughtfully (Weiten & Llyod, 2003).

Guidance counsellors therefore have an important role in advocating for broad based career plans that focus on the student's interests and abilities which will give students increase future career options. Most students are provided with inadequate realistic information about occupations and careers on which to base their interests. Based on this, the researcher is interested in finding out the Influence of Counselling Services on Students Career Choice in Secondary Schools: Implication for Career Counselling

**Statement of the Problem**

Career choice decision making process is one of the key elements in an individual’s life. There exist numerous problems encountered by students in their process of Career choice. Wrong career selection opens the door for lifelong consequences. Such individual’s by underperforming becomes a source of inefficiency not only for themselves, their organization but also for the economy as a whole. Choice of subjects and course as a result of lack of sufficient information is a major problem. There is a
conflict between the student’s freedoms of occupation and not only that of the nation’s manpower needs, but also the conflicts between the students’ choices, the parents’ choice and friend’s advice. The problems encountered by students in their process of Career choice is that some secondary school students are not properly guided due to lack or no guidance and counseling services, counseling services are not encouraged and even where they exist they lack professional counsellors. Also inadequate information to guide students on different career prospects. Authors such as (Eyo, et al., 2010; Eremie, et al., 2018) concur that personal-social, educational background, physical, and economic factors affects students career choices. Guidance counsellors are professional posted to schools to render the guidance and counselling services in some of the school. Most of the secondary schools in the state have no guidance counsellors at all, while the few that can be found in a few schools have been assigned teaching subjects. The result of this negative attitude towards, guidance and counselling is that most of the secondary school students in some urban and rural areas have been deprived of the valuable services which the programme offers to students in secondary schools in Nigeria and elsewhere in the world. It is the prime duty of assessor to know the extent to which school counsellor's influence the total development of the student. The problem of the study is that some secondary school adolescent students are not able to make appropriate career choices due to a number of factors that affect their career development process. Such factors include psychological, sociological, physical, economic, educational and chance factors. The factors that may influence choice of career include; Socio economic factors Personal or family factors. In considering that, the problem of study is to examine Influence of Counselling Services on Students Career Choice in Secondary Schools: Implication for Career Counselling.

Purpose of the Study
The purpose of this study was to examine the Influence of Counselling Services on Students Career Choice in Secondary Schools: Implication for Career Counselling. The specific objectives are:
1. To examine the extent on how appraisal service influence students’ Career choice in public secondary school?
2. To examine the extent on how Placement service influence students’ Career choice in secondary schools?
3. To examine the factors that influence student’s career choice in secondary school?

Research Questions
The following research questions will be used in the study;
1. To what extent does appraisal service influence students’ Career choice in secondary school?
2. To what extent does Placement service influence students’ Career choice in secondary schools?
3. What are the factors that influence student’s career choice in secondary school?

Hypotheses
The following hypotheses are formulated and will be tested at 0.05 level of significance:
1. There is no significant difference in the mean responses of male and female students on how appraisal service influences their Career choice in public secondary school.
2. There is no significant difference in the mean responses of male and female students on how Placement service influences their Career choice in public secondary school.
3. There is no significant difference in the mean responses of male and female student on the factor that affects their career choice in secondary schools.

Literature Review

Concept of Career choice
When experts talk about career choice, they are usually referring to someone deciding what he/she wants to do to make a living (Dawn, 2013). A career choice is the process of determining a field of learning that requires certain knowledge and skills, acquired through a specific educational program which results in a certificate or degree attesting to your accomplishment (Powers, 2013). Since the average person works 45 to 50 years in his or her lifetime, finding a satisfying career and not just a job is important. Career choice has therefore become a complex task today as one has not only to make the career planning but also to do an exhaustive career research before making career choice so
as to adjust with the evolving social economic conditions (wattles, 2009). However most students who are in secondary schools do not have accurate information about occupational opportunities to help them make appropriate career choices. According to Kerka (2010) career choice is influenced by multiple factors including personality, interest, self-concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and financial. Bandura, Barbaranelli, Capara, & Pastorelli, (2011) states that each individual undertaking the process is influenced by several factors including the context in which they live in, their personal aptitudes, social contacts and educational attainment.

Environmental Factors in Making Career Choices
An individual seeks to put up with the environmental factors throughout a career, with personal goals, whereas at the same time being incorporated into the environment (Kroll, Dinklage, Lee, Morley, and Wilson, 2009). Career choice is the harmonizing of identified and meeting needs of one’s self whereas responding to the environmental forces and realities of life at the same time. It is arguably believed that career choice factors involve two sets of input, that is, the individual and the world of work. As a person in a career has continuously evenhanded one’s aspirations and how they have en suite into the reality of the workplace. A person’s occupation determines the kind of person he becomes given that, through his life, his cognitions concerning himself, what he wants and goals, and his interpersonal reaction personality are molded (Kroll et al., 2010).

