



IJSRM

INTERNATIONAL JOURNAL OF SCIENCE AND RESEARCH METHODOLOGY

An Official Publication of Human Journals



Human Journals

Research Article

February 2020 Vol.:14, Issue:4

© All rights are reserved by Owoicho Agada Boniface et al.

Influence of Counseling on Career Aspirations of Students in Science Education



Owoicho Agada Boniface*¹, Iji Sunday², John Egbe Agbike³

¹Department of Integrated Science, College of Education, Oju, Benue State, Nigeria

²Department of Physics, College of Education, Oju, Benue State, Nigeria

³Department of Chemistry, School of Secondary Education (Science Programmes), Federal College of Education (Special), Oyo.

Submission: 23 January 2020

Accepted: 1 February 2020

Published: 29 February 2020



HUMAN JOURNALS

www.ijsrm.humanjournals.com

Keywords: Counseling, Career aspirations, Knowledge of self/personality, Knowledge of world of work & Science education

ABSTRACT

The study surveyed the influence of counseling on career aspirations of students in science education in College of Education, Oju, Benue State. Three (3) research questions and three (2) hypotheses were formulated in line with the objectives for the study. Descriptive survey design was employed for the study. The population of the study was made of 1450 students and 52 teachers from which 100 respondents were selected using stratified sampling technique. The research instrument used for data collection was influence of counseling on career aspirations questionnaire (ICOSCAQ) that consists of 12 items statements relating to counseling on career aspirations. Mean and standard deviation was used to answer the research questions while the hypotheses were tested using chi-square at 0.05 level of significance. The findings of the study showed that guidance and counseling services have significant influence on students' knowledge of (i) self/personality, (ii) world of work and (iii) career aspirations/decision making process. Therefore, the researcher recommended among other things that guidance and counseling services should be given priority attention by all the stakeholders in the educational sectors and also that counselors should assist the students to identify their strengths and weaknesses in order to enable them choose careers that are best suited into.

INTRODUCTION

Naturally, human existence is beset with many problems. According to Maslow as quoted in Andah (2009), every human being has a number of needs, hierarchically ordered to satisfy; and the individual is usually motivated to behave in order to satisfy these needs. For this reason, Akem (2004) contrived that, there is no end to human needs to be met and aspirations to be achieved. Limitedness of these means of achieving our desires, coupled with the blocking and negative effects of certain intervening variables, creates plenty problem to us. These problems are of various types and grades. Some are concerned with vocational issues; jobs to be chosen, how to adapt to a work situation and prosper within a given vocational setting while others are merely concerned with educational matters, which associate them with learning. Study habits, concentration, passing school examination are all educational issues and yet, there are needs which are concerned with marital issues, moral, economic, social and political issues.

Our day-to-day experiences have shown that we humans are great problem solvers. We are usually so used to solving most of our every day and each minute's problems that, we no longer are aware of such vital functions although there are problems which are beyond our lone-self solution range. Akume (2008) posits that, after experiencing some sleepless nights and developing some loss of appetite over our problems. We cannot find ready solutions to, we find ourselves consciously or unconsciously soliciting for some external help, for an effective solution to such problems.

The general purpose of education is to nurture learners to acquire skills, values, knowledge and experiences that would enable them function adequately in a given society. However, the primary objective of education in most cases is underachieved; and hence, the abundant problems with career aspiration. This problem grossly affects secondary school leavers the most. To this end, Denga (2006) noted that, a lack of career counseling is one of the major sources of difficulties, which students experience in their efforts to obtain suitable employment after leaving their respective schools. The author envisaged that, very often, secondary school leavers find it hard to adjust to less preferred jobs, such as teaching in rural schools, working in local firms or private organizations without clear promotion prospects.

Luke-warmness towards work attitude is gradually pervading almost all facets of the Nigerian national economy. With this prevalent negative ethics to work behaviours, the motivation of

the growing youth towards employment is dulling and regrettable; thus, rendering youths jobless. The state of unemployment is growing at an alarming rate. Most secondary school leavers cannot successfully feed themselves three times a day and so, have taken to seek quick and fast or even any other means of achieving basic livelihood which often leads into disastrous crimes like armed robbery, prostitution and even political thuggery. The menace of garage boys, street hawking and smoking/drug abuses and begging are amongst the common evidences that shows great increases in the higher dependency segment of the nation's population.

