



INFLUENCE OF GUIDANCE AND COUNSELLING SERVICES ON CAREER CHOICE OF SECONDARY SCHOOL STUDENTS IN MAIDUGURI METROPOLIS

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Abstract: *The study examined the influence of guidance and counseling services on career choice of secondary school students in Maiduguri Metropolis, Borno State, Nigeria. Guidance and counseling is a helping profession which is concerned with molding, reconstructing and rehabilitating a trouble person. It is a self-revealing relationship and both preventive and curative of maladaptive behavior. It is globally accepted that, guidance and counseling activities are for human beings, those with or without problems, normal and abnormal. 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. The study recommends that The state government through various agencies of the Ministry of Education such as Post Primary School Management Board should endeavour to organize periodic conferences, seminars and workshops for guidance counsellors in the State School System on the various theme such as "Guidance Services in the new millennium-problems, constraints, strategies and measures for effective implementation of Guidance and Counselling Services in Secondary Schools. This can be done under government sponsorship to enhance general participation and growth of all the counsellors.*

Keywords: *Influence, Guidance and Counselling, Career Choice, Secondary schools*

Introduction

Guidance and counselling as a movement was started in America at the beginning of 20th Century as a reaction to change process in an industrialized society. Guidance and counselling services were set up within the department of education in September 1968 when the recommendations made by Louis, a consultant sent over to Malta by United Nation's Educational Scientific and Cultural Organization (UNESCO), were taken up, Summit (1997). Globally, guidance and counselling services are essential elements in discipline management of people in all societies. It could be difficult for any society to function well without the exercise of discipline. School guidance and counselling programmes have therefore been introduced to assist students overcome the number of challenges they experience at home and at school.

According to Melvin (1975), secondary school education is the engine room of knowledge acquisition, a stage at which students come in contact with various subjects, which determine the field of study they will like to pursue in higher schools. Secondary school education is a kind of level after the primary education and before higher education. Its position in educational system also speaks of its importance. Schwarzeller (1962) see school as that which provides an outside view of what needs to happen in order for change to occur and also an equal opportunity for developing capabilities and talents.

Education reforms in Nigeria always have the secondary schools as main focus. In fact, it is viewed as powerful stage for knowledge, skill and experience acquisition as well as a wide range of career prospects for young boys and girls (Ezekwesili, 2006).

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. Today, the situation is different, for the fact that secondary school students hardly have full knowledge of the requirement for each job and can no longer keep track with the numerous career opportunities, it is against this background that the guidance and counseling was introduced in order to assist the secondary students in choosing a career.

Guidance and counseling is helping profession which is concerned with molding, reconstructing and rehabilitating a trouble person. It is a self-revealing relationship and both preventive and curative of maladaptive behavior. It is globally accepted that, guidance and counseling activities are for human beings, those with or without problems, normal and abnormal.

The establishment of modern guidance and counseling in secondary schools in Nigeria however, rest on the realization of the need for more sophisticated and integrated package to help individual satisfy their problems and concerns of presents day living.

Okon (1984) defined guidance as total programme of a number highly specialized activities implemented by specialist to help individual make wise and intelligent choice and decisions, counseling on the other hand, has been defined by Makinde (1987) as a service designed to help an individual analyze himself by capabilities, achievements, interest mode of adjustment towards what new decision he has made or has make.

Therefore, since guidance and counseling is a profession, for effective counseling to take place it must involves the application of basic principles for effective helping. These however, include the principle of understanding, sequential process; appreciate self-disclosure and observance of ethics. Their applications not only make counseling effective but also add to the specialist of the counseling relationship.

For guidance to be meaningful, it, must be seen as a series of programmed activities which help the normal school child to know himself/herself as an individual, become more aware of his/her person, experience his/her world and those people he/she relate with it is a dynamic process which undergoes continuous change over time as it is not a single event but a series of events, steps or action which are geared towards the general development of the individual. Hence, guidance and counseling play a vital role in the career choice of the students.