According to Kroll, Dinklage, Lee, Morley, and Wilson (2010), much of the informal and formal knowledge given through our civilization and our surroundings has been aimed at gaining, retention, and utilization of information concerning the world. It is therefore observed that both the individual and the environment as important factors in the construct. Career theorist Krumboltz (2010) argued that environmental factors affect career decision making. According to Krumboltz in Sear and Gordon’s book (2009), since 1960s, sociologists have explored how career decision making is affected by the social environment. Some of these components of social environment factors include; family, social economic status, general economic conditions, society’s stereotypes about specific occupations, and its attitudes about multicultural populations all influence career choice (Sears and Gordon, 2008). According to Khallad, (2009) and Watson, Quatman and Edler, (2002) Career choices are partial determined by factors like socioeconomic status, gender, race, parents’ occupation and level of education and the expectation of your parental. Several researchers have examined those factors to establish whether they actually play a role in career choice and if so, what are their roles in career behaviour and how do they affect ones career choice (Osipow and Fitzgerald, 1996; Rojewski and Yang, 200). In recent years there has been an increased consciousness of the impact of socioeconomic status, race, gender, and on the career decision-making process and career choices (Stitt-Gohdes, 1997).

METHODOLOGY
Research Design: Descriptive survey design was used to carry out this study. The comparative analysis was achieved by means of utilizing z-test statistic for the comparison of mean scores at 0.05 level of significance. While, the research questions were answered by descriptive statistics: Mean and Standard deviation.

Population and Sample of the Study: The population is Two Thousand Nine Hundred and Forty (2940) SS2 secondary schools students in two selected local Government Area of Rivers State. The sample for this study consists of 20 percent of the total population making a total of 588 drawn from the senior secondary schools under study was drawn from the study.

Instrumentation: The instrument used for this investigation was A 4-point Modified Likert scale which is an interval scale-ranging from Strongly Agree to Strongly Disagree, with a numerical value ranging from 4 points to 1 points. The instruments that were used for this study were the questionnaire titled: Influence of Counseling Services on Students Career Choice in Secondary School: Implication for Career Counseling Questionnaire (CSSCCSCCQ). The instrument has 20 (twenty) items. A weighted average of 2.5 was accepted for research questions.

Validation and Reliability of the Instrument: The instrument was validated by Experts in Guidance and Counselling in Educational foundations to scrutinize and two other experts in Measurement and
Evaluation in the faculty of Education, who ascertained the face and content validity. The reliability of the instrument was determined through test-re-test method, using Pearson’s Product Moment Correlation Coefficient statistical tool. A reliability coefficient 0.725 was obtained for the study.

RESULTS

Research Question 1: To what extent does appraisal service influence students’ Career choice in secondary school?

Table 1: Mean and Standard Deviation on how appraisal service influence students’ Career choice in secondary school (N = 552)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item Statements</th>
<th>Male = 238</th>
<th>Female= 314</th>
<th>Remarks</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The counselor assist the students to choose the right subject combination in line with their trait.</td>
<td>3.08</td>
<td>3.07</td>
<td>1.06</td>
<td>0.99</td>
</tr>
<tr>
<td>2</td>
<td>Students are not tested through continuous assessment.</td>
<td>3.38</td>
<td>3.12</td>
<td>0.98</td>
<td>0.94</td>
</tr>
<tr>
<td>3</td>
<td>Counselor helps students discover occupations that suit their abilities through personality traits.</td>
<td>3.04</td>
<td>3.19</td>
<td>1.00</td>
<td>0.84</td>
</tr>
<tr>
<td>4</td>
<td>Personal information about students are not always collected.</td>
<td>3.35</td>
<td>3.18</td>
<td>0.88</td>
<td>0.69</td>
</tr>
<tr>
<td></td>
<td>Total Mean &amp; SD = 12.85</td>
<td>3.92</td>
<td>12.56</td>
<td>3.46</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grand Mean &amp; SD = 3.21</td>
<td>0.98</td>
<td>3.14</td>
<td>0.86</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Survey, (2020)

Table 1: which was for research question one showed that all the items were agreed. The respondents agreed that Counselor helps students discover occupations that suit their abilities through personality traits. Counselor assists the students to choose the right subject combination in line with their trait. The confirmation was made with a grand mean of 3.21 and standard deviation of 0.98 for Male while that of Female were 3.14 and 0.86 for mean and standard deviation.

