

Availability and Use of Guidance and Counseling Services for Career Choice in Selected Secondary Schools in Sokoto Metropolis, Sokoto State Nigeria

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Abstract:

Background: The study assessed the availability and use of guidance and counselling services in selected female Secondary Schools in Sokoto Metropolis of Sokoto State Nigeria. The Nigerian secondary school educational system particularly in Sokoto State expects that students are to be properly guided on their educational activities, vocational choices, emotional and socio-personal problems.

Materials and Methods: the sample size was 100 respondents using well-structured questionnaires collected from three selected secondary schools. The data of the survey was analyzed using descriptive statistics.

Results: In the study, it was observed that the main factors influence the choice of Subjects by respondents is mainly personal preference (49%) and Parents (29%). It was observed that 95% of respondents plan to continue their education after graduation for secondary schools. Despite the assumption of lack of availability of guidance and counselling in our schools, majority (85%) of the respondents indicated that there is existence of Guidance and Counselling Services their various schools and 66% of the respondents have one time or other accessed Guidance and Counselling services. the study indicated that majority of respondents (42%) accessed guidance and counselling services in their respective schools at senior school one (SS1) class. The students also reveals that almost half (49%) of the respondents received guidance and counselling advices on career choice and 59% of the respondents were very Satisfied with guidance and counselling services. And majority (66%) of the respondents rated the Guidance and Counselling Services provided as 'Very good' in respect of developing career choice.

Conclusion: It recommended that adequate orientation and enlightening of the students will encourage them to seek the service of Guidance and Counselling officers in female secondary school in Sokoto metropolis.

Key Word: guidance, counselling, female, Schools, Metropolis

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I. Introduction

The Nigerian secondary school educational system expects that students are to be properly guided on their educational activities, vocational choices, emotional and socio-personal problems. Therefore, to overcome life inadequateness, guidance and counselling provides appropriate assistance to students to better understand and accept themselves their personalities, endowment, their attitudes and worth as unique individuals. The students are also helped through guidance and counselling to acquire better decision-making skills, identify their unique needs, the needs of other people and the society in general. The present situations in Nigeria society and educational system are the fundamental reasons for the introduction of guidance and counselling services. [1]

Guidance and counselling is the assistance given to the students or individuals through group techniques to help them function more effectively in their school programmes and workplace. It assist students to know and act in terms of their present and future educational needs and opportunities. [2]

Female education and career development are very important for societal development because if female child is educated she will pass the knowledge to her family which is unit of a society. Women career development could therefore be viewed as having much to do with their ability to prepare, enter into their chosen

career fields, thrive and advance in such career alongside with their male counter parts without any stereotypical bias.[3]

Culture in Nigeria is vital to female career choice and development. This is based on the fact that Nigerian Culture tends to believe in the inferiority of women relative to men. Some are of the opinions that women's place is in the kitchen and making of babies which makes it difficult for them to advance in their career development. For this reason, career differential is often seen at play when it is time for the selection of courses in school.

The ages that boy's school tends to be more equipped and oriented towards science and technology. Boys in mixed schools are also encouraged to enroll and perform well in these subjects. Female schools do not offer technological subjects such as engineering; instead they offer domestic science and secretarial subjects. By the time students come to choose career they have internalized gender norms.[4] In many countries of the world, delivered circumstances prompted the establishment of guidance and counseling in secondary schools.[4] The curriculum of our secondary schools should be built around the development stage of the youths. Learning takes place if geared toward the cognitive development stage of individual children. This however, includes the sensory motor, pre-operational, concrete operational and formal operational stages. Each stages has its own characteristic set of learning out comes.[5] The National Policy on Education stresses the pressing need for guidance counsellors in Nigerian educational system, to cater for the sensitive disturbed academic and societal problems. Many individuals take career as an advantage for securing job, aspiring for further heights or opportunities in life and for promotion to higher ranks in an organization system and it is observed that many female students do not have the zeal to further their career after secondary school, especially in the north and often find it difficult in choosing career for their choice which could be due to inadequate guidance and counseling services. Hence, this study intends to find out the impact of guidance and counseling on career choice among female students in secondary schools of Sokoto metropolis and also to determine the availability of guidance counseling services in the selected schools; to determine the level at which female students access G/C services; to determine the nature of G/C services accessed by female students under the study area; to determine if G/C services provided has shaped the career choice of the female students.[6]