Concept of Guidance and Counselling

According to Anagboga, (1988), guidance and counseling is a process of helping an individual towards overcoming obstacles to his or her personal growth which could be educational, vocational, social or personal, whatever it may be encountered. In this regard, the individual strives to achieve optimum development of his personal resources. He went on to say that guidance and counseling aid the child to develop the most effective ways of identifying and achieving desirable goals for better adjustment and living. The function of counseling is to facilitate normal development and prevent great frustration, anxieties and stress. The effect of guidance and counseling on career choice cannot be overlooked. This is because right from the beginning, the main aim of guidance and counseling was on career choice as stated in Kolo (1992).

Garba (1994) looked at guidance and counseling as a programme of service to individual as well as group of people with peculiar but similar needs. The problem consists of services which are designed to help individuals as well as group to adjust to their environment and or new conditions. The services are directed towards assisting individuals to develop the ability to set realistic goals and to improve one's own way of life. Specifically, counseling as a service within the general guidance programme is

designed to help individuals to understand their confused feeling, ideas, fear and hopes. Denga (1983) defined counseling services as a personal dialogues or interview between the counselor and the counselee or direct during which the client seeks expert's assistance from the counselor, regarding the solution to his problem.

Shartzter and Stone (2002) defined guidance to mean to direct, pilot or guide. Bakare (1996) refers to guidance as a more directive or prescriptive form of assistance. Idowu, (1998) sees it as a family name for all the helping services within the general educational and community systems to make the meaning to be more explicit. Akinade (1992) remarks that some specialists assert that guidance is a broad term used to cover a number of specialist services available in schools.

Such services include the formation service, testing service, placement service, follow-up service and counseling service. But looking at the modern day global world, the provision of specialist services are no more limited to the school, it now include the community in general. Counseling is a process of helping individuals or group of people to gain self-understanding in order to be themselves.

The development of guidance and counseling has its root in the then western states of Nigeria. The growth of guidance and counseling started at St. Theresa's College, Oke Ado around the 50s at Ibadan when a group of Reverend Sisters who administered the secondary school felt strongly that, there was dire need to offer information on vocational guidance to their outgoing final year students in 1959. This is because they felt that the students have a vague idea of the nature of many kinds of jobs, available in the country, the group of people who provided occupational information were referred to as career advisers, this group of people twenty in number, later on, organized career talks, seminars, guidance workshop and vocational guidance courses. In September, 1964, the first seminar on guidance and counseling and also testing were organized in Lagos by the Federal Ministry of Education. The Seminar served as a fertile ground for the investigation of all career masters formerly operating as voluntary organizations. By 1967, career guidance had spread beyond the Western Zone of Federal Government Schools in Nigeria. Career Masters were sent to all those school, their duties were to help and assist students choose subjects, course and jobs.

The period from 1970 to 1976 witnessed some rapid development of guidance and counseling in Nigeria (Idowu, 2004) with this development, guidance and counseling was incorporated in the National Policy on Education Document in 2004. The policy stressed that, in view of the apparent ignorance of young people about career prospects and in view of personality maladjustment among school children, career officers and counselors will be appointed in post-primary institutions since qualified personnel in the category are scarce, government will continue to make provisions for the training of interested teachers in guidance and counseling. Thus, the interest and various activities led to the establishment of professionally recognized body known as the Counseling Association of Nigeria (CAN), today through the activities of this body, guidance and counselling has been introduced into Nigeria Universities, schools and colleges.

The place of guidance and counselling programmes in schools cannot be overemphasized especially with the daily expansion in the enrolment of students in schools, growing needs of youths in Nigeria, the continual unrest in schools and the repeated changes in the educational system. 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 (Okobiah & Okorodudu, 2014). The UNESCO module on guidance and counselling (2010) also stated that guidance is a programme of service to individuals based on their needs and influence of environmental factors. Guidance and counselling is a professional field which has a broad range of activities, programmes and services geared towards assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choice on their career.

Concept of Career Choice

Kayode (1999) defined career choice as an individual's expression of his intention to enter a particular occupation. The author maintains that career choice has different meaning at different age level because decisions made at tender age levels are not highly related to reality as those made at old age

because he or she may not consider such factors as psychological and non-psychological that may affect his/her choice, choice normally based upon considerations of various factors which are likely to affect future occupational satisfaction and success.

