



EVALUATION OF CAREER KNOWLEDGE OF SENIOR SECONDARY SCHOOLS STUDENTS IN OYO STATE, NIGERIA

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ABSTRACT

Career knowledge is a necessity at the senior secondary school level if misplacement of talents, poor academic performance, unemployment and workers' frustration will be nipped in the bud in Nigeria. Studies have shown that poor career knowledge, poor academic performance and high school drop out are rampant in secondary schools. This paper therefore evaluated the career knowledge as an objective of the Guidance and counselling programme in secondary schools. Simple random sampling technique was used to select 1,320 students and 43 guidance counsellors from public and private secondary schools in five local government areas of Oyo State. Three validated instruments were used to collect data from the participants. The data collected were analysed using descriptive statistics, chi-square and t-test. It was found that 77% of the Guidance counsellors knew that career knowledge was one of the objectives of Guidance and counselling programme. It revealed that there was significant difference in the career knowledge of schools with Guidance Counsellors and schools without ($P < 0.01$). Approximately 71 % of students in private schools had moderate career knowledge, and 9.9 had high career knowledge, while 56.3 had moderate and 27.6 had high career knowledge in public schools. It was suggested that career album, career knowledge inventories be provided to the students, while career counselling should be systematically given to the students.

Key words: *Career knowledge of students, career counselling, objective of Guidance and counselling programme.*

INTRODUCTION

If the economy of Nigeria will not continue to be a dependent one that is left to the whims and caprices of the developed countries, then the career knowledge of the students will have to be enhanced to make them develop their potentials. Such developed potentials should undoubtedly contribute meaningfully to the economic development of the country. Career counselling often facilitates career knowledge. The provision of adequate career counselling enable students in secondary schools to understand themselves, their abilities, their potentials and develop enhanced capacity for making wise choices and perform well in their studies.

The Federal Government of Nigeria realized the importance of career counselling and the apparent ignorance of adolescents about their future career prospect and stated in the National Policy of Education (FRN, 2004 revised edition p. 52) that :

In view of the apparent ignorance of many young people about career prospects and in view of personality maladjustment among school children, career officers and counselors should be appointed for post primary institutions.

Similarly, developed nations have for many years enjoyed the benefits of career counselling. The United States of America was stunned and shocked when in 1957, the Soviet Union shot Sputnik I into space through technological innovation. America realized the need to encourage her students to develop their potentials to be able to achieve such rare feet. She therefore enlisted the services of guidance counsellors

The choice of career is one of the most important decisions individual makes in life. This is because everybody must work in order to meet economical and psychological needs. Secondary school students are future workers who are at the peak of the ideative stage,



they therefore need to pursue academic and career issues with candour (Emeke, 2004). The wrong choice of career may affect the physical well being of an individual and equally mar individual's happiness for life as a result of vocational maladjustment. To overcome this, Abiri 1973, Alutu 2002 in Oyediran (2012) emphasised that if our society is not to be plagued by disgruntled, frustrated and unrealistic individuals, secondary school students should be exposed to available opportunities and social expectations in the country through effective vocational guidance and counselling.

Choosing the path of a right career is one of the major decisions facing students at the senior secondary schools, and is one which may have far reaching consequences. Studies conducted by Adeyemo 2001, Salami 2001, Awoyemi 2002, Akpan and Anwana 2004 in Oyediran (2012) revealed that secondary school students have problems in making appropriate career decision. It is therefore obvious that students need career knowledge in order to understand the different types of jobs that are available in the society, subject combinations leading to the jobs, training requirements and personal qualities needed for such jobs, earning profile and career prospects. Guidance counsellors in secondary schools, therefore have a unique role to play in mapping out employment opportunities for individual learners in relation to their interests and levels of educational achievement (Adeyoju, 2005).

According to Oyediran (2012) in order to integrate guidance and counseling programme in secondary schools in Oyo State, the state government stated that, all educational institutions should employ the services of at least one guidance counsellor (OYSG, 2005). The Oyo State government also directed that there should be a functional counselling centres in each secondary schools. One of the objectives of guidance and counseling programme in Oyo State is to enable students choose subjects that are related to their personality traits, values, interests and overall career pursuit (OYSG, 2005).

Since guidance counsellors have been in secondary schools for about twenty-seven years, it will therefore be a worthwhile academic exercise to evaluate the career knowledge of the secondary school students. Also, the perception of the guidance counselors on career knowledge of the secondary school student should also be evaluated. This becomes imperative because the knowledge of the objectives of a curriculum is central to its implementation and because the objectives of any programme are expected outcomes (Emeke and Odetoyinbo, 2004). Furthermore, the objectives of the programme need to be evaluated to ascertain the level of accomplishment to detect possible gaps for necessary remediation (Obido and Onwurah, 2006).