Research Question 2: To what extent does Placement service influence students’ Career choice in secondary school?

Table 2: Mean and Standard Deviation on how Placement service influence students’ Career choice in secondary school (N = 552)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item Statements</th>
<th>Male = 238</th>
<th>Female= 314</th>
<th>Remarks</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Counselor provides information on experiences that increases knowledge of occupation.</td>
<td>3.26</td>
<td>2.84</td>
<td>0.94</td>
<td>0.90</td>
</tr>
<tr>
<td>2</td>
<td>Counselor assists students to enroll in the most appropriate academic course work.</td>
<td>2.98</td>
<td>2.56</td>
<td>1.04</td>
<td>1.11</td>
</tr>
<tr>
<td>3</td>
<td>Counselor educates students on how to form successful cooperatives after school.</td>
<td>2.70</td>
<td>3.11</td>
<td>1.16</td>
<td>1.06</td>
</tr>
<tr>
<td>4</td>
<td>Provision of information in the selection of institution of higher learning</td>
<td>3.10</td>
<td>3.15</td>
<td>1.07</td>
<td>1.18</td>
</tr>
<tr>
<td></td>
<td>Total Mean &amp; SD = 12.04</td>
<td>4.21</td>
<td>11.66</td>
<td>4.25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grand Mean &amp; SD = 3.01</td>
<td>1.05</td>
<td>2.91</td>
<td>1.06</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Survey, (2020)

Table 2: which was for research question one showed that all the items were agreed. The respondents agreed that Counsellor provides information on experiences that increases knowledge of occupation.
Counselor assists students to enroll in the most appropriate academic course work. The confirmation was made with a grand mean of 3.01 and standard deviation of 1.05 for Male while that of Female were 2.91 and 1.06 for mean and standard deviation.

**Research Question 3:** What are the factors that influence student’s career choice in secondary school?

**Table 3: Mean and Standard Deviation on how the factors that influence student’s career choice in secondary school (N = 552)**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item Statements</th>
<th>Male = 238</th>
<th></th>
<th>Female = 314</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>x</td>
<td>SD</td>
<td>Remarks</td>
<td>x</td>
</tr>
<tr>
<td>1.</td>
<td>Individual personality is instrumental to one’s vocational performances</td>
<td>3.06</td>
<td>1.01</td>
<td>High Extent</td>
<td>2.70</td>
</tr>
<tr>
<td>2.</td>
<td>Intellectual Ability is the factors that influence students career choice in secondary school</td>
<td>3.12</td>
<td>0.88</td>
<td>High Extent</td>
<td>3.02</td>
</tr>
<tr>
<td>3.</td>
<td>An individual choice of a career may influence the person’s value</td>
<td>3.39</td>
<td>0.88</td>
<td>High Extent</td>
<td>2.99</td>
</tr>
<tr>
<td>4.</td>
<td>Sometimes the environment where a student comes from, tend to determine the student’s interest in the selection of career</td>
<td>2.90</td>
<td>1.14</td>
<td>High Extent</td>
<td>3.42</td>
</tr>
<tr>
<td></td>
<td><strong>Total Mean &amp; SD</strong></td>
<td><strong>12.47</strong></td>
<td><strong>3.19</strong></td>
<td></td>
<td><strong>12.13</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean &amp; SD</strong></td>
<td><strong>3.11</strong></td>
<td><strong>0.97</strong></td>
<td></td>
<td><strong>3.03</strong></td>
</tr>
</tbody>
</table>

**Source:** Field Survey, (2020)

Table 3: which was for research question one showed that all the items were agreed. The respondents agreed that Intellectual Ability is the factors that influence students. The confirmation was made with a grand mean of 3.11 and standard deviation of 0.97 for Male while that of Female were 3.03 and 0.94 for mean and standard deviation.

**Hypotheses 1:** There is no significant difference in the mean responses of male and female students on how appraisal service influences their Career choice in public secondary school.

**Table 4: Z-test Analysis of Mean Ratings on how male and female students on how appraisal service influence their Career choice in public secondary school**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>x</th>
<th>SD</th>
<th>Std Error</th>
<th>DF</th>
<th>α</th>
<th>z-cal</th>
<th>z-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>238</td>
<td>3.21</td>
<td>0.98</td>
<td>0.07</td>
<td>550</td>
<td>0.05</td>
<td>0.24</td>
<td>1.96</td>
<td>Accepted</td>
</tr>
<tr>
<td>Female</td>
<td>314</td>
<td>3.14</td>
<td>0.86</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Field Survey, 2020

From the z–test in Table 4, the z–calculated value of 0.24 is less than z–critical value of 1.96 at 0.05 levels of significance and 550 degree of freedom. The null hypothesis is accepted.