It is in the light of the foregoing that we desperately need the application of guidance and counseling to effect attitudinal changes that will in turn affect the positive economic development of our dear nation. When the youths today know themselves properly and what they are capable of doing best to satisfy their personal needs, without any difficulties attached to it, the nation shall register great growth in all her ramifications. The need for guidance and counseling on career decisions amongst students is of paramount importance and cannot be overemphasized. Since we human (but most especially students in secondary schools) encounter problems in almost all facets of life endeavours, there is no doubt that, we need help to adjust to our physical environment. Chauhan (2006) was on the side that consequently, the method that worked today becomes absolute tomorrow; the ideas and views that are relevant today becomes irrelevant tomorrow; in the midst of these, human beings need help. The nature of this help is increasingly becoming complex due to the rapid development around us. Therefore, the traditional method of turning to an elder, a local sage, the head of the family or persons who out of their volition render services can no longer work in every case.

Having made a case for the establishment of professional guidance and counseling services in schools, the next logical question is who renders these services, to whom and how? A professional guidance counselor is therefore, a person who has the innate and acquired skills for helping people who have problems to handle deep insight into their own abilities and capabilities vis-a-vis the nature and implication of their problems now and in the nearest future thereabout.

It is to this effect that, the school counselor is required to establish the knowledge of self awareness in school student, to educate them (students) about knowledge of the world of work and to guide them towards a better and suitable career decision making in their own

areas of interest. A diagnostic approach goes beyond the surface presentation of a counselor. Alike (2010) inferred that, the intent is to get at the root of problem and uncover the underlying fact regarding the client problem. A counselor in this case should employ questioning, probing, prodding, and exploring to get at the root of a student's problem.

Statement of the Problem

Counseling services have central roles to play in the development of an individual or a nation. Simply put, an individual student may not effectively realize a common goal of economic development, which might have granted such access to self worth, self employment and career decisions without the effective administering of guidance and counseling services upon or after graduation from school.

Inadequate administration of guidance and counseling services to senior secondary school students have been viewed as a paramount reason why there abound social vices in our country today. The impatience and many other non-committant behaviors are among evidence that entails the absence of guidance and counseling services to students at the very beginning of their career choices/ aspirations while yet in the schools.

Students in such schools lack jobs and self satisfaction: jobs that are supposed to be practiced happily are gone about dully and regrettably. Wrong careers that students enter into cannot provide them with human basic needs like three square meals a day, shelter and clothing becomes a very serious problem. School leavers appear shabbily in public places, like offices because they do not earn enough income from their jobs to cater for all such needs. Youths in order to accomplish their disappointment, goes into serious socio-crimes that are disastrous to meet their needs like becoming armed robbers, available tools in the hands of wicked and selfish politicians as political thugs, prostitution, members of secret societies (cultists), drug addicts and so on, as a result of unemployment development, due to wrong career aspirations that were not jealously guided earlier on by professional counselors. All these socio-ills disorganizes and make our future leaders/students to become miserable in life and this, goes a long way increasing dependency rate in our local settings and in the country at large.

Since all the tiers of government in Nigeria, be it Federal, State or Local levels, have appreciated the significance of education as an investment for national reconstruction, growth and development, it is easier to understand why a huge volume of the national budget is usually allocated to education. Viewed from this perspective, the concern for individual and

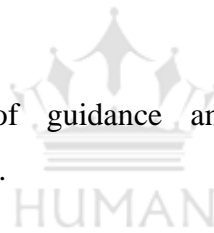
national liberalization of educational opportunities becomes more meaningful. But all these concern may not achieve much if the quality of education in our schools suffer in our school systems are left to grope in the dark or wonder aimlessly like sheep without shepherd.

