

## Challenges Facing the Utilization of Guidance Services for Career Choice of Secondary School Students in Enugu Education Zone of Enugu State, Nigeria

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### ABSTRACT

The study examined the challenges facing the utilization of guidance services for career choice of secondary students in Enugu Education Zone of Enugu State, Nigeria. One research question and one research hypotheses guided the study. The survey research design was adopted for the study in all the 31 secondary schools with 59 school counsellors. No sampling was done because the population is small and manageable. A self-structured instrument with 8 items was developed by the researcher called Guidance services challenges and career choice scale (GSCCCS) it was validated by three experts. Its internal consistence was ascertained with Cronbach Alpha reliability estimate and the coefficient stood at .65. The research question was answered with mean and standard deviation, while the hypothesis was tested with t-test statistics. It was found that the challenges for the utilization of guidance services for career choice of secondary school students in Enugu Education Zone of Enugu State, Nigeria are lack of trained counsellors, doubt about the efficacy of guidance and counselling, lack of commitment of government officers, lack of or inadequate funding, inability to keep the ethical code of confidentiality, feeling of suspicion of the role and integrity of counsellors and the blurred role of school counsellors gender was found not to have any significant differences in the mean scores of male and female school counsellors on the challenges facing choice of secondary school students in Enugu Education Zone of Enugu State, Nigeria. The researcher recommended that workshops/seminars/conferences be organized for school posed during the utilization of guidance services for career choice of secondary school students in Enugu Education Zone of Enugu State, Nigeria.

Keywords: Guidance services and career choice.

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### INTRODUCTION

Guidance services are those services that are put in place to ensure that the goals of guidance and counselling are achieved. These services include, educational guidance, orientation services, counselling services, information services, appraisal services, referral services, planning, placement and follow-up services according to [1] the main aim of guidance and counselling is to assist the student to develop physically, mentally, emotionally, morally and educationally to cope with the learning situations within and outside the school environment. These goals of guidance and

counselling are being derived from guidance services. Some of these services provided by school counsellors are hindered in the course of their implementation as a result of the following problems:

- Lack of trained counsellors: Despite the fact that there are many holders of higher degrees in guidance and counselling in Nigeria, some lack the skills necessary for this practice. Aside this, some of the trained counsellors in Nigeria reject postings to schools instead, they

prefer to go to non-school setting for greener pastures.

- Doubt about the efficacy of guidance and counselling: some people like non-tutorial staff, teachers, principal, and parents doubt the efficacy of counselling. They are skeptical about reliance on its use. [2]. This poses great challenges as to the efficacy of guidance services and their receptiveness by students. As a result, most students do not see the need to go for counselling on their own volition. Even when they are sent as referrals they seem to doubt the competence of their schools counsellors.
- Lack of commitment of government officers: Although government entrenched guidance and counselling programme in Nigeria secondary education system through the National Policy on Education, there is still much to do when it comes to practical support and its implementation. He noted that more committed actions need to be put to place for the growth of the profession. There is urgent need for government should be instructed to supervise same in their various schools. In addition, the guidance unit of the Education services Department of the state's schools management Board should regularly visit schools to supervise the implementation of these services.
- Lack of inadequate funding: Guidance and counselling is not well funded today, the education enterprise has become a costly venture. Enough funds are not allocated to each secondary school to run its various services. Where funds available very little is embarked for counselling purposes [3]. It seems that government do not want to stretch their budgets with extra demands from emerging unit such as guidance and counselling, yet it is known that effective counselling

demands adequate funding to purchase items such as psychological test. Cumulative record folders, log book, publications, play gadgets, cardboards and various felt pens as well as money to organize activities such as orientation. Excursions, career clubs and career day/week and furnishing the counsellor's office.

- Confidentiality: Clients expect that their secrets or privileged information be kept secret or confidential and not exposed to others. However referrals agents such information to them. Failure of the counsellor to reveal that secret may raise the degree of suspicion of his activities. Revealing the secrets leads to loss of faith in counselling and counsellors on the other hand they stand a chance of losing their clients.
- Counsellors created problems: Counsellor also create major problems to the effective delivery of guidance services in schools. Some committed to the counselling, profession. Instead of being dedicated and serious minded in their counselling duties, some join the staff room discussions, where teachers discuss student and most often these counsellors are tempted to contribute to such discussions, thereby revealing some privileged information which are unethical in counselling.
- feeling of suspicion of the role of integrity of counsellors: Some school personnels still see the counsellor as having a hidden agenda or something to hide when a client goes into the counselling office (where this is available) some give counsellors negative or derogatory labels. This is more so where the other workers doubt the moral integrity of counsellors who give individual counselling to the students. This feeling becomes

more serious when a male counsellor treats female students and gives the interaction high confidentiality.