Moreover, Professional counsellors in schools are confronted with series of issues and challenges the issues range from lack of appraisal tools for counselling; poor physical facilities for counselling; inadequate communication by counsellors with teachers, administrator etc.[1]

1.2 Guidance and Counseling as a Concept

Guidance was defined by Makinde as a process of helping an individual to understand himself and his surroundings, consequently, to understand oneself is to be able to know one's weakness, strength and potentialities. Also to understand one's environment is to know what is happening around one's environment/surroundings as well as having ability to adjust to one's surroundings.[7] and also Prayitno and Erman defined guidance as the process of aid committed by people who are experts on one or several individuals, both children and adolescent, and adults so that people can be guided to develop their own abilities, to harness the power of individuals and facilities that can be developed based on the prevailing norms. They also see counseling as the process of providing assistance through counseling interviews by an expert (counselor) to individuals who are experiencing a problem.[8]

While Ipaye saw counseling as a method of helping the individual to utilize his/her psychological resources by focusing on that individual positive strength for development and by concentrating on the individual personality behavior and emotional asset that could be mobilized.[9]

II. Material And Methods

Survey design was used for the study and data was collected purposively from four (4) selected female secondary schools in sokoto metropolis

Study Design: Survey design was used for the study.

Study Location: Data was collected from four (4) selected secondary schools within the sokoto metropolis namely; Mabera in Sokoto South Local Government, Alkila in Wamako Local Government, Runjin Sabo in Sokoto North Local Government Areas Council.

Study Duration: 8th July 2019 to 20th July 2019.

Sample size: 100 Students.

Sample size calculation: Purposive sampling was used to select four schools in the first stage and simple random sampling was used in the second stage to select twenty five students using single proportion design to drawn 100 sample frame.

Subjects & selection method: The students was drawn from four selected female secondary school in Sokoto metropolis using purposive sampling and simple random sampling was use to select twenty five students from each school to form the sample frame using a structured questionnaire and interview for data collection.

Procedure methodology;

Purposive sampling was used to collect the primary data using well-designed questionnaire to answer the research questions as to achieve the desire objective of the study. The questionnaire included socio-demographic characteristics such as name of the school, age, gender, class, occupation of parents and parents level of education, and relevant information on use of guidance and counselling was also collected.

Statistical analysis;

Data was analyzed using descriptive statistics such frequency, percentage and average.

III. Data Presentation, Analysis and Result

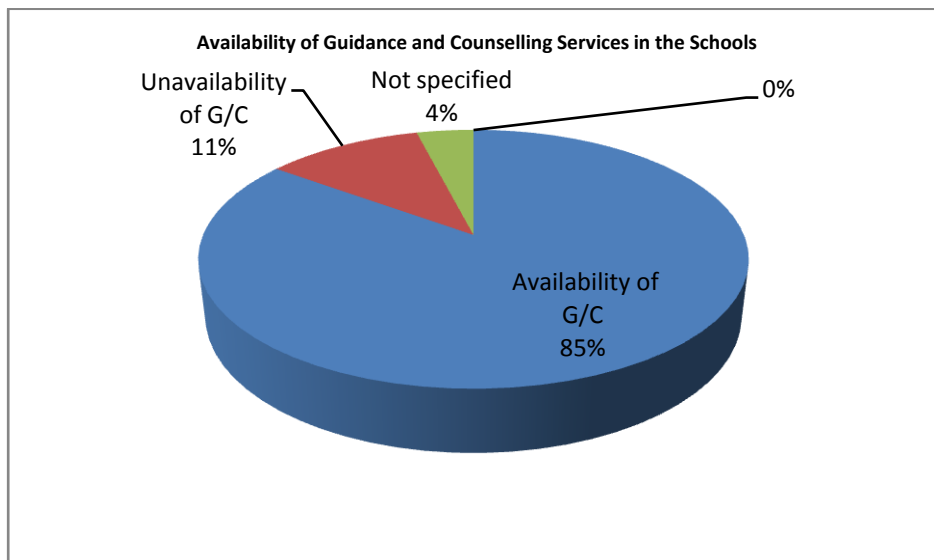
Availability and Access of Guidance and Counselling Services in the Schools;