Pam (2013) defines career choice as the act of deciding what one wants to do in life that determines one's success in the next stages of life. Career guidance involves activities that are made up of planned experiences that enhance knowledge of self and make one build confidence and to be optimistic, thus able to set constructive external goals by identifying future goals and vocational identity (Pitan & Atiku, 2017).

Career preparation helps remove confusion, anxiety and indecisiveness and brings life satisfaction that result in enjoying what one does and having a level of competency through formal assessment (Nachmias & Walmsley, 2015). The increasing competition in the job market has made pro-active career planning even more critical to students as they must decide the type of profession they want to have in life. Consequently, students ought to make career decisions early if they are to succeed in the highly competitive job markets (Jackson & Wilton, 2017). Regardless of the approaches used in different countries to prepare the young people for future career paths, research indicates that a career that matches one's interest, skills and values is one of life's most important decisions because it significantly increases one's chances for socio-economic success and personal fulfillment (Korir & Ngala, 2016; Mudulia, 2017).

Achebe (1983) opines that career choice is the choosing of a job by an individual. He further stated that choosing a job should be taken seriously; this is because a wrong choice may have everlasting consequences on the person and his dependents. This is why there is need for career guidance. One's career has a tremendous impact on his life. Patterson (2001) observes that it determines his social class, his home work and hours at home, his interests, attitudes and opinions, his goals and values including the way he feels about education, life, relation and politics. If career exerts so much influence on an individual's life, then care should be taken by those who wish to or enter into any of them.

Guidance and Counselling and Career Choice

Guidance and counseling can positively influence the attainment of one's career. Prelousky (2012) says that career guidance and counseling is designed to help individuals attain their career. Prelousky (2012) maintains that the concept of career guidance has been widely used since the early seventies, although only lately, it has been insisted on a comprehensive approach of managing career during the entire life time.

Professional orientations and career guidance represent organized systems of social and professional work on providing continuing help to the individual for the entire duration of his career development, in free choice of direction and orientation, in education and professional activity with the goal of achieving a professional identity, in line with personal traits and the labour market demand for specific occupations.

The World Bank as cited in Prelovsky (2012) defines career guidance to refer to service and activities intended to assist individuals of any age and at any point, through their lives, to make educational training occupational choice and to manage their career. Such services may be found in schools, universities and colleges or training institutions, in public employment service, in workplaces, in voluntary community or in the private sector.

Prelovsky (2012) maintains that career guidance is essential for individuals, he or she is helped to choose, prepare for, enter, and make progress in an occupation. Through vocational guidance, the individual is assisted to discover his abilities, interest and talents. Kolo (2002) opines that career counseling deals with problems related to the world of work. Problems in these areas could arise from difficulty in making a decision as to what job to go into, adjusting to the work demands after employment in vocational counseling.

Career choice of the students in secondary schools

Career talk is guidance and counselling programme that provides information on various occupations within an industry (Roth, 2010). It introduces students to the nature and scope of the work and educates them on the skills necessary to perform certain job functions. Roth (2010) maintained that

in career talks, local business leaders visit school and speak about their unique experiences. They share insights, career guidance, lessons and tips to motivate and inspire students to make informed decisions about their future. Roth and Middleton (2016) added that in career talks, speakers are not asked to prepare slides or come with demonstrations rather, they are briefed to 'speak from the heart' about their career choices, what inspired them to choose their career path, subjects they studied and how these are relevant now, their failures, as well as successes, what their company does and why this is important, what they enjoy most about their career and skills currently relevant in the jobs they are doing now.

For Davidson (2016), career talks allow students to hear from real-life role models who can demonstrate the relevance and connection of what is taught in the classroom; they also allow students to gain an understanding of what different careers actually entail, while bringing the curriculum to life. The goal of career talks is to equip students with the inspiration and information to make better-informed decisions about their future career paths. Kuruku and Ibrahim (2013) studied impact of guidance and counselling on career choice among secondary school students in Otukpo Local Government Area of Benue State. Four hypotheses were tested using independent sample t-test and the result shows that guidance and counselling services have a statistically significant effect on career choice of male and female students among secondary schools in Otukpo Local Government Area of Benue State.