- Blurred role of the guidance counsellor: several people in the society are not aware of the specific roles of the counselling. Even within the school setting where awareness is expected to be high. Some school personnel such as teachers and principals do not understand or they misconstrue the functions of the counsellors for instance, [4] wrote that head teachers see school counsellors as rivals instead of helpers. This tendency as noted above is a great hindrance to the effective implementation of the guidance programme as it will not lead to behavior change as the decisions have not come from the client.

Gender of Student and Counsellor [5] observed that gender issues play a role in hindering delivery of the services. Their study found that counsellors in schools handle more of the services. Their study found that counsellors in schools handle more female than male clients. Possible explanations towards this have been offered: gender socialization processes where from an early age, women are encouraged to seek help when they have problems while men are discouraged from it [6] found that another possible reason for this disparity has to do with referral services. A woman is likely to refer another woman to a counsellor, but a man will not refer another man to a counsellor [7] confirmed that male students are more negative towards seeking the services of a counsellor than their female counterpart. Most men think it is an indication of personal weakness if one seeks for

psychological counselling. This does not mean however, that male students experience fewer problems than females. [8] noted that a number of students in colleges suffer stress and anxiety due to failure in examination, uncertainty about school fees, and pressure from guardians to excel, inability to cope with school work and personal relationships. As a result, most male students get openly drunk, walk aimlessly in the college compound arguing loudly to themselves or they just sit at the student's centre without attending classes. The researcher also observed that it is possible that male students may never seek help from a counsellor who is a female. [9] Confirm this gender bias by saying that when given only general occupation about individuals at work situations, people assume that the woman has a lower status job. People also believe that males are more influential than the females.

As a result of the foregoing, the researcher was motivated to investigate the challenges facing the utilization of guidance services for the career choice of secondary school students in Enugu Education Zone of Enugu State, Nigeria.

#### Research Question 1

What are the challenges that face the utilization of guidance services for the career choice of secondary school students in Enugu Education Zone of Enugu state, Nigeria?

#### Research Hypothesis

There is no significant difference in the mean scores of male and female school counsellors on their utilization of guidance services for the career choice of secondary school students in Enugu Education Zone Enugu State, Nigeria.

### METHODOLOGY

The survey research design was used to carry out this study in all the 31 secondary schools in Enugu Education Zone of Enugu State, Nigeria. The population for the study was 59 school counsellors out of which 21 are males and 38 are females. No sampling was done as

the number is small and manageable. The researcher developed a 8 item self-structured instrument called Guidance services and career choice scale (CSCCS) with a 4 point response option CSCCS was validated by three experts two in guidance and counselling and the

remaining one in measurement and evaluation. The reliability coefficient was ascertained using the Cronbach Alpha reliability estimate which stood at .81 after a trial test conducted on 15 school counsellors at Udi Education Zone of Enugu State, Nigeria. 59 copies of CSCCS were distributed by three research assistants that were trained in a one day consultative meeting. The research assistant and the researcher were able to retrieve 53 copies signifying 89.83 percent return rate of correctly filled administered instrument. the research question was answered with mean and standard deviation, while t-test statistic was used to test the research hypothesis at .05 level of confidence 2.50 was used

as the cut off point for making inferences. Thus, any item with a mean score of 2.50 was interpreted as disagree for the answering the research questions. For the research hypothesis, if the calculated t value was less than +1.96 at the required degree of freedom, the hypothesis was not rejected but if the t-calculated value was equal to or greater than the t-critical value, the research hypothesis was rejected.

Research question 1: What are the challenges facing the utilization guidance services for the career choice of secondary school students in secondary schools in Enugu Education Zone of Enugu State, Nigeria?

Table 1: Mean rating of school counsellors on the challenges facing guidance services for the career choice of secondary school students in secondary schools in Enugu Education Zone of Enugu state, Nigeria.