Statement of the Problem

Guidance and counselling programme has been introduced into secondary schools in order to equip students with career knowledge, valid and usable vocational and occupation information. Twenty-five years after the introduction of the programme, many students still choose wrong subjects combination, many do not know course to study, where to study it, and the required subjects combination. This study therefore evaluated the extent to which students in secondary schools have acquired career knowledge.

Purpose of the Study

The main purpose of this study was to evaluate the Guidance counsellors' knowledge of career as an objective of the guidance and counselling programme and students' knowledge of career. This will provide feedback to the guidance counsellors on their activities, raise the level of career consciousness of the students and provide information on career knowledge to the Ministry of Education.

Research Questions

Three research questions were generated to carry out this study:



1. What is the percentage of guidance counselors that have knowledge of career as an objective of guidance counselling programme?
2. What is the level of students' knowledge of career in schools with guidance and counselling programme in public and private secondary schools in
3. Is there any significant difference in students' knowledge of career in schools with guidance counsellors and schools without guidance counselor?

Research Design

The research design for this study is descriptive survey. The researcher did not control or manipulate any variable because their manifestation had already taken place.

Evaluation Model

The researchers used a framework adapted from context, input, process and product (CIPP) model by Stufflebeam (2003). The CIPP model was used for the study because it is systematic, comprehensive and can evaluate the two components of the study which are the focus of this research.

Data was collected on the knowledge of career as one of the objectives of the guidance and counselling programme in secondary schools. Evaluation was done on the career knowledge of the students, which is one of the objectives of guidance and counselling programme.

Population

The 43 guidance counsellors and all students in SS II in the 355 public secondary schools and 171 Government approved private secondary schools in Oyo State formed the target population.

Sample and Sampling Technique

Multi-stage sampling technique was used by the researchers in the study. The thirty three (33) local government areas in Oyo State having been divided into five zones comprising Ibadan, Oyo, Oghomoso, Oke-Ogun and Ibarapa and out of these zones, one (1) local government was randomly selected by lucky-dip. Based on population of schools and students, randomly Ibadan had 26 schools, Oyo . 10 schools, Ogbomosho, 10 schools, Oke-Ogun, 10 schools and Ibarapa, 10 schools. In each school, a total sample of 20 students was randomly selected, comprising 10 males and 10 females making 1320 students. Also 43 available certificated and qualified, guidance counselors were purposively selected for the study.

Instrumentation

The instruments designed and used by the researchers to obtain relevant data for this study are titled Screening Questionnaire on Guidance and Counselling Programme. (SQGCP) Counsellors' Knowledge of Objectives and Practice of Guidance and Counselling Inventory (CKOPGCI) and Career Knowledge Inventory (CKI). They were developed by the researchers after a careful review of relevant literature.

SQGCP solicited information on the availability of guidance counsellor in the school from the principal. It consists of two sections, A and B.

Section A consists of information on the schools and the principal. Section B consists of five items on guidance and counselling programme. The respondents were required to indicate their responses on a two point scale Yes/No.

(CKOPGCI) was used to collect data on the knowledge of objectives of guidance and counseling programme from the guidance counselors. The instrument contains three sections A, B, and C. Section A is on the background of the guidance counselor, while



Section B contains seventeen items on practice of guidance and counseling. Section C requires the guidance counselor to mention any six objectives of guidance and counseling programme in secondary schools. CKI contains two sections, A and B. Section A deals with student’s background information while Section B deals with career knowledge. Section B has eighteen items in which the respondents were to indicate the extent of their agreement or disagreement on a Four Point Scale on career choice of Strongly Agree (S.A), Agree (A), Disagree (D), and Strongly Disagree (SD).

Validity

The content and face validity of the instruments were determined by given the instruments to three research fellows and four International Centre for Educational Evaluation (ICEE) students at University of Ibadan, to ensure their suitability for the study. Their useful comments were used to modify some items.

Reliability

To ensure the reliability of PAIGCP, it was tested on a sample of 30 principals in secondary schools in Ibadan South West that was not part of the study sample. The estimated Cronbach’s Alpha reliability co-efficient was 0.81. It is considered high enough for the study. CKOPGCI was finally pilot tested on a sample of 30 guidance counsellors in secondary schools in Ibadan South West that was not part of the study sample in order to determine the reliability of the instrument. The estimated reliability of the CKOPGCI was 0.92 using Cronbach’s Alpha. C.K.I was finally also pilot tested on 200 SS two students in Ibadan South West Local Government that was not part of the study sample. The estimated reliability co-efficient of CKI was 0.83 it indicated high reliability of the instrument.