In view of this, the availability of Guidance and Counselling Services in the School was determined in Table 1. Indicated that majority (85%) of therespondents indicated that there is existence of Guidance and Counselling Services their schools. while 11% of the respondents stated that they were totally unaware of the availability of Guidance and Counselling Services in their various Schools and 4% decline comments. The implications of the result are that over 10% of the respondents lack awareness on the existence of Guidance and Counselling Services. This ascension goes in line with the study of Brown that students the counsellors are supposed to guide and assist in their educational, vocational and personal social development are not aware of counsellor’s existence and even when they realize that, they are not sure of the exact role the counsellor plays.[1] Possibly, Nigeria is aware of the importance of guidance and counselling, hence its entrenchment in the new Federal Republic of Nigeria.[11]

Table 1: Availability of Guidance and Counselling Services in the Schools (n = 100)

Variables	Frequency	Percentage
Availability of G/C	85	85
Unavailability of G/C	11	11
Not specified	4	4
Total	100	100

Source: Field Survey 2019



Source: Field Survey 2019

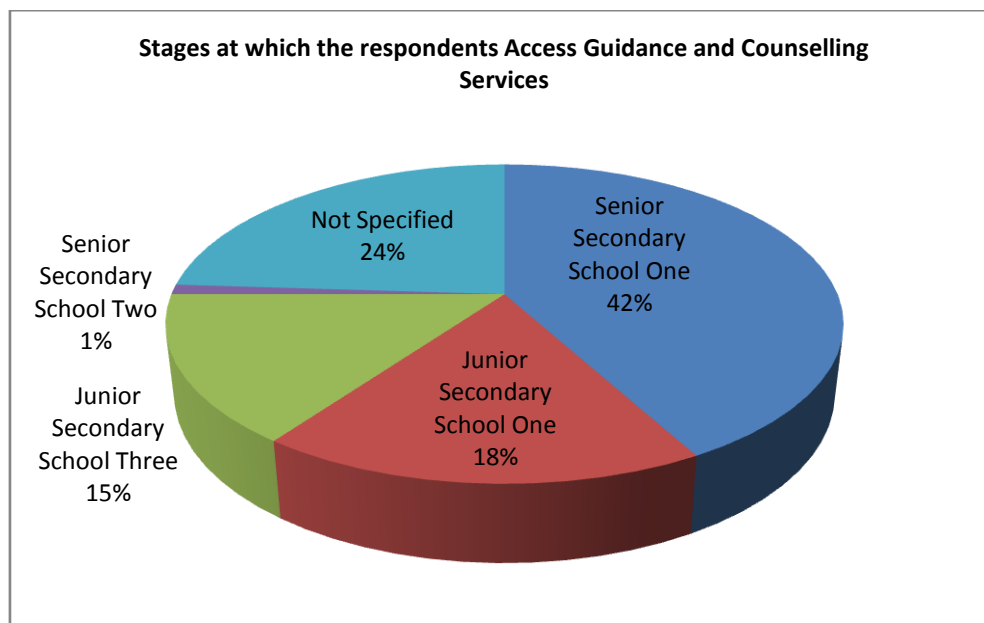
Stages at which the Respondents Accessing Guidance and Counselling Services

Table 2 reveals that 42% of therespondents accessed guidance and counselling services in their respective schools at senior school one (SS1) class. This is followed by those who accessed the services at junior secondary school (JSS) class 18%, while 15% of the respondents accessed guidance and counselling services. And only 1% of the respondents accessed the services at senior school two (SS2) Class. A good number of therespondents did not indicate their views. The finding explains that quite a number of students in the area of study access guidance and counselling services in their respective schools at senior school classes.

Table 2: Stages at which the respondents Access Guidance and Counselling Services (n = 100)

Variables	Frequency	Percentage
Senior Secondary School One	42	42
Junior Secondary School One	18	18
Junior Secondary School Three	15	15
Senior Secondary School Two	1	1
Not specified	24	24
Total	100	100