It is on this note that, the development and effective administration of educational counseling becomes a must. This also appears to be the rationale for mounting a supportive, effective and functioning educational counseling for our educational programmes too.

Purpose of the Study

The work is aimed at finding out the influence of guidance and counseling services on career aspiration of students in science education. This work thus specifically seeks.

- i. To identify the influence of guidance and counseling on students' knowledge of self/personality.
- ii. To determine the influence of guidance and counseling on students' knowledge of the world of work/job.
- iii. To determine the influence of guidance and counseling on students' career aspirations/decision making processes.



Research Questions

In order to investigate the influence of guidance and counseling on effective career aspirations of students, the researcher has proposed the following research questions to help guide and narrow the study to a precise conclusion.

- i) Does guidance and counseling influence students' knowledge?
- ii) Does guidance and counseling influence students' knowledge of the world of work?
- iii) Does guidance and counseling influence on students' knowledge of career aspirations/decision making process?

Research Hypothesis

In view of the ongoing, the researcher has formulated guesses that might guide the study towards conclusion. These hypotheses include:

- i. Guidance and counseling has no significant influence on students' knowledge of the world of work.
- ii. Guidance and counseling has no significant influence on students' knowledge of career aspirations/decision making processes.

Significance of the Study

The finding of the study would shed light to educational stakeholders about the significance of guidance and counseling in upholding and promoting the academic performance of students.

Some school Administrators in general would appreciate the importance of guidance performance among students and also encourage them to increase or put more effort for professionalism.

The students will also benefit from the study by improving on their academic performance that will justify the commitments of huge portion of the nation's scarce resources to secondary education and also have focus in life and achieve their aims and objectives in life.

It will be also, useful to the classroom teachers and counselors, to improve in his guidance and counseling services to the students.

Scope of the Study

This study was carried out to cover teachers/counselors and students in school of science, College of Education, Oju, Benue State. Specifically, the study is conducted within the limits of identifying the influence of guidance and counseling on students' knowledge of self worth, that of the world of work and on students' knowledge of career aspirations/decisions making processes, in order to be self-reliant or independent.

MATERIALS AND METHODS

Research Design

The research design used in this study was the descriptive method. This is the research method commonly and popularly used in educational research (Akem, 2004). The selection of the descriptive method is not just because of its popularity, but because it is the most

appropriate for the topic under investigation. The descriptive method investigates, describes and interprets what happens currently, hence its suitable to investigable, describe and interpret influence of counseling on career aspirations of students in science education in College of Education, Oju.

Population of the Study

The population for study is made of 1450 students and 52 teachers from school of science, College of Education, Oju.

Sample and Sampling Techniques

The sample of the study is made of 100 respondents which were selected using stratified sampling technique.

Instrument for Data Collection

The research instrument used for data collection was influence of counseling on career aspirations questionnaire (ICOSCAQ) that consists of 12 items statements relating to counseling on career aspirations.

Method of Data Analysis

The data collected from this study were subjected to statistical analysis. Mean and standard deviation was used to answer the research questions. The hypotheses were tested using chi-square at 0.05 level of significance.

RESULT AND DISCUSSIONS

Research Question 1: Does guidance and counseling influence students' knowledge of self?

Table No. 1. Mean and standard deviation of the influence of guidance and counseling on students' knowledge of self

Variables

Group	Mean	N	Std Deviation
1	0.80	80	0.0000
2	0.20	20	0.0000
Total	1.000	100	0.0000

From Table No. 1, since the mean of the respondents who agreed that guidance and counseling influence students' knowledge of self is greater than their counterparts who disagreed with them (80 > 20), it is therefore concluded that guidance and counseling among students have significant influence on students' knowledge of self.

Research Question 2: Does guidance and counseling service influence students' knowledge of the world of work?

Table No. 2. Mean and standard deviation of the influence of guidance and counseling on students' knowledge of the world of work.