A seminar is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject in which everyone present is requested to participate. This is often accomplished through an ongoing socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted. Career seminar encompasses formal organization of guidance and counselling services with a predetermined objective of involving students in an active dialogue concerning their career aspiration. Career seminar thus provides avenue for participation in career guidance activities in school which provide students with necessary awareness, knowledge and skills required in the world of work. It is a strategy for providing occupational orientation to students to become aware of what is contained and required in the career of one's choice which matches interest and abilities. In career seminar, occupational orientation is viewed as an important aspect of the career development process; adolescents must identify their interests and abilities, balance them with labour market opportunities and gradually develop an occupational preference (Super et al., 2016).

The importance of providing transition enhancement assistance has been emphasized in the further education, training or employment of students. Career seminar helps students acquire the knowledge, skills and awareness necessary for effective career development (Amininiye & Patrick, 2009). Orewere et al. (2020) studied the effect of guidance and counselling services on students' career choice in selected secondary schools in Jos metropolis. The findings showed that there was no significant difference on the basis of gender in the guidance and counselling services offered to students and how it influence their career choices. Based on these findings, the researchers recommended that more guidance and counselling centres should be set up with more professional counsellors employed in the schools and also Government should support guidance and counselling practically by providing funds.

It is commonly observed that many people found in different careers are not satisfied with what they are doing. This may be due to poor career choice. Career choice is one of the many important decisions students make while determining their future plans. This decision has impact on them throughout their lives. Career choice has been a serious problem among secondary school students in Nigeria. No matter what the student's age is, the choice of career is an important question for him or her. Consequently, a lot of students in secondary schools believe that their future is a glorious adventure in which they are bound to succeed. Many of them have the idea that they would be able to work in either the public or private establishments as soon as they complete secondary school education.

Some have plans to become lawyers, engineers, medical doctors, accountants and administrators. Most of the students in secondary schools are also worried about what they will do with their lives and the kind of adult they will become in future. They are also concerned about early entry into the occupational world and finding productive and rewarding place in and out of fast changing societies. Thus, how the students of today meet the problems of tomorrow will depend upon the amount of success they make in planning for their future

Effects of career choice on the future of the secondary school students

Throughout a career, a person tries to cope with the external variables while simultaneously integrating themselves into the surroundings (Kroll, Dinklage, Lee, Morley, and Wilson, 2009). While balancing one's self-identified and met needs with the reality of life, a person's career choice is an act of self-determination. According to some, job choice is influenced by two sets of factors: the individual and the workplace. As a person in a career, one's objectives and how they've adapted to the realities of the job have always been balanced. The type of person a person becomes is largely determined by his or her job, as a person's self-perceptions, desires, and objectives, as well as their interpersonal reactions, are all formed throughout the course of their lives (Kroll *et al.*, 2010).

Knowledge that has been imparted to us by our culture as well as our surroundings has been geared at acquiring, retaining, and using information about the world. As a result, it may be concluded that the construct includes both the individual and the environment. Profession theorist Krumboltz (2010) asserted that contextual influences play a role in one's career choice. In Sear and Gordon's book (2009), Krumboltz claims that sociologists have been studying how the social environment influences job decisions since the 1960s. Many of these influences include family, social economic standing, general economic situations, the general public's perception of certain professions and the public's attitudes about multicultural communities (Sears and Gordon, 2008). According to Khallad, (2009) and Watson, Quatman, and Edler, (2009), a person's risk of developing cancer depends on their genetics (2002) Career choices are influenced in part by characteristics such as socioeconomic position, gender, race, parents' career and education, and family expectations. A number of scholars have looked at whether or not these characteristics influence job choice and how they influence one's professional behaviour and how they affect one's career choice (Osipow and Fitzgerald, 1996; Rojewski and Yang, 2000). Recent years have seen a growing awareness of the influence socioeconomic position, race, and gender have on a person's ability to make good professional decisions (Stitt-Gohdes, 1997).