Source: Field Survey 2019



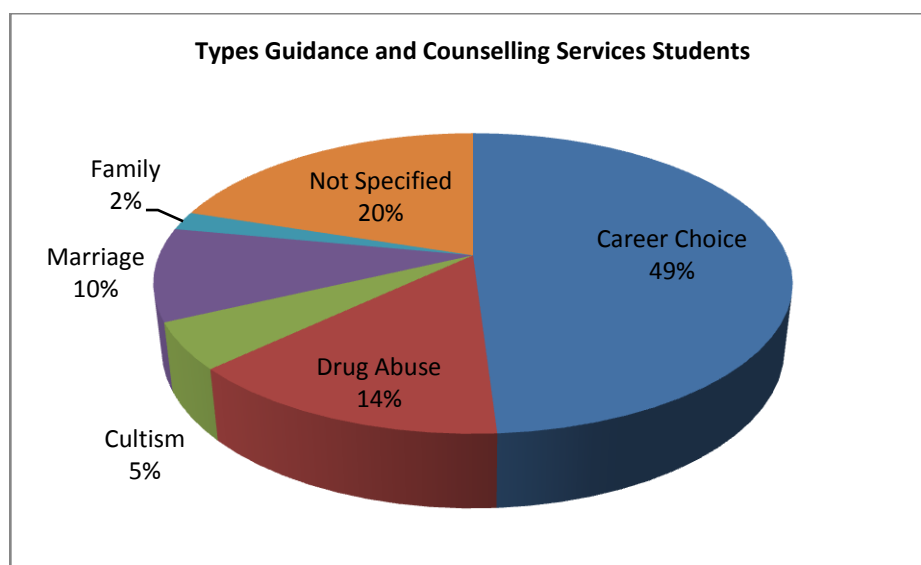
Source: Field Survey 2019

Types of Guidance and Counselling Services to Students; Table no3: Shows The result in Table 3 reveals that almost half (49%) of the respondents received guidance and counselling advices on career choice. Drug abuses were 20%, while 10% was on marriage counselling. The result also indicates that 5% of the respondents suffer advices on cultism, with only few 2% of the respondents seek advice on other service such as family matters etc. and up to 20% have never seek any services from guidance and counselling office.

Table 3 Types of Guidance and Counselling Services Offers to Students (n = 100)

Variables	Frequency	Percentage
Career Choice	49	49
Drug Abuse	14	14
Cultism	5	5
Marriage	10	10
Family	2	2
Not specified	20	20
Total	100	100

Source: Field Survey 2019



Source: Field Survey 2019

Factors Affecting Improvement of Guidance and Counselling Services for Effective Career Choice;

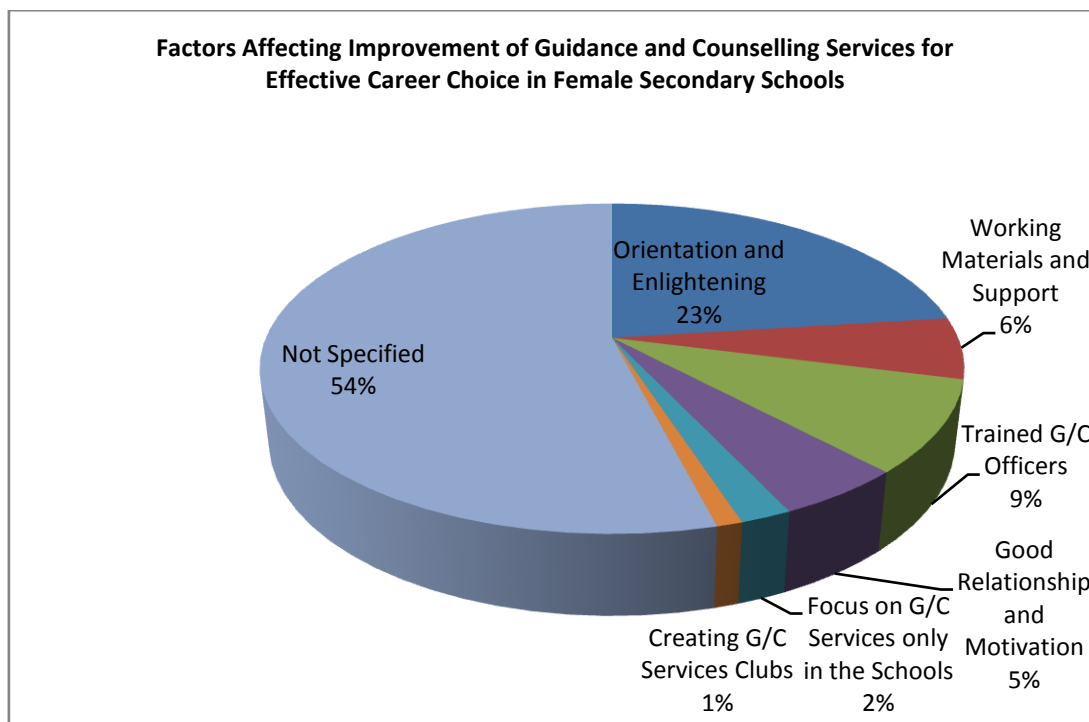
For effective and efficient Guidance and Counselling Services in female secondary schools for career choice lies on many factors. Table 4 indicate that considerable numbers (23%) of the respondents were of the view that adequate orientation and enlightening of the students will encourage them to seek the service of Guidance and Counselling officers. On this note, 6% of the respondents were with the opinion that providing regular Guidance and Counselling Service working materials and support from school management could improve career choice in female School. The result further reveals that another 6% believe that if more qualified Guidance and Counselling Service Officers were provided in female schools, it will aid effective Guidance and Counselling Service and career choice among female students. While 5% of the respondents opine that good relationship and motivation between the Guidance and Counselling Service Officers and Students will facilitate and improve Guidance and Counselling Services in the area of study. This is in accordance with work of Brown, asserted that Professional counsellors in schools are confronted with series of issues and challenges. The issues range from lack of appraisal tools for counselling; poor physical facilities for counselling; inadequate communication by counsellors with teachers, administrators, students and parents.[1] And 3% of the respondents opine that Professional Guidance and Counselling Officers should be employed in female Schools. While 2% of the respondents were of the view that Guidance and Counselling Services can be improved if the Guidance and Counselling Officers were allowed to focus and concentrate on Guidance and Counselling Services in the Schools. This also portray the work of Denga in year 2001, the public have a lazy, confused and blurred perception of counsellor's roles and functions.[16] Abraham and Brown noted when counsellors are posted to schools, principals assign duties to them according to their schools need. Most of the times, the counsellors posted to some schools may be asked to play the role of vice principals, to teach as full time