Variables

<i>Group</i>	<i>Mean</i>	<i>N</i>	<i>Std Deviation</i>
1	0.89	89	0.0000
2	0.11	11	0.0000
Total	1.000	100	0.0000

From Table No.2, since the mean of the respondents who agreed that guidance and counseling affected knowledge of the world of work is greater than their counterparts who disagreed with them (89 > 11), it is therefore concluded that guidance and counseling among students significantly influence their knowledge of the world of work.

Research Question 3: Does guidance and counseling services have any influence on students' career aspirations?

Table No. 3. Mean and standard deviation of the influence of guidance and counseling on students' career aspirations

Variables				
Group	Mean	N	Std Deviation	
1	0.74	74	0.0000	
2	0.26	26	0.0000	
Total	1.000	100	0.0000	

From Table No. 3, since the mean of the respondents who agreed that guidance and counseling affected students' career aspirations is greater than their counterparts who disagreed with them (74 > 26), it is therefore concluded that guidance and counseling among students significantly affected their career aspirations.

Testing of Hypotheses

Hypothesis One: Guidance and counseling services has no significant influence on students' knowledge of the world of work.



Table No. 4: Chi-square Analysis of Hypothesis One

Cal X ²	critical Value	df	level of sig	decision
11.1	7.82	3	0.05	rejected

Result from Table No. 4 reveal that the calculated chi-square of 11.1 is greater than the critical value of 7.82 with 3 degree of freedom at 0.05 level of significance. Hence the null hypothesis which states that guidance and counseling services has no significant influence on students' knowledge is rejected. This means that guidance and counseling services has significant influence on student's knowledge of the world of work.

Hypothesis Two: Guidance and counseling services has no significant influence on student's career aspirations.

Table No. 5: Chi-square Analysis of Hypothesis two

Cal X ²	critical Value	df	level of sig	decision
13.4	7.82	3	0.05	rejected

Result from Table No. 5 shows that the calculated chi-square of 13.4 is greater than the critical values of 7.82 with 3 degree of freedom at 0.05 level of significance. Hence the null-hypothesis which states that guidance and counseling services has no significant influence on student’s career aspirations is rejected. This means that guidance and counseling services has significant influence on student’s career aspirations.

Discussion of Findings

This study sought to evaluate the influence of counseling on career aspiration of students in science education, college of education, Oju, Benue State. One of the major findings of the study is that, guidance and counseling has significant influence on students’ knowledge of self (Table No. 1). This result adds credence to Chirshe (2008); Gatumu, Mutweleli, Okatcha and Oyagi (2009) and Kembe (2009). According to Chirshe (2008), guidance and counseling services enables students to understand who they are, what they can do and what they cannot do. That is, through guidance and counseling services, students will be able to understand their strengths and weaknesses. Gatumu, Mutweleli, Okatcha and Oyagi (2009) seems to have corroborated this situation when they observed that, predictor variables like knowledge of self/personality have significant influence on occupational aspirations of secondary school students. Similarly, Kembe (2009) reports that, most of the problems militating against academic performance of school students in Makurdi metropolis could be traceable to personality problems, especially, the lack of knowledge of self/personality which goes a long way towards shaping their career aspirations positively.

The present study also showed that counseling has significant effect on students’ knowledge of the world of work (Table No.2). This finding is in line with Ejue (2004) and Charema (2008). Ejue (2004) reports that, counselors should help their clients’ understand what it takes for them to function effectively in a particular discipline. In other words, counseling services helps one to determine the training requirements for a particular world of work. Charema (2008) seems to have supported this position when he reports that counseling services enables

job seekers to know job/work opportunities that are available in their immediate environment and what it takes to perform creditably in those jobs. This argument seems to suggest that, counseling activities are instrumental to students' knowledge of the world of work.

Finally, the present study revealed that, counseling services is significant to students; career aspirations (Table No. 3). This finding strengthens Alike (2010) who found out that, through guidance and counseling activities and decision making regarding career aspirations are made less tedious for students. Emphasizing the importance of career education in schools, Okafor (2008) stated that students from career education schools have better promotional rates and enrolled in more college prepared courses, than those that attended non-career-oriented schools. He argues further that, schools that are conscious of building students' futures are based on their career choices, which expose them to friends and peers who have career interests and environments where thinking and planning are the norms. This seems to imply that, students from career-oriented schools are better focused than their counterparts from non-career-oriented schools in terms of career aspirations.