Gender

While previous research on the relationship between gender and career maturity has produced unreliable outcomes, gender differences as examined through the career decision making process has been documented although inconsistent (Cassie & Chen, 2012; Patton & Creed, 2001). However, as demonstrated by Betz, Klein, and Taylor (1996) with gender as the variable among college students, there have been few significant differences in either the total score or subscale scores in CDSE (Betz & Taylor, 2012). Cassie and Chen (2012) explored the research stating the differences in the levels of career maturity and their relationship to the discrepancy between gender-role perceptions and their effect, and to what extent these perceptions promote the individual's ability to cope with the environmental demands of the setting (Super, 1990). Betz and Fitzgerald (1987) reported significant consequences for women as a result of the fewer traditional female occupations that were typically limited to salary and opportunities for growth. Additionally, in a study completed by Vermeulen and Minor (1998), it was found that 95% of women respondents suggested that every potential career choice they considered included the potential impact on their opportunity to be a mother.

Ethnicity

The impact of ethnicity on career indecision and school engagement may stem from a lack of minority faculty members or the lack of influence from other minority peers or family members (Womack, 2014). When ethnic minorities were compared with white populations, it was found that the white or Caucasian people held a higher CDSE (Gloria & Hird, 1999). More recent studies have produced conflicting results.

In a study completed by Chaney, Hammond, Betz, and Multon, (2007), data was gathered demonstrating that the CDSE scores of 200 African Americans were significantly higher than those of 1400 Caucasian students. The researchers found statistically significant differences with the African American sample across every sub-scale of the CDSE-SF except the problem-solving scale. Also, concerning effect size, the researchers measured the African Americans as having a mean of 4.0 on the goal selection scale compared to a 3.7 for the Caucasians. Due to this reasonably small effect, Betz and Borgen (2009) reported the CDSE on a large sample of 960 undecided college students at a large university. The researchers employed a CAPA system which was based on an integration of Bandura's self-efficacy theory. The mean scores across the ethnic groups were significant. The mean for the African Americans (M=3.8) was found to be significantly larger than that of the Asian Americans (M=3.6) and the white students (M=3.4).

Parents

Career development methods can only be effectively implemented if they are linked to a student's academic performance and school involvement. Parental participation is one of the best indicators of a student's academic success (Levine & Sutherland, 2013). A student's likelihood of dropping out of school due to lack of interest in schoolwork is decreased when parents are actively involved in conversations about career options with their children (Perry, Liu, & Pabian, 2010). The current study reveals that parents' educational and income levels are major determinants of their children entering higher education or finding a career (Belley, Frenette, & Lochner, 2011). In other words, there is a strong case to be made for children following in the footsteps of their parents, as evidenced by research. Career interests, self-esteem, values and talents of parents have a direct impact on their children's career exploration (Levine & Sutherland, 2013).

There is a strong correlation between socioeconomic position and whether students prioritize job exploration and postsecondary education (Levine et al., 2013). Due to social expectations based on socioeconomic class, kids' job ambitions constrict as they mature (Gottfredson, 1996). Students make judgments based on what they see and experience in their own community or family system. Academic and social issues can lead to low academic performance in students (Eccles, Roeser, Wigfield, & Freedman-Doan, 1999). Parents who have less education or who originate from poorer socioeconomic origins are assumed to lack the motivation or capacity to support their children's career development (Levine et al., 2013).

Outcomes Expectation

A study conducted by McWhirter, Rasheed, and Crothers (2000) advanced the notion that career decision making self-efficacy can influence the high school student's outcome expectations, perceived barriers, the shift in educational plans and career expectations. Contributing to previous research, career education was demonstrated to increase the student's career confidence compared to a health education class. The study sought to discover the effects of a career education class on 166 high school sophomores through a pretest, posttest and follow-up data using the health education class as the control. The researchers reported that there was no significant change in outcome expectations from pretest to posttest ($p = .73$). The studies also cited no significant main effects for the between-subjects' factors of treatment regarding outcome expectations, however, follow-up t-tests suggested that the career-health participants' outcome expectation rose significantly ($p = .003$). The studies further revealed, after a chi-squared analysis conducted for the two groups regarding the pre-post change in career expectation at $p < .001$, that the career-health conditions were significantly more likely to change their career expectations than those students in the health-career condition. This study proved adequate in building on research efforts to support the value of career education on post high school transition and within the context of improving career readiness; this study warrants the value of career education.