teachers, to act as guidance counsellors, to perform the role of career master and mistress, to act as school clerk or cashier among others.[17] Few (2%) of the respondents were with opinion that creating guidance and counselling services Clubs in male and female schools could improve guidance and counselling services.

Table 4: Factors Affecting Improvement of Guidance and Counselling Services for Effective Career Choice in Female Secondary Schools. (n = 100)

Variables	Frequency	Percentage
Orientation and Enlightening	23	23
Working Materials and Support	6	6
Trained G/C Officers	9	9
Good Relationship and Motivation	5	5
Focus on G/C Services only in the Schools	2	2
Creating G/C Services Clubs	1	1
No Comment	54	54
Total	100	100

Source: Field Survey 2019



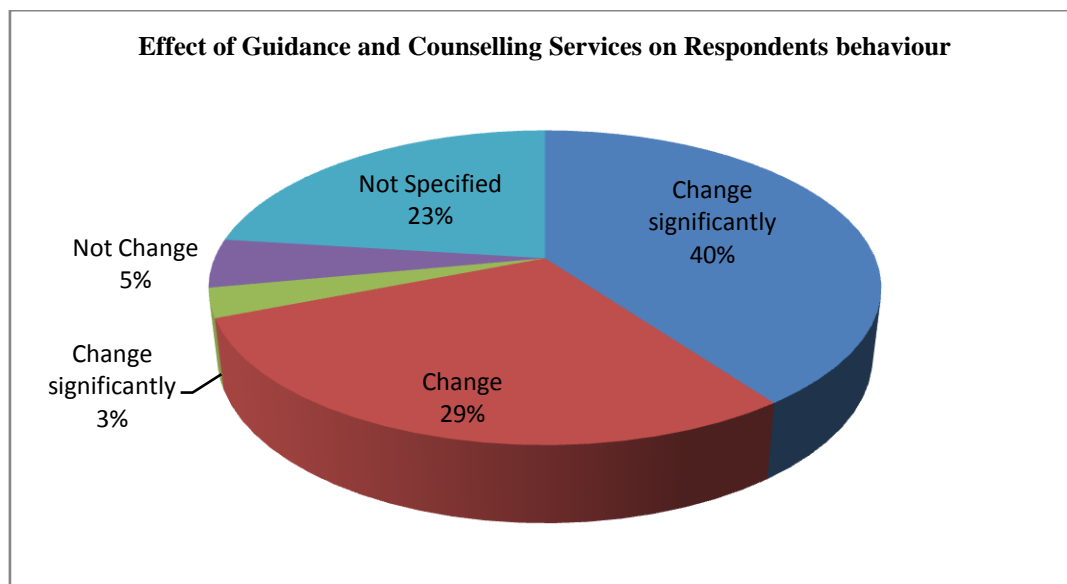
Source: Field Survey 2019

Effect of Guidance and Counselling Services on Respondents behaviour;