The need for students to choose careers suitable to their persons cannot be over-emphasized. According to Alike (2010), career decisions are decisions that should be carefully made because; they affect the entire life of the individual. According to Ker & Ada (2004) career education comes in here handy, as lack of it makes students unaware of themselves finding their ways to wrong career places. This, according to the scholar, causes irreparable damages to the students as they have nothing to offer for themselves, to their parents or even to the society at large. Many of these students end up becoming variable thuggery tools in the hands of wicked and selfish politicians (Ortese, 2004) this underscores the need for counseling on career decision making.

CONCLUSION

Based on the finding of this study, the researcher safely concluded that, guidance and counseling services has significant effects on career aspirations of students in science education. Counseling is instrumental to the students' knowledge of

I. Self

II. World of work

III. Career aspiration/decision making process

Therefore, counseling services should be encouraged in both senior secondary and tertiary institutions in Benue State.

Recommendations

Based on the findings of the study, the following recommendations were made:

- i) School counselors should help students understand themselves. They should be assisted to know their strengths and weaknesses so that they can function meaningfully to themselves and useful in the society in which they find themselves.
- ii) School counselors should help students acquire skills that are required to explore the world of work. The students should be helped to know how to look for jobs as well as determines job\work requirements too.
- iii) Counselors should help students choose careers that are most suitable to their abilities and capacities. The students should be made to understand that, it is better for them to go into disciplines that, they are talented for, if they were to make a good name in those disciplines, and still meet their basic needs satisfactorily too.

REFERENCES

1. Akem, J.A. (2004). Researcher and statistics for higher education. Makurdi: Confidence Books.
2. Akume, G.T., Igbo, H.I and Tor-Anyiin, S.A (2008). Elements of guidance counseling and psychopathology. Makurdi: Lord Sharks Communications.
3. Alike, I.H. (2010). Parental and peer group influence as correlates of career choice in humanities among secondary school students in Edo State. Journal of Research in Education and Society, International perspective 1(1), 178-182.
4. Andah, N.W. (2009). Vocational and occupational information: An overview in G.C. Unachukwu and G.C. Igborgbor (Eds) Guidance and counseling: A realistic approach. Owerri: International Universities press.
5. Charema, J. (2008). School counselors perception of guidance and counseling in secondary schools in Botswana. The Nigerian Journal of Guidance and Counseling 13 (1), 158-170.
6. Chauhan, S.S. (2006). Principles and techniques of guidance. Delhin Visha Printers.
7. Chireshe, R. (2008). The evaluation of school guidance and counseling services in Zimbabwe. The Nigerian Journal of Guidance and Counseling, 13 (1) 54-68.
8. Denga, D.I. (2006). Guidance and counseling in school and non-school setting. Calabar: Centeur press.
9. Ejue, J.B. (2004). Influence of personality type on hob performance of members of the police force. Nigerian Journal of Applied Psychology,7 (2), 58-65.
10. Gatumu, H.N; Mutweleli, S.M., Okatcha, E.O and Oyagi, E.O (2009). Relative influence of selected predictor variavles on occupational aspirations of secondary school students in Nairobi. Journal of Sociology, Psychology and Anthropology in Practice, 1 (3), 72-77.

11. Kembe, M.E. (2008). The influence of personality problems on academic performance of school age children in Makkurdi Metropolis. *The Journal of Counseling and Development*, 2 65 - 72
12. Ker, B.O and Ada, N.A (2004). Career awareness and aspirations among secondary school learners in the democratic process: counseling implications. *The Journal of Counseling and Development*. 1(1), 170 – 179
13. Okafor, C. (2008). Careers education: an effective tool for poverty reduction. *Nigerian Journal of Guidance and Counseling*, 13(1) 69 – 78
14. Ortese, P.T. (2004). Counseling against political thuggery. *The Journal of Counseling and Development*, 1 (1), 133 – 141.