**Hypotheses 2:** There is no significant difference in the mean responses of male and female students on how Placement service influence their Career choice in public secondary school.

**Table 5: Z-test Analysis of the Mean Ratings on how male and female students on how factor of personality influence their career choice in secondary school in Port Harcourt**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>x</th>
<th>SD</th>
<th>Std Error</th>
<th>DF</th>
<th>α</th>
<th>z-cal</th>
<th>z-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>238</td>
<td>3.01</td>
<td>1.05</td>
<td>0.08</td>
<td>550</td>
<td>0.05</td>
<td>1.25</td>
<td>1.96</td>
<td>Accepted</td>
</tr>
<tr>
<td>Female</td>
<td>314</td>
<td>2.91</td>
<td>1.06</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Field Survey, 2020
From the z – test in Table 5, the z-calculated value is 1.25 while the z – critical value is 1.96 at 0.05 level of significance. The z – calculated value is lesser than z – critical value, the null hypothesis is therefore accepted.

**Hypotheses 3:** There is no significant difference in the mean responses of male and female student on the factor that affects their career choice in secondary schools.

**Table 6: Z-test Analysis of Mean Ratings on how male and female student on the factor that affects their career choice in secondary schools**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>( \bar{x} )</th>
<th>SD</th>
<th>Std. Error</th>
<th>DF</th>
<th>( \alpha )</th>
<th>z-cal</th>
<th>z-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>238</td>
<td>3.11</td>
<td>0.97</td>
<td>0.07</td>
<td>550</td>
<td>0.05</td>
<td>1.14</td>
<td>1.96</td>
<td>Accepted</td>
</tr>
<tr>
<td>Female</td>
<td>314</td>
<td>3.03</td>
<td>0.94</td>
<td>0.07</td>
<td>550</td>
<td>0.05</td>
<td>1.14</td>
<td>1.96</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

**Source:** Field Survey, 2020

From the z – test in Table 8, the z-calculated value of 1.14 is less than z-critical value of 1.96 at 0.05 levels of significance and 550 degree of freedom. The null hypothesis is accepted.

**DISCUSSION OF FINDINGS**

The discussion in this study was done according to the findings of this study. Findings from table one which was for research question one showed that appraisal services according to respondents revealed that counsellors help students discover occupations that suit students’ abilities through personality traits; test are conducted before promotion to the next class; and that school records of students are well kept for further use. The findings supports the view of Okeke (2003) who stated that appraisal services of guidance and counselling affords the counsellors the opportunity of having insight into the strength and weakness of students. In line with the view of Okeke, (2003), he opined that appraisal services involve the use of tests and non-test instrument to collect, analyze and interpret data for students to understand themselves better. It also affords counsellors and significant others the opportunity of having insight into the strength and weakness of students. He further depicts that Information from appraisal services can be used for different educational purposes. To counsel, the counsellor needs information on students to understand the student.

Based on the finding on the research questions two indicted that the placement services are very essential at the end of secondary school education, where a student needs to decide on the next step after secondary school. The services assist students in selecting subject combinations required for particular courses and choosing of the right career. Makinde (1994) states that placement services are designed to aid an individual to select and utilize opportunities within the school and in the labour market. Placement service, involves placing students in an appropriate class or school, courses, training or vocations. The counselor assists the students to choose the right subject combination in line with their traits. This process is useful in carrying out the placement of these students into science, arts, commercial or technical class. The placement programmes also assist the graduating students to choose the right course at the University (Alabi, 2006).

**CONCLUSION**

Based on the findings it was concluded that Counselor helps students discover occupations that suit their abilities through personality traits. Counselor assists the students to choose the right subject combination in line with their trait. Counselors played their role in order to assist the students to choose a reputable career, however, the effects or influence of the counsellors effort on the career choice of students was low. This could be that the counsellors are not well resourced, did not do effective and efficient follow-up, counsellor-parent consultation concerning students career choice as against their ability and interest was not properly done.

**RECOMMENDATION**

1. The students should be encouraged by to receive career guidance and counselling to discuss their challenges and get assistance.
2. It is recommended that frequent intervention programmes need to be organised for students in order for them to make well informed choices
3. The ministry of education should give more recognition to counselling services as essential in schools and ensure that all schools have an effective counselling service as there are students who need guidance and counselling.

4. The schools should ensure they hire qualified persons to provide guidance and counselling in order to assist the students.

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