S/N	challenges facing guidance services for the career choice	SA	A	D	SD	X	SD	Decision	
1	Lack of trained counselors	27	18	6	2	3.32	0.82	A	
2	Doubt about the efficacy of guidance and counseling	23	21	7	2	3.22	0.82	A	
3	Lack of commitment of government officers	29	11	9	4	3.22	0.99	A	
4	Lack of or inadequate funding	33	13	5	3	3.45	0.82	A	
5	Inability to keep the ethical code of confidentiality	25	13	11	4	3.11	0.99	A	
6	Counsellors created problems	4	9	15	25	1.84	0.96	D	
7	Feeling of suspicion of the role and integrity of counselors	25	15	10	3	3.15	0.93	A	
8	Blurred role of the guidance counselors	19	17	13	4	2.96	0.96	A	
N =53 Grand mean								3.03	A

Table 1 shows that of the 8 items on the challenges facing the utilization of guidance services for the career choice of secondary school students in secondary schools in Enugu Education Zone of Enugu State, Nigeria. The respondents agreed with 7 of the items 1,2,3,4,5,7, and 8 as they recorded mean scores of 3.32, 3.22, 3.22, 3.45, 3.11, 3.16 and 2.96 which are above the cut-off point of 2.50. They however disagreed with of the items (6) with a mean score of 1.84. The standard deviation for all the items are small signifying that there is homogeneity in responses of the respondents. The table also shows that the respondents gran

mean score for the challenges the utilization of guidance services for the career choice of secondary school students in secondary schools in Enugu Education Zone of Enugu state, Nigeria is 3.03. Based on the decision rule for the interpretation of the respondents responses the answer to research question 1 is that the challenges facing the utilization of guidance services for the career choice of secondary school students in secondary schools in Enugu Education of Enugu Nigeria are: lack of trained counsellors, doubt about the efficacy of guidance and counselling, lack of commitment of government officers,

lack if or inadequate funding, inability to keep the ethical code of confidentiality, feeling of suspicion of the role and integrity of counsellors, blurred role of guidance counsellors.

There is no significant differences in the mean scores of male and female school counsellors on the challenges facing the utilization of guidance services for the career choice of secondary school students in secondary schools in Enugu Education Zone of Enugu State, Nigeria

Research Hypothesis 1

Table 2: t-test result of the male and female school counsellors on the challenges facing the utilization of guidance services on secondary school students in secondary schools in Enugu Education Zone of Enugu State, Nigeria.

Gender	N	X	SD	Df	t-cal	t-crit	Decision
Male	35	3.03	0.57		1.30		NS
						+1.96	Do not reject H <sub>0</sub>
Female	18	2.77	0.41	51			

Significant at  $1 < .03$ ,  $df = 51$  critical t-value =  $+1.96$

The test analysis in table 2 above indicates that the calculated t-value is 1.30 while the critical t-value is +1.96 at .05 level of significance. This implies that the calculated t-value is less than the critical t-value. Thus, there is no

significant difference in the mean scores of male and female school counsellors on the challenges facing the utilization of guidance services for the career choice of secondary school students in Enugu Education Zone of Enugu State, Nigeria.

DECISION OF RESULTS

The research question raised to guide the challenges facing the utilization of services for the career choice of secondary school students in Enugu Education Zone of Enugu State, Nigeria: Lack of trained counsellors, doubt about the efficacy of guidance and counselling, lack of commitment of government officer, lack of or inadequate funding, inability to keep the ethical code of confidentiality, feeling of suspicion of the role and integrity of counsellors and blurred role of school counsellors.

Education Zone of Enugu state, Nigeria. The analysis of the t-test comparison according to table 2 showed that the computed t (1.30) is less than the critical t-value (+1.96) at .05 level of significance. With regard to the decision rule, the research hypothesis which held that there is no significant differences in the mean scores of male and female school counsellors on the challenges facing the utilization guidance services for the career choice of secondary school students in Enugu Education Zone of Enugu State, Nigeria is not rejected. The findings is consistent with this of [6] who held that lack of or inadequate funding is a major challenges facing the implementation of guidance services in schools and where funds are available, very little is earmarked for counselling.

The research hypothesis tried to ascertain if there is a significant difference in the mean scores of male and female school counsellors on the challenges facing the utilization of guidance services on the career choice of secondary school students in secondary schools in Enugu

CONCLUSION

The study concluded that lack of trained counsellors, doubt about the efficacy of guidance and counselling, lack of commitment of government officers, lack of or inadequate funding, inability to keep the ethical code of confidentiality, feeling

of suspicion of the role and integrity of counsellors and the blurred role of school counsellors are the challenges that are facing the utilization of guidance services for career choice of secondary

school students in Enugu Education Zone of Enugu State, Nigeria.

In addition, school counsellors gender was found not to have significant effect

on the challenges facing the utilization of guidance services for the career choice of secondary school students in Enugu Education Zone of Enugu State, Nigeria.

#### RECOMMENDATIONS

Based on the foregoing, the researcher recommended that workshops, seminars, conferences be organized for school counsellors on how best to solve the

challenges posed during the utilization of guidance services for the career choice of secondary school students in Enugu Education Zone of Enugu State, Nigeria.

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