School Engagement Strategies

Factors that promote academic engagement and student motivation are considered the most fundamental part of a career and technical education program. Providing students with employability and technical skills during adolescence aids their transition into adulthood (Loera, Nakamoto,

YounJoo, & Rueda, 2013). The potential for enhancing a student’s academic engagement by combining academic curricula and technical experience could translate into the acquisition of new skills needed for success in the new economy (Stone & Lewis, 2012). While there is limited research on these factors and their abilities to influence academic engagement and motivation, it has been found that by combining career preparation with academic preparation and “college knowledge,” the student’s educational and career aspirations are improved (Rowan-Kenyon, Perna, & Swan, 2011).

Research indicates that students are more capable of making educational and career choices when adult role models are more engaged and encouraging (Loera et al., 2013). In a study conducted on 267 students from the eleventh and twelfth grades, the adult impact on college enrollment factor was found to be significant ($p < .01$). The results suggest that the youth interviewed in the study reported a positive impact the adult mentors had on their academic engagement and overall satisfaction with school life (Loera et al., 2013). The teachers in this study played a significant role in assisting in the students’ career and educational choices. When students felt supported by teachers, they were inclined to be more engaged in their schooling and were concerned about post high school career decisions, consistent with the findings from Fredericks, Blumenfeld and Paris (2004) on student engagement, solidifying the importance of the interactions between teacher and student regarding educational aspirations (Lapan et al., 2003).

METHODOLOGY

Research Design

A descriptive survey research design was used for this study. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon (Kothari & Garg, 2014). This data aims to know the extent to which different conditions can be obtained among these subjects. In its essence, descriptive studies are used to describe various aspects of the phenomenon. Since this study is focused on describing the perception of school students as regarding school counselors, the descriptive survey research design was used for the study.

Population and Sample

The population of this study comprised of selected senior secondary schools in Maiduguri Metropolis of Borno State. The selected senior secondary schools are Yerwa Government Girls Secondary School, Government Day Secondary School, Government College, Maiduguri, and Maimalari Day Secondary School, Maiduguri Consequently, the population of this school comprises all senior secondary school students of the schools. That is to say, the population composed of students in classes SS1 to SS3.

Table 1: Schools

School	Number of Guidance and Counselling Teachers	Number of Students
Yerwa Government Girls Secondary School,	1	50
Government Day Secondary School,	1	30
Government College, Maiduguri	1	20
Maimalari Day Secondary School, Maiduguri	1	30
Total	5	130

Source: Researcher (2024)

Stratified sample means that size of sample strata is proportional to the size of population strata; in other words, probability of unit being selected from the stratum is proportional to relative size of that stratum in population. Therefore, the target population was one hundred and twenty

Instrument for Data Collection

This study used primary data obtained through the use of questionnaires. The instrument used for the study was self-developed.

Data Analysis

The data collected for the study were analyzed using tables and frequencies.

DATA ANALYSIS

A total of one hundred and twenty questionnaires were distributed to both teachers of Guidance and Counselling Teachers and students of the selected schools in Maiduguri Metropolis, Borno State. Out

of these distributed questionnaires, only ninety (90) students filled theirs but the teachers filled and returned the questionnaires. The questions were in 5-Likert scale table.

Table 1: Responses on the Roles of Guidance and Counselling on career choice of secondary school students in Maiduguri Metropolis

S/No	Item Description	Strongly Disagree	Disagree	Undecided	Strongly Disagreed	Disagreed	Total Percentage (%)
1.	The Counsellor assists the students to choose the right subject combination in line with their trait	60 (50%)	30 (25%)	5 (4%)	15 (12.5%)	10 (8%)	120 (100%)
2.	Counsellor helps students discover occupations that suit their abilities through personality traits	40 (33%)	30 (25%)	0 (0%)	30 (33%)	20 (17%)	120 (100%)
3.	My guidance counselor at school can assist me in making educated decisions about my future	25 (21%)	40 (33%)	5 (4%)	20 (17%)	30 (25%)	120 (100%)