Procedure for Administration

The researchers trained eight research assistants on how to administer the questionnaire with minima stress. They were selected among secondary school teachers. They all possessed first degree. The researchers and the assistants administered the screening questionnaire to the principals in the secondary schools in the five local government areas to identify the schools that had guidance counsellors in the last three years and school that did not have. The researchers and assistants then addressed the SS 2 students, explained the rationale behind the research and sought their maximum co-operation and consent. The researcher administered the questionnaire on the guidance counselors. Twenty students were then randomly picked from the register of the SSII classes.

Data Analysis

The data obtained were analysed using the descriptive statistics (Frequency count, simple percentage; chi square and t-test).

Results:

Table I: Summary of Guidance Counsellors’ Knowledge of Career using Percentage

	Knowledge of objective	Frequency	Percentage
1.	Career	42	97.67

The result of table I shows that 97% of the guidance counsellors of the sampled schools knew that career knowledge was one of the objectives of guidance and counselling programme in secondary schools. The implication of this is that career knowledge is seen as a major thing that students should acquire by the counsellors.



The guidance counsellors must have also been aware of the fact that career decisions are significant, critical and complex decisions for secondary schools students (Ali & Carew, 2000, Awoyemi, 2002, Salawu and Bagudo, 2000).

Table II: Summary of Career knowledge of students in public and private schools using Percentage

Dependent variable	Types of School	Low	Moderate	High	Total
Career knowledge	Private	31(19.1)%	115(71)%	16(9.9)%	162(100)%
	Public	85(16.2)%	296(56.3)%	145(27.6)%	526(100)%

Table II shows that private secondary school students with guidance counsellors had 31(19.1)% low level of knowledge of career, 115(71)% had moderate, level of knowledge of career while 16(9.9)% had high level of career knowledge respectively. While students in public secondary schools with guidance counsellors had 85 (16.2)% possess low level of career knowledge, 296 (56.3)% possess moderate level of career knowledge while 145(27.6)% high level of career knowledge respectively. The implication of this is that many students in public and private secondary schools had moderate level of career knowledge, while many students had high level of career knowledge in public secondary schools.

Table III. Summary of Students knowledge of career in schools with Guidance counselors and schools without Guidance Counsellor using t test

Dependent variables	School status	N	Mean	S.D.	t _{obs}	Df	P value
Career knowledge	Schools with counselors	688	22.13	5.55	-2.34	1098	.011
	Schools without counsellors	412	23.03	5.86			

Table III presents the t-test result. The (1098) observed indicating the difference between the students career knowledge of schools with guidance counsellors and schools without guidance counsellors is -2.34; $P < 0.05$. Since P. value is less than 0.05, it can be inferred that the career knowledge of students from schools with guidance counsellors and schools without guidance counselors differs significantly.

Discussion

The research findings showed that majority of the guidance counsellors were aware of career knowledge as one of the objectives of guidance and counselling programme. This is an indication that the guidance counsellors have not forgotten what they learnt at the University and attached importance to career choice. It also shows that they are conscious of the fact that education is a means to an end and not an end in itself. It also reveals that the knowledge that is acquired in school is to be utilised for productive purposes which can be realised through career counselling.

The study also shows that both private and public secondary schools students had moderate and high knowledge of career counselling. This result finding corroborated various studies and findings which confirmed that career knowledge was given top priority by guidance counsellors, parents and students (Adeyemo, 2001, Akpan and Anwana, 2004 Adegbite 2004, Egbile and Abosi, 2004).

The research also shows that there was significant difference in the career knowledge of students in schools with guidance counsellors and those schools without guidance counselors. This finding corroborated the findings of Ademokoya and Oyewumi (2005), Salami (2003) who found that many secondary schools lacked necessary information on career knowledge and opportunities available to them in the world of work.



Conclusion

Based on literature and the findings as embodied in this study, it is observed that, the guidance counsellors are aware of career knowledge as part of their responsibilities to adequately teach the student. The guidance counsellors are living up to expectations in terms of equipping students with career knowledge and in the provision of vocational guidance. Guidance counsellors should continue to give career counselling top priority in their counselling activities.

Recommendation

The guidance counsellors should realise that the secondary school students are the future human resources of the country; they should therefore be well equipped with career knowledge. Counsellors should emphasis the relationship between school subjects and the future career aspiration of the students. They should also provide students with stimulating career album, up-to-date vocational file, and administer psychological test on career, such as Vocational Interest Inventory (VII) score and interpret it to enable the student make objective and realistic career choice.

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