Respondents were debriefed information based on the advice given to them by the guidance and counselling services officers in table 5; the result indicated that 40% of the respondents were with the opinion that guidance and counselling services has significantly changed their life in the area of guide. While 29% were with opinion that guidance and counselling services has change their life. Moreover, the result further illustrate that 5% of the respondents were of the view that guidance and counselling services had not affected their life in any away, and 3% of the respondents were with the opinion that guidance and counselling services had partly impact on their life while 23% of the respondents did not express their opinion. This explains the assertion of Steffire, that the skill requirement for guidance and counselling service officers vary drastically depending in his specific area of responsibility.

Table 5: Effect of Guidance and Counselling Services on Respondents behaviour (n = 100);

Variables	Frequency	Percentage
Change significantly	40	40
Change	29	29
Partly Change	3	3
Not Change	5	5
Not Specified	23	23
Total	100	100



Source: Field Survey 2019

IV. Discussion

The important role of Guidance and Counselling Services for effective career choice in secondary schools in Sokoto Metropolis is highly imperative due to the nature of the female child students. This study provides an insight on the need of Guidance and Counselling Services for effective career choice in female secondary schools. However, the study has explored the need for Guidance and Counselling Services in some selected female secondary schools. Moreover, this study revealed that Guidance and Counselling Services in secondary schools has helps to improves on the effective choice of Students career in the area of study especially in choose of subject combination. The result depicts that adequate orientation and enlightenment and awareness will improve effectiveness of Guidance and Counselling Services in female Schools. This implies that Guidance and Counselling Service Officers require to emphasis on adequate orientation, enlightening and career talks in the Schools.[13] it was noted that even in the school setting, effective guidance programme has not emerged in a large scale. This possibly may be due to some challenges facing guidance and counselling which is a dilemma to the education sector, which is still not solved, according study of Udom, no meaningful services are cheap. Funds are needed for the purchase of counselling materials like psychological test, collection and keeping of information,[14]. This is also in line with Brown and Joshua that Counselling services are the services rendered by the counsellor to an individual or group of persons in an organized institution or setting. A professional counsellor is one that is academically trained in the field of guidance and counselling in a recognized tertiary institution. Therefore, the educational counselling service of the counsellor takes care of all aspects of educational matters as applicable to schools setting.[15] The assertion of the result also align with the work of Steffire, who remarked that the factors moving an individual towards an occupation are of variable importance, depending upon sex, age, social class, nationality and even change. He classified vocational development into social accidental, economic psychology factor.[12] Vocational development classifies individuals in their status in the society through The Guidance and Counselling Services had become more prudence in guiding the students' on career choice, drug abuses, cultism, marriage and other areas of needs. The results also indicated that the Guidance and Counselling Services has change the behaviour of the students positively after meeting of Guidance and Counselling Service Officers.

V. Conclusion and Recommendations

The National Policy on Education (NPE) stressed need for Guidance and Counselling Services in the Schools To overcome life inadequateness, guidance and counselling provides appropriate assistance to students to better understand and accept themselves their personalities, endowment, their attitudes and worth as unique individuals. The students are also helped through guidance and counselling to acquire better decision-making skills, identify their unique needs, the needs of other people and the society in general. The result of the study guided to make the following recommendations on how to improve, implement an effective use of Guidance and Counselling Services in female secondary schools should be given managementsupport in all educational establishments which include; Ministry, Schools, and the parents.as well as donor Agencies. This will go in line with strengthening and improving on the Students career choice.

1. More emphasis should be given to orientation, enlightening and awareness programmes to guidance and counselling services in female Secondary Schools. This will also strengthening and improving on career choice among the Students as well to provide Counselling Officers the skills through enlightenment programmes.
2. Strong commitment, involvement, collaborations and good relationship and motivation of all stakeholders in guidance and counselling services in order motivate and improve the services and career choice among female secondary school students;
3. As most Guidance and Counselling Services Officers in Secondary Schools have no hands-on-experience on Guidance and Counselling Services. Therefore, it is strongly recommended that Qualifies Guidance and Counselling Officers should be employed encouraged to work in Secondary Schools in order to improve on Career choice;
4. Finally, to encourage the students towards seeking guidance and counselling services in female secondary schools, guidance and counselling clubs should establish all secondary schools which both students and staff in areas of the study.

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