Item 1 in Table 1: indicates that 60 (50%) of the respondents strongly agreed that the counsellor assists the students to choose the right subject combination in line with their traits, 30 (25%) agreed, 5 (4%) were undecided and 15 (12.5%) strongly disagreed while 10 (8%) disagreed. This show that majority of the respondents affirmed that the school counselor assists the students to choose the right subject combination in line with their traits. Item 2 revealed that 40 (33%) strongly agreed that counselors helps students discover occupations that such their abilities through personality traits, 30 (25%) agreed, 30(33%) strongly disagreed and 20 (17%) disagreed. This means that the counselor helps students discover occupations that suit their abilities through personality traits. Item 3 indicates that 25 (21%) respondents strongly agreed that their guidance counselor assist them in making educated decisions about their future, 40 (33%) agreed and 5 (4%) were undecided while 20 (17%) strongly disagreed and 30 *33%) disagreed. This show that majority of the respondents agreed that the role of the school guidance and counselor is to assist students in their academic performance and career choice.

Table 2: Responses on the Career Choice of the Students in Secondary schools in Maiduguri Metropolis

S/No	Item Description	Strongly Disagree	Disagree	Undecided	Strongly Disagreed	Disagreed	Total Percentage (%)
1.	I want to be an Engineer	50 (42%)	40 (33%)	0 (0%)	20 (17%)	10 (8%)	120 (100%)
2.	I want to be a Lawyer	25 (21%)	30 (30%)	0 (0%)	40 (33%)	25 (21%)	120 (100%)
3.	I want to be a Doctor	60 (50%)	40 (33%)	0 (0%)	0 (0%)	20 (17%)	120 (100%)
4.	I want to be a Journalist	25 (21%)	30 (30%)	0 (0%)	40 (33%)	25 (21%)	120 (100%)
5.	I want to be a Teacher	15 (12.5%)	25 (21%)	10 (8%)	40 (33%)	30 (30%)	120 (100%)

Table 2 indicates the responses of students on their career choices. Item 1 reveals that 50 (42%) wants to be Engineers, 40 (33%) agreed with their choice and 20 (17%) strongly disagreed that they don't want to be Engineers in future while 10 (8%) of the respondents disagreed. Item 2 show that 25 (21%) wants to be Lawyers, 30 (30%) agreed and 40 (33%) strongly disagreed with their idea of been a Lawyer in the future while 25 (21%) disagreed. Item 3 show that 60 (50%) wants to be Doctor in the future and have chosen so as their career choice, 40 (33%) agreed, 20 (17%) disagreed. Item 4 show that 25 (21%) chose to be journalist in future and have also chosen so as their career choice. 30 (30%) agreed and 40 (33%) strongly disagreed while 25 (21%) disagreed. Item 5 shows that 15 (2.5%) strongly agreed that they want to be teachers, 25 (21%) agreed, 10 (8%), 40 (33%) strongly disagreed while 30 (30%) disagreed. This shows that the students have all chosen their career choices for which they aspire to be in future.

Table 3: Responses on the effects of career choice on the future of secondary school students

S/No	Item Description	Strongly Disagree	Disagree	Undecided	Strongly Disagreed	Disagreed	Total Percentage (%)
1.	Career choice assists students to develop their personal study time table	40 (33%)	30 (25%)	0 (0%)	30 (33%)	20 (17%)	120 (100%)
2.	Career choice assists students to develop good study habit	50 (42%)	40 (33%)	0 (0%)	20 (17%)	10 (8%)	120 (100%)
3.	Career choice help students to develop interest in being religious with doing their assignments, copying their notes, quizzes, tests and examinations	60 (50%)	30 (25%)	5 (4%)	15 (12.5%)	10 (8%)	120 (100%)

Table 3 reveals the responses on the effects of career choice on the future of the secondary school students. Item 1 reveals that 40 (33%) strongly agreed that Career choice assists students to develop their personal study time table, 30 (25%) agreed, 30 (33%) strongly disagreed while 20 (17%) disagreed. Item 2 show that 50 (42%) revealed that career choice assists them to develop good study habit, 40 (33%) agreed, 20 (17%) strongly disagreed and 10 (8%) disagreed. Item 3 indicates that 60 (50%) strongly agreed that career choice help students to develop interest in interest in being religious with doing their assignments, copying their notes, quizzes, tests and examinations, 50 (25%) agreed

while 5 (4%) were undecided, 15 (12.5%) strongly disagreed and 10 (8%) disagreed. This shows that there is effect of career choice on the future of secondary school students.

Summary of Finding

1. The study showed that the roles of guidance and counselling to the students in secondary schools of the study area assists students to choose the right subject discover occupations that sit their abilities and assists in making educated decisions about their future.
2. The students have chosen their various career choices.
3. There are effects of career choice on the future of the secondary school students in Maiduguri Metropolis, Borno State.

Discussion

The first finding of the study revealed that the roles of guidance and counselling to the students' academic performance. This finding is in line with Lai-Yeung (2014) who stated that the role(s) of the counselors is accordingly to plan career development with appropriate interventions to assist students make informed judgments. These activities can enable the student to cope successfully with career development tasks, it can be an intentional act aiming at enhancing certain portion of students career growth in relation to career maturity and career decision making. Makinde (2014) observes that one of the roles for school counsellor is to help students who are experiencing difficulties. Students from disadvantaged families of the society have many problems and needs which, are to be dealt with in Guidance and counseling programme. Lindsay (2013) argues that such students may experience difficulty in adjustment with peers, teachers and the environment thus Guidance programme helps such students to adjust and utilize the Guidance and Counselling.

The second finding shows that the career choices of students in the secondary schools include doctors, engineers, lawyers, journalists and teachers. This finding corroborates the study of Ortese (1997) identified various careers as follows: engineering, teaching, medical services, agriculture, food preparation and services, journalism, computing, law, sales, metallurgies building/architecture, armed forces, carpentry and woodwork and aviation. It can be concluded that choice of career is dependent on motivation to attain the career.

The third finding shows that there is effect of career choice on the future of the secondary schools students. This finding corroborates the study of Iyoke (2019) who studied impact of guidance services on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area of Enugu State, Nigeria. The study revealed among others that orientation, appraisal, information, educational placement, referral and follow-up services impact on the career choice of secondary school students in public secondary schools in Enugu North Local Government Area to a great extent. Similarly, Bambang and Suryadi (2018) studied career orientation of senior secondary school students. The findings of the study reveal that majority of the secondary school students wanted to further their study to university and only small number of them wanted to find jobs or run their own business.

Conclusion

Guidance services in Nigeria education system has not been given the attention it deserves, students lack ideas on which course to study in the higher institution after his/her secondary education which affect their career decision-making because adaptation becomes difficult thus leading to wrong choice of career. This affirms without contradiction that without sound guidance services, many students will lose direction towards making a choice of career. Good Guidance services can only thrive when every influential person in the life of the client is carried along. If parents do not change their perception so as to embrace, encourage and support the needed tasks done by counsellors, the educational, vocational and personal-social growth of our adolescent youths will ever remain standard.

Recommendations

The study recommends that:

- The state government through various agencies of the Ministry of Education such as Post Primary School Management Board should endeavour to organize periodic conferences, seminars and workshops for guidance counsellors in the State School System on the various

theme such as "Guidance Services in the new millennium-problems, constraints, strategies and measures for effective implementation of Guidance and Counselling Services in Secondary Schools. This can be done under government sponsorship to enhance general participation and growth of all the counsellors.

- Principals of secondary schools should be in the forefront in organizing public awareness campaigns through seminars, public lectures and workshops to sensitize students, parents, government agents and the general public on the need for career guidance services in order to secure support from all stakeholders. The principals should further provide leadership in ensuring school programs are adjusted to afford adequate time for career counseling sessions.
- Teachers and students should be made to be aware of the immense benefit of guidance and counseling by the school counselor/management, guidance and counseling should be given a period in the school time table, to encourage students participate in career choice making, qualified counselors should be employed by school management. Also, school curriculum should be reformed to give priority on entrepreneurship and skills acquisition towards gainful employment for those who may not fit into the conventional school system.

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